Comprehensive School Improvement Plan

Harrison County High School

Harrison County

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Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		doc

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Our student body is 7% minority, 12% special needs, and 48% F/R lunch.

69% of our teachers have 4 or more years of experience.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Our top barriers to equitable access to effective educators are:

1. location/regional area

2. teacher salary/pay

3. recruitment

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

All teachers at Harrison County High School will continue to receive PGES training during the 2016-17 school year.

Measurable Objective 1:

demonstrate a proficiency for all teachers in the Professional Growth and Effectiveness System (PGES.) by 06/30/2015 as measured by the PGES scores teachers receive..

Strategy1:

PGES Training for Faculty - Faculty at HCHS will continue to be trained and become proficient in the TPGES.

Category: Professional Learning & Support

Research Cited: All teachers will be evaluated on the new PGES beginning the 2014-2015 school year.

Activity - An official PGES evaluation for all HCHS teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 2014-2015 school year, all teachers will receive official PGES evaluations and conferencing with administration.	Professional Learning	08/01/2013	06/30/2015	$0 - No Funding Required	HCHS Administration: Amy Coleman, Todd Brannock, and Jennifer Nichols.

Goal 2:

At least 50% of HCHS teachers will mark "agree" on ALL components of the TELL KY Survey in 2017.

Measurable Objective 1:

collaborate to give teachers motivation to plan together by 06/30/2016 as measured by the TELL KY Survey results in 2017..

Strategy1:

Collabortive Planning - Teachers will continue to be given time/motivation to collaborate with each other by the high school and district administrations.

Category: Professional Learning & Support

Research Cited: TELL KY Survey results 2013 and 2015.

Activity - High School Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Department chairs (and any teacher who wishes) will meet with HS administrators on the first Monday of each month to make school wide decisions.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	HCHS administration and department chairs

Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given the second Monday of each month to meet as a faculty with HS administration after school.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	HCHS administration

Activity - Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and parents will be given the fourth Monday of each month to meet within any committee of their choosing at HCHS after school.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	HCHS administration and committee chairs

Activity - Vertical Team Meetings or Program Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL high school content teachers will meet as needed each year to align curriculum. ALL program review teachers will meet for 6 hours minimum each year to collect/organize evidence.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	All teachers, HCHS administration and District Instructional Supervisor

Activity - District Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teacher designees will meet every other month with the district leadership team and district administration.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	District administration

Activity - Department Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given the third Monday of each month to meet within their departments after school. Minutes will be requested.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	ALL teachers and HCHS Administration.

Activity - Freshmen Academy Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshmen Academy teachers will meet at least monthly for collaboration and student support.	Behavioral Support Program	08/01/2013	06/30/2017	$0 - No Funding Required	HCHS administration, freshmen academy department chair, and freshmen teachers.

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshmen teachers are given the same planning period throughout the school year to allow for daily collaboration as needed/wanted.	Professional Learning	08/01/2014	06/30/2017	$0 - No Funding Required	HCHS administration, freshmen department chair and freshmen teachers

Activity - Teacher Work Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will be given "teacher work days" without students each year to collaborate and plan as needed.	Academic Support Program	08/01/2012	06/30/2016	$0 - No Funding Required	District administration and the board of education

Activity - Technology Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology committee meets regularly to make all of the technology decisions for the building. This committee is for any teacher that chooses to participate.	Technology	08/01/2012	06/30/2017	$0 - No Funding Required	HCHS administration

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Amy Coleman, High School Principal

Jennifer Nichols, High School Assistant Principal

Todd Brannock, High School Assistant Principal

Donelle Judy, High School Counselor

Allison Earlywine, High School Counselor

All HCHS Department Chairs

All HCHS teachers

Amanda Denniston, SB Council Parent Member

Kimberly Darnell, SB Council Parent Member

Roger Hurst, SB Council Teacher Member

Christine Garnett, SB Council Teacher Member

Jenna Landacre, SB Council Teacher Member

Jenny Lynn Hatter, Instructional Supervisor

Brad Yearsley, District Director of Special Education

Michael McIntire, Middle School Principal

Sharon Hill, Northside Elementary Principal

Jon Hoskins, Westside Elementary Principal

Steven Fowler, Southside Elementary Principal

BJ Maggard, Eastside Elementary Principal

Relationship Building

Overall Rating: 3.57

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

Overall Rating: 3.57

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.17

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	**Response**	**Rating**
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	**Response**	**Rating**
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	**Response**	**Rating**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	**Response**	**Rating**
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	**Response**	**Rating**
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	**Response**	**Rating**
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	**Response**	**Rating**
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

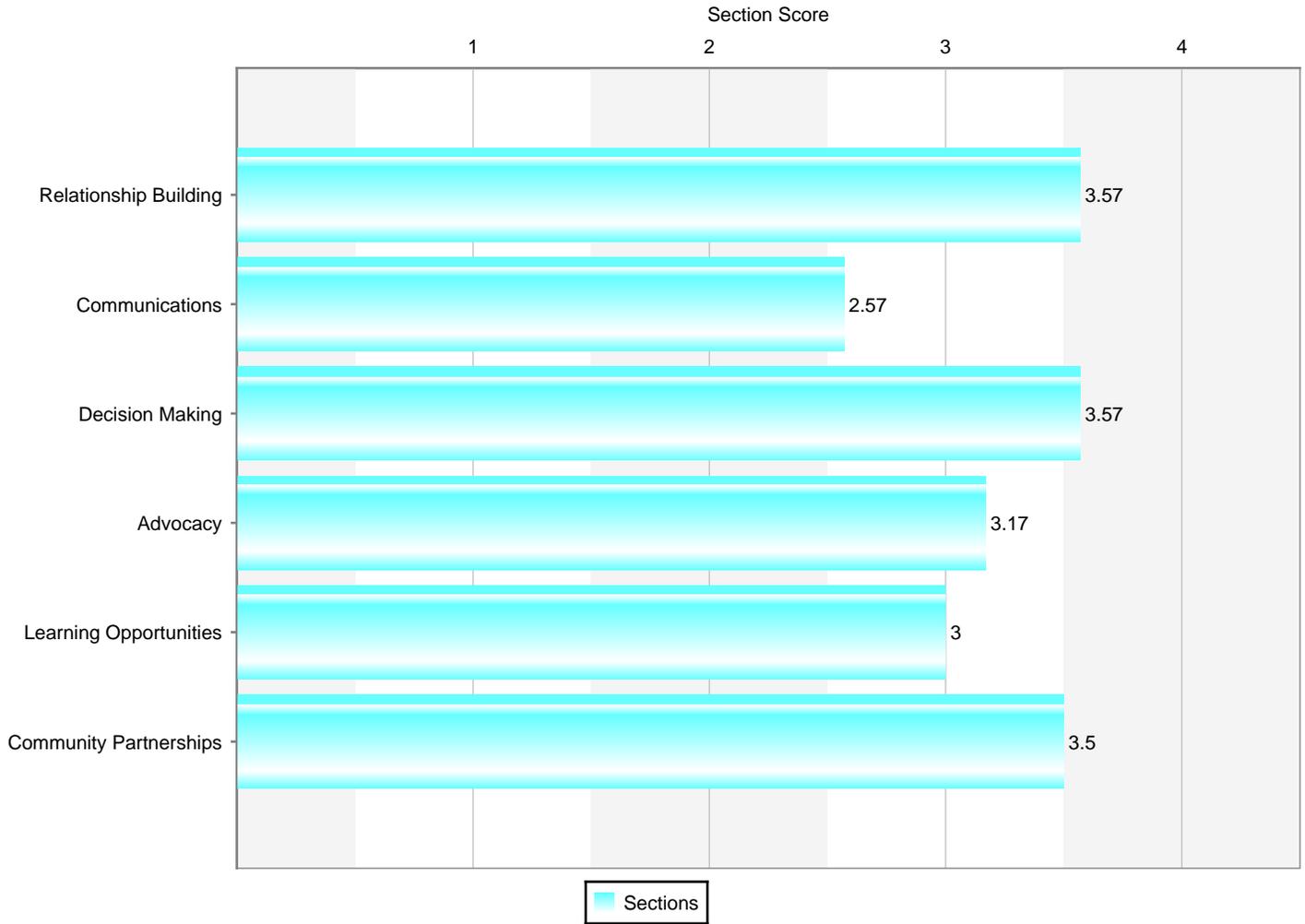|	**Statement or Question**	**Response**	**Rating**
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

We work very well with parents/organizations in IEP and 504 development, drop out prevention, academic interventions, behavior assistance, volunteerism, job shadowing/mentoring, etc.

We would love to have more parent involvement in SB elections, parent teacher conferences, volunteering and evening events.

Report Summary

Scores By Section

Section Score

Section	Score
Relationship Building	3.57
Communications	2.57
Decision Making	3.57
Advocacy	3.17
Learning Opportunities	3
Community Partnerships	3.5

Sections

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Jenny Lynn Hatter, Instructional Supervisor

Amy Coleman, High School Principal

Michael McIntire, Middle School Principal

Sharon Hill, Northside Elementary Principal

Jon Hoskins, Westside Elementary Principal

Steven Fowler, Southside Elementary Principal

BJ Maggard, Eastside Elementary Principal

Jennifer Nichols, High School Assistant Principal

Todd Brannock, High School Assistant Principal

Donelle Judy, High School Counselor

Allison Earlywine, High School Counselor

All HCHS Department Chairs

All HCHS teachers

Brad Yearsley, District Director of Special Education

Amanda Denniston, SB Council Parent Member

Kimberly Darnell, SB Council Parent Member

Roger Hurst, SB Council Teacher Member

Christine Garnett, SB Council Teacher Member

Jenna Landacre, SB Council Teacher Member

District administration meets at a minimum, once a month.

HCHS admin and teachers meet at a minimum, once a month.

HS leadership team meets once a month.

Departments meet once a month, minimum.

SB Council meets once a month, minimum.

All of the above groups work continuously on the improvement plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Andy Dotson, Superintendent - meets regularly with HS administration

Jenny Lynn Hatter, Instructional Supervisor- meets regularly with HS administration

Amy Coleman, High School Principal- involved in all meetings

Michael McIntire, Middle School Principal- meets monthly with HS/District administration

Sharon Hill, Northside Elementary Principal- meets monthly with HS/District administration

Jon Hoskins, Westside Elementary Principal- meets monthly with HS/District administration

Steven Fowler, Southside Elementary Principal- meets monthly with HS/District administration

BJ Maggard, Eastside Elementary Principal- meets monthly with HS/District administration

Jennifer Nichols, High School Assistant Principal- meets daily with HS administration, regularly with teacher/parent leadership, monthly with district administration

Todd Brannock, High School Assistant Principal- meets daily with HS administration, regularly with teacher/parent leadership, monthly with district administration

Donelle Judy, High School Counselor- meets daily with HS administration, regularly with teacher/parent leadership, monthly with district administration

Allison Earlywine, High School Counselor- meets daily with HS administration, regularly with teacher/parent leadership, monthly with district administration

All HCHS Department Chairs- meets at least twice a month with HS administration

All HCHS teachers- meets at least once a month with HS administration

Brad Yearsley, District Director of Special Education- meets monthly with HS/District administration

Amanda Denniston, SB Council Parent Member- meets monthly with HS administration

Kimberly Darnell, SB Council Parent Member- meets monthly with HS administration

Roger Hurst, SB Council Teacher Member- meets at least twice a month with HS administration

Christine Garnett, SB Council Teacher Member- meets at least twice a month with HS administration

Jenna Landacre, SB Council Teacher Member- meets at least twice a month with HS administration

District administration meets at a minimum, once a month.

HCHS admin and teachers meet at a minimum, once a month.

