



# **Comprehensive District Improvement Plan**

Harlan Independent

420 E Central St  
Harlan, KY 40831

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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 District 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 District 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 - District**

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District 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 district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district 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 District Equity Data.		Harlan Ind Equity Diagnostic

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

Harlan Independent School District has a total of fifty-one certified teachers with only five teachers with 1-3 years experience. These five teachers along with other new employees to the district participate in the Teacher Academy throughout the year to assist in tasks and expectations of the district. This is the first time in several years that the district has had any teacher in the KTIP program. The district also notes that there is not any teacher teaching out of field. The added indicator in which the district will focus on is Teacher Leadership throughout the schools and district, which encompasses providing opportunities for decision making within the school as well as a voice in professional learning planning and decisions.

**After the data analysis is complete, the district 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.**

There are two barriers identified within our district. First, our district lacks the processes and strategies to recruit teacher candidates due to the rural area in which we are located. The rural area in which we live lacks opportunities within the community. The population within our community is declining because of job shortages due to the economy in our region. Second, we considered our teacher turnover rate a barrier even though it was below the state average. The district has had a lack of certified applicants for job vacancies, which results in hiring staff on alternative certificates. These teachers are all highly qualified teachers, but may lack necessary additional support considering the minimal training prior to employment.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district 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:</p>	I acknowledge that I have uploaded the District Equity Goals Data.		Harlan Ind Equity Goals

**Strategies and Activities** Equitable access to effective educators must be reflected in the Comprehensive District 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 district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

**OR**

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

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

## Goal 1:

Increase the percentage of effective teachers to 95% and the number of effective principals to 100% by 2020.

## Measurable Objective 1:

collaborate to establish evaluative scores for teachers of 50% accomplished or exemplary and for principals of 100% accomplished or exemplary by 06/01/2017 as measured by performance on the multiple measures of the PGES system.

## Strategy1:

Human Capital Management Plan - Use data to drive district actions to acquire top talent, develop and retain talent over time, place equitably distributed teachers and leaders in key roles in the district and schools to support student learning

Category: Human Capital Management

Research Cited: KDE Next Generation Professionals Delivery Plan



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Activity - Highly Qualified Professionals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ only those applicants for teaching positions who meet the Federal guidelines to be highly qualified	Policy and Process	08/01/2014	06/30/2017	\$0 - No Funding Required	Superintendent

Activity - Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers new to the district will participate in a year long induction program focusing on district procedures and instructional practices.	Recruitment and Retention	08/08/2016	05/31/2017	\$150 - State Funds	Supervisor of Instruction

Activity - Substitute Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop training package for substitutes to communicate school expectations and procedures including student confidentiality.	Professional Learning	08/08/2016	05/31/2017	\$150 - State Funds	Supervisor of Instruction, Superintendent

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with schools to assure that teaching staff is assigned based on fit with particular assignments and in keeping with the principles of equitable distribution.	Policy and Process	01/06/2014	06/30/2017	\$0 - No Funding Required	Superintendent, Principals

## Strategy2:

Professional Growth and Effectiveness System - Teacher and principal effectiveness will be evaluated using the multiple measures of the system and results used to guide professional growth leading to increased effectiveness.

Category: Professional Learning & Support

Research Cited: KDE Next Generation Professionals Delivery Plan

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training for teachers and other professionals in developing and assessing completion of Student Growth Goals as part of the evaluation system.	Professional Learning	08/01/2016	09/30/2016	\$0 - No Funding Required	Supervisor of Instruction, Principals

Activity - Certified Evaluation Plan Update	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise the Certified Staff Evaluation Plan to specify how central office staff will be evaluated under the Professional Growth and Effectiveness System and to make any needed adjustments in other areas.	Policy and Process	01/02/2017	06/30/2017	\$0 - No Funding Required	District Certified Evaluation Contact, District Certified Staff Evaluation Committee

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Activity - Evaluator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide update training for teacher and principal evaluators and initial training for any new evaluators as needed.	Professional Learning	07/01/2016	12/30/2016	\$0 - No Funding Required	District Certified Evaluation Contact, Superintendent

### Strategy3:

Professional Learning and Support - Opportunities for professional learning experiences based on the Kentucky Framework for Teaching and the Characteristics of Highly Effective Teaching and Learning will be offered teachers and coordinated with professional growth plans.

Category: Professional Learning & Support

Research Cited: KDE Next Generation Professionals Delivery Plan

Activity - Framework for Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist teachers in identifying and accessing professional learning activities aligned with specific components of the Framework for Teaching to promote individual growth in teaching effectiveness.	Professional Learning	08/08/2016	12/29/2017	\$1200 - State Funds	District Professional Development Coordinator, Principals

# **Phase I - GAP Target Assurance**

## **Introduction**

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

**Gap Target Assurance**

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	The middle school and high school have failed to meet their gap target for the 2014-2015 and 2015-2016 school years. For 2014-2015, the middle school was 37.1 with 41.1 as the target and the high school was 44.6 with 51.2 as the target. For 2015-2016, the middle school was 40 with 47.7 as the target and the high school was 50.0 with 56.6 being the target. There are several activities planned at each of these schools to continue to target the gap population-- intervention classes in reading and math at each school, student data meetings, advisory councils and data review.	

# **Phase I - Needs Assessment**

## **Introduction**

The purpose of the School District (system) 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?**

Our 2016 Unbridled Learning accountability data shows:

1. For 2015-2016, the overall score for the Accountability Performance was 76.2, which classifies the district as Distinguished. The district surpassed the AMO Goal by 10.6 points. The district also met the participation rate goal, but did not meet the graduation rate goal.
2. At the district level, the combined percentage of students proficient in reading and math was 59.0 (elementary level), 58.2 (middle school level), and 54.6 (high school level). The elementary and middle levels showed a noticeable increase from 2015. The elementary increased 20.7 and the middle school 5.6 percentage points. The high school level showed a decrease of 4 percentage points. The elementary level did meet their delivery target; however the middle and high school did not. For the fourth year in a row, girls outperformed boys in reading in the elementary and middle levels. However, this was not the case for mathematics. Boys and girls nearly scored the same in mathematics at all three levels.
3. The combined percentage of students scoring proficient/distinguished in reading and math in the nonduplicated gap group was 75.9 (elementary level), 51.0 (middle level), and 53.8 (high school level). Gap group proficiency increased at all levels in 2016. The elementary showed the biggest increase of 44 points. Also, as part of the gap score, the elementary level received all possible points for novice reduction (100). The middle level received half of those available points (50).
4. The percent of graduates that were College and/or Career Ready for the Class of 2016 was 80.6%. In this class, there were 29 out of 36 students that met the Kentucky Council on Postsecondary Education (CPE) Benchmarks. The Accountability Points with Bonus for 2016 was a percentage of 80.6, which was an increase 8.6 points from 2015. The district had 56 junior students who participated in the ACT. The percent of students who met college readiness benchmarks on the ACT increased significantly in each subject. English showed the largest gain of 11.2. The composite score increased from 20.5 in 2015 to 20.6 in 2016. There were 21 students that participated in Advanced Placement Exams in 2015-2016. Out of the 21 students, 9 scored a 3 or higher, which resulted in 43% of students scoring a 3 or higher on the AP exams resulting in the opportunity for college credit. The two courses that had students scoring 3 or higher are AP English and AP History.
5. The five-year Adjusted Cohort Graduation Rate is 90.7%, which fell from the 2015 rate of 93%.
6. District wide, the percentage of students making typical or higher annual growth in 2016 was 67.3% (elementary level), 75.6% (middle level), and 57.9% (high school). The elementary, middle and high school levels were all above state average of typical or high annual growth and all three levels increased their growth scores from 2015 (Elementary 60.0, Middle--60.0 and High School--57.3)
7. The percentage of students making typical or higher annual growth in math in 2016 was 77.1% (elementary level), 76.6% (middle level), and 56.1% (high school level). All levels increased tremendously, elementary--43 points, middle--9.5 points and the high school--10.2 points. The percentage of students making typical or higher annual growth in reading in 2016 was 57.3% (elementary level), 73.5% (middle level) and 59.6% (high school). All levels increased, Elementary--14.4 points, Middle Level--12.2 points and High School--11 points.



8. On the high school Biology EOC, 34.7% of high school students were proficient or distinguished in Science. This was a decrease of 7.1 from 2015. There were seven students who scored novice out of 49 students.

9. The percent of proficient/distinguished students in social studies for grade 5 was 78.0%; grade 8 was 83.3%; 91.9% high school. There was an increase for each level. The NAPD calculation for high school was 100%. All three levels are significantly above the state averages, which were: Elementary 57.7, Middle Level--59.7 and High School--59.1.

10. 28.0% of fifth grade students were proficient or distinguished in writing; 40.0% of middle level students (grades 6 & 8); 72.9% of high school. This shows a slight decrease from the 2015 scores in elementary and middle grades. The high school increased by 3 points. 56.9% of elementary students were proficient/distinguished in language mechanics; 46.3% of middle level students; 79.3% of high school students. All three levels increased from the 2015 scores. The middle level had high percentages of novice in language mechanics with 26.8% scoring novice.

11. Based on the Brigance Readiness Screen, 45% of the Class of 2016 entered ready for Kindergarten; 37% were not ready; 18% were Ready with Enrichments.

Our 2015 TELL data with 96.43% of teachers responding shows:

-There was a high participation rate of teachers completing the survey with 96.42% completion.

