



Comprehensive School Improvement Plan

Harlan County High School
Harlan County

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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.	Self-selective indicator is the number of National Board Certified Teachers at HCHS. Currently there is 1 teacher that is National Board Certified. HCHS is at 1.7% which is below the state average of 6.8%.	20162017 Equitable Access

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.

There are several barriers to equitable access to effective educators in the school. First, the geographic location would indeed create a barrier. Located in Southeastern Kentucky, Harlan County is over an hour away from an interstate. Harlan is limited in restaurants, shopping, and entertainment. Additionally, Harlan is limited in the job market. If we get an effective teacher for our school, it may be impossible to find employment for a spouse. This again creates a barrier. Harlan County is also home to a large percentage of poverty that could keep families from wanting to live in this area.

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.

The local unemployment rate was looked at to determine barriers, as well as the poverty rate. The main causes for these barriers would include road access and the collapse of the coal industry. With so many people out of work, families are having to depend on government assistance or leaving Harlan County. Also, the businesses are feeling the coal industry decline and are further not able to provide jobs or support to the school system. In addition to the decline in coal, Harlan County is also affected by not having a link to the interstate. It takes over an hour for a person to get from Harlan County to an interstate.

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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.		equitable access

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:

COLLEGE and CAREER READY: Increase the 68% number of students that are CCR by 2016.

Measurable Objective 1:

collaborate to ensure that Harlan County High School will increase their CCR score by 05/06/2016 as measured by the Unbridled Learning Formula.

Strategy1:

Course and Assessment Alignment - Improve Course and Assessment Alignment.

Category: Continuous Improvement

Research Cited: Suggested by the Office of Career and Technical Education

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize common core standards and career and technical standards in lesson plans and curriculum maps located in CIITS.	Policy and Process	08/05/2015	05/06/2016	\$0 - No Funding Required	CTE Curriculum Consultants and CTE Teachers

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Activity - Quality Core Test Builder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructors of EOC (English II, Algebra II, Biology and US History) will utilize ACT Quality Core Test Builder to design assessments. This will be evidenced by review of student assessments.	Direct Instruction	08/05/2015	05/06/2016	\$0 - No Funding Required	Principal/s, EOC Teachers, Counselors

Activity - CTE Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Organize a program advisory committee for CTE Programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Academic Support Program	08/05/2015	05/06/2016	\$0 - No Funding Required	CTE Teachers, Principals, Guidance Counselors

Goal 2:

GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 48.6 to the set 2016-2017 delivery target of 62.8 by 05/12/2017 as measured by End of Course Exams.

Strategy1:

Best Practice - Teachers will develop formative assessments.

Category: Continuous Improvement

Research Cited: Recommended by the Office of Career and Technical Education

Activity - Curriculum Associates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Curriculum Associates AcademicWorkout for Reading and Math gaps to address students with disabilities.	Academic Support Program	08/11/2016	05/12/2017	\$0 - No Funding Required	Special Education Department Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to Study Island KY CCRB. This program allows online access to EOC Prep, ACT Prep, AP Study Guides, and Core Content. Students will have access at school and at home to this program.	Academic Support Program	08/11/2016	05/12/2017	\$5550 - Grant Funds	Teachers

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Activity - Formative Assessment Items	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop KOSSA and WorkKeys type questions as formative assessment items (Strategy: Best Practice)	Academic Support Program	08/11/2016	05/12/2017	\$0 - Other	CTE teachers in collaboration with academic core teachers

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?

Edna Burkhart, Principal

Kathy Minor, Assistant Principal

Michael Hensley, Assistant Principal

Scott Pace, Teacher and SBDM Member

Kristi Mackowiak, Teacher, Special Needs Department Head, and SBDM Member

Anissa Alred, Librarian and SBDM Member

Garry Henson, Parent SBDM Member

Jeff Branson, Parent SBDM Member

Lisa Asbury, Guidance Counselor

Stephanie Reynolds, Guidance Counselor

Bucky Burkhart, Teacher and Chair of Learning Environment Committee

Drew Chamberlain, Teacher and Chair of Academic Performance Committee

Patricia Hamblin, Teacher and Chair of Efficiency Committee

Janet White, Youth Service Center Coordinator

Teachers, Parents, and Students participated in a survey.

Relationship Building

Overall Rating: 2.86

	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 their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	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: 2.86

	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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.86

	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 chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	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 report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	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 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 in committee work.	Proficient

Advocacy

Overall Rating: 2.83

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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 an educational advocate or how to access an educational advocate when needed.	Proficient

	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: 2.17

	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 as 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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.0

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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).	Parents make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	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.

Harlan County High School builds productive, personal relationships with parents of their students. Teachers have three parent conferences each school year where parents are encourage to meet with teachers. Radio announcements, Facebook, and phone calls are made to encourage parent involvement. Additionally, teachers are available throughout the school day to meet and talk with parents about students. Teachers also make phone calls and email parents to communicate with them in regards to school activities. Parents are given surveys to complete to determine if they feel the relationship between the teacher and parent is productive.

Harlan County High School has two parents that serve on the Site Based Council. These members help in decision making for the school and school improvement.

