

# HARLAN COUNTY PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2011-2012 EXECUTIVE SUMMARY

## **Mission Statement**

Our Mission is to empower ALL STUDENTS for the choices and challenges of the 21<sup>st</sup> Century.

## **Vision**

We accept the responsibility of providing a quality education to ensure that each student regardless of gender, ethnicity, socioeconomic or physically challenged status, has the opportunity to develop their abilities to the highest level. We embrace the goals set forth in the Kentucky Education Reform Act: expecting high achievement from all students; commitment from the community, parents, faculty, staff and administrators placing emphasis on the relating education of real life experiences resulting in smooth transition into adulthood; and providing a risk free, caring, safe environment.

## **Comprehensive Plan Summary**

The Comprehensive Improvement Plan centers around the indicators found in the Standards and Indicators for School Improvement. The plan is divided into three major components reflected in the SISI document: Academic Performance, Learning Environment, and Efficiency. Additionally the plan contains components that have particular focus or are required by State or Federal guidelines and NCLB.

**Academic Performance Component** centers around the SISI document standards one, two and three, Curriculum, Assessment and Instruction respectively. The Academic Performance component focuses on improving student achievement, NCLB and strengthening curriculum to be rigorous, intentional and focused. Assessment will target multiple evaluations and assessment strategies to support the continuous monitoring and modification of instruction to support proficient student work equivalent to state performance level descriptors. Instruction will ensure that research based, effective, and varied instructional strategies are rigorous enough to meet all student needs and support proficient student work and reach the achievement goals set for 2014.

**Learning Environment Component** centers around the SISI document standards four- School Culture, five- Student, Family and Community Support and six-Professional Growth, Development and Evaluation. Standard Four- Culture, provides support to strengthen school and district climates conducive to performance excellence. Student, Family and Community Support, standard five supports additional efforts to work with families, community groups to remove barriers to learning.

Professional Growth, Development, and Evaluation, standard six, provides support for instructional staff to receive professional development targeting teaching and learning. Our current status with NCLB is Tier III year three.

**Efficiency Component** centers around the SISI document standards seven- Leadership, eight-Organizational Structure and Beliefs and nine- Comprehensive and Effective Planning. Standard Seven, Leadership targets support for effective teaching and learning to support high student performance expectations. Under Standard Eight, Organizational Structure and Beliefs- the district places an intentional focus on activities that support student and teacher proficiency. Standard Nine- Comprehensive and Effective Planning supports a systematic process for collecting and managing pertinent data relating to district improvement planning that guides district decision making.

**Achievement Gap Component** centers around addressing identified Achievement Gaps from the Kentucky Performance Report. Currently the district has no gaps.

### **Comprehensive Planning Process**

The Comprehensive Planning Process has been continuous since 2002 when the Board of Education adopted policies (01.111; 02.442) these policies were updated in June of 2006 to better meet the needs of our students and assure that the planning process begins immediately following the receipt of the Kentucky Performance Report.

The mission and vision statements for the district were developed by the consolidated planning committee for the 2000-2002 Consolidated Plan. Each year the mission and vision statements are reviewed. Each committee has chosen to keep the statement because they exemplify the Harlan County Public Schools beliefs.

Utilizing a technical review rubric, the district wide review and evaluation of the school plans occur on an annual basis in November/December with the involvement of central office department personnel (Curriculum Department, Title I Department, Special Education Department, Federal/State Programs Personnel, and Finance Department).

The district plan is made available to board members, local media is notified that the plan is available for review, and the plan is placed on the district web, and displayed at the central office for a period of two weeks for comment and public review. Written comments are submitted to the Comprehensive District Improvement Plan Manager, Anita Tolliver who in turn presents the comments to the DIP committee for consideration, review, and inclusion. The final draft is presented to the community at the end of the two week comment and public review period.\* The final draft is presented to the Board of Education for approval. The Board of Education officially adopted the 2010-2011 District Improvement Plan on January 13, 2011.