-66% of teachers reported the class sizes are reasonable such that teachers have the time available to meet the needs of all students. (Drop from 80. % to 66.0%) [Item 2.1 a]

There was a drop of teachers reporting having access to reliable communication technology, including phones, faxes and email. (90.2% to 74.1%) [Item 3.1 d]

-77.4% of teachers reported that the support of parents/guardians contributes to the success of students. (Drop from 90.2% to 77.4%) [Item 4.1 f]

- There was an increase from 2013 to 2015 in all questions relating to Managing Student Conduct.

-There is a decrease from 2013 with teachers reporting that they are not trusted or relied upon to make decisions about education issues and/or instruction. (Drop from 87.8% to 78.8% and 90.2% to 77.4%) [Items 6.1 b and c]

- There was an increase in teacher leadership to 94.1% from 82.5% and for new teacher support to 94% from 78.9%. [Item 7.3 e and i]

- Overall, the professional development percentages are lower compared to other categories within the survey and are lower than the national average. However, there was an increase in appropriate time for professional development and resources available. [Item 8.1]

-All teachers who participated in the survey agree that they are encouraged to try new things to improve instruction and the curriculum is aligned with the Kentucky Core Academic Standards. [Items 9.1 c, f, and i]

-There was a one percent increase of teachers who agreed, "Overall, my school is a good place to work and learn."

The data does not tell us dynamics that resulted in the data studied. For example, factors that determine an increase or decrease in scores, trends between schools, and reasons associated with groups of students scoring significantly higher.

## **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?**

### Areas of Strength

1. In 2016, the District, Elementary, Middle, and High School Levels overall accountability scores classified them as Distinguished. The Elementary and Middle Schools were classified as Schools of Distinction based on their accountability scores. The overall scores for each were: District 76.2; Elementary 82.8; Middle 74.0; High 76.5. This is the first time that all levels reached Distinguished in the same year.
2. NAPD scores of 100 were achieved for the fourth year in a row in High School Social Studies. The Middle School NAPD was 95.7 for Social Studies. The High School Social Studies scored 2nd in the state among all other schools in students scoring proficient or distinguished.
3. The High School Writing Grade 11, scored 2nd in the state among all other schools in students scoring proficient or distinguished. The High School Writing Grade 10, scored 17th in the State in students scoring proficient or distinguished.
4. Growth component at all levels increased as we met typical or high growth as compared to state average scores.
5. In the high school, Language Mechanics scores increased to 79.3 and was 8th in the state in students scoring proficient or distinguished.

## **Opportunities for Improvement**

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

Opportunities for Improvement:

1. After reviewing the K-PREP data performance, the following shows opportunities for improvement:
  - a. The Graduation Rate was not met again and we will work to increase this score to 95.2% by 2019.
  - b. High School Math continues to be a low area with 42.5% scoring Proficient/Distinguished.
  - c. High School Biology continues to be a low area with 34.7% scoring Proficient/Distinguished.
  - d. Writing scores in the Middle School are significantly lower than the High School scores. 35.9% of Middle School students are scoring proficient or distinguished compared to 72.9% of high school students.
  - e. Language Mechanics scores in the Middle School are significantly lower as compared to the other schools. 46.3% of Middle School Students are scoring proficient or distinguished in Language Mechanics as compared to 79.3% at the high school and 56.9% in the elementary.
2. In 2014-2015, all program reviews areas rated proficient; however this year showed a decrease in the Middle and High School's score keeping the schools from receiving all available points.
3. We will work with Sunshine School and Harlan Elementary School to increase readiness for Kindergarten. We will also work to assure a good transition occurs between the preschool and primary programs.

## **Oversight and Monitoring**

**Describe your processes and interventions for monitoring continuous improvement.**

The district planning team will remain active and will meet at regular intervals to review progress on the plan and make any needed adjustments. A monthly implementation and impact progress report will be submitted to the Superintendent and shared with the Board of Education

## **Conclusion**

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

In addressing the concerns identified by this needs assessment and in considering what activities would be needed to help us meet our targets, the following are considered priorities:

- Develop an understanding of the types of students we have and build skill sets to help students be more strategic as well as having a growth mindset
- Support teachers to become more responsive and flexible in meeting student needs and dealing with differences in groups and individuals.
- Increase student engagement with and ownership of learning.
- Curriculum audits of high school math and science courses as well as writing scores in elementary and middle grades.

Attending to these priorities will help us meet the targets set for each goal and related objective.

# **2016-2017 Plan for Comprehensive District Improvement Plan**

## **Overview**

### **Plan Name**

2016-2017 Plan for Comprehensive District 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	Increase the average combined reading and math K-PREP proficient and distinguished scores for elementary students from 62.8 to 73.5, for middle school students from 69.3 to 78.1, and for high school students from 68.4 to 77.5 by 2019.	Objectives: 3 Strategies: 7 Activities: 26	Organizational	\$62392
2	Increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 71.3% in 2019.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$41500
3	Increase the percentage of students who are college and career ready from 68% to 84% by 2020.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$14000
4	Increase the percentage of effective teachers to 95% and the number of effective principals to 100% by 2020.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$1500
5	Increase the graduation rate to 96.9% by 2017.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$1830
6	Reduce all students who are novice in reading and math by 10% by 2017.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$9900
7	Increase both schools scoring proficiency in the Program Review areas of Arts and Humanities and Practical Living and Career Studies.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$500



**Goal 1: Increase the average combined reading and math K-PREP proficient and distinguished scores for elementary students from 62.8 to 73.5, for middle school students from 69.3 to 78.1, and for high school students from 68.4 to 77.5 by 2019.**

**Measurable Objective 1:**

collaborate to increase the combined percentage of proficient and distinguished scores in reading and math to 62.8 for elementary, to 69.3 for middle school, and to 68.4 for high school by 06/30/2017 as measured by K-PREP scores.

**Strategy 1:**

Continuous Improvement Instructional System (CIITS) - Use CIITS technology to provide access to standards, instructional materials, teacher/student level data, and assessment items.

Category: Learning Systems

Research Cited: KDE Delivery Plans

Activity - CIITS Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coach teachers individually or in professional learning communities on using CIITS effectively as an instructional and professional development tool.	Professional Learning	01/05/2015	06/30/2017	\$0	No Funding Required	Supervisor of Instruction
Schools: All Schools						

Activity - Curriculum Documents in CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upload all scope and sequence documents into CIITS as completed or updated and support teachers in creating and uploading units and resources linking to these documents.	Technology	06/03/2013	12/30/2017	\$0	No Funding Required	Supervisor of Instruction, Principals
Schools: All Schools						

**Strategy 2:**

Early Learning - The district will promote preschool enrollment and attendance, and the district preschool program will be aligned with state standards and a smooth transition will be effected from preschool to kindergarten.

Category: Early Learning

Research Cited: KDE Delivery Plans; Preschool Program Review Rubric

Activity - Kentucky Initiative for Social Skills and Emotional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff participation in the Kentucky Initiative for Social Skills and Emotional Development (KISSED) which utilizes a team based Professional Learning format to train early childhood educators and support staff to facilitate social-emotional development in young children. Schools: Sunshine School, Harlan Elementary School	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Director of Sunshine School
<b>Activity - Kindergarten Readiness Screening</b> Coordinate sharing of Kindergarten Readiness Screening data with Sunshine School and other providers. Schools: Sunshine School, Harlan Elementary School	Activity Type Policy and Process	Begin Date 10/01/2014	End Date 06/30/2017	Resource Assigned \$0	Source Of Funding No Funding Required	Staff Responsible Elementary Principal, Director of Sunshine School
<b>Activity - Program alignment</b> Facilitate program alignment between Sunshine Preschool and Harlan Elementary School to assure continuous progress and developmentally appropriate instruction at all levels. Schools: Sunshine School, Harlan Elementary School	Activity Type Professional Learning	Begin Date 01/06/2014	End Date 12/30/2017	Resource Assigned \$0	Source Of Funding No Funding Required	Staff Responsible Supervisor of Instruction, Elementary Principal, Sunshine School Director
<b>Activity - Born Learning Academy</b> Workshops designed for parents of children 0-5 years of age to assist in learning pre-skills for kindergarten while in the parents care at home Schools: Sunshine School, Harlan Elementary School	Activity Type Parent Involvement	Begin Date 09/01/2016	End Date 06/30/2018	Resource Assigned \$6000	Source Of Funding Other	Staff Responsible FRYSC Coordinator and Elementary Principal

**Strategy 3:**  
Integrated Methods for Learning - Teachers engage in professional learning experiences that remove cultural barriers on instruction and learning.  
Category: Integrated Methods for Learning  
Research Cited: KDE Delivery Plans

<b>Activity - Literacy Project Design</b> Collect data through observations and student assessments to design and implement a program to improve student language arts skills across the curriculum in collaboration with Southeast South-Central Educational Cooperative. Schools: Harlan Elementary School	Activity Type Professional Learning	Begin Date 12/04/2014	End Date 06/30/2017	Resource Assigned \$0	Source Of Funding No Funding Required	Staff Responsible Supervisor of Instruction
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Activity - Literacy Project Continuation Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide continual training for Literacy Project participants through the spring of 2017. Schools: Harlan Elementary School	Professional Learning	08/10/2015	05/31/2017	\$300	State Funds	Supervisor of Instruction, Elementary Principal
Activity - Writing Plans Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze the incorporation of writing policies and literacy plans into the curriculum during Professional Learning Communities. Schools: Harlan High School, Harlan Elementary School	Policy and Process	08/03/2015	06/30/2017	\$0	No Funding Required	Supervisor of Instruction, Principals
Activity - Looking at Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training in the use of Looking at Student Work processes and protocols for teachers and administrators as needed. Schools: Harlan High School, Harlan Elementary School	Professional Learning	01/05/2015	06/30/2017	\$300	State Funds	Supervisor of Instruction
Activity - Looking at Student Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Looking at Student Work process to analyze student writing within and across schools during Professional Learning communities Schools: All Schools	Professional Learning	01/05/2015	05/31/2017	\$0	No Funding Required	Supervisor of Instruction, Principals
Activity - Looking at Student Work in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Looking at Student Work process to analyze student work in mathematics within and across schools during Professional Learning Communities Schools: All Schools	Professional Learning	01/05/2015	05/31/2017	\$0	No Funding Required	Supervisor of Instruction, Principals