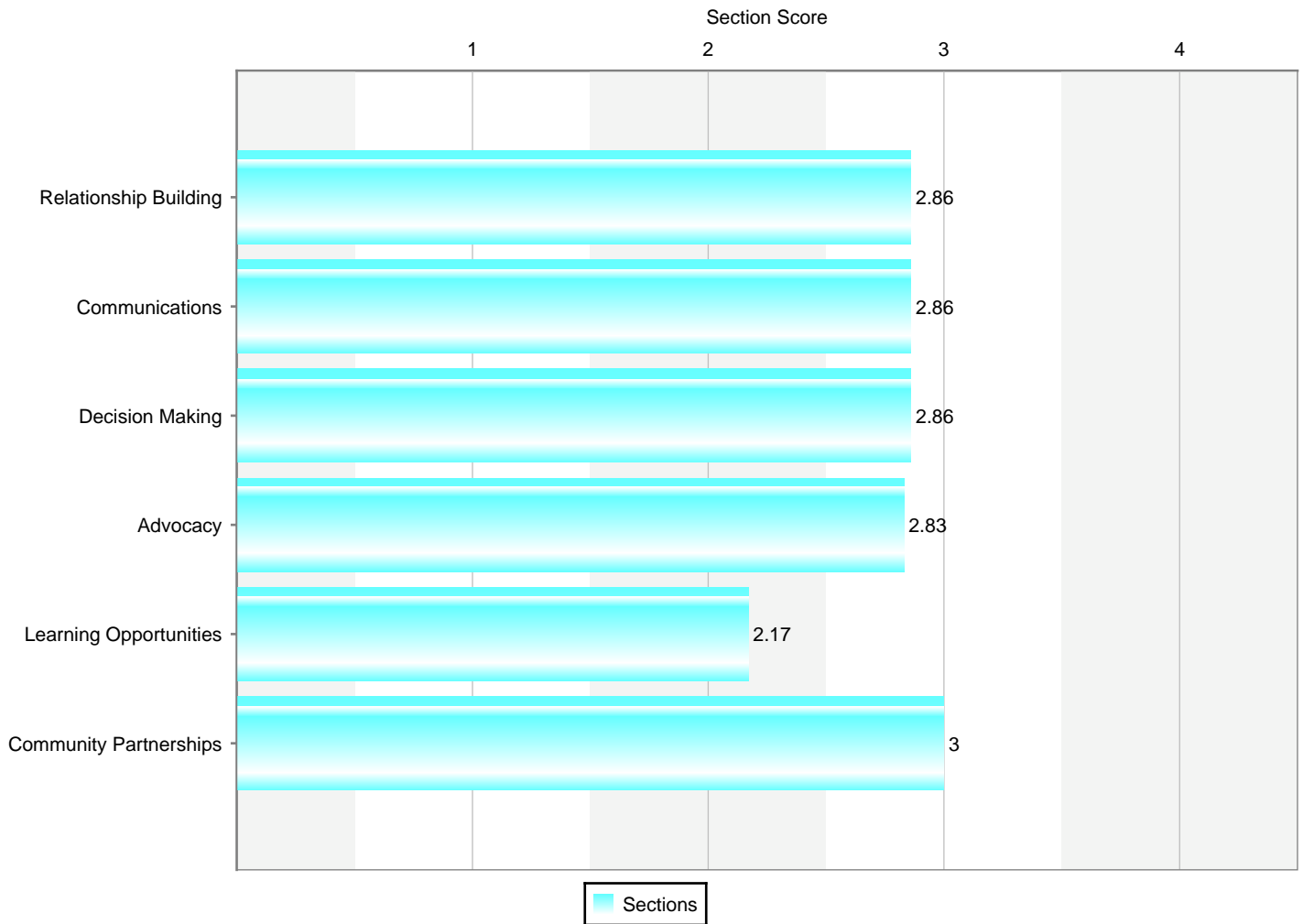
Harlan County High School's staff works with students and their guardians in helping with the child's learning needs. If students need an advocate the counselors or Youth Service Center can help them obtain someone.

The Youth Service Center provides opportunities for parents to attend workshops with their children.

Community Leaders participate in recognizing student achievements through Student Citizen of the Month and 1st Priority.

Report Summary

Scores By Section



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.

All teachers are assigned to one of three committees at HCHS. The three committees are Learning Environment, Academic Performance, and Efficiency. The committees make recommendations as needed to the SBDM concerning the CSIP. In addition, teachers are invited through email to participate on developing the CSIP. Several teachers offered to help develop/revise the plan. Mrs. Minor, Assistant Principal, Mr. Hensley, Assistant Principal, and Mrs. Burkhart, Principal, worked on the CSIP. Teachers from all departments were consulted concerning strategies and activities during regular department meeting. The CSIP is developed and approved by the principles, teachers, and Site Based Council.

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

Scott Pace, SBDM Member, reviewed and approved plan.

Kristi Mackowiak, SBDM Member and Special Needs Department Head, reviewed and approved plan.

Anissa Alred, SBMD Member and School Librarian, reviewed and approved plan.

Jeff Branson, SBMD Parent Member, reviewed and approved plan.

Garry Henson, SBMD Parent Member, reviewed and approved plan.

Kathy Minor, Assistant Principal, worked on CSIP.

Michael Hensley, Assistant Principal, worked on CSIP.

Lisa Asbury, Counselor, worked on CSIP.

Stephanie Reynolds, Counselor, worked on CSIP.

Bucky Burkhart, Teacher and Chair of Learning Environment Committee.

Drew Chamberlain, Teacher and Chair of Academic Performance Committee.

Patricia Hamblin, Teacher and Chair of Efficiency Committee.

Edna Burkhart, Principal, worked on CSIP.

Tammy Fields, Gear Up representative, worked on CSIP.

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

CSIP link on school website

CSIP copy in the library

CSIP in SBDM Minutes

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?**

From analyzing the 2015-2016 data, our goal was to identify academic strengths and weaknesses in content areas; in addition to non-academic factors that affect our overall score. HCHS improved its overall ACT score from 18.2 to 18.4. The reading scores increased from 50 to 60.4 surpassing the delivery target of 59.0. The Program Review score received the maximum amount of points. HCHS graduation rate surpassed the delivery target of 87.0 to 89.2. HCHS is categorized as a "Proficient" School.

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?