The district utilizes a continuous needs assessment process that is aligned with the Standards and Indicators for School Improvement. This process includes both formal and informal observations, data analysis, school walkthroughs, communication between the schools and the

district, federal and state reviews of required program guidelines, and review of schools' Implementation and Impact Checks and the Kentucky Department of Education Needs Assessment Surveys. Since the district utilizes a continuous process, all data is current. School/District needs and successes are shared with the board members during a board of education meeting biannually. Multiple component planning meetings take place during the months of March through November reviewing drafts and making revisions as a variety of data and needs assessments are analyzed. Cost estimates and budgeting was concurrent with draft reviews and revisions. In January, the district finance office begins discussion with the board about issues related to improvement(s) that connect to the projected budget and costs of any district programs and initiatives.

**Committees:**

Harlan County Schools Improvement Plan Committee

Jeff Phillips, Chairman, Harlan City Council  
Gayle Jurgens, Community  
Bryan Howard, Rosspoint Elementary Principal  
Jim Roark, Harlan County Fiscal Court Magistrate  
Bobby Boggs, Minister  
Gary Hackler, Title I Supervisor  
Nora Saylor, Career & Technical Education Coordinator  
Anissa Alred, HCHS Librarian  
Cathy Fox, Parent  
Larry Lee, Manager Western Auto-Business  
Kathy Napier, HCHS SIP manager  
Janet White, HCHS FYRSC  
Brent Roark, Title I Director  
Becky Williams, Director of SPED  
Jeanne Lee, Title I Curriculum Specialist  
Jill Harris, Psychologist  
Karen Cox, G&T Teacher  
Jackie Hensley, Parent  
Blanche Bennett, Village Center Mall Manager-Business  
Ed Clem, HCHS  
Johnny Ashurst, Title II Math Specialist  
Gina Stewart, Parent  
Anita Tolliver, DIP Manager  
Pauline Boggs, Technical Labs Inc. Business

Medeana Miniard, Homeless Grant Facilitator  
John Ashurst, Title II Math Consultant

Academic Performance Component Committee

Anita Tolliver, manager  
Brent Roark, Director Title I  
Medeana Miniard, Homeless Grant Facilitator  
Nora Saylor, Career & Technical Education Coordinator  
Melodie Canady, Parent  
Larry Lee, Manager Western Auto-Business  
Becky Williams, Director of SPED  
Jeanne Lee, Curriculum Specialist Title I  
Karen Cox, G&T Teacher  
Blanche Bennett, Village Center Mall Manager-Business

Learning Environment Component Committee

Jeanne Lee, Instructional Coordinator  
Ed Clem, HCHS  
Larry Lee, Manager Western Auto-Business  
Janet White, HCHS FYRSC  
Anissa Alred, HCHS Librarian  
Gayle Jurgens, grandparent  
Billie Lewis, District Account Manager, FRYSC  
Cecilia Adams, Community Education Coordinator  
Jim Middleton, Safe & Drug Free Schools Coordinator  
David Parks, Alternative School Coordinator  
Gary Farmer, Chairman BOE

Efficiency Component Committee

Nora Saylor, manager  
Eric Bowling, Assistant DOSE  
Larry Lee, Manager Western Auto-Business  
Gayle Jurgens, grandparent  
Brian Howard, Rosspoint Elementary Principal  
Gina Stewart, Parent