**Strategy 4:**  
Curriculum Focus - Teachers will develop and implement standards-based curriculum documents using best practices from CHETL and Assessment for Learning.  
Category: Learning Systems  
Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Instructional Support Networks (Administrators)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Continue participation by the instructional supervisor and principals in the statewide instructional support leadership network (ISLN). Schools: All Schools	Professional Learning	07/02/2012	06/30/2017	\$400	State Funds	Supervisor of Instruction
<b>Activity - Curriculum Development(General)</b> Teachers will engage in on-going professional learning activities to develop student-friendly learning targets revise curriculum maps, and update units to be congruent with Kentucky Core Academic Standards; documents will be entered into CILTS. Schools: All Schools	Activity Type Professional Learning	Begin Date 07/02/2012	End Date 12/30/2017	Resource Assigned \$0	Source Of Funding No Funding Required	Staff Responsible Supervisor of Instruction, Principals
<b>Activity - Math Curriculum Design</b> Elementary teachers train with South East South Central consultant on Math Curriculum Design to ensure curriculum designs aligned with standards. Schools: Harlan Elementary School	Activity Type Professional Learning	Begin Date 07/01/2016	End Date 08/31/2016	Resource Assigned \$0	Source Of Funding No Funding Required	Staff Responsible Supervisor of Instruction, Principal
<b>Activity - Formative Assessment Training</b> High School math teachers participate in training offered by Southeast Southcentral Cooperative on formative assessments with the math curriculum. Schools: Harlan High School	Activity Type Professional Learning	Begin Date 06/01/2016	End Date 08/31/2016	Resource Assigned \$0	Source Of Funding No Funding Required	Staff Responsible Supervisor of Instruction
<b>Activity - Algebra Benchmark Assessment</b> Develop a localized benchmark assessment for Algebra I students in order to determine readiness for Algebra II. Schools: Harlan High School	Activity Type Academic Support Program	Begin Date 01/02/2017	End Date 05/31/2017	Resource Assigned \$0	Source Of Funding No Funding Required	Staff Responsible Supervisor of Instruction, Principal
<b>Strategy 5:</b>						
Support Personnel - We will provide an extra teacher in the primary grades in order to reduce class size. Category: Continuous Improvement						
<b>Activity - Primary Program Extra Teacher</b>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Reduce class size in the primary program at Harlan Elementary by employing an additional teacher for that purpose. Schools: Harlan Elementary School	Academic Support Program	08/08/2016	05/31/2017	\$53092	Title I Part A	Superintendent, Elementary Principal
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### Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished writing scores to 52.4 at the elementary level, to 62.9 at the middle school level, and to 81.4 at the high school level. by 06/30/2017 as measured by the K-PREP.

### Strategy 1:

Integrated Methods of Learning - Teachers engage in professional learning experiences that remove cultural barriers on instruction and learning.

Category: Integrated Methods for Learning

Research Cited: KDE Delivery Plans

Activity - Writing Plans Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support schools integrating their writing policies and literacy plans within their curriculum. Schools: Harlan High School, Harlan Elementary School	Policy and Process	08/08/2016	05/31/2017	\$0	No Funding Required	Supervisor of Instruction

Activity - Looking at Student Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Looking at Student Work process to analyze student writing within and across schools during PLC time. Schools: All Schools	Professional Learning	08/08/2016	05/31/2017	\$0	No Funding Required	Supervisor of Instruction, Principals

Activity - On Demand Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language teachers will be trained on techniques and strategies used for on demand writing. Schools: Harlan High School	Professional Learning	08/08/2016	05/31/2017	\$300	State Funds	Supervisor of Instruction

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training from local cooperatives on best practices and instructional strategies for the writing classroom. Schools: All Schools	Professional Learning	01/02/2017	12/29/2017	\$0	No Funding Required	Supervisor of Instruction

### Measurable Objective 3:

collaborate to achieve these proficiency targets: science 61.2 (high school); social studies 85.7 (elementary level), 87.1 (middle level) and 83.3 (high school) by 06/01/2017 as measured by the K-PREP.

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### Strategy 1:

Curriculum Development and Alignment - teachers will develop and implement standards-based curriculum documents using best practices from CHETL and Assessment for Learning.

Category: Learning Systems

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Science Curriculum Implementaton	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate an understanding of the Next Generation Science Standards by teachers and the development of new scope and sequence documents; curriculum maps, aligned units for science and global competency integration; completed documents to be entered into CIITS. Schools: All Schools	Professional Learning	06/03/2013	12/29/2017	\$1000	Title II Part A	Supervisor of Instruction, Principals
Activity - NGSS Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning offered by PIMSER to develop the science curriculum and instructional practices with NGSS Schools: Harlan High School, Harlan Elementary School	Professional Learning	11/01/2016	05/31/2017	\$1000	State Funds	Supervisor of Instruction
Activity - Science Assessment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for Administrators and teachers, offered by KDE, providing an overview of the Science Assessment System Schools: All Schools	Professional Learning	01/02/2017	01/31/2017	\$0	No Funding Required	Supervisor of Instruction
Activity - Social Studies Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support schools in the upcoming alignment of the new social studies standards when released and provide training when necessary Schools: All Schools	Professional Learning	01/02/2017	12/29/2017	\$0	No Funding Required	Supervisor of Instruction

## Goal 2: Increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 71.3% in 2019.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for students in the non-duplicated gap group in elementary school to 56.5, in the middle school to 62.1 and in the high school to 60.8 by 06/30/2017 as measured by K-PREP scores..

SY 2016-2017

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## Comprehensive District Improvement Plan

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### Strategy 1:

Learning Systems - Promotes equitable access for all students to well-rounded educational experiences (e.g., the arts, health and physical education, career/technical pathways in addition to core academics).

Category: Learning Systems

Research Cited: KDE Delivery Plans

Activity - Math Interventions and Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional funding for math interventions and enrichment courses at Harlan High School. Schools: Harlan High School	Academic Support Program	08/01/2014	06/30/2017	\$31800	Title I Part A, Title VI	Superintendent, Supervisor of Instruction
Activity - Mars Training Teachers will be trained and will begin implementing MARS strategies into instruction in their classrooms. Schools: Harlan Elementary School	Other, Academic Support Program	08/05/2015	06/30/2017	\$0	No Funding Required	Staff Responsible Supervisor of Instruction; Principal
Activity - Student Data Meetings Establish a committee to create a target group of students based on past KPREP scores, MAP scores, USA Test Prep and current classroom performance and develop an action plan for these students. Schools: All Schools	Policy and Process	08/01/2016	05/31/2017	\$0	No Funding Required	Staff Responsible Supervisor of Instruction; Principals; Teachers
Activity - Extended School Services Teachers will provide extra services for students with a focus on math and reading. Schools: All Schools	Policy and Process, Academic Support Program	09/01/2016	05/31/2017	\$3000	State Funds	Staff Responsible Principals
Activity - Title I Advisory Council Create a district Title I advisory council to include parents and staff to meet at least once each nine weeks to advise on parent involvement, schoolwide project development, and other Title I issues. Schools: All Schools	Parent Involvement	08/01/2016	05/31/2017	\$0	No Funding Required	Staff Responsible Title I Coordinator

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### Strategy 2:

Digital Learning - Increase use of technology in instruction throughout district.

Category: Learning Systems

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Digital Learning Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide staff training in use of digital learning tools in the classroom and ways of promoting digital literacy and digital safety. Schools: All Schools	Professional Learning	07/01/2014	06/30/2016	\$500	State Funds	Supervisor of Instruction, Director of Districtwide Services

### Strategy 3:

Data Analysis - Train teachers and instructional staff in the various use of the MAP assessment. Analyze student data for the purpose of implementing differentiated instruction.

Category: Learning Systems

Activity - MAP Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers and instructional staff in the various uses of the MAP assessment. Analyze student data in PLC's for the purpose of implementing differentiated instruction. Schools: Harlan High School, Harlan Elementary School	Professional Learning	08/01/2016	06/30/2017	\$6200	School Council Funds	Supervisor of Instruction, Principals

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review KPREP data using KASC materials and school report card during allotted PLC time in order to make instructional decisions for courses. Schools: Harlan High School, Harlan Elementary School	Professional Learning	11/01/2016	12/30/2016	\$0	No Funding Required	Principals, Teachers

**Goal 3: Increase the percentage of students who are college and career ready from 68% to 84% by 2020.**

### Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready to 76.6% by 06/30/2017 as measured by Unbridled Learning system.



