

ACTION COMPONENT

ACADEMIC PERFORMANCE

School

District

Preliminary

Revised

District Name

Harlan County Public Schools

Component Manager

School Name

Harlan County High School

Current Date

October 11,2011

Priority Need

Goal

According to the 2011 **NCLB** report:
Only 62.41% of students scored P/D in Reading
Only 27.68% of students scored P/D in Mathematics

According to the 2012 **NCLB** report:
79.82% of students will score P/D in Reading
79.94% of students will score P/D in Mathematics

According to the Kentucky **Interim Performance Report**:
Only 58.44% of sophomores scored P/D in Reading
Only 33.89% of juniors scored P/D in Math

According to the Kentucky **Interim Performance Report**:
64% of sophomores will score P/D in Reading
37% of juniors will scored P/D in Math

According to the 2011 10th grade **PLAN** Score report, HCCHS scored a composite 16.2

According to the 2012 10th grade **PLAN** Score report, HCCHS will score a composite score of 17.0

According to the Spring 2011 **ACT** Test report, HCCHS scored a composite of 17.3

According to the Spring 2012 **ACT** Test report, HCCHS will score a composite 18.0

According to the Spring 2011 **College and Career Ready (CCR)** report, 13% of graduates were College and Career Ready.

According to the Spring 2012 **CCR** report, HCCHS will improve 21.75% or more.

Evidence of Causes

Measures of Objectives (Practice and Results)

- A. After review of the current school curriculum, there are curriculum gaps in all content areas, in particular reading and mathematics. The school faculty does not have a deep understanding of the KCAS and curriculum changes related to Senate Bill 1.
- B. School-wide analysis of KCCT, IPR, NCLB, PLAN, and ACT scores has not occurred, nor results been disseminated or used as a tool for determining the need for or ways to improve academic performance. Multiple evaluation and assessment strategies are rarely used to continuously monitor and modify instruction to meet student needs and support proficient work.

- A. After review of the 2011-12 revised school curriculum, curriculum gaps in reading and math will have been eliminated. The school faculty will have a deep understanding of the KCAS and curriculum changes related to Senate Bill 1.
- B. School-wide analysis of the 2011 KCCT, IPR, NCLB, PLAN, and ACT scores has occurred, and results have been disseminated and used as a tool for determining the need for or ways to improve academic performance. Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient work.

C. The school's instructional program does not always engage all students by using effective, varied, and research based practices to improve student academic performance.	C. The school's instructional program engages all students by using effective, varied, and research based practices to improve student academic performance.
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Objective A: After review of the 2011-12 revised school curriculum, curriculum gaps in reading and math will have been eliminated. The school faculty will have a deep understanding of the KCAS and curriculum changes related to Senate Bill 1.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1 Reading and Mathematics instructional staff will work with school leaders/district staff to revise the school curriculum to reflect the changes according to the KCAS and SB1 in the areas of Reading and Mathematics.	A	Bob Howard, Principal	Aug. 11	December 11	-0-	
A.2 All instructional staff will work with the school leaders/district staff to revise the school curriculum to reflect the changes according to the KCAS in the content areas of Science, Social Studies, Practical Living & Vocational Studies, and Arts and Humanities and Writing.	A	Bob Howard, Principal	August 11	May 12	-0-	
A.3 All instructional staff (across the content areas) will include informational, practical workplace, and ACT-like reading materials in their lesson design. This will be evidenced by school leaderships' review of teacher lesson plans, student work, and observations.	A	Bob Howard, Principal	Aug 11	May 12	-0-	
A.4 All instructional staff (across the content areas) will design authentic writing tasks within their curriculum to demonstrate "writing arguments to support claims" and "writing to inform/explain" at least twice per trimester.	A	Bob Howard, Principal	October 11	May 12	-0-	
A.5 The school leadership and SBDM Council will conduct a study to determine the need for and inclusion of ACT prep classes for ELA (English and Reading), Math, and Science into the trimester schedule of sophomore and junior students.	A	Bob Howard, Principal	October 11	December 12	-0-	
A.6 The school leadership and the SBDM Council will conduct a study to determine the need for providing a freshman remedial reading and math class, and/or utilizing 21 st century resources as an after school program to tutor students struggling in reading and math.	A	Bob Howard, Principal Jeremy Clem, 21 st Century	January 12	May 12	-0-	