HCCHS improved its overall ACT score from 18.2 to 18.4. The reading scores increased from 50 to 60.4 surpassing the delivery target of 59.0. The Program Review score received the maximum amount of points. HCCHS graduation rate surpassed the delivery target of 87.0 to 89.2. HCCHS is categorized as a "Proficient" School.

Opportunities for Improvement

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

The ACT went up from 18.2 to 18.4 still falling short of the state average of 19.5. HCHS purchased an ACT prep program for all junior students. The students will have access to program at school as well as at home.

There were no special need students with an IEP to score proficient in math. Study Island will be utilized along with targeting this area through after school tutoring and teacher training to ensure IEP accommodations are being utilized.

Conclusion

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

HCHS can conclude that we are moving in the right direction. Being labeled a Proficient is school is much to be excited about. Our scores are up and our school is improving. As a school, we need to continue to improve in our College and Career Ready scores, our ACT scores, and focus on moving special needs students to a proficient level. Through Study Island, ILP work, ACT prep program and sustain our non-academic components we should continue to improve.

2016 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

2016 Plan for Comprehensive School Improvement Plan

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	2016 COLLEGE and CAREER READY: Increase the 75% number of students that are CCR by 2017	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0
2	2016 GRADUATION RATE: Increase the average freshman graduation rate from 85.2 to 87.8.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
3	2016 K-PREP Goal: Increase the averaged combined reading and math K-Prep scores for high school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$0
4	2016 GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$5550
5	2016 TELL SURVEY Goal: Increase the number of teachers that believe Harlan County High School is a good place to work and learn.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	2016 PROGRAM REVIEW Goal: The school will receive Distinguished ratings on all four Program Reviews by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
7	2016 NEEDS ASSESSMENT Goal 2016: To address areas needing improvement as reported by staff, student, and parent surveys	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
8	2016 Novice Reduction - The number of students scoring Novice in math will be reduced by 50% by 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
9	2016 Novice Reduction Reading - The number of students scoring Novice in Reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: 2016 COLLEGE and CAREER READY: Increase the 75% number of students that are CCR by 2017

Measurable Objective 1:

collaborate to ensure that Harlan County High School will increase their CCR score by 05/10/2017 as measured by the Unbridled Learning Formula.

Strategy 1:

College and Career Advising - Assist students in becoming informed about career choices and requirements. Ensure that each sophomore has identified a career pathway.

Category: Career Readiness Pathways

Research Cited: KDE Delivery Plans

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in Operation Preparation in an effort to inform students about career interests.	Career Preparation/Orientation	02/27/2017	03/27/2017	\$0	No Funding Required	Guidance Counselors/Y SC
Activity - Industry Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and update industry certifications to preparatory students.	Career Preparation/Orientation	08/12/2016	05/10/2017	\$0	No Funding Required	CTE Teachers, Counselors
Activity - Arts Pathway Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Begin process for Arts Pathway Assessments.	Career Preparation/Orientation	08/10/2016	05/10/2017	\$0	No Funding Required	CTE Teachers and Counselors

Strategy 2:

Course and Assessment Alignment - Improve Course and Assessment Alignment.

Category: Continuous Improvement

Research Cited: Suggested by the Office of Career and Technical Education

Activity - Quality Core Test Builder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All instructors of EOC (English II, Algebra II, Biology and US History) will utilize ACT Quality Core Test Builder to design assessments. This will be evidenced by review of student assessments.	Direct Instruction	08/10/2016	05/10/2017	\$0	No Funding Required	Principal/s, EOC Teachers, Counselors
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Activity - CTE Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize a program advisory committee for CTE Programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Academic Support Program	08/10/2016	05/10/2017	\$0	No Funding Required	CTE Teachers, Principals, Guidance Counselors

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize common core standards and career and technical standards in lesson plans and curriculum maps located in CIITS.	Policy and Process	08/10/2016	05/10/2017	\$0	No Funding Required	CTE Curriculum Consultants and CTE Teachers

Strategy 3:

College and Career - Collaborate with the Community Extension Service 4-H program to provide a reality store experience for the ninth grade students.

Category: Career Readiness Pathways

Research Cited: KDE Delivery Plans

Activity - Reality Store	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th grade students will attend a reality store.	Career Preparation/Orientation	11/10/2016	11/10/2016	\$0	No Funding Required	FRYSC Coordinator, Counselor

Goal 2: 2016 GRADUATION RATE: Increase the average freshman graduation rate from 85.2 to 87.8.

Measurable Objective 1:

collaborate to increase the freshman graduation rate from 85.2 to 87.8 by 05/10/2017 as measured by graduation formula.

Strategy 1:

Career Readiness Pathways - Utilizing the ILP

Category: Career Readiness Pathways

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Research Cited: Recommended by Career and Technical Educators

Activity - Scheduling via ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests (Strategy: Career Readiness Pathways)	Career Preparation/Orientation	08/10/2016	05/10/2017	\$0	Other	Guidance Counselors

Activity - Career Pathway Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign all 9th grade students a career pathway based on the ILP, Explore results and Interest Inventories (Strategy: Career Readiness Pathway)	Career Preparation/Orientation	08/10/2016	05/10/2017	\$0	Other	Guidance Counselors; Principals; Teachers

Strategy 2:

Targeted Intervention - At-Risk and Credit Recovery

Category: Continuous Improvement

Research Cited: Recommended by Career and Technical Educators

Activity - At-Risk Student Targeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify at-risk students and schedule courses specific to student need and reflected in the ILP.	Academic Support Program	08/10/2016	05/10/2017	\$0	Other	Guidance Counselors; CTE Teachers

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide credit recovery opportunities through e-school.	Academic Support Program	08/10/2016	05/10/2017	\$0	District Funding	Teachers, Guidance Counselors

Strategy 3:

Improve Attendance - HCHS staff will send letters home to parents of those students who are truant. Habitual truants will be referred to the Youth Service Center to eliminate any barriers they may have in regards to school attendance.