HS leadership team meets at least once a month.

Departments meet once a month, minimum.

SB Council meets once a month, minimum.

All of the above groups work continuously on the improvement plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The plan is emailed to all stakeholders.

The plan is posted on the school's website.

The plan is updated regularly at monthly SB Council meetings.

The plan is discussed regularly with HS/District Administration, teachers, parents, and students at meetings, conferences, trainings, etc.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

As a district we have looked at our data extensively to determine how we can both better prepare our students for assessment as well as teach them to think critically. We have asked several central questions in tackling this work:

1. What does proficiency look like for students? Exemplars? Benchmarking?

2. How does our assessment data compare in terms of our local data (common assessments, RtI progress monitoring)?

3. Are both sets of data telling us the same things about student performance?

4. What are we doing when students "do not perform" or "simply do not get it"?

While these questions do not cover every aspect of data analysis, they are the pillars of what data tells us about student success and learning.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Harrison County High School has a long tradition of personalized attention to our students and their diverse needs. Our systems of interventions (RtI and EPAS) are considered by the Kentucky Department of Education to be model programs. Below are some areas of significant strength:

1. Harrison County High School attained the "Distinguished" benchmark set by KDE for 2015-2016 and was labeled by KDE "High Performing."

2. Harrison County High School attained the "Proficiency" benchmark set by KDE for 2012-2013 and 2014-2015.

3. Harrison County High School continued to use new instructional/assessment models with students with disabilities, providing accurate IEP accommodations, which showed progress within this gap group.

4. Vertical (ELA, Math and Science) meetings for 6 years running - built into PD plans, revise common K-12 assessments in ELA and Math.

5. Vertical (Science and Social Studies) meetings for the last 3 years- built into PD plans.

6. Continuation of Common Assessment testing for ALL grades 9-12, growth data training and individual test reports used for RtI, EPAS and classroom instruction

7. Training for all high school staff on PGES built into PD plans

8. Science - awarded PIMSER grants for technology integration. Secondary Science above the state average in ACT area.

9. Social Studies- 76.5% P/D; 59.1% State

10. Advanced Placement - continuing to add classes and open enrollment

11. In collaboration with Area Technology Center (ATC) and Maysville Community College (MCC), HCHS increased College Career Readiness opportunities for our HS students through guidance, planning, and gearing students at an earlier age where they can find success with CCR.

12. Continuing to utilize the I-pad and I-pad mini-initiatives in 2011-12 and 2012-13 with HCHS students.

13. Added Chromebook classrooms (3) to HCHS in 15-16.

14. Added Chromebook classroom (1) to HCHS in 16-17.

15. Wi-Fi connectivity throughout the district and in all six schools.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Examination of our assessment data (KPREP scores, and local common assessments) indicates that our
students are under-performing in the areas of math, reading and writing. Utilizing our systems of interventions, focus lists and targeted
professional development, HCHS will closely monitor the progress of our students both in terms of assessment performance and student
growth.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Reflection, that is data driven and focused on student needs, is the key to any successful improvement of a performance or program. Critical to our students' success is actively looking at each area of need and determining on a regular basis if that need is being both properly addressed and met. Administrators and teachers actively looking at student data for both progress and failure is key to making Harrison County High School a true "Model of Opportunity" for our students.

Comprehensive School Improvement Plan 16-17

Overview

Plan Name

Comprehensive School Improvement Plan 16-17

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college and career ready by 10% during the 2016-17 school year.	Objectives: 2 Strategies: 1 Activities: 1	Academic	$0
2	Students at Harrison County High School will increase academic achievement by 1.5 points.	Objectives: 2 Strategies: 1 Activities: 5	Academic	$0
3	Decrease novice % in all areas by 10% in 2016-17.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	$18650
4	At least 50% of HCHS teachers will mark "agree" on ALL components of the TELL KY Survey in 2017.	Objectives: 1 Strategies: 1 Activities: 10	Organizational	$0

Goal 1: Increase the percentage of students who are college and career ready by 10% during the 2016-17 school year.

Measurable Objective 1:

A 10% increase of Twelfth grade students will demonstrate a proficiency in career ready assessments, such as the ASVAB, KOSSA, WORK KEYS AND industry certificates; as well as ACT or COMPASS tests. in Career & Technical by 06/30/2016 as measured by ACT, COMPASS, KOSSA, WORK KEYS, ASVAB and industry certificates scores..

(shared) Strategy 1:

CTE Classrooms - CTE classroom teachers will use all strategies received by KDE.

Category: Career Readiness Pathways

Research Cited: http://education.ky.gov/CTE/cter/Pages/cteclassresource.aspx

Activity - CTE Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planning and instruction	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	CTE Teachers ATC & HCHS Administrators HCHS Counselors

Measurable Objective 2:

A 10% increase of Eleventh and Twelfth grade students will demonstrate a proficiency by meeting ACT and/or COMPASS benchmark in English Language Arts by 06/30/2016 as measured by Meeting benchmark on either the ACT or COMPASS.

(shared) Strategy 1:

CTE Classrooms - CTE classroom teachers will use all strategies received by KDE.

Category: Career Readiness Pathways

Research Cited: http://education.ky.gov/CTE/cter/Pages/cteclassresource.aspx

Activity - CTE Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planning and instruction	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	CTE Teachers ATC & HCHS Administrators HCHS Counselors

Goal 2: Students at Harrison County High School will increase academic achievement by 1.5 points.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 43.5%. in Mathematics by 06/30/2016 as measured by End of Course assessments, ACT, and COMPASS testing..

(shared) Strategy 1:

Secondary Systems of Intervention - Secondary Systems of Intervention Design & Goals - EPAS & RtI

Universal Screening: Screen students three times a year to identify students at risk for future reading and math failure as well as benchmark deficiencies in English, Reading, Math, Science and Social Studies on the Explore, PLAN and ACT (see benchmark table below). Students whose screening scores indicate potential difficulties with reading or math are provided with more intensive interventions. Universal Screeners provide a measure of the effectiveness of our core curriculum and instruction. It is expected that 80% of students make adequate progress. If not, the core curriculum and instruction must be improved. This indicates that achievement gaps may be due to inadequate instruction. It also identifies those students who are not making acceptable progress in the core curriculum. Student responses to the interventions are then measured to determine whether they have made adequate progress and either (1) no longer need the intervention, (2) continue to need some intervention, or (3) need even more intensive intervention. In RtI, the levels of interventions are referred to as tiers.

Test English Math Reading Science
EXPLORE 13 17 15 20
PLAN 15 19 17 21
ACT 18 22 21 24
*information from page 10 of the College and Career Readiness Standards Document

Tiers of Intervention: A school wide, multi level instructional and behavioral system for preventing school failure. The basis of the Tiers is the frequency and intensity in which they are administered, according to documented student needs. Interventions always supplement and never replace core instruction.
o Tier 1, Core: high quality classroom instruction, differentiated to meet the needs of targeted students. Interventions are short in duration, easily implemented and monitored by the classroom teacher. Tier 1 Interventions should only include 20% or less of your class. The majority of students identified as in need of intervention will make sufficient progress with a Tier 1 intervention and will not need further intervention.
o Tier 2: Strategic: is a supplemental intervention with at least 30 minutes of research-based instruction, 3 times per week. This is in addition to the regular classroom instruction in reading or math and done by appropriate certified personnel. Inside Tier 2, it may be necessary to change intervention strategies or change the frequency and intensity of the same intervention.
o Tier 3: Intensive: interventions are generally 30-60 minutes, daily. Appropriate certified personnel provide intervention in very small groups of 2-3 students, or one-on-one instruction. Tier 3 may involve an intervention change or just a change in frequency or intensity of the intervention that was implemented in Tier 2.

PLAN Interventions

Study Island Program utilized as a student self-testing, progress monitor tool.

ESS Daytime waiver program in mathematics for students not meeting benchmark in that area for intense intervention and progress monitoring.

All students are monitored with common assessments in each individual team in terms of benchmark progress and completion.

Students not meeting benchmark in their areas are identified and their interventions monitored utilizing the Individual Learning Plan or ILP.

ACT Interventions

All students are tested utilizing a released practice ACT exam.

Practice ACT results are then utilized with core area instructor.

Practice results are utilized and students are grouped in area of difficulty for core testing.

Upon receipt of state ACT results student scores are analyzed in terms of progress and groups students not meeting benchmarks in given areas are formulated.

Study Island Program utilized as a student self-testing, progress monitor tool.

ESS Daytime waiver program in mathematics for students not meeting benchmark in that area for intense intervention and progress monitoring.

All students are monitored with the NWEA/MAP Assessment and 9 week common assessments in each individual team in terms of benchmark progress and completion.

Students not meeting benchmark in their areas are identified and their interventions monitored utilizing the Individual Learning Plan or ILP.

Intervention Systems Goals

- A fully implemented system of secondary interventions realistic, attainable and beneficial to students
- Interventions are provided for struggling secondary students utilizing the RTI system as well as ensuring all students meet EPAS benchmarks and/or have the tools to meet benchmarks in Reading, Math, Science and Social Studies.
- District secondary systems of intervention team will assist the MS and HS with data management, intervention planning, and professional development.
- NWEA/MAP assessment data is used for universal screening and benchmark monitoring
- Other reading assessments used to identify students targeted for reading interventions are Study Island, GRADE, Accelerated Reader (MS), Explore (8), PLAN (10) and state assessments.
- Other math assessments used to identify students targeted for math interventions are Study Island, GMADE, ALEKS (MS only), Explore (8), PLAN (10) and KCCT (3,5 Middle school).
-      Students who do not master specific/identified skills in individual classrooms will be referred for intervention
- The school identifies the lowest 20% of students for reading and math interventions in Tiers 1-3.
- The school identifies the students not meeting benchmark as defined in the table on page 6 and logs their intervention plan into the students ILP.
- Parents are kept informed of student progress and of changes in the Tiers of Intervention and benchmarks where necessary.

Category: Continuous Improvement
Research Cited: Galvin, Mike, 1970. Implementing Response to Intervention (RtI): Considerations for Practitioners. Learning Point Associates.

Haager, S. Vaughn, & J.K. Klinger (Eds.), Validated practices for three tiers of reading intervention (pp. 186). Baltimore, MD: Paul H. Brookes Publishing Co.

Mellard, Daryl F and Johnson, Evelyn. (2008). RTI a practitioners guide to implementing response to intervention :Corwin Press, Thousand Oaks, CA.

Kentucky Department of Education. A Guide to the Kentucky System of Interventions. July 2008.

Pierangelo, Roger, Giuliani, George. (2007). Frequently asked questions about response
to intervention: Corwin Press, Thousand Oaks, CA.

Quinn, Pat. Ultimate RtI: Everything a teacher needs to know to implement RtI.   Ideas Unlimited Seminars, Inc: 2009.

Taylor, L., Nelson, P., & Adelman, H.S. 1999. Scaling-up reforms across a school district. Reading & Writing Quarterly, 15, 303-325.

Vellutino, F.R., Scanlon, D.M., Small, S.G., Fanuele, D.P., & Sweeney, J. 2007.
Preventing early reading difficulties through kindergarten and first grade intervention: A variant of the three-tier model.

Comprehensive School Improvement Plan

Harrison County High School

Activity - Math Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2010	06/30/2016	$0	Other	All math teachers Shelbie Sledd, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - Science Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2012	06/30/2016	$0	No Funding Required	All Science Teachers Jessica Smith & David Adams, Team Leads Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - RTI for ALL Students not Meeting Benchmark	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All students not meeting benchmark on the PLAN or ACT will attend RTI sessions and/or be assigned to a College & Career Readiness class during the 2015-2016 school year. | Academic Support Program | 08/13/2013 | 06/30/2016 | $0 | No Funding Required | Administrators, counselors, teachers, and support staff |

Activity - English Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0	Other	ALL English Teachers Laura Stephens & Michael Hughes, English Department Chairs Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - Social Studies Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

SS instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0	No Funding Required	All social studies teachers Josh Valentine & Nichole Caskey, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Measurable Objective 2:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 55.9% in Reading by 06/30/2016 as measured by End of Course assessments, ACT, and COMPASS testing.