Tim Saylor, Superintendent

Internal District DIP Committee

Gayle Jurgens, chairperson/grandparent

Brent Roark, Title I Director

Becky Williams, Director of SPED

Jeanne Lee, Resource Teacher

Nora Saylor, Curriculum

Anita Tolliver, DIP Plan Manager

Johnny Ashurst, Title II Math Specialist

Medeana Miniard, Homeless Grant Facilitator

Gary Hackler, Title I Supervisor

ACTION COMPONENT

Academic Performance

School

District

Preliminary

Revised

District Name

Harlan County Public Schools

Component Manager

Anita Tolliver

School Name

\_\_\_\_\_

Current Date

12/1/11

<p><b>Priority Need</b> District schools need support in the development and implementation of curriculum that is rigorous, intentional and aligned to Kentucky Core Academic Standards (CC 4.1).</p>	<p><b>Goal</b> District schools develop and implement curriculum that is rigorous, intentional and aligned to state and local standards. (CC 4.1).</p>
<p><b>Evidence of Causes</b></p> <p>A. Due to the adoption of the Common Core State Standards, the district/schools must realign the curriculum; develop pacing guides and curriculum maps that reflect the new Kentucky Core Academic Standards in the areas of English/Language Arts, Mathematics and Science.</p> <p>B. The district needs to monitor the use of multiple assessment strategies to improve and modify instruction to meet student needs and support student proficiency.</p>	<p><b>Measures of Objectives (Practice and Results)</b></p> <p>A. After a review of Harlan County curriculum documents; the aligned curriculum, the school pacing guides and curriculum maps will reflect the new Kentucky Core Academic Standards in the areas of English/Language Arts, Mathematics and Science.</p> <p>B. The district will monitor the use of multiple assessment strategies to improve and modify instruction to meet student needs and support student proficiency.</p>

Objective A Due to the adoption of the Common Core State Standards, the district/schools must realign the curriculum; develop pacing guides and curriculum maps that reflect the new Kentucky Core Academic Standards in the areas of English/Language Arts and Mathematics.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1 The district curriculum team will initiate and facilitate discussion among schools regarding KCAS to ensure standards they are clearly articulated across all levels. 1.1b	A	Brent Roark, Title I	Sept. 11	December 13	-0-	
A.2 The District curriculum team will establish a working timeline to implement the components of the aligned curriculum ( Language Arts/Math/Science) to KCAS. 1.1a	A	Anita Tolliver, DAT	August 11	December 13	-0-	
A.3. The DAT will monitor the use of KCAS using the district walkthrough instrument, student work samples, and SCORE sessions.	A	Darlene Larkey Achievement Gap Coordinator	Sept. 11	May 12	-0-	
A.4 The DAT and school leadership will utilize the distinct walk-through instrument to ensure that scientifically based instructional strategies (i.e. Marzao's) that are proven to increase student academic achievement ( across all subgroups) are being utilized for teacher classroom instruction.	A	Brent Roark Assistant Superintendent	August 11	May 12	-0-	

Objective B: The district needs to monitor the use of multiple assessment strategies to improve and modify instruction to meet student needs and support student proficiency.						
Activity	Measure	Responsible	Start	End Date	Cost	Fund Source

		Person	Date			
B.1 The district instructional support leadership network members will participate in Kentucky Valley Educational Cooperative's working sessions on Classroom Assessment for Student Learning or CASL utilizing the work of Stiggins.	B	Brent Roark, Assistant Superintendent of Instruction	Sept 11	May 12	-0-	
B.2 The district instructional support leadership network team members will facilitate district school leadership workshops focused on the work of Stiggins and the CASL book.	B	Jeanne Lee, Nora Saylor, Anita Tolliver, ISLN Team	Sept 10	May 11	-0-	
B.3 The district will utilize the SCORE process to monitor teacher collaboration in the design of authentic assessment ( formative and summative assessments, multiple choice, open response, etc.) tasks aligned with KCAS. 2.1b	B	Jeanne Lee, Instructional Coordinator	Sept 10	December 12	-0-	