Category: Continuous Improvement

Research Cited: Local Board Policy

Activity - Truancy Letters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Letters to parents/guardians will be sent home for those students who are truant. District Central Office Attendance Clerk will send the names of those students truant to the school Truancy Officer. Truancy officer will mail letters to parents and students regarding attendance.	Policy and Process	08/10/2016	05/10/2017	\$0	General Fund	Truancy Officer Harlan County High School
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Activity - Youth Service Center Referral	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are habitually truant will be referred to the Youth Service Center. The YSC can address any barriers that may be preventing students from having good attendance.	Other	08/10/2016	05/10/2017	\$0	Other	Teachers/Counselors/Principals/Youth Service Center

Goal 3: 2016 K-PREP Goal: Increase the averaged combined reading and math K-Prep scores for high school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged reading and math K-Prep scores from 48.6% to 66.3% by 05/10/2017 as measured by K-PREP.

Strategy 1:

Literacy Initiative - Increase student ability to complete a technical process. Increase technical reading based on career interests of students.

Category: Continuous Improvement

Research Cited: Suggested by Career and Technical Education Staff

Activity - Technical Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide technical reading material for students based on career interest identified in the ILP	Academic Support Program	08/10/2016	05/10/2017	\$0	No Funding Required	CTE Teachers, Principals, Classroom Teachers

Strategy 2:

Math Initiative - Math Curriculum Team will analyze school wide and student level math data.

Category: Continuous Improvement

Research Cited: Recommended activities by Office of Next Generation Learners.

Activity - Using Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS.	Academic Support Program	08/10/2016	05/10/2017	\$0	Other	All math teachers
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Activity - Course Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra 2 and Geometry will be courses that are taught the entire school year. These classes will last 72 minutes a day for the entire school year. The Principal and Counselors will work on getting all K-PREP assessed classes taught the entire school year.	Academic Support Program	07/01/2016	05/10/2017	\$0	No Funding Required	Counselors/Teachers

Strategy 3:

Curriculum Assessment and Alignment - Teachers will analyze curriculum to identify gaps.

Category: Continuous Improvement

Research Cited: Recommended by Office of Next Generation Learners

Activity - Analyze Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will analyze curriculum to identify gaps and make necessary adjustments to curriculum.	Academic Support Program	08/10/2016	05/10/2017	\$0	No Funding Required	Teachers/Counselors/Principals

Strategy 4:

CIITS - Utilizing CIITS to improve instruction.

Category:

Research Cited: Recommended by Office of Next Generation Learners

Activity - CIITS Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	08/10/2016	05/10/2017	\$0	No Funding Required	Teachers/Principals

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/10/2016	05/10/2017	\$0	No Funding Required	Teachers/Counselors/Principals

Goal 4: 2016 GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 48.6 to the set 2016-2017 delivery target of 62.8 by 05/12/2017 as measured by End of Course Exams.

Strategy 1:

Best Practice - Teachers will develop formative assessments.

Category: Continuous Improvement

Research Cited: Recommended by the Office of Career and Technical Education

Activity - Formative Assessment Items	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop KOSSA and WorkKeys type questions as formative assessment items (Strategy: Best Practice)	Academic Support Program	08/11/2016	05/12/2017	\$0	Other	CTE teachers in collaboration with academic core teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to Study Island KY CCRB. This program allows online access to EOC Prep, ACT Prep, AP Study Guides, and Core Content. Students will have access at school and at home to this program.	Academic Support Program	08/11/2016	05/12/2017	\$5550	Grant Funds	Teachers

Activity - Curriculum Associates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Curriculum Associates AcademicWorkout for Reading and Math gaps to address students with disabilities.	Academic Support Program	08/11/2016	05/12/2017	\$0	No Funding Required	Special Education Department Teachers

Goal 5: 2016 TELL SURVEY Goal: Increase the number of teachers that believe Harlan County High School is a good place to work and learn.

Measurable Objective 1:

collaborate to increase the perception by teachers that HCHS is a good place work and learn from 82% to 95%. by 05/10/2017 as measured by the TELL Survey.

Strategy 1:

Committees - All teachers serve on committees to improve school culture. The committees are Efficiency, Academic, and Learning. Teachers have input on plans to

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make the school a better place to work and learn.

Category: Continuous Improvement

Activity - Committee Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within their committees, teachers will identify areas of concern with the culture of the school. The committees chairperson will present their findings to the SBDM.	Academic Support Program	08/10/2016	05/10/2017	\$0	No Funding Required	Teachers/SBDM/Principal

Goal 6: 2016 PROGRAM REVIEW Goal: The school will receive Distinguished ratings on all four Program Reviews by 2017.

Measurable Objective 1:

collaborate to gather evidence by 03/09/2017 as measured by Program Review Scores.

Strategy 1:

Curriculum, Assessment, and Alignment - The curriculum in each Program Review area will be based on appropriate standards documents and implemented using research based practices found in the Program Review Rubrics.

Category:

Research Cited: KDE Program Review Guidance

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership and SBDM council will create teacher teams for the purpose of conducting Program Reviews in accordance to SB 1. The team membership will follow KDE guidelines, and conduct the program reviews according to the guidelines provided by KDE.	Policy and Process	08/10/2016	05/10/2017	\$0	No Funding Required	Principal/s

Activity - Cross Curricular Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for teachers to collaborate with other teachers on cross curriculum assignments.	Direct Instruction	08/10/2016	05/10/2017	\$0	No Funding Required	Principal/Teachers

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule regular meetings for the Program Review Committee to gather evidence and monitor areas of needed improvement.	Academic Support Program	08/10/2016	05/10/2017	\$0	No Funding Required	Program Review Managers/Teachers/Principals

Goal 7: 2016 NEEDS ASSESSMENT Goal 2016: To address areas needing improvement as reported by staff, student, and parent surveys

Measurable Objective 1:

collaborate to ensure that the school provides students with a challenging curriculum and learning experience by 05/10/2017 as measured by Needs Assessment Survey.