A.7 All teachers of EOC classes (English II, Algebra II, Biology and US History) will utilize EOC resources (QC Vantage) on line to develop units and plan for instruction. This will be evidenced by course syllabi, unit plans, and teacher lesson plans.	A	Brent Roark, Assistant Superintendent of Instruction Bob Howard, Principal	October 11	May 12	-0-	
					-0-	

Objective B: School-wide analysis of the 2011 KCCT, IPR, NCLB, PLAN, and ACT scores has occurred, and results have been disseminated and used as a tool for determining the need for or ways to improve academic performance. Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient work.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1 All teachers will participate in an analysis of the KCCT, IPR, NCLB, PLAN, and ACT scores of their content area/s. The results of this data will be presented during a whole faculty meeting for the purpose of sharing ways to improve academic performance.	B	Scott Shepherd, Lisa Asbury, Stephanie Reynolds, HCHS Guidance Counselors	October 11	Dec. 11	-0-	
B.2 Accelerated Reader Renaissance will be used school wide to assess reading comprehension for all students at all reading levels.	B	Anissa Alred, Librarian	October 11	May 12	4,000	General Fund
B.3 All instructors (across the curriculum including all elective courses) will incorporate at least one ACT-like reading passage bi-weekly (6 per trimester) in each classroom. This will be evidenced by a review of teacher lesson plans.	B	Bob Howard, Principal	August 11	May 12	-0-	
B.4 Each trimester each EOC teachers (English II, Algebra II, Biology and US History) will utilize two class periods in the school computer lab to introduce free ACT.org to the students and familiarize them with ACT like assessments.	B	Bob Howard, Principal	October 11	May 12	-0-	
B.5 All instructors will assess writing assignments both formatively and summatively (specifically formal writing arguments to support claims and writing for informative purposes). Each student will have a summative assessment writing grade per trimester. This will be evidenced by teacher lesson plans and student work samples.	B	Bob Howard, Principal	October 11	May 12	-0-	

B.6 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.	B	Bob Howard, Principal	October 11	May 12	-0-	
B.7 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.	B	Bob Howard, Principal	October 11	May 12	-0-	
B.8 The school will develop a team to address College and Career Readiness Rate accountability. The team will consist of a school administrator, CTE teacher, KCTCS administrator, the District CTE coordinator, and the Assistant Superintendents of Instruction. The team will develop activities that will lead to an increase of the school readiness percentage by at least 50% by 2014.	B	Bob Howard, Principal LeAnne Huff, Assistant Principal & CCR coordinator	October 11	May 12	-0-	
B.9 The school CCR coordinator will work with the CCRR team to develop a written CCR Improvement Plan (patterned after the CSIP format) with activities targeting students who can improve their performance on the ACT, ASVAB, ACT Work Keys, Kentucky Occupational Skills Standards Assessment, and Industry certificates in order to be identified as College and/or Career Ready.	B	LeAnne Huff, Assistant Principal and CCR coordinator				

Objective C: The school's instructional program does engage all students by using effective, varied, and research based practices to improve student academic performance.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C.1 All ELA instructors will create lesson plans and student activities that provide opportunity for students to practice on-demand writing skills. This will be evidenced by teacher lesson plans and sample student work samples.	C	Jeanne Ann Lee, ELA department head	October 11	May 12	-0-	
C.2 All instructors will use scientifically researched based instructional strategies (such as Marzano's instructional strategies) in designing and delivering classroom instruction in all content areas. This will be evidenced by teacher lesson plans, student work, and principal/district walkthroughs.	C	Bob Howard, Principal	October 11	May 12	-0-	
C.3 All instructors will develop lesson plans containing activities that	C	Bob Howard,	August 11	May 12	-0-	