(shared) Strategy 1:

Secondary Systems of Intervention - Secondary Systems of Intervention Design & Goals - EPAS & RtI

Universal Screening: Screen students three times a year to identify students at risk for future reading and math failure as well as benchmark deficiencies in English, Reading, Math, Science and Social Studies on the Explore, PLAN and ACT (see benchmark table below). Students whose screening scores indicate potential difficulties with reading or math are provided with more intensive interventions. Universal Screeners provide a measure of the effectiveness of our core curriculum and instruction. It is expected that 80% of students make adequate progress. If not, the core curriculum and instruction must be improved. This indicates that achievement gaps may be due to inadequate instruction. It also identifies those students who are not making acceptable progress in the core curriculum. Student responses to the interventions are then measured to determine whether they have made adequate progress and either (1) no longer need the intervention, (2) continue to need some intervention, or (3) need even more intensive intervention. In RtI, the levels of interventions are referred to as tiers.

Test English Math Reading Science

EXPLORE 13 17 15 20

PLAN 15 19 17 21

ACT 18 22 21 24

*information from page 10 of the College and Career Readiness Standards Document

Tiers of Intervention: A school wide, multi level instructional and behavioral system for preventing school failure. The basis of the Tiers is the frequency and intensity in which they are administered, according to documented student needs. Interventions always supplement and never replace core instruction.

o Tier 1, Core: high quality classroom instruction, differentiated to meet the needs of targeted students. Interventions are short in duration, easily implemented and monitored by the classroom teacher. Tier 1 Interventions should only include 20% or less of your class. The majority of students identified as in need of intervention will make sufficient progress with a Tier 1 intervention and will not need further intervention.

o Tier 2: Strategic: is a supplemental intervention with at least 30 minutes of research-based instruction, 3 times per week. This is in addition to the regular classroom instruction in reading or math and done by appropriate certified personnel. Inside Tier 2, it may be necessary to change intervention strategies or change the frequency and intensity of the same intervention.

o Tier 3:   Intensive: interventions are generally 30-60 minutes, daily. Appropriate certified personnel provide intervention in very small groups of 2-3 students, or one-on-one instruction. Tier 3 may involve an intervention change or just a change in frequency or intensity of the intervention that was implemented in Tier 2.

PLAN Interventions

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Practice results are utilized and students are grouped in area of difficulty for core testing.

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Intervention Systems Goals

- A fully implemented system of secondary interventions realistic, attainable and beneficial to students
- Interventions are provided for struggling secondary students utilizing the RTI system as well as ensuring all students meet EPAS benchmarks and/or have the tools to meet benchmarks in Reading, Math, Science and Social Studies.
- District secondary systems of intervention team will assist the MS and HS with data management, intervention planning, and professional development.
- NWEA/MAP assessment data is used for universal screening and benchmark monitoring
- Other reading assessments used to identify students targeted for reading interventions are Study Island, GRADE, Accelerated Reader (MS), Explore (8), PLAN (10) and state assessments.
- Other math assessments used to identify students targeted for math interventions are Study Island, GMADE, ALEKS (MS only), Explore (8), PLAN (10) and KCCT (3,5 Middle school).
-      Students who do not master specific/identified skills in individual classrooms will be referred for intervention
- The school identifies the lowest 20% of students for reading and math interventions in Tiers 1-3.
- The school identifies the students not meeting benchmark as defined in the table on page 6 and logs their intervention plan into the students ILP.
- Parents are kept informed of student progress and of changes in the Tiers of Intervention and benchmarks where necessary.

Category: Continuous Improvement
Research Cited: Galvin, Mike, 1970. Implementing Response to Intervention (RtI): Considerations for Practitioners. Learning Point Associates.

Haager, S. Vaughn, & J.K. Klinger (Eds.), Validated practices for three tiers of reading intervention (pp. 186). Baltimore, MD: Paul H. Brookes Publishing Co.

Mellard, Daryl F and Johnson, Evelyn. (2008). RTI a practitioners guide to implementing response to intervention :Corwin Press, Thousand Oaks, CA.

Kentucky Department of Education. A Guide to the Kentucky System of Interventions. July 2008.

Pierangelo, Roger, Giuliani, George. (2007). Frequently asked questions about response
to intervention: Corwin Press, Thousand Oaks, CA.

Quinn, Pat. Ultimate RtI: Everything a teacher needs to know to implement RtI.   Ideas Unlimited Seminars, Inc: 2009.

Taylor, L., Nelson, P., & Adelman, H.S. 1999. Scaling-up reforms across a school district. Reading & Writing Quarterly, 15, 303-325.

Vellutino, F.R., Scanlon, D.M., Small, S.G., Fanuele, D.P., & Sweeney, J. 2007.
Preventing early reading difficulties through kindergarten and first grade intervention: A variant of the three-tier model.

Activity - Math Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2010	06/30/2016	$0	Other	All math teachers Shelbie Sledd, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - Science Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Science instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction. | Professional Learning | 08/10/2012 | 06/30/2016 | $0 | No Funding Required | All Science Teachers Jessica Smith & David Adams, Team Leads Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal |

Activity - RTI for ALL Students not Meeting Benchmark	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students not meeting benchmark on the PLAN or ACT will attend RTI sessions and/or be assigned to a College & Career Readiness class during the 2015-2016 school year.	Academic Support Program	08/13/2013	06/30/2016	$0	No Funding Required	Administrators, counselors, teachers, and support staff

Activity - English Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

English instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0	Other	ALL English Teachers Laura Stephens & Michael Hughes, English Department Chairs Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - Social Studies Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SS instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0	No Funding Required	All social studies teachers Josh Valentine & Nichole Caskey, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Goal 3: Decrease novice % in all areas by 10% in 2016-17.

Measurable Objective 1:

collaborate to ensure that we increase our number of students performing at distinguished and proficient in reading by 06/30/2016 as measured by KPREP scores (summatives), common assessments (formative) and progress data on individual student IEP's.

Strategy 1:

Departmental Strategies - Departments will continue to meet and generate ideas/plans to address the percentage of novice among all students in math, reading, and

writing.

Category: Continuous Improvement

Research Cited: Juozaitis, Vida. Serving the needs of our students with LD in the school library. School libraries in Canada, v. 23, issue 3, 2004: 34-38.

LD Online. www.ldonline.org.

Library of Congress. National Library Service for the Blind and Physically Handicapped. Reference Section. Learning disabilities: national organizations and resources. Compiled by Robert Jones. Washington, 2004. 24p. Free.

Nielsen, Gyda Skat, and Birgitta Irvall. Guidelines for library services to persons with dyslexia. IFLA professional reports, no. 70. 2001. 33p. www.ifla.org/VII/s9/nd1/iflapr-70e.pdf. Also available in Spanish as IFLA professional reports no. 76 and in French as IFLA professional reports no. 74.

Reading and learning disabilities. NICHCY briefing paper no. FS17. 4th ed. Washington: National Dissemination Center for Children with Disabilities, 2004. 15p. Free. (P.O. Box 1492, DC 20013).

Activity - KASC Assessment Results Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A KASC trainer met with faculty after school on November 9, 2015 for a 3 hour session. All staff analyzed their individual student data. All departments were able to collaborate during this time to work with targeted data results working with their individual classroom results in each content area.	Professional Learning	11/09/2015	06/30/2016	$650	School Council Funds	Amy Coleman, Todd Brannock, Jennifer Nichols, counselors, and all HCHS teachers.

Activity - Testing & Classroom Accommodations & Modifications Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Continue to train faculty and staff, including instructional aides, to continue to ensure appropriate accommodations and modifications are given based on the individual education plan in the collaborative and/or resource setting as well as during assessments for special needs students.	Professional Learning	01/14/2013	06/30/2016	$0	No Funding Required	All HCHS administrators, teachers, and instructional aides.

Activity - Departmental Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All HCHS teachers have met and continue to meet in their departments to create strategies to use in each classroom to assist special needs students and all other students with reading and writing.	Professional Learning	11/19/2012	06/30/2016	$0	No Funding Required	All HCHS administrators and teachers.

Activity - Observational Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| HCHS administration evaluating and observing the rigor and relevance used in daily instruction as documented in the instructional focus sheets. The content of the instructional focus sheet is as follows:
Instructional Focus Sheet
Teacher _____
Grade Level _____

Subject
Instructional Dates

Assessment Date
Core Content
Essential Question(s)
Critical Vocabulary
Opportunities for Writing

Reflection
Technology

Adapted from Closing the Achievement Gap by Patricia Davenport and Gerald Anderson, Ed.D.

CHALLENGE LEVEL GUIDE revised 6-4-08
6 - 7
HIGHER RIGOR & LOWER RELEVANCE
â¢ Students are the primary talkers/thinkers/doers.
â¢ Students actively construct individual understanding through a variety of formats including discussion, notemaking, problem-based learning, decision-making, and interpreting information from multiple sources.
â¢ Teacher randomly calls on students and asks probing questions, demanding full-sentence answers, providing wait time, and requiring elaboration/justification.
â¢ Tasks and conversation engage students in grappling with concepts, seeking alternate interpretations/solutions, and exploring similarities and differences.
â¢ Teacher consciously tries to support rigorous thinking, but sometimes releases answers/âsuggestionsâ prematurely.
â¢ Students see connection between work and previous assignments, but not with authentic applications.
8 - 9 - 10
HIGHER RIGOR & HIGHER RELEVANCE
â¢ Students are the primary talkers/thinkers/doers.
â¢ Students actively construct and revise individual/group understanding and produce new knowledge by discovering relationships, solving problems, constructing explanations, and drawing conclusions.
â¢ Teacher guides students to struggle with complex concepts through discussion/debate, problem-based learning scenarios, research projects, written arguments, and reflection.
â¢ Tasks and conversations are guided by overarching, essential questions, untested hypotheses, and unfamiliar situations. | Academic Support Program | 11/12/2012 | 06/30/2016 | $15000 | District Funding | HCHS administration |

questions, untested hypotheses, and unfamiliar situations.					
â¢ Students confront compelling, contemporary issues or problems and connect with fellow learners to build on each othersÊ¼ knowledge, skills, and personal experiences and make meaning, provide service, and learn to contribute to a more just society.					

questions, untested hypotheses, and unfamiliar situations.
â¢ Students confront compelling, contemporary issues or problems
and connect with fellow learners to build on each othersÊ¼
knowledge, skills, and personal experiences and make
meaning, provide service, and learn to contribute to a more just
society.
1 - 2 - 3
LOWER RIGOR & LOWER RELEVANCE
â¢ Teacher is the primary talker/thinker/doer.
â¢ Students can meet the standard while on autopilot.
â¢ Students receive and are expected to recall and remember
facts, rules, definitions, or information.
â¢ Most students typically listen, copy notes, practice basic
skills, answer questions with âsingle-wordâ predictable
answers, or perform tasks that require exact replication of
directly stated material.
â¢ Teacher primarily allows call-outs.
â¢ Work and conversation rarely tap into studentsâ personal
experience or real world applications.
â¢ Students have little opportunity for in-depth understanding or
making meaning of the learning experience.
4 - 5
LOWER RIGOR & HIGHER RELEVANCE
â¢ Teacher is the primary talker/thinker/doer.
â¢ Teacher asks short answer questions of only a few students
and requests no clarification or elaboration
â¢ Students are asked to respond/react to a demonstration,
explanation, or activity with short answers or worksheets
characterized by moderate cognitive demand.
â¢ Teacher calls on volunteers or allows call-outs.
â¢ Tasks and conversation are interesting to students, and they
attempt to build on studentsÊ¼ personal experience, prior
learning/knowledge, or real-world application.
â¢ Students are able to build a bridge between one dayÊ¼s learning
and the next, and make meaning of a lessonÊ¼s content and
purpose.
RIGOR (expectation for deeper student understanding)
RELEVANCE (context for student connections & meaning)

Strategy 2:

Tutoring & Intervention - Assistance will continue to be given to all students through tutoring and interventions based on progress data (common assessments, teacher made assessments, and overall classroom performance.)