Strategy 1:

Enrichment and Tutoring - Students have access at school and at home to Study Island. Study Island provides enrichment and tutoring in EOC and ACT instruction.

Category: Continuous Improvement

Research Cited: Recommended by District Staff

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have access both during school and at home for enrichment and tutoring on EOC and ACT through Study Island. Students that need extra instruction on content areas, can access Study Island at home.	Academic Support Program	08/10/2016	05/10/2017	\$0	No Funding Required	Teachers/Counselors/Students

Measurable Objective 2:

collaborate to collaborate with parents to improve communication by 05/10/2017 as measured by Needs Assessment Survey results.

Strategy 1:

Parent Involvement - The school will improve parent involvement and communication through Course Sites and Parent Conferences.

Category: Stakeholder Engagement

Research Cited: Recommended by District.

Activity - Course Sites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents can access student instruction and class work through online Course Sites.	Academic Support Program, Parent Involvement	12/01/2016	05/10/2017	\$0	No Funding Required	Teachers

Goal 8: 2016 Novice Reduction - The number of students scoring Novice in math will be reduced by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of Novice students in Math by 2 points by 05/10/2018 as measured by the KPREP..

Strategy 1:

Best Practice - Teachers will utilize Study Island within the classroom. Also, students will be encouraged to use Study Island at home or in their own time as well.

Tutoring will also be available for students.

Category: Continuous Improvement

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Study Island in the classroom. Students will be encouraged to use Study Island at home and in spare time.	Academic Support Program	08/10/2016	05/10/2017	\$0	District Funding	Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS offers after school tutoring to students.	Tutoring	09/05/2016	05/10/2017	\$0	Title I Schoolwide	Principal/Teachers

Goal 9: 2016 Novice Reduction Reading - The number of students scoring Novice in Reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of Novice students in Reading by 3.6 points by 05/10/2018 as measured by KPREP.

Strategy 1:

Best Practice - Teachers will utilize Study Island in the classroom. Students will be encouraged to use Study Island at home. Tutoring will also be provided for students.

Category: Continuous Improvement

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Study Island in the classroom. Students will be encouraged to use Study Island at home and in spare time.	Academic Support Program	08/10/2016	05/10/2017	\$0	District Funding	Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ESS offers tutoring after school to students.	Tutoring	09/05/2016	05/10/2017	\$0	Title I School Improvement (ISI)	Principal/Teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment Items	Develop KOSSA and WorkKeys type questions as formative assessment items (Strategy: Best Practice)	Academic Support Program	08/11/2016	05/12/2017	\$0	CTE teachers in collaboration with academic core teachers
Career Pathway Assignment	Assign all 9th grade students a career pathway based on the ILP, Explore results and Interest Inventories (Strategy: Career Readiness Pathway)	Career Preparation/Orientation	08/10/2016	05/10/2017	\$0	Guidance Counselors; Principals; Teachers
Scheduling via ILP	Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests (Strategy: Career Readiness Pathways)	Career Preparation/Orientation	08/10/2016	05/10/2017	\$0	Guidance Counselors
At-Risk Student Targeting	Identify at-risk students and schedule courses specific to student need and reflected in the ILP.	Academic Support Program	08/10/2016	05/10/2017	\$0	Guidance Counselors; CTE Teachers
Using Resources	Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS.	Academic Support Program	08/10/2016	05/10/2017	\$0	All math teachers
Youth Service Center Referral	Students that are habitually truant will be referred to the Youth Service Center. The YSC can address any barriers that may be preventing students from having good attendance.	Other	08/10/2016	05/10/2017	\$0	Teachers/Counselors/Principals/Youth Service Center
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	All students will have access to Study Island KY CCRB. This program allows online access to EOC Prep, ACT Prep, AP Study Guides, and Core Content. Students will have access at school and at home to this program.	Academic Support Program	08/11/2016	05/12/2017	\$5550	Teachers
Total					\$5550	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Committee Work	Within their committees, teachers will identify areas of concern with the culture of the school. The committees chairperson will present their findings to the SBDM.	Academic Support Program	08/10/2016	05/10/2017	\$0	Teachers/SBDM/Principal
CIITS Usage	Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	08/10/2016	05/10/2017	\$0	Teachers/Principals
Program Review Teams	The school leadership and SBDM council will create teacher teams for the purpose of conducting Program Reviews in accordance to SB 1. The team membership will follow KDE guidelines, and conduct the program reviews according to the guidelines provided by KDE.	Policy and Process	08/10/2016	05/10/2017	\$0	Principal/s
Program Review Teams	Schedule regular meetings for the Program Review Committee to gather evidence and monitor areas of needed improvement.	Academic Support Program	08/10/2016	05/10/2017	\$0	Program Review Managers/Teachers/Principals
Reality Store	9th grade students will attend a reality store.	Career Preparation/Orientation	11/10/2016	11/10/2016	\$0	FRYSC Coordinator, Counselor
Common Core Standards	Utilize common core standards and career and technical standards in lesson plans and curriculum maps located in CIITS.	Policy and Process	08/10/2016	05/10/2017	\$0	CTE Curriculum Consultants and CTE Teachers
Cross Curricular Teaching	Provide opportunities for teachers to collaborate with other teachers on cross curriculum assignments.	Direct Instruction	08/10/2016	05/10/2017	\$0	Principal/Teachers
CTE Advisory Committee	Organize a program advisory committee for CTE Programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Academic Support Program	08/10/2016	05/10/2017	\$0	CTE Teachers, Principals, Guidance Counselors
Analyze Curriculum	Departments will analyze curriculum to identify gaps and make necessary adjustments to curriculum.	Academic Support Program	08/10/2016	05/10/2017	\$0	Teachers/Counselors/Principals
Course Scheduling	Algebra 2 and Geometry will be courses that are taught the entire school year. These classes will last 72 minutes a day for the entire school year. The Principal and Counselors will work on getting all K-PREP assessed classes taught the entire school year.	Academic Support Program	07/01/2016	05/10/2017	\$0	Counselors/Teachers
Quality Core Test Builder	All instructors of EOC (English II, Algebra II, Biology and US History) will utilize ACT Quality Core Test Builder to design assessments. This will be evidenced by review of student assessments.	Direct Instruction	08/10/2016	05/10/2017	\$0	Principal/s, EOC Teachers, Counselors