are appropriate for a 72 minute class period. This will be monitored via school leadership checking lesson plans and principal observations.		Principal				
C.4 The school library will purchase 30 copies of the digital on-line ACT e-book study guides to provide access to all sophomore and junior students (school and at home access) preparing to take the ACT.	C	Chamayne Johnson, Librarian	October 11	Nov 11	\$600	Instructional Funds
C.4 All sophomore and junior ELA, Science, and Math instructors will provide instruction in utilizing on-line digital e-book study guides. Students will learn how to access and navigate the tutorial program.	C	Chamayne Johnson & Anissa Alred, Librarian	Nov 11	April 12	-0-	
C.5 All instructors will follow the state/district deconstructed standards in Math and ELA. Instructors of other content areas will follow the KCAS/Program of Studies for instruction. (Currently, we believe that Science deconstructed standards will be released in December of 2011 and Social Studies is to follow.)	C	Bob Howard, Principal	August 11	May 12	-0-	
C.6 All instructors will post (visibly in the classroom) daily the student friendly "I can" statements that align with the days lesson. The daily "I can" statement/s will be written into each lesson plan. This will be evidenced by school leadership walkthroughs, district walkthroughs, and teacher lesson planning.	C.	Bob Howard, Principal	August 11	May 12	-0-	
C.7 The school library will purchase reading materials that are high interest/low readability to enhance reading opportunities for students who are considered at risk and in need of support in reading comprehension as identified on the PLAN.	C	Chamayne Johnson, Librarian	October 11	January 12	\$1500	Instructional Funds/General Fund

ACTION COMPONENT

LEARNING ENVIRONMENT

School

District

Preliminary

Revised

District Name Harlan County Public Schools

Component Manager

School Name Harlan County High School

Current Date

October 11, 2011

Priority Need

Goal

According to the fall 2011 Needs Assessment Survey, the following issues were indicative of **school culture**.

According to the fall 2012 Needs Assessment Survey:

When looking at collaboration and communication statements, only 50% or less of staff marked mostly or completely agreed to the following statements.

- The school uses a system to obtain a variety of perspectives when making decisions (25%)
- Teachers discuss teaching issues on a regular basis. (50%)
- Staff members work to solve problems related to school issues. (45%)
- The staff works in teams across grade levels to help increase student learning. (50%)
- Staff routinely works together to plan what will be taught. (45%)
- Teachers have frequent communication with the families of their students. (33%)
- Staff members trust one another. (33%)

- When looking at collaboration and communication statements, 60% of staff will mark mostly or completely agree.
- When looking at family perspective statements of student and family issues, 50% or more of families will mark mostly or completely agree.
- When looking at staff statements concerning professional development, 60% of staff will mark mostly or completely agree.

According to the fall 2011 Needs Assessment Survey the following issues were indicative of **student and family relationships**:

When looking at family perspective statements only 40% or less of families marked mostly or completely agreed to the following statements.

- The school contacts families of students who are struggling academically. (20%)
- Many parents and adults from the community come and help at the school. (33%)
- There is frequent, two-way communication between school staff

- and families. (33%)
- The school communicates its goals effectively to families and the community. (40%)
- School staff listens carefully when I express my opinions and concerns. (40%)
- School leaders show they care about all students. (40%)

According to the fall 2011 Needs Assessment Survey, the following issues were indicative of **professional development**.

When looking at staff statements, only 50% or less of staff marked mostly or completely agreed to the following statements.

- Staff members get help in areas they need to improve. (37%)
- Instructional staff views themselves as learners as well as teachers. (50%)
- Staff members stated they had enough opportunities to grow professionally. (50%)
- Professional development activities are consistent with the school improvement plan and individual growth plans. (50%)

Evidence of Causes

- A. The school is not functioning as an effective learning community or supporting a climate conducive to performance excellence.
- B. The school is not effectively working with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Measures of Objectives (Practice and Results)

- A. The school functions as an effective learning community or supporting a climate conducive to performance excellence.
- B. The school effectively works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

C. The school does not provide enough research based, results driven professional opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

C. The school provides research based, results driven professional opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