ACTION COMPONENT

Learning Environment

School

District

Preliminary

Revised

District Name

Harlan County Public Schools

Component Manager

Jeanne Lee

School Name

\_\_\_\_\_

Current Date

November 09, 2011

<p><b>Priority Need</b> According to the 2011 district/school needs assessment, district leadership should support a climate conducive to performance excellence, support instructional practices, remove barriers to learning, and provide results driven professional development which improves teaching and learning.</p>	<p><b>Goal</b> To provide results driven professional development, training and support which results in the in the elimination of barriers to learning and the improvement of teaching and learning.</p>
<p><b>Evidence of Causes</b> A. According to the Fall 2011 KDE teacher surveys and a review of past participation in professional development, the 2010-11 principal walkthrough tallies, and KDE regulatory requirement to address Kentucky Core Academic Standards teachers need professional development that is job embedded and targets support for scientifically research based instructional strategies and Kentucky Core Academic Standards. B. According to the Fall 2011 KDE parent, teacher and student surveys indicate an average of 80 % of parents do not volunteer at school or participate in school activities with the exception of athletic events. C. According to a review of school services there needs to be additional support for extended student learning, additional support for the homeless, home/hospital students at both the elementary schools and the high school and support for graduation and participation rates.</p>	<p><b>Measures of Objectives (Practice and Results)</b> A. According to the Fall 2012 KDE teacher surveys, a review of participation in professional development and the 2011-12 principal walkthrough tallies, there will be evidence that teachers received additional professional development that is job embedded and targets additional support for effective instructional strategies. B. According to the Fall 2012 KDE surveys 22% of parent, teacher and student surveys will indicate that parents volunteered or participated in school activities in addition to athletic events. C. After a review of school services there will be additional support for extended student learning, additional support for the homeless, home/hospital students at both the elementary schools and the high school and support for graduation and participation rates.</p>

Objective A: According to the Fall 2010 KDE teacher surveys and a review of past participation in professional development and the 2010-11 principal walkthrough tallies, teachers need additional professional development that is job embedded and targets additional support for effective instructional strategies.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1 The district will work with teachers to ensure they receive job embedded professional development that enhances utilization of research based computer programs purchased for student instruction and Response to Intervention assessment ( i.e. Destination Math, Fluent Reading Trainer, DORA, DOMA, My Reading Coach, etc.) SISI 6.1a, 6.1b	A	Mike Scott, Integration Specialist	Oct 11	June 12	21,000	Title I
A.2 The district will implement a change in the SCORE process by focusing on Learning Targets, formative and summative assessments and unpacking the standards, each school will participate with the assistance of a district liaison, schools with NCLB No's will have a district team and receive additional support on an as needed basis. SISI 6.1a, 6.1b	A	Jeanne Ann Lee, Title I	August 11	December 11	\$500	Title I
A.3 The district will implement a comprehensive plan for ongoing, job embedded, professional development of district level staff, school and administrative staff based on clearly identified needs, supported through the District Improvement Plans. The district will ensure that PD providers are highly skilled and appropriate for the delivery of professional development (i.e. the district Reading and Math consultants, Instructional Coordinators, Title I Supervisors, the educational cooperative, KVEC, etc.)All professional development will offer specific PD for teachers and will be approved by the principal and reflected by the teachers Professional Growth Plan. CAP 2, SISI 6.1a, 6.1b	A	Brent Roark	Oct 11	June 12	\$16,120	Flex Funds, Carl Perkins (CTE) ARRA and IDEA

Objective B: According to the Fall 2011 KDE parent, teacher and student surveys indicate an average of 78% of parents do not volunteer at school or participate in school activities .						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1 The district will host an open to the public Academic Award Celebration to honor academic achievement. Various departments will collaborate to host this event- Title I, Special Education, Public Relations and the Curriculum Department.	B	Brent Roark, Assistant Superintendent of Instruction	Nov 11	January 12	\$500	Title I Parent Involvement Funds
B.2 The district Title I department will host a district wide spelling bee. There will be two divisions Primary and Intermediate/Middle grades. Local business will be asked to participate.	B	Anita Tolliver, Title I Supervisor	April 12	May 12	\$350	Donations from Local Businesses
B.3 The school FRYSC will collaborate with the Title I department to provide Open House at each respective school twice yearly.	B	Brent Roark, Assistant Superintendent of Instruction & Billie Lewis, FRYSC coordinator	August 11	May 12	12,500	FRYSC, Title I Parent Involvement Funds
B.4 The district will provide assistance to schools by providing an Achievement Gap coordinator to assist all schools in the identification of Achievement Gaps and identifying and predicting areas of concern in the curriculum	B	Brent Roark, Title I Director	Aug 11	June 12	\$60,000	Title VI funding, General Fund