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Curriculum Associates	Utilize Curriculum Associates AcademicWorkout for Reading and Math gaps to address students with disabilities.	Academic Support Program	08/11/2016	05/12/2017	\$0	Special Education Department Teachers
Arts Pathway Assessments	Begin process for Arts Pathway Assessments.	Career Preparation/Orientation	08/10/2016	05/10/2017	\$0	CTE Teachers and Counselors
Course Sites	Parents can access student instruction and class work through online Course Sites.	Academic Support Program, Parent Involvement	12/01/2016	05/10/2017	\$0	Teachers
Industry Certification	Review and update industry certifications to preparatory students.	Career Preparation/Orientation	08/12/2016	05/10/2017	\$0	CTE Teachers, Counselors
Technical Reading	Provide technical reading material for students based on career interest identified in the ILP	Academic Support Program	08/10/2016	05/10/2017	\$0	CTE Teachers, Principals, Classroom Teachers
Study Island	Students have access both during school and at home for enrichment and tutoring on EOC and ACT through Study Island. Students that need extra instruction on content areas, can access Study Island at home.	Academic Support Program	08/10/2016	05/10/2017	\$0	Teachers/Counselors/Students
Operation Preparation	Participate in Operation Preparation in an effort to inform students about career interests.	Career Preparation/Orientation	02/27/2017	03/27/2017	\$0	Guidance Counselors/YSC
CIITS	Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/10/2016	05/10/2017	\$0	Teachers/Counselors/Principals
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	ESS offers after school tutoring to students.	Tutoring	09/05/2016	05/10/2017	\$0	Principal/Teachers
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	ESS offers tutoring after school to students.	Tutoring	09/05/2016	05/10/2017	\$0	Principal/Teachers

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Total \$0**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Truancy Letters	Letters to parents/guardians will be sent home for those students who are truant. District Central Office Attendance Clerk will send the names of those students truant to the school Truancy Officer. Truancy officer will mail letters to parents and students regarding attendance.	Policy and Process	08/10/2016	05/10/2017	\$0	Truancy Officer Harlan County High School
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Teachers will utilize Study Island in the classroom. Students will be encouraged to use Study Island at home and in spare time.	Academic Support Program	08/10/2016	05/10/2017	\$0	Teachers
Credit Recovery	Provide credit recovery opportunities through e-school.	Academic Support Program	08/10/2016	05/10/2017	\$0	Teachers, Guidance Counselors
Study Island	Teachers will utilize Study Island in the classroom. Students will be encouraged to use Study Island at home and in spare time.	Academic Support Program	08/10/2016	05/10/2017	\$0	Teachers
Total					\$0	

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		

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.	Yes		

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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.	No	Parents are encouraged to be a part of the school. Parents work ballgames, academic matches, and other school activities.	

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		

Comprehensive School Improvement Plan

Harlan County High School

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.	Yes		

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.	Yes		

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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.	Yes		

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		

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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.	N/A		

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:

2016 TELL SURVEY Goal: Increase the number of teachers that believe Harlan County High School is a good place to work and learn.

Measurable Objective 1:

collaborate to increase the perception by teachers that HCHS is a good place work and learn from 82% to 95%. by 05/10/2017 as measured by the TELL Survey.

Strategy1:

Committees - All teachers serve on committees to improve school culture. The committees are Efficiency, Academic, and Learning. Teachers have input on plans to make the school a better place to work and learn.

Category: Continuous Improvement

Research Cited:

Activity - Committee Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within their committees, teachers will identify areas of concern with the culture of the school. The committees chairperson will present their findings to the SBDM.	Academic Support Program	08/10/2016	05/10/2017	\$0 - No Funding Required	Teachers/SBDM/Principal

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

Goal 1:

2016 K-PREP Goal: Increase the averaged combined reading and math K-Prep scores for high school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged reading and math K-Prep scores from 48.6% to 66.3% by 05/10/2017 as measured by K-PREP.

Strategy1:

Literacy Initiative - Increase student ability to complete a technical process. Increase technical reading based on career interests of students.

Category: Continuous Improvement

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Research Cited: Suggested by Career and Technical Education Staff

Activity - Technical Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide technical reading material for students based on career interest identified in the ILP	Academic Support Program	08/10/2016	05/10/2017	\$0 - No Funding Required	CTE Teachers, Principals, Classroom Teachers

Strategy2:

Curriculum Assessment and Alignment - Teachers will analyze curriculum to identify gaps.

Category: Continuous Improvement

Research Cited: Recommended by Office of Next Generation Learners

Activity - Analyze Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will analyze curriculum to identify gaps and make necessary adjustments to curriculum.	Academic Support Program	08/10/2016	05/10/2017	\$0 - No Funding Required	Teachers/Counselors/Principals

Strategy3:

Math Initiative - Math Curriculum Team will analyze school wide and student level math data.

Category: Continuous Improvement

Research Cited: Recommended activities by Office of Next Generation Learners.