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Objective A: The school functions as an effective learning community or supporting a climate conducive to performance excellence.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1 The SBDM council will use staff surveys to collect input from teachers on decisions they make that effect the school issues, school culture, etc. Copies of surveys and survey tallies will be retained by the SBDM council and SBDM council minutes will reflect survey opinions and data were discussed before policy is set or principal directives are given.	A	Bob Howard, Principal HCHS SBDM Council	Dec. 11	June 12	-0-	
A.2 Each content department at the school will meet collegially on a bi-weekly (every other week or twice monthly) basis to discuss issues relevant to their role as teachers, subject content, KCAS, teacher targets, student "I can" statements, common assessments, etc. The department head will be responsible for keeping a notebook with documentation of the date, time, members present sign in, and discussion high points.	A	Bob Howard, Principal	January 12	Dec. 12	-0-	
A.3 Each teacher will keep a communication log documenting parent/guardian contacts. This contact may be made by mail, phone, email, in person, etc. Teachers will make at least three student contacts weekly.	A	Floor Principals, Kathy Napier, LeAnne Huff, Mark Bailey, Bonita Duncan	January 12	Dec12	-0-	

Objective B: The school effectively works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1 All instructional staff will contact parents of students that have averages of 70 or below at the end of each third week following the start of the each trimester and following the mid-term of each trimester (half way between the start of the trimester and mid-terms, and half way between mid-term and the final grade). This contact will be documented	B	Floor Principals, Kathy Napier, LeAnne Huff, Mark Bailey,	Nov.11	Dec. 12	-0-	

in the teacher communication log (LE A.3) This contact may be made by mail, phone, email, in person, etc.		Bonita Duncan				
B.2 A series of five Parent/Community Workshops will be hosted by HCHS on a variety of topics of interest to the parents and community, such as Planning for College (dual credit, financial aid, etc) Kentucky Common Academic Standards (what are kids expected to know) Your Student and the Internet (internet safety, etc.), Get to Know HCHS (what you always wanted to know about our school), Parent Volunteers (what you can do to support the school) Workshops will be approximately 60 minutes long, designed according to the principles of adult learning.	B	Chamayne Johnson, Professional Development Coordinator, Janet White, FRYSC & Jeremy Clem 21 st Century	January 12	June 12	\$250	Donations/FRYSC /General fund, etc for light refreshments
B.3 All school leadership will participate in a book study on the aspect of caring and being a caring administrator. Administrators will meet weekly to discuss book chapters and how that chapter relates to HCHS leadership. (School leadership includes Principals and Counselors) <i>How Do They Know You Care?: The Principal's Challenge</i> by Linda Lyman Foreword by Roland S. Barth Pub Date: Mar 2000, 192 pages Paperback: \$22.95, ISBN: 0807739294	B	Bob Howard, Principal	January 12	April 12	\$230	General Fund/Professional Development funds
B.4 An ad hoc committee will be formed to discuss/review discipline procedures, make changes as needed, and ensure uniformity in implementation across the school. The target date for the plan implementation will be the 2012-2013 school year. This committee will present a written discipline plan/consequences to the SBDM council for approval.		Bob Howard, Principal/Chair man of the SBDM	Nov 11	May 12	-0-	
B.5 Information about discipline procedures/consequences will be reviewed/disseminated to all students at the beginning of each trimester during advisory period. This will be evidenced by student signature lists complete with advisory teacher name and date of review.		Floor Principals, Kathy Napier, LeAnne Huff, Mark Bailey, Bonita Duncan	Nov 11	April 12	-0-	

Objective C: The school does not provide enough research based, results driven professional opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.						
Activity	Measure	Responsible	Start	End Date	Cost	Fund Source