Category: Continuous Improvement

Research Cited: Galvin, Mike, 1970. Implementing Response to Intervention (RtI): Considerations for Practitioners. Learning Point Associates.

Haager, S. Vaughn, & J.K. Klinger (Eds.), Validated practices for three tiers of reading intervention (pp. 186). Baltimore, MD: Paul H. Brookes Publishing Co.

Mellard, Daryl F and Johnson, Evelyn. (2008). RTI a practitionerâs guide to implementing response to intervention :Corwin Press, Thousand Oaks, CA.

Kentucky Department of Education. A Guide to the Kentucky System of Interventions. July 2008.

Pierangelo, Roger, Giuliani, George. (2007). Frequently asked questions about response
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Taylor, L., Nelson, P., & Adelman, H.S. 1999. Scaling-up reforms across a school district. Reading & Writing Quarterly, 15, 303-325.

Vellutino, F.R., Scanlon, D.M., Small, S.G., Fanuele, D.P., & Sweeney, J. 2007.
Preventing early reading difficulties through kindergarten and first grade intervention: A variant of the three-tier model.

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School administrative team will collaborate with teachers and ESS coordinator to provide tutoring daily at HCHS.	Tutoring	01/02/2013	06/30/2016	$3000	District Funding	HCHS administrators, teacher tutors, and district instructional supervisor.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will continue to be required to receive an intervention in a deficient area(s), specifically math and reading, as determined by mandated state assessments, in the form of practice assessments and tutoring during homerooms.	Academic Support Program	08/01/2013	06/30/2016	$0	No Funding Required	HCHS administration, counselors, instructional supervisor, and all teachers, including special needs teachers.

Strategy 3:

Scheduling - We will continue to give priority to special needs scheduling.

Category: Continuous Improvement

Research Cited: Koenig, J. A., & Bachman, L. F. (Eds.). (2004). Keeping score for all: The effects of inclusion and accommodation policies on large-scale educational assessments. Washington, DC: National Academies Press.

Thurlow, M. L., Thompson, S. J., Walz, L., & Shin, H. (2001). Student perspectives on using accommodations during statewide testing. University of Minnesota, National Center on Educational Outcomes. (ERIC Document Reproduction Service No. ED474766)

Conti-D'Antonio, Marcia, Bertrando, Robert, and Eisenberger, Joanne. (1998). Supporting Students with Learning Needs in the Block. Eye on Education, 6 Depot Way West, Suite 106, Larchmont, NY 10538. 164 pp.

York-Barr, J. (1996). Creating inclusive school communities: Module 4, collaboration. Baltimore, MD: Paul H. Brookes Publishing Company.

Activity - Master Schedule Builder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When building a master schedule for a school year, HCHS will continue to prioritize and schedule all special needs classes first.	Other	05/01/2012	06/30/2016	$0	No Funding Required	HCHS administrators, counselors, department chairs, and teachers within the special needs department.

Activity - ARC Meetings for Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ARC meetings are held to involve parents in the academic and/or behavioral needs of their student.	Parent Involvement	05/01/2012	06/30/2016	$0	No Funding Required	HCHS administration, counselors, district director of special education, ARC chairs, and special needs teachers.

Goal 4: At least 50% of HCHS teachers will mark "agree" on ALL components of the TELL KY Survey in 2017.

Measurable Objective 1:
collaborate to give teachers motivation to plan together by 06/30/2016 as measured by the TELL KY Survey results in 2017..

Strategy 1:

Collabortive Planning - Teachers will continue to be given time/motivation to collaborate with each other by the high school and district administrations.

Category: Professional Learning & Support

Research Cited: TELL KY Survey results 2013 and 2015.

Activity - Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given the third Monday of each month to meet within their departments after school. Minutes will be requested.	Professional Learning	08/01/2013	06/30/2017	$0	No Funding Required	ALL teachers and HCHS Administration.

Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given the second Monday of each month to meet as a faculty with HS administration after school.	Professional Learning	08/01/2013	06/30/2017	$0	No Funding Required	HCHS administration

Activity - Committee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and parents will be given the fourth Monday of each month to meet within any committee of their choosing at HCHS after school.	Professional Learning	08/01/2013	06/30/2017	$0	No Funding Required	HCHS administration and committee chairs

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshmen teachers are given the same planning period throughout the school year to allow for daily collaboration as needed/wanted.	Professional Learning	08/01/2014	06/30/2017	$0	No Funding Required	HCHS administration, freshmen department chair and freshmen teachers

Activity - High School Leadership Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department chairs (and any teacher who wishes) will meet with HS administrators on the first Monday of each month to make school wide decisions.	Professional Learning	08/01/2013	06/30/2017	$0	No Funding Required	HCHS administration and department chairs

Comprehensive School Improvement Plan

Harrison County High School

Activity - District Leadership Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teacher designees will meet every other month with the district leadership team and district administration.	Professional Learning	08/01/2013	06/30/2017	$0	No Funding Required	District administration

Activity - Freshmen Academy Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshmen Academy teachers will meet at least monthly for collaboration and student support.	Behavioral Support Program	08/01/2013	06/30/2017	$0	No Funding Required	HCHS administration, freshmen academy department chair, and freshmen teachers.

Activity - Vertical Team Meetings or Program Review Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALL high school content teachers will meet as needed each year to align curriculum. ALL program review teachers will meet for 6 hours minimum each year to collect/organize evidence.	Professional Learning	08/01/2013	06/30/2017	$0	No Funding Required	All teachers, HCHS administration and District Instructional Supervisor

Activity - Teacher Work Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALL teachers will be given "teacher work days" without students each year to collaborate and plan as needed.	Academic Support Program	08/01/2012	06/30/2016	$0	No Funding Required	District administration and the board of education

Activity - Technology Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology committee meets regularly to make all of the technology decisions for the building. This committee is for any teacher that chooses to participate.	Technology	08/01/2012	06/30/2017	$0	No Funding Required	HCHS administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Freshmen Academy Meetings	Freshmen Academy teachers will meet at least monthly for collaboration and student support.	Behavioral Support Program	08/01/2013	06/30/2017	$0	HCHS administration, freshmen academy department chair, and freshmen teachers.
Social Studies Vertical Team Meetings	SS instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0	All social studies teachers Josh Valentine & Nichole Caskey, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal
RTI for ALL Students not Meeting Benchmark	All students not meeting benchmark on the PLAN or ACT will attend RTI sessions and/or be assigned to a College & Career Readiness class during the 2015-2016 school year.	Academic Support Program	08/13/2013	06/30/2016	$0	Administrators, counselors, teachers, and support staff

Committee Meetings	Teachers and parents will be given the fourth Monday of each month to meet within any committee of their choosing at HCHS after school.	Professional Learning	08/01/2013	06/30/2017	$0	HCHS administration and committee chairs
Department Meetings	Teachers will be given the third Monday of each month to meet within their departments after school. Minutes will be requested.	Professional Learning	08/01/2013	06/30/2017	$0	ALL teachers and HCHS Administration .
CTE Instruction	Planning and instruction	Academic Support Program	08/03/2015	06/30/2016	$0	CTE Teachers ATC & HCHS Administrator s HCHS Counselors
Teacher Work Days	ALL teachers will be given "teacher work days" without students each year to collaborate and plan as needed.	Academic Support Program	08/01/2012	06/30/2016	$0	District administration and the board of education
Science Vertical Team Meetings	Science instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2012	06/30/2016	$0	All Science Teachers Jessica Smith & David Adams, Team Leads Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal
High School Leadership Meetings	Department chairs (and any teacher who wishes) will meet with HS administrators on the first Monday of each month to make school wide decisions.	Professional Learning	08/01/2013	06/30/2017	$0	HCHS administration and department chairs

Response to Intervention	All students will continue to be required to receive an intervention in a deficient area(s), specifically math and reading, as determined by mandated state assessments, in the form of practice assessments and tutoring during homerooms.	Academic Support Program	08/01/2013	06/30/2016	$0	HCHS administration, counselors, instructional supervisor, and all teachers, including special needs teachers.
Master Schedule Builder	When building a master schedule for a school year, HCHS will continue to prioritize and schedule all special needs classes first.	Other	05/01/2012	06/30/2016	$0	HCHS administrators, counselors, department chairs, and teachers within the special needs department.
Technology Meetings	The technology committee meets regularly to make all of the technology decisions for the building. This committee is for any teacher that chooses to participate.	Technology	08/01/2012	06/30/2017	$0	HCHS administration
District Leadership Meetings	Two teacher designees will meet every other month with the district leadership team and district administration.	Professional Learning	08/01/2013	06/30/2017	$0	District administration
Departmental Collaboration	All HCHS teachers have met and continue to meet in their departments to create strategies to use in each classroom to assist special needs students and all other students with reading and writing.	Professional Learning	11/19/2012	06/30/2016	$0	All HCHS administrators and teachers.
ARC Meetings for Scheduling	ARC meetings are held to involve parents in the academic and/or behavioral needs of their student.	Parent Involvement	05/01/2012	06/30/2016	$0	HCHS administration, counselors, district director of special education, ARC chairs, and special needs teachers.
Faculty Meetings	Teachers will be given the second Monday of each month to meet as a faculty with HS administration after school.	Professional Learning	08/01/2013	06/30/2017	$0	HCHS administration
Vertical Team Meetings or Program Review Meetings	ALL high school content teachers will meet as needed each year to align curriculum. ALL program review teachers will meet for 6 hours minimum each year to collect/organize evidence.	Professional Learning	08/01/2013	06/30/2017	$0	All teachers, HCHS administration and District Instructional Supervisor

Testing & Classroom Accommodations & Modifications Trainings	Continue to train faculty and staff, including instructional aides, to continue to ensure appropriate accommodations and modifications are given based on the individual education plan in the collaborative and/or resource setting as well as during assessments for special needs students.	Professional Learning	01/14/2013	06/30/2016	$0	All HCHS administrators, teachers, and instructional aides.
Common Planning	Freshmen teachers are given the same planning period throughout the school year to allow for daily collaboration as needed/wanted.	Professional Learning	08/01/2014	06/30/2017	$0	HCHS administration, freshmen department chair and freshmen teachers