Activity - Using Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement the available resources such as the Math Formative Assessment Lessons in CIITS.	Academic Support Program	08/10/2016	05/10/2017	\$0 - Other	All math teachers

Activity - Course Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra 2 and Geometry will be courses that are taught the entire school year. These classes will last 72 minutes a day for the entire school year. The Principal and Counselors will work on getting all K-PREP assessed classes taught the entire school year.	Academic Support Program	07/01/2016	05/10/2017	\$0 - No Funding Required	Counselors/Teachers

Strategy4:

CIITS - Utilizing CIITS to improve instruction.

Category:

Research Cited: Recommended by Office of Next Generation Learners

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Activity - CIITS Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	08/10/2016	05/10/2017	\$0 - No Funding Required	Teachers/Principals

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/10/2016	05/10/2017	\$0 - No Funding Required	Teachers/Counselors/Principals

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:

2016 GAP Goal: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 48.6 to the set 2016-2017 delivery target of 62.8 by 05/12/2017 as measured by End of Course Exams.

Strategy1:

Best Practice - Teachers will develop formative assessments.

Category: Continuous Improvement

Research Cited: Recommended by the Office of Career and Technical Education

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Activity - Curriculum Associates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Curriculum Associates AcademicWorkout for Reading and Math gaps to address students with disabilities.	Academic Support Program	08/11/2016	05/12/2017	\$0 - No Funding Required	Special Education Department Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to Study Island KY CCRB. This program allows online access to EOC Prep, ACT Prep, AP Study Guides, and Core Content. Students will have access at school and at home to this program.	Academic Support Program	08/11/2016	05/12/2017	\$5550 - Grant Funds	Teachers

Activity - Formative Assessment Items	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop KOSSA and WorkKeys type questions as formative assessment items (Strategy: Best Practice)	Academic Support Program	08/11/2016	05/12/2017	\$0 - Other	CTE teachers in collaboration with academic core teachers

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

Goal 1:

2016 GRADUATION RATE: Increase the average freshman graduation rate from 85.2 to 87.8.

Measurable Objective 1:

collaborate to increase the freshman graduation rate from 85.2 to 87.8 by 05/10/2017 as measured by graduation formula.

Strategy1:

Improve Attendance - HCHS staff will send letters home to parents of those students who are truant. Habitual truants will be referred to the Youth Service Center to eliminate any barriers they may have in regards to school attendance.

Category: Continuous Improvement

Research Cited: Local Board Policy

Activity - Youth Service Center Referral	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are habitually truant will be referred to the Youth Service Center. The YSC can address any barriers that may be preventing students from having good attendance.	Other	08/10/2016	05/10/2017	\$0 - Other	Teachers/Counselors/Principals/Youth Service Center

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Activity - Truancy Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Letters to parents/guardians will be sent home for those students who are truant. District Central Office Attendance Clerk will send the names of those students truant to the school Truancy Officer. Truancy officer will mail letters to parents and students regarding attendance.	Policy and Process	08/10/2016	05/10/2017	\$0 - General Fund	Truancy Officer Harlan County High School

Strategy2:

Career Readiness Pathways - Utilizing the ILP

Category: Career Readiness Pathways

Research Cited: Recommended by Career and Technical Educators

Activity - Career Pathway Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assign all 9th grade students a career pathway based on the ILP, Explore results and Interest Inventories (Strategy: Career Readiness Pathway)	Career Preparation/ Orientation	08/10/2016	05/10/2017	\$0 - Other	Guidance Counselors; Principals; Teachers

Activity - Scheduling via ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests (Strategy: Career Readiness Pathways)	Career Preparation/ Orientation	08/10/2016	05/10/2017	\$0 - Other	Guidance Counselors

Strategy3:

Targeted Intervention - At-Risk and Credit Recovery

Category: Continuous Improvement

Research Cited: Recommended by Career and Technical Educators

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide credit recovery opportunities through e-school.	Academic Support Program	08/10/2016	05/10/2017	\$0 - District Funding	Teachers, Guidance Counselors

Activity - At-Risk Student Targeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify at-risk students and schedule courses specific to student need and reflected in the ILP.	Academic Support Program	08/10/2016	05/10/2017	\$0 - Other	Guidance Counselors; CTE Teachers

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

Goal 1:

SY 2016-2017

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2016 COLLEGE and CAREER READY: Increase the 75% number of students that are CCR by 2017

Measurable Objective 1:

collaborate to ensure that Harlan County High School will increase their CCR score by 05/10/2017 as measured by the Unbridled Learning Formula.

Strategy1:

College and Career - Collaborate with the Community Extension Service 4-H program to provide a reality store experience for the ninth grade students.

Category: Career Readiness Pathways

Research Cited: KDE Delivery Plans

Activity - Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th grade students will attend a reality store.	Career Preparation/ Orientation	11/10/2016	11/10/2016	\$0 - No Funding Required	FRYSC Coordinator, Counselor

Strategy2:

Course and Assessment Alignment - Improve Course and Assessment Alignment.

Category: Continuous Improvement

Research Cited: Suggested by the Office of Career and Technical Education

Activity - CTE Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Organize a program advisory committee for CTE Programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Academic Support Program	08/10/2016	05/10/2017	\$0 - No Funding Required	CTE Teachers, Principals, Guidance Counselors

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize common core standards and career and technical standards in lesson plans and curriculum maps located in CIITS.	Policy and Process	08/10/2016	05/10/2017	\$0 - No Funding Required	CTE Curriculum Consultants and CTE Teachers

Activity - Quality Core Test Builder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructors of EOC (English II, Algebra II, Biology and US History) will utilize ACT Quality Core Test Builder to design assessments. This will be evidenced by review of student assessments.	Direct Instruction	08/10/2016	05/10/2017	\$0 - No Funding Required	Principal/s, EOC Teachers, Counselors

Strategy3:

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College and Career Advising - Assist students in becoming informed about career choices and requirements. Ensure that each sophomore has identified a career pathway.