## Comprehensive District Improvement Plan

Harlan Independent

### Strategy 1:

Learning Systems - Promotes equitable access for all students to well-rounded educational experiences (e.g., the arts, health and physical education, career/technical pathways in addition to core academics)

Category: Learning Systems

Research Cited: KDE Delivery Plans

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - College Ready Curriculum Spanish Provide incentive to increase salary of Spanish teacher to competitive level to ensure staffing of position. Schools: Harlan High School	Recruitment and Retention	07/02/2012	06/30/2017	\$12000	Title II Part A	Superintendent

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Dual Credit Courses Support the high school in offering dual credit courses. Schools: Harlan High School	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	No Funding Required	Superintendent

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - College Readiness Interventions College and Career Readiness Math and the senior English interventions are aligned with state standards for transition courses and use strategies that encourage student ownership of learning. Schools: Harlan High School	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Supervisor of Instruction, Principal

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Community Advisory Team Create a districtwide community/business partners advisory group to provide input into connecting the instructional program to real life activities and the community and foster community support for extending the curriculum beyond the classroom. Schools: All Schools	Community Engagement	01/04/2016	12/29/2017	\$0	No Funding Required	Superintendent, Supervisor of Instruction

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - ACT Preparatory Course Provide high school juniors with strategies to increase scores on the ACT through Methods Test Prep program Schools: Harlan High School	Academic Support Program	08/05/2015	05/31/2016	\$1100	Other	Supervisor of Instruction, Principal

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Activity - USA Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize USA Test Prep with students in order to provide a benchmark system for the High School End of Course Classes Schools: Harlan High School	Academic Support Program	08/01/2016	05/31/2017	\$900	School Council Funds	Principal, Teachers
Activity - Alternate Assessment Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for Alternate Assessment Teachers in College Career Readiness Curriculum Schools: Harlan High School, Harlan Elementary School	Professional Learning	07/01/2016	12/30/2016	\$0	No Funding Required	Supervisor of Instruction, Director of Special Education, Principals

## Goal 4: Increase the percentage of effective teachers to 95% and the number of effective principals to 100% by 2020.

### Measurable Objective 1:

collaborate to establish evaluative scores for teachers of 50% accomplished or exemplary and for principals of 100% accomplished or exemplary by 06/01/2017 as measured by performance on the multiple measures of the PGES system.

### Strategy 1:

Professional Growth and Effectiveness System - Teacher and principal effectiveness will be evaluated using the multiple measures of the system and results used to guide professional growth leading to increased effectiveness.

Category: Professional Learning & Support

Research Cited: KDE Next Generation Professionals Delivery Plan

Activity - Certified Evaluation Plan Update	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise the Certified Staff Evaluation Plan to specify how central office staff will be evaluated under the Professional Growth and Effectiveness System and to make any needed adjustments in other areas. Schools: All Schools	Policy and Process	01/02/2017	06/30/2017	\$0	No Funding Required	District Certified Evaluation Contact, District Certified Staff Evaluation Committee

## Comprehensive District Improvement Plan

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Activity - Evaluator Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide update training for teacher and principal evaluators and initial training for any new evaluators as needed. Schools: All Schools	Professional Learning	07/01/2016	12/30/2016	\$0	No Funding Required	District Certified Evaluation Contact, Superintendent

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training for teachers and other professionals in developing and assessing completion of Student Growth Goals as part of the evaluation system. Schools: All Schools	Professional Learning	08/01/2016	09/30/2016	\$0	No Funding Required	Supervisor of Instruction, Principals

### Strategy 2:

Professional Learning and Support - Opportunities for professional learning experiences based on the Kentucky Framework for Teaching and the Characteristics of Highly Effective Teaching and Learning will be offered teachers and coordinated with professional growth plans.

Category: Professional Learning & Support

Research Cited: KDE Next Generation Professionals Delivery Plan

Activity - Framework for Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist teachers in identifying and accessing professional learning activities aligned with specific components of the Framework for Teaching to promote individual growth in teaching effectiveness. Schools: All Schools	Professional Learning	08/08/2016	12/29/2017	\$1200	State Funds	District Professional Development Coordinator, Principals

### Strategy 3:

Human Capital Management Plan - Use data to drive district actions to acquire top talent, develop and retain talent over time, place equitably distributed teachers and leaders in key roles in the district and schools to support student learning

Category: Human Capital Management

Research Cited: KDE Next Generation Professionals Delivery Plan

Activity - Highly Qualified Professionals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ only those applicants for teaching positions who meet the Federal guidelines to be highly qualified Schools: All Schools	Policy and Process	08/01/2014	06/30/2017	\$0	No Funding Required	Superintendent

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Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with schools to assure that teaching staff is assigned based on fit with particular assignments and in keeping with the principles of equitable distribution. Schools: All Schools	Policy and Process	01/06/2014	06/30/2017	\$0	No Funding Required	Superintendent, Principals
Activity - Substitute Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop training package for substitutes to communicate school expectations and procedures including student confidentiality. Schools: All Schools	Professional Learning	08/08/2016	05/31/2017	\$150	State Funds	Supervisor of Instruction, Superintendent
Activity - Teacher Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers new to the district will participate in a year long induction program focusing on district procedures and instructional practices. Schools: All Schools	Recruitment and Retention	08/08/2016	05/31/2017	\$150	State Funds	Supervisor of Instruction

**Goal 5: Increase the graduation rate to 96.9% by 2017.**

**Measurable Objective 1:**

collaborate to increase the five year cohort graduation rate to 96.9% by 06/30/2017 as measured by Cohort calculation.

**Strategy 1:**

Persistence to Graduation - Use screening data to identify students at risk of dropping out or being fifth year graduates and develop activities to keep them on track.

Category: Continuous Improvement

Research Cited: KDE Delivery Plans

Activity - Persistence to Graduation Reporting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will submit reports to the Superintendent to be shared with the School Board at the close of each nine weeks detailing the number of failing students, the number not currently on track to make a year's progress within the year or not to graduate on time, and the number of dropouts school year to date along with any other information relevant to graduation rate. Schools: All Schools	Policy and Process	08/01/2016	12/29/2017	\$0	No Funding Required	Superintendent, Principals

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Activity - Attendance Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review the district attendance policy to determine if it needs to be strengthened or updated. Schools: All Schools	Policy and Process	01/02/2017	06/30/2017	\$0	No Funding Required	Director of Pupil Personnel, Principals

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School will implement a credit recovery classroom for students who are behind in their graduation plan. Schools: All Schools	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	Superintendent, Principal

### Strategy 2:

Integrated Methods of Learning - Teachers engage in professional learning experiences that remove cultural barriers on instruction and learning and result in student persistence to graduation.

Category: Integrated Methods for Learning

Research Cited: KDE Delivery Plans

Activity - Student Engagement Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participate in Professional Learning on Student Engagement and Cognitive Development at all grade levels Schools: All Schools	Behavioral Support Program	07/25/2016	08/31/2016	\$500	State Funds	Supervisor of Instruction

Activity - Growth Mindset Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning on the nature of a growth mindset for students and ways to incorporate a growth mindset in classrooms. Schools: All Schools	Professional Learning	07/01/2016	08/31/2016	\$600	State Funds	Professional Development Coordinator

Activity - Student Team Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with Pine Mountain Settlement School to conduct team building activities for ninth graders Schools: Harlan High School	Field Trip	08/08/2016	12/29/2017	\$730	FRYSC	Superintendent, Principal, FRYSC Coordinator

Activity - Advisor and Advisee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Middle School Students participate in an advisory class each day in which they receive academic and career counseling Schools: Harlan High School	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Supervisor of Instruction, Principal, Guidance Counselor
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**Goal 6: Reduce all students who are novice in reading and math by 10% by 2017.**

**Measurable Objective 1:**

collaborate to reduce all novice students by 10% by 2016 in Reading and Math from 20.3% to 18.3% in elementary, from 17.45% to 15.7% in middle school, and from 13.3% to 12% in high school by 06/30/2016 as measured by KPREP and EOC assessments.

**Strategy 1:**

Continuous Improvement - Use intervention strategies to address students who are not reaching benchmarks

Category: Continuous Improvement

Research Cited: KDE Delivery Plans

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and support students with learning needs in Reading and Math Schools: All Schools	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Supervisor of Instruction, Principal, Teacher

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with additional instruction in the areas of reading and math before and/or after school Schools: All Schools	Academic Support Program	08/08/2016	05/31/2017	\$3000	State Funds	Principal

Activity - Academic Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school students receive academic counseling from their advisor each nine week grading period. Schools: Harlan High School	Academic Support Program	08/08/2016	05/31/2017	\$0	No Funding Required	Principal, Guidance Counselor, Advisory Teachers

**Strategy 2:**

Integrated Methods of Learning - All stakeholders will become involved in the targeting of students and the delivery of differentiated instruction

Category: Integrated Methods for Learning

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Research Cited: KDE Delivery Targets

Activity - Advisory Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will work to identify students who are not performing in the classroom and/or benchmark assessments and create action plans for each	Policy and Process	08/08/2016	12/29/2017	\$0	No Funding Required	Supervisor of Instruction, Principal
Schools: All Schools						

Activity - Professional Training (teachers)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development training on Total Participation Techniques in order to differentiate and engage students in daily lesson planning	Professional Learning	07/01/2016	05/31/2017	\$500	State Funds	Supervisor of Instruction
Schools: All Schools						

Activity - Ameri Corp Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An AmeriCorp teacher is working in the Elementary to provide support in math for students who did not reach benchmark on MAP and/or KPREP.	Academic Support Program	08/08/2016	05/31/2017	\$5000	State Funds	Superintendent
Schools: Harlan Elementary School						

Activity - Math Engagement Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary and Middle School Math Teachers participate in Math Engagement Training offered by PIMSER	Professional Learning	06/01/2016	01/31/2017	\$1200	State Funds	Professional Development Coordinator
Schools: All Schools						

**Strategy 3:**

Novice Reduction Training - Training for Administration by the Kentucky Department of Education on Novice Reduction Strategies and the Key Core Work Processes

Category: Continuous Improvement

Activity - Novice Reduction Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning for Administration on strategies used to enhance learning and reduce novice percentages	Professional Learning	09/01/2016	10/31/2016	\$200	State Funds	Supervisor of Instruction
Schools: All Schools						

## Goal 7: Increase both schools scoring proficiency in the Program Review areas of Arts and Humanities and Practical Living and Career Studies.