B.5 The district will provide assistance to schools by providing a Technology Integration Specialist to assist teachers and provide job embedded professional development in the realm of technology.	B	Brent Roark, Title I Director	Aug 11	May 12	\$58,000 yearly	Title VI, Technology
B.6 The district will provide multiple communications to communicate to parents the educational initiatives taking place throughout the district. (i.e. District Web site, press releases, Superintendents Corner in the local newspapers, the “Bear Facts”, “ Health Issues and Answers”, Parent Portal via Infinite Campus, CommSuite notification service {calling system}, School Stream and Parent Info.)	B	Jeff Phillips, District Public Relations	Nov 11	May 12	20,000	ARRA/Parent Involvement
B.7 The district will provide assistance to schools and families by providing a district-wide drop out prevention, credit recovery, and e-school program facilitator. Students that are at considered at risk of failure or dropping out will have the opportunity to work one-on-one with the facilitator to ensure completion of credits and move them toward high school graduation.	B	Brent Roark, Title I Director	Aug 11	May 12	\$25,000	Title VI

Objective C. According to a review of school services there needs to be additional support for extended student learning at both the elementary schools and the high school.						
Activity:						
C.1. The district leadership will use a variety of means to continually deliver a strong message to teachers, students, parents and other stakeholders that all district staff are committed to high expectations for all students:  During School <ul style="list-style-type: none"> <li>The ESS program will provide day time waivers to allow schools to provide additional reading and math instruction.</li> <li>Schools are encouraged to utilize staff to provide core math instruction and math labs- additionally reading instruction and literacy labs.</li> <li>To pursue Unite and Ameicore grants to provide a staff member to provide additional reading and/or math instruction.</li> <li>To pursue Reading and Math grants that provide additional reading</li> </ul>	C	Brent Roark, Assistant Superintendent of Instruction	Nov 11	May 12	\$1,695, 000	ESS, UNITE, Americore, Rread to Achieve, Math Grants, Dropout Prevention, 21 <sup>st</sup> Century, FRYSC, ARRA and General Fund- HCB of E

<p>and math instruction for primary students.</p> <ul style="list-style-type: none"> <li>To pursue Drop-out Preventions Grants, and Credit Recovery programs that support student attendance and a way for struggling at risk learners to succeed.</li> </ul> <p>After School</p> <ul style="list-style-type: none"> <li>To pursue funding from the 21<sup>st</sup> Century Community Learning Center Grant funds to provide after school activities weekly and summer programs.</li> <li>All FRYSC centers to provide a summer activity, camp, program, etc. targeting at risk students, but available for all students.</li> <li>Harlan County Board of Education will support after school academic programs by providing the 4<sup>th</sup> &amp; 5<sup>th</sup>, 7<sup>th</sup> &amp; 8<sup>th</sup>, and high school academic team coaches with stipends.</li> </ul>						
<p><b>C.2</b> The district will provide student services via a District-wide Title I homebound teacher for students eligible for home/hospital instruction. This will provide equitable support for students that can not attend school due to health status.</p>	C	Brent Roark, Assistant Superintendent of Instruction	August 11	June 12	\$45000	ARRA
<p><b>C.3</b> The district will closely monitor student attendance during assessments in order to ensure that all student have the opportunity to participate . CAP Need # 4</p>	C	Gary Hackler, Title I Supervisor, DAC	Sept 11	May 12	-0-	