				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
English Vertical Team Meetings	English instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0	ALL English Teachers Laura Stephens & Michael Hughes, English Department Chairs Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Math Vertical Team Meetings	Math instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2010	06/30/2016	$0	All math teachers Shelbie Sledd, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal
				Total	$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KASC Assessment Results Analysis	A KASC trainer met with faculty after school on November 9, 2015 for a 3 hour session. All staff analyzed their individual student data. All departments were able to collaborate during this time to work with targeted data results working with their individual classroom results in each content area.	Professional Learning	11/09/2015	06/30/2016	$650	Amy Coleman, Todd Brannock, Jennifer Nichols, counselors, and all HCHS teachers.
				Total	$650	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Observational Rigor	HCHS administration evaluating and observing the rigor and relevance used in daily instruction as documented in the instructional focus sheets. The content of the instructional focus sheet is as follows: Instructional Focus Sheet Teacher _____ Grade Level _____ Subject Instructional Dates Assessment Date Core Content Essential Question(s) Critical Vocabulary Opportunities for Writing Reflection Technology Adapted from Closing the Achievement Gap by Patricia Davenport and Gerald Anderson, Ed.D. CHALLENGE LEVEL GUIDE revised 6-4-08 6 - 7 HIGHER RIGOR & LOWER RELEVANCE â¢ Students are the primary talkers/thinkers/doers. â¢ Students actively construct individual understanding through a variety of formats including discussion, notemaking, problem-based learning, decision-making, and interpreting information from multiple sources. â¢ Teacher randomly calls on students and asks probing questions, demanding full-sentence answers, providing wait time, and requiring elaboration/justification. â¢ Tasks and conversation engage students in grappling with concepts, seeking alternate interpretations/solutions, and exploring similarities and differences. â¢ Teacher consciously tries to support rigorous thinking, but sometimes releases answers/âsuggestionsâ prematurely. â¢ Students see connection between work and previous assignments, but not with authentic applications. 8 - 9 - 10 HIGHER RIGOR & HIGHER RELEVANCE â¢ Students are the primary talkers/thinkers/doers. â¢ Students actively construct and revise individual/group understanding and produce new knowledge by discovering relationships, solving problems, constructing explanations, and drawing conclusions.	Academic Support Program	11/12/2012	06/30/2016	$15000	HCHS administration

	drawing conclusions. â¢ Teacher guides students to struggle with complex concepts through discussion/debate, problem-based learning scenarios, research projects, written arguments, and reflection. â¢ Tasks and conversations are guided by overarching, essential questions, untested hypotheses, and unfamiliar situations. â¢ Students confront compelling, contemporary issues or problems and connect with fellow learners to build on each othersÊ¼ knowledge, skills, and personal experiences and make meaning, provide service, and learn to contribute to a more just society. 1 - 2 - 3 LOWER RIGOR & LOWER RELEVANCE â¢ Teacher is the primary talker/thinker/doer. â¢ Students can meet the standard while on autopilot. â¢ Students receive and are expected to recall and remember facts, rules, definitions, or information. â¢ Most students typically listen, copy notes, practice basic skills, answer questions with âsingle-wordâ predictable answers, or perform tasks that require exact replication of directly stated material. â¢ Teacher primarily allows call-outs. â¢ Work and conversation rarely tap into studentsâ personal experience or real world applications. â¢ Students have little opportunity for in-depth understanding or making meaning of the learning experience. 4 - 5 LOWER RIGOR & HIGHER RELEVANCE â¢ Teacher is the primary talker/thinker/doer. â¢ Teacher asks short answer questions of only a few students and requests no clarification or elaboration â¢ Students are asked to respond/react to a demonstration, explanation, or activity with short answers or worksheets characterized by moderate cognitive demand. â¢ Teacher calls on volunteers or allows call-outs. â¢ Tasks and conversation are interesting to students, and they attempt to build on studentsÊ¼ personal experience, prior learning/knowledge, or real-world application. â¢ Students are able to build a bridge between one dayÊ¼s learning and the next, and make meaning of a lessonÊ¼s content and purpose.				

	purpose. RIGOR (expectation for deeper student understanding) RELEVANCE (context for student connections & meaning)					
Tutoring	High School administrative team will collaborate with teachers and ESS coordinator to provide tutoring daily at HCHS.	Tutoring	01/02/2013	06/30/2016	$3000	HCHS administrators, teacher tutors, and district instructional supervisor.
				Total	$18000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	RTI program	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A		

Comprehensive School Improvement Plan

Harrison County High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A		

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

At least 50% of HCHS teachers will mark "agree" on ALL components of the TELL KY Survey in 2017.

Measurable Objective 1:

collaborate to give teachers motivation to plan together by 06/30/2016 as measured by the TELL KY Survey results in 2017..

Strategy1:

Collabortive Planning - Teachers will continue to be given time/motivation to collaborate with each other by the high school and district administrations.

Category: Professional Learning & Support

Research Cited: TELL KY Survey results 2013 and 2015.

Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given the second Monday of each month to meet as a faculty with HS administration after school.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	HCHS administration

Activity - Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and parents will be given the fourth Monday of each month to meet within any committee of their choosing at HCHS after school.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	HCHS administration and committee chairs

Activity - District Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teacher designees will meet every other month with the district leadership team and district administration.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	District administration

Activity - Freshmen Academy Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshmen Academy teachers will meet at least monthly for collaboration and student support.	Behavioral Support Program	08/01/2013	06/30/2017	$0 - No Funding Required	HCHS administration, freshmen academy department chair, and freshmen teachers.

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshmen teachers are given the same planning period throughout the school year to allow for daily collaboration as needed/wanted.	Professional Learning	08/01/2014	06/30/2017	$0 - No Funding Required	HCHS administration, freshmen department chair and freshmen teachers

Activity - Teacher Work Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will be given "teacher work days" without students each year to collaborate and plan as needed.	Academic Support Program	08/01/2012	06/30/2016	$0 - No Funding Required	District administration and the board of education

Activity - High School Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Department chairs (and any teacher who wishes) will meet with HS administrators on the first Monday of each month to make school wide decisions.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	HCHS administration and department chairs

Activity - Technology Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology committee meets regularly to make all of the technology decisions for the building. This committee is for any teacher that chooses to participate.	Technology	08/01/2012	06/30/2017	$0 - No Funding Required	HCHS administration

Activity - Vertical Team Meetings or Program Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL high school content teachers will meet as needed each year to align curriculum. ALL program review teachers will meet for 6 hours minimum each year to collect/organize evidence.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	All teachers, HCHS administration and District Instructional Supervisor

Activity - Department Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given the third Monday of each month to meet within their departments after school. Minutes will be requested.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	ALL teachers and HCHS Administration.

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Students at Harrison County High School will increase academic achievement by 1.5 points.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 43.5%. in Mathematics by 06/30/2016 as measured by End of Course assessments, ACT, and COMPASS testing..

Strategy1:

Secondary Systems of Intervention - Secondary Systems of Intervention Design & Goals - EPAS & RtI

Universal Screening: Screen students three times a year to identify students at risk for future reading and math failure as well as benchmark deficiencies in English, Reading, Math, Science and Social Studies on the Explore, PLAN and ACT (see benchmark table below). Students whose screening scores indicate potential difficulties with reading or math are provided with more intensive interventions. Universal Screeners provide a measure of the effectiveness of our core curriculum and instruction. It is expected that 80% of students make adequate progress. If not, the core curriculum and instruction must be improved. This indicates that achievement gaps may be due to inadequate instruction. It also identifies those students who are not making acceptable progress in the core curriculum. Student responses to the interventions are then measured to determine whether they have made adequate progress and either (1) no longer need the intervention, (2) continue to need some intervention, or (3) need even more intensive intervention. In RtI, the levels of interventions are referred to as tiers.

Test English Math Reading Science

EXPLORE 13 17 15 20

PLAN 15 19 17 21

ACT 18 22 21 24

*information from page 10 of the College and Career Readiness Standards Document

Tiers of Intervention: A school wide, multi level instructional and behavioral system for preventing school failure. The basis of the Tiers is the frequency and intensity in which they are administered, according to documented student needs. Interventions always supplement and never replace core instruction.

o Tier 1, Core: high quality classroom instruction, differentiated to meet the needs of targeted students. Interventions are short in duration, easily implemented and monitored by the classroom teacher. Tier 1 Interventions should only include 20% or less of your class. The majority of students identified as in need of intervention will make sufficient progress with a Tier 1 intervention and will not need further intervention.

o Tier 2: Strategic: is a supplemental intervention with at least 30 minutes of research-based instruction, 3 times per week. This is in addition to the regular classroom instruction in reading or math and done by appropriate certified personnel. Inside Tier 2, it may be necessary to change intervention strategies or change the frequency and intensity of the same intervention.

o Tier 3: Intensive: interventions are generally 30-60 minutes, daily. Appropriate certified personnel provide intervention in very small groups of 2-3 students, or one-on-one instruction. Tier 3 may involve an intervention change or just a change in frequency or intensity of the intervention that was implemented in Tier 2.

PLAN Interventions

Study Island Program utilized as a student self-testing, progress monitor tool.

ESS Daytime waiver program in mathematics for students not meeting benchmark in that area for intense intervention and progress monitoring.

All students are monitored with common assessments in each individual team in terms of benchmark progress and completion.

Students not meeting benchmark in their areas are identified and their interventions monitored utilizing the Individual Learning Plan or ILP.

ACT Interventions

All students are tested utilizing a released practice ACT exam.

Practice ACT results are then utilized with core area instructor.

Practice results are utilized and students are grouped in area of difficulty for core testing.

Upon receipt of state ACT results student scores are analyzed in terms of progress and groups students not meeting benchmarks in given areas are formulated.

Study Island Program utilized as a student self-testing, progress monitor tool.

ESS Daytime waiver program in mathematics for students not meeting benchmark in that area for intense intervention and progress monitoring.

All students are monitored with the NWEA/MAP Assessment and 9 week common assessments in each individual team in terms of benchmark progress and completion.

Students not meeting benchmark in their areas are identified and their interventions monitored utilizing the Individual Learning Plan or ILP.

Intervention Systems Goals

- A fully implemented system of secondary interventions realistic, attainable and beneficial to students
- Interventions are provided for struggling secondary students utilizing the RTI system as well as ensuring all students meet EPAS benchmarks and/or have the tools to meet benchmarks in Reading, Math, Science and Social Studies.
- District secondary systems of intervention team will assist the MS and HS with data management, intervention planning, and professional development.
- NWEA/MAP assessment data is used for universal screening and benchmark monitoring
- Other reading assessments used to identify students targeted for reading interventions are Study Island, GRADE, Accelerated Reader (MS), Explore (8), PLAN (10) and state assessments.
- Other math assessments used to identify students targeted for math interventions are Study Island, GMADE, ALEKS (MS only), Explore (8), PLAN (10) and KCCT (3,5 Middle school).
- 	Students who do not master specific/identified skills in individual classrooms will be referred for intervention

- The school identifies the lowest 20% of students for reading and math interventions in Tiers 1-3.

- The school identifies the students not meeting benchmark as defined in the table on page 6 and logs their intervention plan into the students ILP.

- Parents are kept informed of student progress and of changes in the Tiers of Intervention and benchmarks where necessary.

Category: Continuous Improvement

Research Cited: Galvin, Mike, 1970. Implementing Response to Intervention (RtI): Considerations for Practitioners. Learning Point Associates.

Haager, S. Vaughn, & J.K. Klinger (Eds.), Validated practices for three tiers of reading intervention (pp. 186). Baltimore, MD: Paul H. Brookes Publishing Co.

Mellard, Daryl F and Johnson, Evelyn. (2008). RTI a practitioners guide to implementing response to intervention :Corwin Press, Thousand Oaks, CA.

Kentucky Department of Education. A Guide to the Kentucky System of Interventions. July 2008.

Pierangelo, Roger, Giuliani, George. (2007). Frequently asked questions about response
to intervention: Corwin Press, Thousand Oaks, CA.

Quinn, Pat. Ultimate RtI: Everything a teacher needs to know to implement RtI.   Ideas Unlimited Seminars, Inc: 2009.

Taylor, L., Nelson, P., & Adelman, H.S. 1999. Scaling-up reforms across a school district. Reading & Writing Quarterly, 15, 303-325.