### Measurable Objective 1:

demonstrate a proficiency in the program review areas of Arts and Humanities and Practical Living and Career Studies by 06/01/2017 as measured by program review rubrics.

### Strategy 1:

Program Review Curriculum - Teachers will develop and implement standards-based curriculum documents using best practices from CHETL and Assessment for Learning.

Category: Learning Systems

Research Cited: KDE Proficiency Plan

Activity - Arts and Humanities Curriculum Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the new state standards for arts and development of new scope and sequence documents and align units including global competency integration across the district; enter completed documents into CIITS.	Professional Learning	06/01/2016	05/31/2017	\$0	No Funding Required	Supervisor of Instruction
Schools: All Schools						

### Strategy 2:

Program Improvement - Collection and use of data for program improvement/program reviews-Information from the school program review reports in ASSIST will be used to shape district wide initiatives targeting common areas of concern.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Program Review Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train the program review teams in the new program review process and assure that the process is implemented with fidelity.	Professional Learning	08/08/2016	06/01/2017	\$0	No Funding Required	Supervisor of Instruction, Superintendent
Schools: All Schools						
Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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The coordinated School Health Committee will meet regularly to serve both schools and the district in collecting and analyzing data to update the wellness policies and provide guidance to the health and physical education programs. Schools: All Schools	Policy and Process	08/08/2016	06/30/2017	\$0	No Funding Required	District Health Coordinator
<b>Activity - Wellness</b> Collaborate with the schools in carrying out wellness activities identified in their comprehensive school improvement plans. Schools: All Schools	Activity Type Behavioral Support Program	Begin Date 11/02/2015	End Date 05/31/2017	Resource Assigned \$0	Source Of Funding No Funding Required	Staff Responsible District Health Coordinator, FRYSC Director
<b>Activity - World Language/Global Competency Plan</b> Develop a district wide plan for meeting the standards for world language/global competency programs as defined in the World Language/Global Competency Program Review Rubric. Schools: All Schools	Activity Type Policy and Process	Begin Date 01/05/2016	End Date 12/29/2017	Resource Assigned \$0	Source Of Funding No Funding Required	Staff Responsible Supervisor of Instruction
<b>Activity - World Language/Global Competency Policies</b> Facilitate development and adoption of policies relating to language acquisition, student/teacher international travel and exchanges, field trips, and community service as referenced in the World Languages/Global Competency Program Review Rubric. Schools: All Schools	Activity Type Policy and Process	Begin Date 01/05/2015	End Date 06/01/2017	Resource Assigned \$0	Source Of Funding No Funding Required	Staff Responsible Superintendent; Supervisor of Instruction
<b>Activity - Program Review Cadres</b> Program Review Team Leads will attend job-embedded training offered by Southeast Southcentral Cooperative throughout the year Schools: All Schools	Activity Type Professional Learning	Begin Date 08/08/2016	End Date 06/01/2017	Resource Assigned \$0	Source Of Funding No Funding Required	Staff Responsible Supervisor of Instruction
<b>Activity - Health and PE Professional Learning</b> Professional learning for Health and PE staff at the Kentucky Association for Health, Physical Education, Recreation and Dance convention. Schools: Harlan High School	Activity Type Professional Learning	Begin Date 11/13/2016	End Date 11/15/2016	Resource Assigned \$500	Source Of Funding State Funds	Staff Responsible Supervisor of Instruction

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Training	Train the program review teams in the new program review process and assure that the process is implemented with fidelity.	Professional Learning	08/08/2016	06/01/2017	\$0	Supervisor of Instruction, Superintendent
Advisory Team	Teachers and administrators will work to identify students who are not performing in the classroom and/or benchmark assessments and create action plans for each	Policy and Process	08/08/2016	12/29/2017	\$0	Supervisor of Instruction, Principal
College Readiness Interventions	College and Career Readiness Math and the senior English interventions are aligned with state standards for transition courses and use strategies that encourage student ownership of learning.	Academic Support Program	08/01/2016	06/30/2017	\$0	Supervisor of Instruction, Principal
Coordinated School Health Committee	The coordinated School Health Committee will meet regularly to serve both schools and the district in collecting and analyzing data to update the wellness policies and provide guidance to the health and physical education programs.	Policy and Process	08/08/2016	06/30/2017	\$0	District Health Coordinator
Mars Training	Teachers will be trained and will begin implementing MARS strategies into instruction in their classrooms.	Other, Academic Support Program	08/05/2015	06/30/2017	\$0	Supervisor of Instruction, Principal
Looking at Student Work in Math	Using the Looking at Student Work process to analyze student work in mathematics within and across schools during Professional Learning Communities	Professional Learning	01/05/2015	05/31/2017	\$0	Supervisor of Instruction, Principals
Science Assessment Training	Training for Administrators and teachers, offered by KDE, providing an overview of the Science Assessment System	Professional Learning	01/02/2017	01/31/2017	\$0	Supervisor of Instruction
World Language/Global Competency Policies	Facilitate development and adoption of policies relating to language acquisition, student/teacher international travel and exchanges, field trips, and community service as referenced in the World Languages/Global Competency Program Review Rubric.	Policy and Process	01/05/2015	06/01/2017	\$0	Superintendent; Supervisor of Instruction
Highly Qualified Professionals	Employ only those applicants for teaching positions who meet the Federal guidelines to be highly qualified	Policy and Process	08/01/2014	06/30/2017	\$0	Superintendent
Curriculum Documents in CIITS	Upload all scope and sequence documents into CIITS as completed or updated and support teachers in creating and uploading units and resources linking to these documents.	Technology	06/03/2013	12/30/2017	\$0	Supervisor of Instruction, Principals

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Certified Evaluation Plan Update	Revise the Certified Staff Evaluation Plan to specify how central office staff will be evaluated under the Professional Growth and Effectiveness System and to make any needed adjustments in other areas.	Policy and Process	01/02/2017	06/30/2017	\$0	District Certified Evaluation Contact, District Certified Staff Evaluation Committee
Program Review Cadres	Program Review Team Leads will attend job-embedded training offered by Southeast Southcentral Cooperative throughout the year	Professional Learning	08/08/2016	06/01/2017	\$0	Supervisor of Instruction
Advisor and Advisee	Middle School Students participate in an advisory class each day in which they receive academic and career counseling	Academic Support Program	08/08/2016	05/31/2017	\$0	Supervisor of Instruction, Principal, Guidance Counselor
Program alignment	Facilitate program alignment between Sunshine Preschool and Harlan Elementary School to assure continuous progress and developmentally appropriate instruction at all levels.	Professional Learning	01/06/2014	12/30/2017	\$0	Supervisor of Instruction, Elementary Principal, Sunshine School Director
Literacy Project Design	Collect data through observations and student assessments to design and implement a program to improve student language arts skills across the curriculum in collaboration with Southeast South-Central Educational Cooperative.	Professional Learning	12/04/2014	06/30/2017	\$0	Supervisor of Instruction
Kindergarten Readiness Screening	Coordinate sharing of Kindergarten Readiness Screening data with Sunshine School and other providers.	Policy and Process	10/01/2014	06/30/2017	\$0	Elementary Principal, Director of Sunshine School
Evaluator Training	Provide update training for teacher and principal evaluators and initial training for any new evaluators as needed.	Professional Learning	07/01/2016	12/30/2016	\$0	District Certified Evaluation Contact, Superintendent
Student Data Meetings	Establish a committee to create a target group of students based on past KPREP scores, MAP scores, USA Test Prep and current classroom performance and develop an action plan for these students.	Policy and Process	08/01/2016	05/31/2017	\$0	Supervisor of Instruction; Principals; Teachers
Attendance Policy	Review the district attendance policy to determine if it needs to be strengthened or updated.	Policy and Process	01/02/2017	06/30/2017	\$0	Director of Pupil Personnel, Principals