		Person	Date			
C.1 A professional development needs survey will be administered and PD will be planned accordingly (dependent upon budgeting and scheduling).	C	Chamayne Johnson, PD Coordinator	Nov 11	Dec 11	-0-	
C.2 All instructors will participate in a district lead professional development on KCAS, deconstruction, teacher targets, student friendly "I can" statements, and pacing guides.	C	Jeanne Ann Lee, Anita Tolliver & Nora Saylor District Curriculum Team	June 11	June 11	-0-	
C.3 All staff will develop professional growth plans in accordance with the District Evaluation/Professional Growth Plan process. Each teacher will meet with their evaluator to determine their specific needs for professional development and Professional Growth Plan.	C	Bob Howard, Principal Floor Principals, Kathy Napier, LeAnne Huff, Mark Bailey, Bonita Duncan	March 12	May 12	-0-	
C.4 HCHS staff will be provided an opportunity to participate in a professional development session designed to foster teacher leaders.	C	Chamayne Johnson, PD Coordinator	Jan. 12	June 12	\$300	Professional Development Funds (KVEC & UCSEC)
C.4 The school will provide professional development opportunities in the following areas: KCAS & Program of Studies College and Career Readiness, ACT, EOC Varied Research based assessments (i.e. authentic, continuous, projects & performance, etc.) . Content specific professional development designed to enhance teacher quality and content instruction Varied scientifically research based instruction strategies- Marzano, learning styles, Jim Wright Reading strategies, etc. Analysis of student work Provide leadership opportunities for school administration (KLA, KASA, KPN, etc.)	C	Bob Howard, Principal	June 11	Dec. 12	\$2863	Professional Development Funds

ACTION COMPONENT

EFFICIENCY

School

District

Preliminary

Revised

District Name Harlan County Public Schools

Component Manager

School Name Harlan County High School

Current Date

October 11, 2011

Priority Need

Goal

According to the fall 2011 Needs Assessment Survey, the following issues were indicative of school leadership.

According to the fall 2012 Needs Assessment Survey:

When looking at staff statements, only 50% or less of staff marked mostly or completely agreed to the following statements.

- When looking at school leadership statements, 60% of staff will mark mostly or completely agree.
- When looking at school organization statements, 70% of staff will mark mostly or completely agree.

1. Teachers receive regular feedback on how they are doing (41%).
2. Staff members trust one another (33%).
3. Staff members get help in the areas they need to improve (37%).
4. Staff members feel free to express their opinions and ideas (41%).
5. School administrators consider various viewpoints when making decisions (29%).
6. Staff members do not feel that school leadership cares about them (45%).
7. People in leadership roles act with integrity (50%).
8. Students do not feel discipline problems are handled fairly (33%).

There is sufficient evidence that the school is organized to maximize all resources to support high student and staff performance.

There is sufficient evidence that the school fully develops, implements, and evaluates the CSIP.

According to the fall 2011 Needs Assessment Survey, the following issues were indicative of organization.

When looking at staff statements, only 60% or less of staff marked mostly or completely agreed to the following statements:

1. All staff is committed to the school's goals (37%).
2. Staff keeps in mind the school's goals when making important decisions (41%).
3. Staff routinely works together to plan what will be taught (45%).

There is not sufficient evidence that the school is organized to maximize all resources to support high student and staff performance.

There is not sufficient evidence that the school fully develops, implements, and evaluates the CSIP.

Evidence of Causes

- A. School instructional decisions do not focus support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- B. There is not sufficient evidence that the school is organized to maximize use of all available resources to support high student and staff performance.
- C. The school has not fully developed and implemented a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Measures of Objectives (Practice and Results)

- A. School instructional decisions focus support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- B. There is sufficient evidence that the school is organized to maximize use of all available resources to support high student and staff performance.
- C. The school develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Objective A: School instructional decisions focus support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1 All school leadership will provide written feedback to instructional staff when reviewing lesson plans, assessments, and following informal observations to ensure teachers receive regular feedback on how they are doing.	A	Bob Howard, LeAnne Huff, Kathy Napier, Mark Bailey, Bonita Duncan	Jan. 12	Dec. 12	-0-	
A.2 An ad hoc committee will be formed and led by assistant principal Kathy Napier, with a teacher representative from each discipline (7), to address teacher/leadership culture issues highlighted by the 2011 needs assessment survey negatively affecting school efficiency. This committee will develop and submit to the SBDM council for approval a plan to foster a sense of community and trust among teachers.	A	Kathy Napier, assistant principal	Jan. 12	May 12	-0-	