Vellutino, F.R., Scanlon, D.M., Small, S.G., Fanuele, D.P., & Sweeney, J. 2007.
Preventing early reading difficulties through kindergarten and first grade intervention: A variant of the three-tier model.

Activity - Science Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2012	06/30/2016	$0 - No Funding Required	All Science Teachers Jessica Smith & David Adams, Team Leads Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - English Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0 - Other	ALL English Teachers Laura Stephens & Michael Hughes, English Department Chairs Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - RTI for ALL Students not Meeting Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students not meeting benchmark on the PLAN or ACT will attend RTI sessions and/or be assigned to a College & Career Readiness class during the 2015-2016 school year.	Academic Support Program	08/13/2013	06/30/2016	$0 - No Funding Required	Administrators, counselors, teachers, and support staff

Activity - Math Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2010	06/30/2016	$0 - Other	All math teachers Shelbie Sledd, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - Social Studies Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SS instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0 - No Funding Required	All social studies teachers Josh Valentine & Nichole Caskey, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Measurable Objective 2:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 55.9% in Reading by 06/30/2016 as measured by End of Course assessments, ACT, and COMPASS testing.

Strategy1:

Secondary Systems of Intervention - Secondary Systems of Intervention Design & Goals - EPAS & RtI

Universal Screening: Screen students three times a year to identify students at risk for future reading and math failure as well as benchmark deficiencies in English, Reading, Math, Science and Social Studies on the Explore, PLAN and ACT (see benchmark table below). Students whose screening scores indicate potential difficulties with reading or math are provided with more intensive interventions. Universal Screeners provide a measure of the effectiveness of our core curriculum and instruction. It is expected that 80% of students make adequate progress. If not, the core curriculum and instruction must be improved. This indicates that achievement gaps may be due to inadequate instruction. It also identifies those students who are not making acceptable progress in the core curriculum. Student responses to the interventions are then measured to determine whether they have made adequate progress and either (1) no longer need the intervention, (2) continue to need some intervention, or (3) need even more intensive intervention. In RtI, the levels of interventions are referred to as tiers.

Test English Math Reading Science

EXPLORE 13 17 15 20

PLAN 15 19 17 21

ACT 18 22 21 24

*information from page 10 of the College and Career Readiness Standards Document

Tiers of Intervention: A school wide, multi level instructional and behavioral system for preventing school failure. The basis of the Tiers is the frequency and intensity in which they are administered, according to documented student needs. Interventions always supplement and never replace core instruction.

o Tier 1, Core: high quality classroom instruction, differentiated to meet the needs of targeted students. Interventions are short in duration, easily implemented and monitored by the classroom teacher. Tier 1 Interventions should only include 20% or less of your class. The majority of students identified as in need of intervention will make sufficient progress with a Tier 1 intervention and will not need further intervention.

o Tier 2: Strategic: is a supplemental intervention with at least 30 minutes of research-based instruction, 3 times per week. This is in addition to the regular classroom instruction in reading or math and done by appropriate certified personnel. Inside Tier 2, it may be necessary to change intervention strategies or change the frequency and intensity of the same intervention.

o Tier 3:   Intensive: interventions are generally 30-60 minutes, daily. Appropriate certified personnel provide intervention in very small groups of 2-3 students, or one-on-one instruction. Tier 3 may involve an intervention change or just a change in frequency or intensity of the intervention that was implemented in Tier 2.

PLAN Interventions

Study Island Program utilized as a student self-testing, progress monitor tool.

ESS Daytime waiver program in mathematics for students not meeting benchmark in that area for intense intervention and progress monitoring.

All students are monitored with common assessments in each individual team in terms of benchmark progress and completion.

Students not meeting benchmark in their areas are identified and their interventions monitored utilizing the Individual Learning Plan or ILP.

ACT Interventions

All students are tested utilizing a released practice ACT exam.

Practice ACT results are then utilized with core area instructor.

Practice results are utilized and students are grouped in area of difficulty for core testing.

Upon receipt of state ACT results student scores are analyzed in terms of progress and groups students not meeting benchmarks in given areas are formulated.

Study Island Program utilized as a student self-testing, progress monitor tool.

ESS Daytime waiver program in mathematics for students not meeting benchmark in that area for intense intervention and progress monitoring.

All students are monitored with the NWEA/MAP Assessment and 9 week common assessments in each individual team in terms of benchmark progress and completion.

Students not meeting benchmark in their areas are identified and their interventions monitored utilizing the Individual Learning Plan or ILP.

Intervention Systems Goals

- A fully implemented system of secondary interventions realistic, attainable and beneficial to students
- Interventions are provided for struggling secondary students utilizing the RTI system as well as ensuring all students meet EPAS benchmarks and/or have the tools to meet benchmarks in Reading, Math, Science and Social Studies.
- District secondary systems of intervention team will assist the MS and HS with data management, intervention planning, and professional development.
- NWEA/MAP assessment data is used for universal screening and benchmark monitoring
- Other reading assessments used to identify students targeted for reading interventions are Study Island, GRADE, Accelerated Reader (MS), Explore (8), PLAN (10) and state assessments.
- Other math assessments used to identify students targeted for math interventions are Study Island, GMADE, ALEKS (MS only), Explore (8), PLAN (10) and KCCT (3,5 Middle school).
-      Students who do not master specific/identified skills in individual classrooms will be referred for intervention
- The school identifies the lowest 20% of students for reading and math interventions in Tiers 1-3.
- The school identifies the students not meeting benchmark as defined in the table on page 6 and logs their intervention plan into the students ILP.
- Parents are kept informed of student progress and of changes in the Tiers of Intervention and benchmarks where necessary.

Category: Continuous Improvement

Research Cited: Galvin, Mike, 1970. Implementing Response to Intervention (RtI): Considerations for Practitioners. Learning Point Associates.

Haager, S. Vaughn, & J.K. Klinger (Eds.), Validated practices for three tiers of reading intervention (pp. 186). Baltimore, MD: Paul H.

Brookes Publishing Co.

Mellard, Daryl F and Johnson, Evelyn. (2008). RTI a practitioners guide to implementing response to intervention :Corwin Press, Thousand Oaks, CA.

Kentucky Department of Education. A Guide to the Kentucky System of Interventions. July 2008.

Pierangelo, Roger, Giuliani, George. (2007). Frequently asked questions about response
to intervention: Corwin Press, Thousand Oaks, CA.

Quinn, Pat. Ultimate RtI: Everything a teacher needs to know to implement RtI.   Ideas Unlimited Seminars, Inc: 2009.

Taylor, L., Nelson, P., & Adelman, H.S. 1999. Scaling-up reforms across a school district. Reading & Writing Quarterly, 15, 303-325.

Vellutino, F.R., Scanlon, D.M., Small, S.G., Fanuele, D.P., & Sweeney, J. 2007.
Preventing early reading difficulties through kindergarten and first grade intervention: A variant of the three-tier model.

Activity - English Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0 - Other	ALL English Teachers Laura Stephens & Michael Hughes, English Department Chairs Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - Social Studies Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SS instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0 - No Funding Required	All social studies teachers Josh Valentine & Nichole Caskey, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - Science Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2012	06/30/2016	$0 - No Funding Required	All Science Teachers Jessica Smith & David Adams, Team Leads Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - RTI for ALL Students not Meeting Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students not meeting benchmark on the PLAN or ACT will attend RTI sessions and/or be assigned to a College & Career Readiness class during the 2015-2016 school year.	Academic Support Program	08/13/2013	06/30/2016	$0 - No Funding Required	Administrators, counselors, teachers, and support staff

Activity - Math Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2010	06/30/2016	$0 - Other	All math teachers Shelbie Sledd, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Students at Harrison County High School will increase academic achievement by 1.5 points.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 43.5%. in Mathematics by 06/30/2016 as measured by End of Course assessments, ACT, and COMPASS testing..

Strategy1:

Secondary Systems of Intervention - Secondary Systems of Intervention Design & Goals - EPAS & RtI

Universal Screening: Screen students three times a year to identify students at risk for future reading and math failure as well as benchmark deficiencies in English, Reading, Math, Science and Social Studies on the Explore, PLAN and ACT (see benchmark table below). Students whose screening scores indicate potential difficulties with reading or math are provided with more intensive interventions. Universal Screeners provide a measure of the effectiveness of our core curriculum and instruction. It is expected that 80% of students make adequate progress. If not, the core curriculum and instruction must be improved. This indicates that achievement gaps may be due to inadequate instruction. It also identifies those students who are not making acceptable progress in the core curriculum. Student responses to the interventions are then measured to determine whether they have made adequate progress and either (1) no longer need the intervention, (2) continue to need some intervention, or (3) need even more intensive intervention. In RtI, the levels of interventions are referred to as tiers.

Test English Math Reading Science

EXPLORE 13 17 15 20

PLAN 15 19 17 21

ACT 18 22 21 24

*information from page 10 of the College and Career Readiness Standards Document

Tiers of Intervention: A school wide, multi level instructional and behavioral system for preventing school failure. The basis of the Tiers is the frequency and intensity in which they are administered, according to documented student needs. Interventions always supplement and never replace core instruction.

o Tier 1, Core: high quality classroom instruction, differentiated to meet the needs of targeted students. Interventions are short in duration, easily implemented and monitored by the classroom teacher. Tier 1 Interventions should only include 20% or less of your class. The majority of students identified as in need of intervention will make sufficient progress with a Tier 1 intervention and will not need further intervention.

o Tier 2: Strategic: is a supplemental intervention with at least 30 minutes of research-based instruction, 3 times per week. This is in addition to the regular classroom instruction in reading or math and done by appropriate certified personnel. Inside Tier 2, it may be necessary to change intervention strategies or change the frequency and intensity of the same intervention.

o Tier 3: Intensive: interventions are generally 30-60 minutes, daily. Appropriate certified personnel provide intervention in very small groups of 2-3 students, or one-on-one instruction. Tier 3 may involve an intervention change or just a change in frequency or intensity of the intervention that was implemented in Tier 2.

PLAN Interventions

Study Island Program utilized as a student self-testing, progress monitor tool.

ESS Daytime waiver program in mathematics for students not meeting benchmark in that area for intense intervention and progress monitoring.

All students are monitored with common assessments in each individual team in terms of benchmark progress and completion.

Students not meeting benchmark in their areas are identified and their interventions monitored utilizing the Individual Learning Plan or ILP.

ACT Interventions

All students are tested utilizing a released practice ACT exam.

Practice ACT results are then utilized with core area instructor.

Practice results are utilized and students are grouped in area of difficulty for core testing.

Upon receipt of state ACT results student scores are analyzed in terms of progress and groups students not meeting benchmarks in given areas are formulated.

Study Island Program utilized as a student self-testing, progress monitor tool.

ESS Daytime waiver program in mathematics for students not meeting benchmark in that area for intense intervention and progress monitoring.

All students are monitored with the NWEA/MAP Assessment and 9 week common assessments in each individual team in terms of benchmark progress and completion.

Students not meeting benchmark in their areas are identified and their interventions monitored utilizing the Individual Learning Plan or ILP.

Intervention Systems Goals

- A fully implemented system of secondary interventions realistic, attainable and beneficial to students
- Interventions are provided for struggling secondary students utilizing the RTI system as well as ensuring all students meet EPAS benchmarks and/or have the tools to meet benchmarks in Reading, Math, Science and Social Studies.
- District secondary systems of intervention team will assist the MS and HS with data management, intervention planning, and professional development.
- NWEA/MAP assessment data is used for universal screening and benchmark monitoring
- Other reading assessments used to identify students targeted for reading interventions are Study Island, GRADE, Accelerated Reader (MS), Explore (8), PLAN (10) and state assessments.
- Other math assessments used to identify students targeted for math interventions are Study Island, GMADE, ALEKS (MS only), Explore (8), PLAN (10) and KCCT (3,5 Middle school).
-      Students who do not master specific/identified skills in individual classrooms will be referred for intervention

- The school identifies the lowest 20% of students for reading and math interventions in Tiers 1-3.