## Comprehensive District Improvement Plan

Harlan Independent

Arts and Humanities Curriculum Implementation	Implement the new state standards for arts and development of new scope and sequence documents and align units including global competency integration across the district; enter completed documents into CIITS.	Professional Learning	06/01/2016	05/31/2017	\$0	Supervisor of Instruction
World Language/Global Competency Plan	Develop a district wide plan for meeting the standards for world language/global competency programs as defined in the World Language/Global Competency Program Review Rubric.	Policy and Process	01/05/2016	12/29/2017	\$0	Supervisor of Instruction
Persistence to Graduation Reporting	Schools will submit reports to the Superintendent to be shared with the School Board at the close of each nine weeks detailing the number of failing students, the number not currently on track to make a year's progress within the year or not to graduate on time, and the number of dropouts school year to date along with any other information relevant to graduation rate.	Policy and Process	08/01/2016	12/29/2017	\$0	Superintendent, Principals
Response to Intervention	Identify and support students with learning needs in Reading and Math	Academic Support Program	08/08/2016	05/31/2017	\$0	Supervisor of Instruction, Principal, Teacher
Writing Plans Revision	Analyze the incorporation of writing policies and literacy plans into the curriculum during Professional Learning Communities.	Policy and Process	08/03/2015	06/30/2017	\$0	Supervisor of Instruction, Principals
Writing Instruction	Provide training from local cooperatives on best practices and instructional strategies for the writing classroom.	Professional Learning	01/02/2017	12/29/2017	\$0	Supervisor of Instruction
CIITS Coaching	Coach teachers individually or in professional learning communities on using CIITS effectively as an instructional and professional development tool.	Professional Learning	01/05/2015	06/30/2017	\$0	Supervisor of Instruction
Social Studies Curriculum	Support schools in the upcoming alignment of the new social studies standards when released and provide training when necessary	Professional Learning	01/02/2017	12/29/2017	\$0	Supervisor of Instruction
Writing Plans Revision	Support schools integrating their writing policies and literacy plans within their curriculum.	Policy and Process	08/08/2016	05/31/2017	\$0	Supervisor of Instruction
Algebra Benchmark Assessment	Develop a localized benchmark assessment for Algebra I students in order to determine readiness for Algebra II.	Academic Support Program	01/02/2017	05/31/2017	\$0	Supervisor of Instruction, Principal
Community Advisory Team	Create a districtwide community/business partners advisory group to provide input into connecting the instructional program to real life activities and the community and foster community support for extending the curriculum beyond the classroom.	Community Engagement	01/04/2016	12/29/2017	\$0	Superintendent, Supervisor of Instruction
Student Growth Goals	Provide training for teachers and other professionals in developing and assessing completion of Student Growth Goals as part of the evaluation system.	Professional Learning	08/01/2016	09/30/2016	\$0	Supervisor of Instruction, Principals
Looking at Student Writing	Teachers will use Looking at Student Work process to analyze student writing within and across schools during PLC time.	Professional Learning	08/08/2016	05/31/2017	\$0	Supervisor of Instruction, Principals

## Comprehensive District Improvement Plan

Harlan Independent

Formative Assessment Training	High School math teachers participate in training offered by Southeast Southcentral Cooperative on formative assessments with the math curriculum.	Professional Learning	06/01/2016	08/31/2016	\$0	Supervisor of Instruction
Math Curriculum Design	Elementary teachers train with South East South Central consultant on Math Curriculum Design to ensure curriculum designs aligned with standards.	Professional Learning	07/01/2016	08/31/2016	\$0	Supervisor of Instruction, Principal
Title I Advisory Council	Create a district Title I advisory council to include parents and staff to meet at least once each nine weeks to advise on parent involvement, schoolwide project development, and other Title I issues.	Parent Involvement	08/01/2016	05/31/2017	\$0	Title I Coordinator
Data Review	Teachers will review KPREP data using KASC materials and school report card during allotted PLC time in order to make instructional decisions for courses.	Professional Learning	11/01/2016	12/30/2016	\$0	Principals, Teachers
Credit Recovery	High School will implement a credit recovery classroom for students who are behind in their graduation plan.	Academic Support Program	08/01/2016	05/31/2017	\$0	Superintendent, Principal
Looking at Student Writing	Using the Looking at Student Work process to analyze student writing within and across schools during Professional Learning communities	Professional Learning	01/05/2015	05/31/2017	\$0	Supervisor of Instruction, Principals
Kentucky Initiative for Social Skills and Emotional Development	Staff participation in the Kentucky Initiative for Social Skills and Emotional Development (KISSED) which utilizes a team based Professional Learning format to train early childhood educators and support staff to facilitate social-emotional development in young children.	Professional Learning	07/01/2016	06/30/2017	\$0	Director of Sunshine School
Dual Credit Courses	Support the high school in offering dual credit courses.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	Superintendent
Alternate Assessment Curriculum	Training for Alternate Assessment Teachers in College Career Readiness Curriculum	Professional Learning	07/01/2016	12/30/2016	\$0	Supervisor of Instruction, Director of Special Education, Principals
Curriculum Deveopment(General)	Teachers will engage in on-going professional learning activities to develop student-friendly learning targets revise curriculum maps, and update units to be congruent with Kentucky Core Academic Standards; documents will be entered into CIITS.	Professional Learning	07/02/2012	12/30/2017	\$0	Supervisor of Instruction, Principals
Wellness	Collaborate with the schools in carrying out wellness activities identified in their comprehensive school improvement plans.	Behavioral Support Program	11/02/2015	05/31/2017	\$0	District Health Coordinator, FRYSC Director
Equitable Distribution	Work with schools to assure that teaching staff is assigned based on fit with particular assignments and in keeping with the principles of equitable distribution.	Policy and Process	01/06/2014	06/30/2017	\$0	Superintendent, Principals

**Comprehensive District Improvement Plan**

Harlan Independent

Academic Counseling	Middle school students receive academic counseling from their advisor each nine week grading period.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Guidance Counselor, Advisory Teachers
<b>Total</b>					\$0	

**Title VI**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Interventions and Enrichment	Provide additional funding for math interventions and enrichment courses at Harlan High School.	Academic Support Program	08/01/2014	06/30/2017	\$14800	Superintendent, Supervisor of Instruction
<b>Total</b>					\$14800	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Framework for Teaching	Assist teachers in identifying and accessing professional learning activities aligned with specific components of the Framework for Teaching to promote individual growth in teaching effectiveness.	Professional Learning	08/08/2016	12/29/2017	\$1200	District Professional Development Coordinator, Principals
Extended School Services	Teachers will provide extra services for students with a focus on math and reading.	Policy and Process, Academic Support Program	09/01/2016	05/31/2017	\$3000	Principals
Teacher Academy	Teachers new to the district will participate in a year long induction program focusing on district procedures and instructional practices.	Recruitment and Retention	08/08/2016	05/31/2017	\$150	Supervisor of Instruction
Looking at Student Work	Provide training in the use of Looking at Student Work processes and protocols for teachers and administrators as needed.	Professional Learning	01/05/2015	06/30/2017	\$300	Supervisor of Instruction
Ameri Corp Teacher	An AmeriCorp teacher is working in the Elementary to provide support in math for students who did not reach benchmark on MAP and/or KPREP.	Academic Support Program	08/08/2016	05/31/2017	\$5000	Superintendent
Novice Reduction Training	Professional Learning for Administration on strategies used to enhance learning and reduce novice percentages	Professional Learning	09/01/2016	10/31/2016	\$200	Supervisor of Instruction
Extended School Services	Provide students with additional instruction in the areas of reading and math before and/or after school	Academic Support Program	08/08/2016	05/31/2017	\$3000	Principal

## Comprehensive District Improvement Plan

Harlan Independent

Intructions Support Networks (Administrators)	Continue participation by the instructional supervisor and principals in the statewide instructional support leadership network (ISLN).	Professional Learning	07/02/2012	06/30/2017	\$400	Supervisor of Instruction
Substitute Training	Develop training package for substitutes to communicate school expectations and procedures including student confidentiality.	Professional Learning	08/08/2016	05/31/2017	\$150	Supervisor of Instruction, Superintendent
On Demand Writing Training	Language teachers will be trained on techniques and strategies used for on demand writing.	Professional Learning	08/08/2016	05/31/2017	\$300	Supervisor of Instruction
Health and PE Professional Learning	Professional learning for Health and PE staff at the Kentucky Association for Health, Physical Education, Recreation and Dance convention.	Professional Learning	11/13/2016	11/15/2016	\$500	Supervisor of Instruction
Growth Mindset Professional Learning	Provide professional learning on the nature of a growth mindset for students and ways to incorporate a growth mindset in classrooms.	Professional Learning	07/01/2016	08/31/2016	\$600	Professional Development Coordinator
Professional Training (teachers)	Teachers will participate in professional development training on Total Participation Techniques in order to differentiate and engage students in daily lesson planning	Professional Learning	07/01/2016	05/31/2017	\$500	Supervisor of Instruction
NGSS Professional Learning	Professional learning offered by PIMSER to develop the science curriculum and instructional practices with NGSS	Professional Learning	11/01/2016	05/31/2017	\$1000	Supervisor of Instruction
Student Engagement Professional Learning	Teachers participate in Professional Learning on Student Engagement and Cognitive Development at all grade levels	Behavioral Support Program	07/25/2016	08/31/2016	\$500	Supervisor of Instruction
Math Engagement Training	Elementary and Middle School Math Teachers participate in Math Engagement Training offered by PIMSER	Professional Learning	06/01/2016	01/31/2017	\$1200	Professional Development Coordinator
Digital Learning Training	Provide staff training in use of digital learning tools in the classroom and ways of promoting digital literacy and digital safety.	Professional Learning	07/01/2014	06/30/2016	\$500	Supervisor of Instruction, Director of Districtwide Services
Literacy Project Continuation Activities	Provide continual training for Literacy Project participants through the spring of 2017.	Professional Learning	08/10/2015	05/31/2017	\$300	Supervisor of Instruction, Elementary Principal
<b>Total</b>					<b>\$18800</b>	

## School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
USA Test Prep	Teachers will utilize USA Test Prep with students in order to provide a benchmark system for the High School End of Course Classes	Academic Support Program	08/01/2016	05/31/2017	\$900	Principal, Teachers