Objective B: There is sufficient evidence that the school is organized to maximize use of all available resources to support high student and staff performance.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1 The school learning environment committee will revise the school's mission and vision statements and submit to SBDM council for approval.	B	LeAnne Huff, assistant principal	Jan. 12	Mar. 12	-0-	
B.2 School leadership will ensure that the school is organized to maximize all resources that support high student and staff performance. This will be evidenced by the school master schedule, student class schedules, school budgets, and teaching staff assignments.	B	Bob Howard, principal	Jan. 12	Dec. 12	-0-	
B.3 All HCHS counselors will carefully plan student schedules to ensure all courses that have prerequisites are scheduled in ascending order.	B	Lisa Asbury, Scott Shepherd, Stephanie Reynolds, guidance counselors	Oct. 11	Oct. 12	-0-	

Objective C: The school develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.						
Activity	Measure	Responsible	Start	End Date	Cost	Fund Source

		Person	Date			
C.1 School and district leadership will ensure that the CSIP is fully developed, implemented according to timelines, and I & I's completed according to the district timelines.	C	Chamayne Johnson, CSIP Manager	Nov. 11	Nov. 12	-0-	

HARLAN COUNTY PUBLIC SCHOOLS

Harlan County High School Improvement Plan 2011-2012

EXECUTIVE SUMMARY

Mission Statement: The mission of Harlan County High School is to educate students for *life* – to provide all students with the resources, guidance, and support necessary to achieve success and to become productive, contributing, self-sufficient citizens.

Belief Statements:

- ❖ We believe that education is the responsibility of the student, the 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 to 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.

Plan Summary: The school improvement plan centers around the indicators found in the Standards and Indicators for School Improvement. The plan is divided into the three major components reflected in the SISI document: Academic Performance, Learning Environment, and Efficiency. Additionally the plan contains components that are required by

State or Federal guidelines and NCLB or that require particular focus as dictated by the respective process outlined below.

Process: School administration assigned each teacher to one of three committees: Academic, Learning Environment, and Efficiency. There was a purposeful attempt made to have all departments represented on each committee. After committee assignments, Harlan County High School staff reviewed student, family, and staff Needs Assessment Survey results, test scores, parent concerns, teacher analysis of student work, etc., to formulate the Comprehensive School Improvement Plan. The major areas of concern identified through this information were curriculum and assessment alignment and implementation, communication with families, professional development in teachers' specific areas, progress reporting of student work, and increased parental involvement. We are also focused on improving school culture and climate for students, families, and faculty. In addition to standard monthly reports to the SBDM council, each component manager will report to the CSIP manager on an as-needed basis. Implementation and Impact checks (I and I's) will be completed three times per year according to the district guidelines (December, March, and August).

Academic Performance Component (SISI Std. 1 Curriculum, Std. 2 Classroom Evaluation and Assessment, Std. 3 Instruction): This component focuses on strengthening curriculum to be rigorous, intentional, and focused in order to meet AYP benchmarks in NCLB, to fulfill the requirements of Kentucky's new state assessment and accountability measures, and to improve Career and College Readiness. This component will ensure implementation of 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 in order to meet student needs, support proficient student work, and reach achievement goals.

Learning Environment Component (SISI standards 4 School Culture, 5 Student, Family, and Community Support, and 6 Professional Development, Growth and Evaluation): Our school culture will be focused on becoming a learning environment more conducive to student achievement. We will seek every opportunity to elicit student, family, and community support to help relieve barriers to learning. In addition, the school professional

development plan will meet the needs of a diverse population of instructors to ensure that all students can learn at high levels and become productive members of society for life.

Efficiency Component (SISI Std. 7 Leadership, Std. 8 Organizational Structures, Std. 9 Comprehensive and Effective Planning): Our leadership will focus on support for teaching and learning to create a learning culture with high performance expectations. Our organizational structure will focus on both student and teacher proficiency. Our comprehensive and effective planning will focus on teaching and learning with increased input from parents and community members.