Category: Career Readiness Pathways

Research Cited: KDE Delivery Plans

Activity - Industry Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and update industry certifications to preparatory students.	Career Preparation/Orientation	08/12/2016	05/10/2017	\$0 - No Funding Required	CTE Teachers, Counselors

Activity - Arts Pathway Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Begin process for Arts Pathway Assessments.	Career Preparation/Orientation	08/10/2016	05/10/2017	\$0 - No Funding Required	CTE Teachers and Counselors

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in Operation Preparation in an effort to inform students about career interests.	Career Preparation/Orientation	02/27/2017	03/27/2017	\$0 - No Funding Required	Guidance Counselors/YSC

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

Goal 1:

2016 PROGRAM REVIEW Goal: The school will receive Distinguished ratings on all four Program Reviews by 2017.

Measurable Objective 1:

collaborate to gather evidence by 03/09/2017 as measured by Program Review Scores.

Strategy1:

Curriculum, Assessment, and Alignment - The curriculum in each Program Review area will be based on appropriate standards documents and implemented using research based practices found in the Program Review Rubrics.

Category:

Research Cited: KDE Program Review Guidance

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Activity - Program Review Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school leadership and SBDM council will create teacher teams for the purpose of conducting Program Reviews in accordance to SB 1. The team membership will follow KDE guidelines, and conduct the program reviews according to the guidelines provided by KDE.	Policy and Process	08/10/2016	05/10/2017	\$0 - No Funding Required	Principal/s

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule regular meetings for the Program Review Committee to gather evidence and monitor areas of needed improvement.	Academic Support Program	08/10/2016	05/10/2017	\$0 - No Funding Required	Program Review Managers/Teachers/Principals

Activity - Cross Curricular Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for teachers to collaborate with other teachers on cross curriculum assignments.	Direct Instruction	08/10/2016	05/10/2017	\$0 - No Funding Required	Principal/Teachers

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?

Harlan County High School is a rural high school located in Southeastern Kentucky. HCHS is located in the city of Baxter on US 119. The 1063 students that attend HCHS come from numerous areas within Harlan County. Communities such as Cawood, Cranks, Cumberland, Benham, Lynch, Loyall, Baxter, Wallins, Coldiron, Pathfork, Rosspoint, Putney, Evarts, and Cloverfork all send students to HCHS. HCHS has 60 certified teachers instructing students, with approximately 30 other support staff helping educate students. One teacher is Nationally Board Certified. Students with Disabilities make up 13.7% of the population. There are 77.3% of students that eat Free/Reduced Lunch.

Harlan County High School is a school that despite being in an economically disadvantage area, maintains strong attributes. HCHS has several teachers that offer after school tutoring in math as part of the extended school services as well as teacher volunteers in any areas of need. Students that stay for tutoring are provided a free meal. HCHS also offers 10 Dual Credit Classes with no cost to the student. Students who successfully complete the Dual Credit Classes can graduate high school with enough credits to be a sophomore in college. HCHS also maintains strong community relationships with business owners and professionals. These stakeholders are continually available for support to teachers and students.

The biggest challenge that HCHS has faced over the past four years is the declining coal industry. As a result in this decline, many students have relocated because of a parent losing a job. For those students that are still at HCHS and have a parent without a job, the stress and hardship is felt among students. It is hard for students to completely commit to school, when there are issues at home that create obstacles.

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.

Mission Statement: Harlan County High School is committed to educate every student to a high level, accept no excuses for failure, and understand the value of hard work by students and staff. Our culture of success will support systems in the school that encourage and even reward hard work.

Belief Statements:

We believe that education is the responsibility of the student, family, the community, and the school.

We believe that each student has value and that all students can learn.

We believe that all students need certain skills to achieve success and navigate life.

We believe that it is our responsibility to provide a safe environment for students to learn these skills.

We believe that all students can achieve success commensurate to their abilities and that success may be measured in different ways.

We believe that good teaching makes a difference.

At Harlan County High School every student is expected and held to high academic standards. Through the Dual Credit courses and Honors Classes the curriculum is indeed rigorous. For those students that may not plan to attend college, we work collaboratively with Southeast Career and Technical College to offer a wide course offering of vocational courses. Students can earn workforce certificates through the vocational program.

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.

In terms of academic improvements for HCHS, the average ACT went up from 18.2 to 18.4. The Graduation rate improved by 2.4 points and the reading score exceeded the delivery target by 1.4 points. The most important academic achievement would be the fact that Harlan County High School remained a Proficient School. In terms of non academic improvements, HCHS has made some gains as well. The basketball team won their district competition. The cheerleaders and dancers won numerous competitions. Harlan County High School also had students participate in the Community Problem Solving Competition which placed 2nd at the state level. One student participated in the NAFME, All National Honor Ensemble. Additionally, HCHS has a marching band, jazz band, choir, Beta Club, National Honor Society, First Priority Club, and Spanish Club. This year we have added an Archery Team. Harlan County High School's vision for the next three years is to have the majority of students meet proficiency in tested areas. HCHS wants to continue to be categorized as a Proficient school. Further, HCHS plans to meet the Delivery Targets in all areas.

Additional Information

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

HCHS has a strong JROTC program with about 124 cadets. The JROTC members take care of parking at all events and can even be found doing pushups when the Black Bears score at football games. The JROTC Color Guard and Raider Team is ranked #1 in the region.

The Girls and Boys basketball teams are expected to do well, as one member of the girls team, Blair Green has committed to play at the University of Kentucky.

HCHS also utilizes Blackboard/Course-sites to help build parent-teacher communication and relationships.