## Comprehensive District Improvement Plan

Harlan Independent

MAP Assessment Analysis	Train teachers and instructional staff in the various uses of the MAP assessment. Analyze student data in PLC's for the purpose of implementing differentiated instruction.	Professional Learning	08/01/2016	06/30/2017	\$6200	Supervisor of Instruction, Principals
<b>Total</b>					\$7100	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College Ready Curriculum Spanish	Provide incentive to increase salary of Spanish teacher to competitive level to ensure staffing of position.	Recruitment and Retention	07/02/2012	06/30/2017	\$12000	Superintendent
Science Curriculum Implementaton	Facilitate an understanding of the Next Generation Science Standards by teachers and the development of new scope and sequence documents; curriculum maps, aligned units for science and global competency integration; completed documents to be entered into CIITS.	Professional Learning	06/03/2013	12/29/2017	\$1000	Supervisor of Instruction, Principals
<b>Total</b>					\$13000	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Primary Program Extra Teacher	Reduce class size in the primary program at Harlan Elementary by employing an additional teacher for that purpose.	Academic Support Program	08/08/2016	05/31/2017	\$53092	Superintendent, Elementary Principal
Math Interventions and Enrichment	Provide additional funding for math interventions and enrichment courses at Harlan High School.	Academic Support Program	08/01/2014	06/30/2017	\$17000	Superintendent, Supervisor of Instruction
<b>Total</b>					\$70092	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Team Building	Collaborate with Pine Mountain Settlement School to conduct team building activities for ninth graders	Field Trip	08/08/2016	12/29/2017	\$730	Superintendent, Principal, FRYSC Coordinator
<b>Total</b>					\$730	

### Other

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



**Comprehensive District Improvement Plan**

Harlan Independent

Born Learning Academy	Workshops designed for parents of children 0-5 years of age to assist in learning pre-skills for kindergarten while in the parents care at home	Parent Involvement	09/01/2016	06/30/2018	\$6000	FRYSC Coordinator and Elementary Principal
ACT Preparatory Course	Provide high school juniors with strategies to increase scores on the ACT through Methods Test Prep program	Academic Support Program	08/05/2015	05/31/2016	\$1100	Supervisor of Instruction, Principal
<b>Total</b>					<b>\$7100</b>	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Coaching	Coach teachers individually or in professional learning communities on using CIITS effectively as an instructional and professional development tool.	Professional Learning	01/05/2015	06/30/2017	\$0	Supervisor of Instruction
Framework for Teaching	Assist teachers in identifying and accessing professional learning activities aligned with specific components of the Framework for Teaching to promote individual growth in teaching effectiveness.	Professional Learning	08/08/2016	12/29/2017	\$1200	District Professional Development Coordinator, Principals
Curriculum Documents in CIITS	Upload all scope and sequence documents into CIITS as completed or updated and support teachers in creating and uploading units and resources linking to these documents.	Technology	06/03/2013	12/30/2017	\$0	Supervisor of Instruction, Principals
Certified Evaluation Plan Update	Revise the Certified Staff Evaluation Plan to specify how central office staff will be evaluated under the Professional Growth and Effectiveness System and to make any needed adjustments in other areas.	Policy and Process	01/02/2017	06/30/2017	\$0	District Certified Evaluation Contact, District Certified Staff Evaluation Committee
Evaluator Training	Provide update training for teacher and principal evaluators and initial training for any new evaluators as needed.	Professional Learning	07/01/2016	12/30/2016	\$0	District Certified Evaluation Contact, Superintendent
Student Growth Goals	Provide training for teachers and other professionals in developing and assessing completion of Student Growth Goals as part of the evaluation system.	Professional Learning	08/01/2016	09/30/2016	\$0	Supervisor of Instruction, Principals
Persistence to Graduation Reporting	Schools will submit reports to the Superintendent to be shared with the School Board at the close of each nine weeks detailing the number of failing students, the number not currently on track to make a year's progress within the year or not to graduate on time, and the number of dropouts school year to date along with any other information relevant to graduation rate.	Policy and Process	08/01/2016	12/29/2017	\$0	Superintendent, Principals

## Comprehensive District Improvement Plan

Harlan Independent

Attendance Policy	Review the district attendance policy to determine if it needs to be strengthened or updated.	Policy and Process	01/02/2017	06/30/2017	\$0	Director of Pupil Personnel, Principals
Highly Qualified Professionals	Employ only those applicants for teaching positions who meet the Federal guidelines to be highly qualified	Policy and Process	08/01/2014	06/30/2017	\$0	Superintendent
Equitable Distribution	Work with schools to assure that teaching staff is assigned based on fit with particular assignments and in keeping with the principles of equitable distribution.	Policy and Process	01/06/2014	06/30/2017	\$0	Superintendent, Principals
Substitute Training	Develop training package for substitutes to communicate school expectations and procedures including student confidentiality.	Professional Learning	08/08/2016	05/31/2017	\$150	Supervisor of Instruction, Superintendent
Digital Learning Training	Provide staff training in use of digital learning tools in the classroom and ways of promoting digital literacy and digital safety.	Professional Learning	07/01/2014	06/30/2016	\$500	Supervisor of Instruction, Director of Districtwide Services
Teacher Academy	Teachers new to the district will participate in a year long induction program focusing on district procedures and instructional practices.	Recruitment and Retention	08/08/2016	05/31/2017	\$150	Supervisor of Instruction
Community Advisory Team	Create a districtwide community/business partners advisory group to provide input into connecting the instructional program to real life activities and the community and foster community support for extending the curriculum beyond the classroom.	Community Engagement	01/04/2016	12/29/2017	\$0	Superintendent, Supervisor of Instruction
Student Engagement Professional Learning	Teachers participate in Professional Learning on Student Engagement and Cognitive Development at all grade levels	Behavioral Support Program	07/25/2016	08/31/2016	\$500	Supervisor of Instruction
Growth Mindset Professional Learning	Provide professional learning on the nature of a growth mindset for students and ways to incorporate a growth mindset in classrooms.	Professional Learning	07/01/2016	08/31/2016	\$600	Professional Development Coordinator
Student Data Meetings	Establish a committee to create a target group of students based on past KPREP scores, MAP scores, USA Test Prep and current classroom performance and develop an action plan for these students.	Policy and Process	08/01/2016	05/31/2017	\$0	Supervisor of Instruction; Principals; Teachers
Extended School Services	Teachers will provide extra services for students with a focus on math and reading.	Policy and Process, Academic Support Program	09/01/2016	05/31/2017	\$3000	Principals
Title I Advisory Council	Create a district Title I advisory council to include parents and staff to meet at least once each nine weeks to advise on parent involvement, schoolwide project development, and other Title I issues.	Parent Involvement	08/01/2016	05/31/2017	\$0	Title I Coordinator
Looking at Student Writing	Using the Looking at Student Work process to analyze student writing within and across schools during Professional Learning communities	Professional Learning	01/05/2015	05/31/2017	\$0	Supervisor of Instruction, Principals

## Comprehensive District Improvement Plan

Harlan Independent

Looking at Student Work in Math	Using the Looking at Student Work process to analyze student work in mathematics within and across schools during Professional Learning Communities	Professional Learning	01/05/2015	05/31/2017	\$0	Supervisor of Instruction, Principals
Response to Intervention	Identify and support students with learning needs in Reading and Math	Academic Support Program	08/08/2016	05/31/2017	\$0	Supervisor of Instruction, Principal, Teacher
Extended School Services	Provide students with additional instruction in the areas of reading and math before and/or after school	Academic Support Program	08/08/2016	05/31/2017	\$3000	Principal
Advisory Team	Teachers and administrators will work to identify students who are not performing in the classroom and/or benchmark assessments and create action plans for each	Policy and Process	08/08/2016	12/29/2017	\$0	Supervisor of Instruction, Principal
Professional Training (teachers)	Teachers will participate in professional development training on Total Participation Techniques in order to differentiate and engage students in daily lesson planning	Professional Learning	07/01/2016	05/31/2017	\$500	Supervisor of Instruction
Intrnational Support Networks (Administrators)	Continue participation by the instructional supervisor and principals in the statewide instructional support leadership network (ISLN).	Professional Learning	07/02/2012	06/30/2017	\$400	Supervisor of Instruction
Curriculum Development(General)	Teachers will engage in on-going professional learning activities to develop student-friendly learning targets revise curriculum maps, and update units to be congruent with Kentucky Core Academic Standards; documents will be entered into CIITS.	Professional Learning	07/02/2012	12/30/2017	\$0	Supervisor of Instruction, Principals
Looking at Student Writing	Teachers will use Looking at Student Work process to analyze student writing within and across schools during PLC time.	Professional Learning	08/08/2016	05/31/2017	\$0	Supervisor of Instruction, Principals
Science Curriculum Implementaton	Facilitate an understanding of the Next Generation Science Standards by teachers and the development of new scope and sequence documents; curriculum maps, aligned units for science and global competency integration; completed documents to be entered into CIITS.	Professional Learning	06/03/2013	12/29/2017	\$1000	Supervisor of Instruction, Principals
Credit Recovery	High School will implement a credit recovery classroom for students who are behind in their graduation plan.	Academic Support Program	08/01/2016	05/31/2017	\$0	Superintende nt, Principal
Novice Reduction Training	Professional Learning for Administration on strategies used to enhance learning and reduce novice percentages	Professional Learning	09/01/2016	10/31/2016	\$200	Supervisor of Instruction
Math Engagement Training	Elementary and Middle School Math Teachers participate in Math Engagement Training offered by PIMSER	Professional Learning	06/01/2016	01/31/2017	\$1200	Professional Development Coordinator
Science Assessment Training	Training for Administrators and teachers, offered by KDE, providing an overview of the Science Assessment System	Professional Learning	01/02/2017	01/31/2017	\$0	Supervisor of Instruction
Social Studies Curriculum	Support schools in the upcoming alignment of the new social studies standards when released and provide training when necessary	Professional Learning	01/02/2017	12/29/2017	\$0	Supervisor of Instruction