ACTION COMPONENT

Efficiency

School

District

Preliminary

Revised

District Name Harlan County Public Schools

Component Manager

Nora Saylor

School Name \_\_\_\_\_

Current Date

11/12/11

<p><b>Priority Need</b> The district leadership should provide for continued development of principal and teacher leadership capacity.</p>	<p><b>Goal</b> The District's instructional decisions will focus on support for teaching and learning and developing leadership capacity.</p>
<p><b>Evidence of Causes</b> A. A review of the Fall 2011 KDE parent, teacher and administrator surveys indicate the need for development of principal and teacher leadership capacity. B. After a review of the 2011 NCLB, KIPR, EXPLORE, PLAN and ACT and other data, there is a clear need for additional support for developing instructional programs and practices that support continuous school improvement.</p>	<p><b>Measures of Objectives (Practice and Results)</b> A. A review of the Fall 2012 KASC parent, teacher, and administrator surveys will indicate a rise in the trend of principal and teacher leadership capacity This will be evidenced by district and school records that confirm principals and teachers taking leadership roles. B. After a review of the 2012 NCLB, KIPR, EXPLORE, PLAN and ACT and other data, there is a clear indication additional support was provided for the development of instructional programs and practices supporting continuous school improvement.</p>

Objective A: A review of the Fall 2011 KDE parent, teacher and administrator surveys indicate the need for development of principal and teacher leadership capacity.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1. The DAC will assist school leadership to support schools in the analysis of the Kentucky Interim Performance Report (KIPR), IOWA test of Basic Skills, EXPLORE, PLAN, ACT, and NCLB and the use of student achievement data. SISI 7.1d	A	Gary Hackler, District Assessment Coordinator.	Oct 11	Nov 11	-0-	
A.2. The District Assistant Superintendent of Instruction and the leadership team (District Assistance Team), in collaboration with the school leadership, will analyze state and federal assessment data and make informed decisions to drive assessment and instruction relating to academic performance and high student achievement. SISI 7.1d	A	Brent Roark, Assistant Superintendent Gary Hackler, DAC	Oct 11	Nov 11	-0-	
A.3 The district Local Education Assignment Data (LEAD) Coordinator will collaborate with school leadership to ensure the equitable distribution of highly qualified teachers. CAP HQ#2	A	Nora Saylor, Curriculum Specialist	August 11	March 12	-0-	

Objective B: After a review of the 2011 NCLB, KIPR, EXPLORE, PLAN and ACT and other data, there is a clear need for additional support for developing instructional programs and practices that support continuous school improvement.

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1 The district Title I Reading/Language Arts consultants will assist school leadership in identifying gaps and areas of need , modeling instruction and lesson plan development in Reading/Language Arts to increases student achievement.  CAP Need #3	B	Gina Stewart, Title I Reading/Langu age Arts , Jeanne Lee, Instructional Coordinator	Oct. 11	May 12		
B.2The district Title I Math consultant will assist school leadership in monitoring in identifying gaps and areas of need, modeling instruction and lesson plan development in Mathematics to increase student achievement. CAP Need #2	B	Chris Hogue, Title I Math Consultant	Oct .11	May 12	-0-	
B.3 The district Title I Director and Curriculum Supervisor will assist school leadership in identifying gaps and areas of need, and will serve as the Math department chairs at the high school, the supervisor will conducts weekly walkthroughs, monitor teaching methods, standards and content focused on CHETL. CAP Need #1	B	Brent Roark, Assistant Superintendent Ed Clem, Supervisor	August 11	May 12		
B.3 The district Special Education Department will develop a plan to assist school leadership ensuring that every special needs student is provided with the needed assistance specified in their IEP both during the school year and the state assessment window.	B	Becky Williams, DOSE  Eric Bowling, Asst, DOSE	October 11	May 12	-0-	
<b>B.4</b> The local district education agency (Title I Director) will consult	B	Brent Roark,	August	May 12	\$563,9	Title II Part A

with principals and SBDM councils in order target funds to schools that have largest average primary class sizes to reduce the teacher student ratio. <b>(Title II part A funding application 2122(3) (B) 2122(7))</b>		Assistant Superintendent	11		07	
B.5 Additional support will be provided for schools that received No's under NCLB to ensure the school plans are adequate to support school improvement and increase student achievement. All plans will be reviewed by the district DIP Manager.	B	Anita Tolliver, DIP Manager	Nov 11	December 11	-0-	
B.6 The Title I department in accordance with the declaration of participation guidelines will meet with in-county Private Schools in order to offer Title II funding. <b>Title II Part A 2122(11)</b>	B	Brent Roark, Asst. Superintendent & Title I Director	October 11	December 11		