- The school identifies the students not meeting benchmark as defined in the table on page 6 and logs their intervention plan into the students ILP.

- Parents are kept informed of student progress and of changes in the Tiers of Intervention and benchmarks where necessary.

Category: Continuous Improvement

Research Cited: Galvin, Mike, 1970. Implementing Response to Intervention (RtI): Considerations for Practitioners. Learning Point Associates.

Haager, S. Vaughn, & J.K. Klinger (Eds.), Validated practices for three tiers of reading intervention (pp. 186). Baltimore, MD: Paul H. Brookes Publishing Co.

Mellard, Daryl F and Johnson, Evelyn. (2008). RTI a practitioners guide to implementing response to intervention :Corwin Press, Thousand Oaks, CA.

Kentucky Department of Education. A Guide to the Kentucky System of Interventions. July 2008.

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Vellutino, F.R., Scanlon, D.M., Small, S.G., Fanuele, D.P., & Sweeney, J. 2007.
Preventing early reading difficulties through kindergarten and first grade intervention: A variant of the three-tier model.

Activity - Social Studies Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SS instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0 - No Funding Required	All social studies teachers Josh Valentine & Nichole Caskey, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - RTI for ALL Students not Meeting Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students not meeting benchmark on the PLAN or ACT will attend RTI sessions and/or be assigned to a College & Career Readiness class during the 2015-2016 school year.	Academic Support Program	08/13/2013	06/30/2016	$0 - No Funding Required	Administrators, counselors, teachers, and support staff

Activity - Math Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2010	06/30/2016	$0 - Other	All math teachers Shelbie Sledd, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - English Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0 - Other	ALL English Teachers Laura Stephens & Michael Hughes, English Department Chairs Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - Science Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2012	06/30/2016	$0 - No Funding Required	All Science Teachers Jessica Smith & David Adams, Team Leads Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Measurable Objective 2:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 55.9% in Reading by 06/30/2016 as measured by End of Course assessments, ACT, and COMPASS testing.

Strategy1:

Secondary Systems of Intervention - Secondary Systems of Intervention Design & Goals - EPAS & RtI

Universal Screening: Screen students three times a year to identify students at risk for future reading and math failure as well as benchmark deficiencies in English, Reading, Math, Science and Social Studies on the Explore, PLAN and ACT (see benchmark table below). Students whose screening scores indicate potential difficulties with reading or math are provided with more intensive interventions. Universal Screeners provide a measure of the effectiveness of our core curriculum and instruction. It is expected that 80% of students make adequate

progress. If not, the core curriculum and instruction must be improved. This indicates that achievement gaps may be due to inadequate instruction. It also identifies those students who are not making acceptable progress in the core curriculum. Student responses to the interventions are then measured to determine whether they have made adequate progress and either (1) no longer need the intervention, (2) continue to need some intervention, or (3) need even more intensive intervention. In RtI, the levels of interventions are referred to as tiers.

Test English Math Reading Science
EXPLORE 13 17 15 20
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*information from page 10 of the College and Career Readiness Standards Document

Tiers of Intervention: A school wide, multi level instructional and behavioral system for preventing school failure. The basis of the Tiers is the frequency and intensity in which they are administered, according to documented student needs. Interventions always supplement and never replace core instruction.

o Tier 1, Core: high quality classroom instruction, differentiated to meet the needs of targeted students. Interventions are short in duration, easily implemented and monitored by the classroom teacher. Tier 1 Interventions should only include 20% or less of your class. The majority of students identified as in need of intervention will make sufficient progress with a Tier 1 intervention and will not need further intervention.

o Tier 2: Strategic: is a supplemental intervention with at least 30 minutes of research-based instruction, 3 times per week. This is in addition to the regular classroom instruction in reading or math and done by appropriate certified personnel. Inside Tier 2, it may be necessary to change intervention strategies or change the frequency and intensity of the same intervention.

o Tier 3:   Intensive: interventions are generally 30-60 minutes, daily. Appropriate certified personnel provide intervention in very small groups of 2-3 students, or one-on-one instruction. Tier 3 may involve an intervention change or just a change in frequency or intensity of the intervention that was implemented in Tier 2.

PLAN Interventions

Study Island Program utilized as a student self-testing, progress monitor tool.

ESS Daytime waiver program in mathematics for students not meeting benchmark in that area for intense intervention and progress monitoring.

All students are monitored with common assessments in each individual team in terms of benchmark progress and completion.

Students not meeting benchmark in their areas are identified and their interventions monitored utilizing the Individual Learning Plan or ILP.

ACT Interventions

All students are tested utilizing a released practice ACT exam.

Practice ACT results are then utilized with core area instructor.

Practice results are utilized and students are grouped in area of difficulty for core testing.

Upon receipt of state ACT results student scores are analyzed in terms of progress and groups students not meeting benchmarks in given areas are formulated.

Study Island Program utilized as a student self-testing, progress monitor tool.

ESS Daytime waiver program in mathematics for students not meeting benchmark in that area for intense intervention and progress monitoring.

All students are monitored with the NWEA/MAP Assessment and 9 week common assessments in each individual team in terms of benchmark progress and completion.

Students not meeting benchmark in their areas are identified and their interventions monitored utilizing the Individual Learning Plan or ILP.

Intervention Systems Goals

- A fully implemented system of secondary interventions realistic, attainable and beneficial to students
- Interventions are provided for struggling secondary students utilizing the RTI system as well as ensuring all students meet EPAS benchmarks and/or have the tools to meet benchmarks in Reading, Math, Science and Social Studies.
- District secondary systems of intervention team will assist the MS and HS with data management, intervention planning, and professional development.
- NWEA/MAP assessment data is used for universal screening and benchmark monitoring
- Other reading assessments used to identify students targeted for reading interventions are Study Island, GRADE, Accelerated Reader (MS), Explore (8), PLAN (10) and state assessments.
- Other math assessments used to identify students targeted for math interventions are Study Island, GMADE, ALEKS (MS only), Explore (8), PLAN (10) and KCCT (3,5 Middle school).
-      Students who do not master specific/identified skills in individual classrooms will be referred for intervention
- The school identifies the lowest 20% of students for reading and math interventions in Tiers 1-3.
- The school identifies the students not meeting benchmark as defined in the table on page 6 and logs their intervention plan into the students ILP.
- Parents are kept informed of student progress and of changes in the Tiers of Intervention and benchmarks where necessary.

Category: Continuous Improvement
Research Cited: Galvin, Mike, 1970. Implementing Response to Intervention (RtI): Considerations for Practitioners. Learning Point Associates.

Haager, S. Vaughn, & J.K. Klinger (Eds.), Validated practices for three tiers of reading intervention (pp. 186). Baltimore, MD: Paul H. Brookes Publishing Co.

Mellard, Daryl F and Johnson, Evelyn. (2008). RTI a practitioners guide to implementing response to intervention :Corwin Press, Thousand Oaks, CA.

Kentucky Department of Education. A Guide to the Kentucky System of Interventions. July 2008.

Pierangelo, Roger, Giuliani, George. (2007). Frequently asked questions about response

to intervention: Corwin Press, Thousand Oaks, CA.

Quinn, Pat. Ultimate RtI: Everything a teacher needs to know to implement RtI.   Ideas Unlimited Seminars, Inc: 2009.

Taylor, L., Nelson, P., & Adelman, H.S. 1999. Scaling-up reforms across a school district. Reading & Writing Quarterly, 15, 303-325.

Vellutino, F.R., Scanlon, D.M., Small, S.G., Fanuele, D.P., & Sweeney, J. 2007.

Preventing early reading difficulties through kindergarten and first grade intervention: A variant of the three-tier model.

Activity - Math Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2010	06/30/2016	$0 - Other	All math teachers Shelbie Sledd, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - RTI for ALL Students not Meeting Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students not meeting benchmark on the PLAN or ACT will attend RTI sessions and/or be assigned to a College & Career Readiness class during the 2015-2016 school year.	Academic Support Program	08/13/2013	06/30/2016	$0 - No Funding Required	Administrators, counselors, teachers, and support staff

Activity - Social Studies Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SS instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0 - No Funding Required	All social studies teachers Josh Valentine & Nichole Caskey, Math Department Chair Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - Science Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/10/2012	06/30/2016	$0 - No Funding Required	All Science Teachers Jessica Smith & David Adams, Team Leads Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Activity - English Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English instructors grades 6-12 or 9-12 meet as needed to discuss intervention strategies, curriculum alignment, and gap reduction.	Professional Learning	08/01/2010	06/30/2016	$0 - Other	ALL English Teachers Laura Stephens & Michael Hughes, English Department Chairs Jenny Lynn Hatter, Instructional Supervisor Amy Coleman, Principal Todd Brannock, Assistant Principal Jennifer Nichols, Assistant Principal

Goal 2:

Increase the percentage of students who are college and career ready from 61.1% to 67% during the 2015-2016 school year.

Measurable Objective 1:

56% of Eleventh and Twelfth grade students will demonstrate a proficiency by meeting ACT and/or COMPASS benchmark in English Language Arts by 06/30/2016 as measured by Meeting benchmark on either the ACT or COMPASS.

Strategy1:

CTE Classrooms - CTE classroom teachers will use all strategies received by KDE.

Category: Career Readiness Pathways

Research Cited: http://education.ky.gov/CTE/cter/Pages/cteclassresource.aspx

Activity - CTE Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Planning and instruction	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	CTE Teachers ATC & HCHS Administrators HCHS Counselors

Measurable Objective 2:

61% of Twelfth grade students will demonstrate a proficiency in career ready assessments, such as the ASVAB, KOSSA, WORK KEYS AND industry certificates; as well as ACT or COMPASS tests. in Career & Technical by 06/30/2016 as measured by ACT, COMPASS, KOSSA, WORK KEYS, ASVAB and industry certificates scores..

Strategy1:

CTE Classrooms - CTE classroom teachers will use all strategies received by KDE.

Category: Career Readiness Pathways

Research Cited: http://education.ky.gov/CTE/cter/Pages/cteclassresource.aspx

Activity - CTE Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Planning and instruction	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	CTE Teachers ATC & HCHS Administrators HCHS Counselors

Goal 3:

Decrease novice % in all areas by 10% in 2015-2016.

Measurable Objective 1:

collaborate to ensure that we increase our number of students performing at distinguished and proficient in reading by 06/30/2016 as measured by KPREP scores (summatives), common assessments (formative) and progress data on individual student IEP's.

Strategy1:

Departmental Strategies - Departments will continue to meet and generate ideas/plans to address the percentage of novice among all students in math, reading, and writing.

Category: Continuous Improvement

Research Cited: Juozaitis, Vida. Serving the needs of our students with LD in the school library. School libraries in Canada, v. 23, issue 3, 2004: 34-38.

LD Online. www.ldonline.org.

Library of Congress. National Library Service for the Blind and Physically Handicapped. Reference Section. Learning disabilities: national organizations and resources. Compiled by Robert Jones. Washington, 2004. 24p. Free.

Nielsen, Gyda Skat, and Birgitta Irvall. Guidelines for library services to persons with dyslexia. IFLA professional reports, no. 70. 2001. 33p. www.ifla.org/VII/s9/nd1/iflapr-70e.pdf. Also available in Spanish as IFLA professional reports no. 76 and in French as IFLA professional reports no. 74.

Reading and learning disabilities. NICHCY briefing paper no. FS17. 4th ed. Washington: National Dissemination Center for Children with Disabilities, 2004. 15p. Free. (P.O. Box 1492, DC 20013).

Activity - Testing & Classroom Accommodations & Modifications Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to train faculty and staff, including instructional aides, to continue to ensure appropriate accommodations and modifications are given based on the individual education plan in the collaborative and/or resource setting as well as during assessments for special needs students.	Professional Learning	01/14/2013	06/30/2016	$0 - No Funding Required	All HCHS administrators, teachers, and instructional aides.

Activity - Departmental Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All HCHS teachers have met and continue to meet in their departments to create strategies to use in each classroom to assist special needs students and all other students with reading and writing.	Professional Learning	11/19/2012	06/30/2016	$0 - No Funding Required	All HCHS administrators and teachers.

Activity - KASC Assessment Results Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A KASC trainer met with faculty after school on November 9, 2015 for a 3 hour session. All staff analyzed their individual student data. All departments were able to collaborate during this time to work with targeted data results working with their individual classroom results in each content area.	Professional Learning	11/09/2015	06/30/2016	$650 - School Council Funds	Amy Coleman, Todd Brannock, Jennifer Nichols, counselors, and all HCHS teachers.

Strategy2:

Scheduling - We will continue to give priority to special needs scheduling.

Category: Continuous Improvement

Research Cited: Koenig, J. A., & Bachman, L. F. (Eds.). (2004). Keeping score for all: The effects of inclusion and accommodation policies on large-scale educational assessments. Washington, DC: National Academies Press.

Thurlow, M. L., Thompson, S. J., Walz, L., & Shin, H. (2001). Student perspectives on using accommodations during statewide testing. University of Minnesota, National Center on Educational Outcomes. (ERIC Document Reproduction Service No. ED474766)

Conti-D'Antonio, Marcia, Bertrando, Robert, and Eisenberger, Joanne. (1998). Supporting Students with Learning Needs in the Block. Eye on Education, 6 Depot Way West, Suite 106, Larchmont, NY 10538. 164 pp.

York-Barr, J. (1996). Creating inclusive school communities: Module 4, collaboration. Baltimore, MD: Paul H. Brookes Publishing Company.

Activity - ARC Meetings for Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARC meetings are held to involve parents in the academic and/or behavioral needs of their student.	Parent Involvement	05/01/2012	06/30/2016	$0 - No Funding Required	HCHS administration, counselors, district director of special education, ARC chairs, and special needs teachers.

Activity - Master Schedule Builder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When building a master schedule for a school year, HCHS will continue to prioritize and schedule all special needs classes first.	Other	05/01/2012	06/30/2016	$0 - No Funding Required	HCHS administrators, counselors, department chairs, and teachers within the special needs department.

Strategy3:

Tutoring & Intervention - Assistance will continue to be given to all students through tutoring and interventions based on progress data (common assessments, teacher made assessments, and overall classroom performance.)

Category: Continuous Improvement

Research Cited: Galvin, Mike, 1970. Implementing Response to Intervention (RtI): Considerations for Practitioners. Learning Point Associates.

Haager, S. Vaughn, & J.K. Klinger (Eds.), Validated practices for three tiers of reading intervention (pp. 186). Baltimore, MD: Paul H. Brookes Publishing Co.

Mellard, Daryl F and Johnson, Evelyn. (2008). RTI a practitionerâs guide to implementing response to intervention :Corwin Press, Thousand Oaks, CA.

Kentucky Department of Education. A Guide to the Kentucky System of Interventions. July 2008.

Pierangelo, Roger, Giuliani, George. (2007). Frequently asked questions about response

to intervention: Corwin Press, Thousand Oaks, CA.

Quinn, Pat. Ultimate RtI: Everything a teacher needs to know to implement RtI.   Ideas Unlimited Seminars, Inc: 2009.

Taylor, L., Nelson, P., & Adelman, H.S. 1999. Scaling-up reforms across a school district. Reading & Writing Quarterly, 15, 303-325.

Vellutino, F.R., Scanlon, D.M., Small, S.G., Fanuele, D.P., & Sweeney, J. 2007.

Preventing early reading difficulties through kindergarten and first grade intervention: A variant of the three-tier model.

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School administrative team will collaborate with teachers and ESS coordinator to provide tutoring daily at HCHS.	Tutoring	01/02/2013	06/30/2016	$3000 - District Funding	HCHS administrators, teacher tutors, and district instructional supervisor.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will continue to be required to receive an intervention in a deficient area(s), specifically math and reading, as determined by mandated state assessments, in the form of practice assessments and tutoring during homerooms.	Academic Support Program	08/01/2013	06/30/2016	$0 - No Funding Required	HCHS administration, counselors, instructional supervisor, and all teachers, including special needs teachers.

The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

Increase the average freshman graduation rate from 85.2% to 95.2% by the end of the 2015-2016 school year.

Measurable Objective 1:

collaborate to increase the average freshman graduation rate to 95.2% by 06/30/2016 as measured by the Unbridled Learning Cohort Model.

Strategy1:

Behavior & Attendance incentives - The school will provide incentives for good behavior & attendance.

Category: Persistance to Graduation

Research Cited: The American Diploma Project. 2002. Connecting Education Standards and Employment: Course-taking Patterns of Young Workers. Data based on the NELS:88 study.

National Center for Education Statistics. 1997. Access to Postsecondary Education for 1992 High School Graduates.

Judith Levine, "The Effect of Different Attendance Policies on Student Attendance and Achievement", paper presented at Eastern Psychological Association, 1992, (ERIC Microfiche ED 348 762).

Kang H. Park and Peter M. Kerr, "Determinants of Academic Performance: A Multinomial Logit Approach" THEJOURNAL OF ECONOMIC EDUCATION, Spring, 1990, pp. 101-111.

David Romer, "Do Students Go to Class? Should They?" THE JOURNAL OF ECONOMIC PERSPECTIVES, Summer, 1993, pp. 167-174.

Dale E. Schlenker and Norma Coles McKinnon, "Assessing Faculty Performance Using Student Evaluation of Instruction" (ERIC Microfiche ED 371 667)

Robert M. Schmidt, "Who Maximizes What? A Study in Student Time Allocation" AMERICAN ECONOMIC REVIEW, May, 1983, pp. 23-28.

Gary Wyatt, "Skipping Class: An Analysis of Absenteeism Among First-Year College Students" TEACHING SOCIOLOGY, July, 1992, pp. 201-207.

Activity - Freshmen Reward Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshmen meeting established criteria regarding behavior & attendance will receive an incentive quarterly.	Behavioral Support Program	08/01/2013	06/30/2016	$0 - No Funding Required	Freshmen Academy Department Chair and Freshmen Teachers.

Strategy2:

Drop-out Prevention Committee/Plan - A committee is formed to meet with students requesting to drop out of school. Any student with this request must complete a three-step process.

Category: Persistance to Graduation

Research Cited: http://www.dropoutprevention.org/effective-strategies

Activity - Drop out Prevention Committee Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HCHS Administration, counselors, teachers, Youth Service Center, Learning Center director meet with the parent and the potential drop out to address the needs and concerns of the student. A plan is developed to ensure the student achieves high school completion status.	Academic Support Program	08/08/2012	06/30/2016	$0 - No Funding Required	HCHS Administration, counselors, teachers, Youth Service Center, Learning Center director and District Administration.

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase the percentage of students who are college and career ready from 61.1% to 67% during the 2015-2016 school year.

Measurable Objective 1:

56% of Eleventh and Twelfth grade students will demonstrate a proficiency by meeting ACT and/or COMPASS benchmark in English Language Arts by 06/30/2016 as measured by Meeting benchmark on either the ACT or COMPASS.

Strategy1:

CTE Classrooms - CTE classroom teachers will use all strategies received by KDE.

Category: Career Readiness Pathways

Research Cited: http://education.ky.gov/CTE/cter/Pages/cteclassresource.aspx

Activity - CTE Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Planning and instruction	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	CTE Teachers ATC & HCHS Administrators HCHS Counselors

Measurable Objective 2:

61% of Twelfth grade students will demonstrate a proficiency in career ready assessments, such as the ASVAB, KOSSA, WORK KEYS AND industry certificates; as well as ACT or COMPASS tests. in Career & Technical by 06/30/2016 as measured by ACT, COMPASS, KOSSA, WORK KEYS, ASVAB and industry certificates scores..

Strategy1:

CTE Classrooms - CTE classroom teachers will use all strategies received by KDE.

Category: Career Readiness Pathways

Research Cited: http://education.ky.gov/CTE/cter/Pages/cteclassresource.aspx

Activity - CTE Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Planning and instruction	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	CTE Teachers ATC & HCHS Administrators HCHS Counselors

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

At least 50% of HCHS teachers will mark "agree" on ALL components of the TELL KY Survey in 2017.

Measurable Objective 1:

collaborate to give teachers motivation to plan together by 06/30/2016 as measured by the TELL KY Survey results in 2017..

Strategy1:

Collabortive Planning - Teachers will continue to be given time/motivation to collaborate with each other by the high school and district administrations.

Category: Professional Learning & Support

Research Cited: TELL KY Survey results 2013 and 2015.

Activity - Vertical Team Meetings or Program Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL high school content teachers will meet as needed each year to align curriculum. ALL program review teachers will meet for 6 hours minimum each year to collect/organize evidence.	Professional Learning	08/01/2013	06/30/2017	$0 - No Funding Required	All teachers, HCHS administration and District Instructional Supervisor

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Harrison County High School serves approximately 915 students in grades 9-12 in the Cynthiana and Harrison County area. Harrison County is a rural community. Located between the cities of Cincinnati, Ohio and Lexington, Kentucky, many residents find their employment in these areas or nearby at Toyota Motor Manufacturing. Like many Kentucky counties Harrison has transitioned from being agriculturally based to being rooted in the ever changing world of industry and technology. Our school system, one of the largest employers in the county, is blessed with a supportive community who partners with them to educate the youth of Harrison County.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission at Harrison County High School is to prepare each student for continuing or higher education, a meaningful career or work, military or public service, and to become a responsible, engaged citizen of our community and country. Harrison County High School has a population made up of different socioeconomic levels and cultural interests. To provide an education that will give students the tools to perform to the challenges of the twenty first century will take the efforts of parents, schools, and all segments of the community. The students themselves should not only be recipients of these efforts, but they should play an active and involved role in this learning process.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Harrison County High School is a professional learning community that seeks to improve student performance by creating the best possible learning environment through the collaborative process. Our Comprehensive School Plan (CSIP) reflects this commitment.

Our administrative team and faculty meets regularly to target areas where student learning could be refined further. From these exchanges, four areas of concentration were determined for the CSIP.

1. Student Performance
2. Next Generation Learning Environment/Program Reviews
3. College and Career Readiness
4. Novice Reduction

HCHS was proud to be named a Proficient School based on assessment results for the 2014-2015 school year. We are even more proud to be named a Distinguished School based on assessment results for the 2015-2016 school year. We were one of 14 schools to receive the label of "High Performing."

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Harrison County Schools shares and seeks feedback on the comprehensive planning process, from its stakeholders, through a variety of avenues:

1. Posting of all comprehensive plans (school level and district) on our school website -www.harrison.kyschools.us

2. Providing feedback links, via the web, throughout the school year on all plans

3. Instruction and Information on the process through our weekly cable TV program

4. Instruction and Information on the process through our local radio programs

5. Instruction and Information on the process through our local newspaper (Education Section and Special Editions)

6. Family Resource Center and Youth Services Center(s) Advisory Council Meetings

7. District Leadership Team and K-12 Vertical and Horizontal Curriculum Teams

8. SBDMC, PTO, Rotary, Lions, Kiwanis, and Chamber of Commerce meetings

9. Copy for review at the Cynthiana/Harrison County Public Library