## Comprehensive District Improvement Plan

Harlan Independent

Arts and Humanities Curriculum Implementation	Implement the new state standards for arts and development of new scope and sequence documents and align units including global competency integration across the district; enter completed documents into CIITS.	Professional Learning	06/01/2016	05/31/2017	\$0	Supervisor of Instruction
Program Review Training	Train the program review teams in the new program review process and assure that the process is implemented with fidelity.	Professional Learning	08/08/2016	06/01/2017	\$0	Supervisor of Instruction, Superintendent
Coordinated School Health Committee	The coordinated School Health Committee will meet regularly to serve both schools and the district in collecting and analyzing data to update the wellness policies and provide guidance to the health and physical education programs.	Policy and Process	08/08/2016	06/30/2017	\$0	District Health Coordinator
Wellness	Collaborate with the schools in carrying out wellness activities identified in their comprehensive school improvement plans.	Behavioral Support Program	11/02/2015	05/31/2017	\$0	District Health Coordinator, FRYSC Director
World Language/Global Competency Plan	Develop a district wide plan for meeting the standards for world language/global competency programs as defined in the World Language/Global Competency Program Review Rubric.	Policy and Process	01/05/2016	12/29/2017	\$0	Supervisor of Instruction
World Language/Global Competency Policies	Facilitate development and adoption of policies relating to language acquisition, student/teacher international travel and exchanges, field trips, and community service as referenced in the World Languages/Global Competency Program Review Rubric.	Policy and Process	01/05/2015	06/01/2017	\$0	Superintendent; Supervisor of Instruction
Program Review Cadres	Program Review Team Leads will attend job-embedded training offered by Southeast Southcentral Cooperative throughout the year	Professional Learning	08/08/2016	06/01/2017	\$0	Supervisor of Instruction
Writing Instruction	Provide training from local cooperatives on best practices and instructional strategies for the writing classroom.	Professional Learning	01/02/2017	12/29/2017	\$0	Supervisor of Instruction
<b>Total</b>					\$12400	

## Sunshine School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kentucky Initiative for Social Skills and Emotional Development	Staff participation in the Kentucky Initiative for Social Skills and Emotional Development (KISSED) which utilizes a team based Professional Learning format to train early childhood educators and support staff to facilitate social-emotional development in young children.	Professional Learning	07/01/2016	06/30/2017	\$0	Director of Sunshine School
Kindergarten Readiness Screening	Coordinate sharing of Kindergarten Readiness Screening data with Sunshine School and other providers.	Policy and Process	10/01/2014	06/30/2017	\$0	Elementary Principal, Director of Sunshine School

## Comprehensive District Improvement Plan

Harlan Independent

Program alignment	Facilitate program alignment between Sunshine Preschool and Harlan Elementary School to assure continuous progress and developmentally appropriate instruction at all levels.	Professional Learning	01/06/2014	12/30/2017	\$0	Supervisor of Instruction, Elementary Principal, Sunshine School Director
Born Learning Academy	Workshops designed for parents of children 0-5 years of age to assist in learning pre-skills for kindergarten while in the parents care at home	Parent Involvement	09/01/2016	06/30/2018	\$6000	FRYSC Coordinator and Elementary Principal
<b>Total</b>					<b>\$6000</b>	

## Harlan High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Interventions and Enrichment	Provide additional funding for math interventions and enrichment courses at Harlan High School.	Academic Support Program	08/01/2014	06/30/2017	\$31800	Superintendent, Supervisor of Instruction
College Ready Curriculum Spanish	Provide incentive to increase salary of Spanish teacher to competitive level to ensure staffing of position.	Recruitment and Retention	07/02/2012	06/30/2017	\$12000	Superintendent
Dual Credit Courses	Support the high school in offering dual credit courses.	Career Preparation/Orientation	08/01/2016	06/30/2017	\$0	Superintendent
College Readiness Interventions	College and Career Readiness Math and the senior English interventions are aligned with state standards for transition courses and use strategies that encourage student ownership of learning.	Academic Support Program	08/01/2016	06/30/2017	\$0	Supervisor of Instruction, Principal
Writing Plans Revision	Analyze the incorporation of writing policies and literacy plans into the curriculum during Professional Learning Communities.	Policy and Process	08/03/2015	06/30/2017	\$0	Supervisor of Instruction, Principals
Looking at Student Work	Provide training in the use of Looking at Student Work processes and protocols for teachers and administrators as needed.	Professional Learning	01/05/2015	06/30/2017	\$300	Supervisor of Instruction
ACT Preparatory Course	Provide high school juniors with strategies to increase scores on the ACT through Methods Test Prep program	Academic Support Program	08/05/2015	05/31/2016	\$1100	Supervisor of Instruction, Principal
Student Team Building	Collaborate with Pine Mountain Settlement School to conduct team building activities for ninth graders	Field Trip	08/08/2016	12/29/2017	\$730	Superintendent, Principal, FRYSC Coordinator
Writing Plans Revision	Support schools integrating their writing policies and literacy plans within their curriculum.	Policy and Process	08/08/2016	05/31/2017	\$0	Supervisor of Instruction

## Comprehensive District Improvement Plan

Harlan Independent

MAP Assessment Analysis	Train teachers and instructional staff in the various uses of the MAP assessment. Analyze student data in PLC's for the purpose of implementing differentiated instruction.	Professional Learning	08/01/2016	06/30/2017	\$6200	Supervisor of Instruction, Principals
Data Review	Teachers will review KPREP data using KASC materials and school report card during allotted PLC time in order to make instructional decisions for courses.	Professional Learning	11/01/2016	12/30/2016	\$0	Principals, Teachers
USA Test Prep	Teachers will utilize USA Test Prep with students in order to provide a benchmark system for the High School End of Course Classes	Academic Support Program	08/01/2016	05/31/2017	\$900	Principal, Teachers
Alternate Assessment Curriculum	Training for Alternate Assessment Teachers in College Career Readiness Curriculum	Professional Learning	07/01/2016	12/30/2016	\$0	Supervisor of Instruction, Director of Special Education, Principals
Advisor and Advisee	Middle School Students participate in an advisory class each day in which they receive academic and career counseling	Academic Support Program	08/08/2016	05/31/2017	\$0	Supervisor of Instruction, Principal, Guidance Counselor
Academic Counseling	Middle school students receive academic counseling from their advisor each nine week grading period.	Academic Support Program	08/08/2016	05/31/2017	\$0	Principal, Guidance Counselor, Advisory Teachers
On Demand Writing Training	Language teachers will be trained on techniques and strategies used for on demand writing.	Professional Learning	08/08/2016	05/31/2017	\$300	Supervisor of Instruction
Formative Assessment Training	High School math teachers participate in training offered by Southeast Southcentral Cooperative on formative assessments with the math curriculum.	Professional Learning	06/01/2016	08/31/2016	\$0	Supervisor of Instruction
Algebra Benchmark Assessment	Develop a localized benchmark assessment for Algebra I students in order to determine readiness for Algebra II.	Academic Support Program	01/02/2017	05/31/2017	\$0	Supervisor of Instruction, Principal
NGSS Professional Learning	Professional learning offered by PIMSER to develop the science curriculum and instructional practices with NGSS	Professional Learning	11/01/2016	05/31/2017	\$1000	Supervisor of Instruction
Health and PE Professional Learning	Professional learning for Health and PE staff at the Kentucky Association for Health, Physical Education, Recreation and Dance convention.	Professional Learning	11/13/2016	11/15/2016	\$500	Supervisor of Instruction
<b>Total</b>					<b>\$54830</b>	

### Harlan Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive District Improvement Plan

Harlan Independent

Kentucky Initiative for Social Skills and Emotional Development	Staff participation in the Kentucky Initiative for Social Skills and Emotional Development (KISSED) which utilizes a team based Professional Learning format to train early childhood educators and support staff to facilitate social-emotional development in young children.	Professional Learning	07/01/2016	06/30/2017	\$0	Director of Sunshine School
Kindergarten Readiness Screening	Coordinate sharing of Kindergarten Readiness Screening data with Sunshine School and other providers.	Policy and Process	10/01/2014	06/30/2017	\$0	Elementary Principal, Director of Sunshine School
Program alignment	Facilitate program alignment between Sunshine Preschool and Harlan Elementary School to assure continuous progress and developmentally appropriate instruction at all levels.	Professional Learning	01/06/2014	12/30/2017	\$0	Supervisor of Instruction, Elementary Principal, Sunshine School Director
Mars Training	Teachers will be trained and will begin implementing MARS strategies into instruction in their classrooms.	Other, Academic Support Program	08/05/2015	06/30/2017	\$0	Supervisor of Instruction; Principal
Literacy Project Design	Collect data through observations and student assessments to design and implement a program to improve student language arts skills across the curriculum in collaboration with Southeast South-Central Educational Cooperative.	Professional Learning	12/04/2014	06/30/2017	\$0	Supervisor of Instruction
Literacy Project Continuation Activities	Provide continual training for Literacy Project participants through the spring of 2017.	Professional Learning	08/10/2015	05/31/2017	\$300	Supervisor of Instruction, Elementary Principal
Writing Plans Revision	Analyze the incorporation of writing policies and literacy plans into the curriculum during Professional Learning Communities.	Policy and Process	08/03/2015	06/30/2017	\$0	Supervisor of Instruction, Principals
Looking at Student Work	Provide training in the use of Looking at Student Work processes and protocols for teachers and administrators as needed.	Professional Learning	01/05/2015	06/30/2017	\$300	Supervisor of Instruction
AmeriCorp Teacher	An AmeriCorp teacher is working in the Elementary to provide support in math for students who did not reach benchmark on MAP and/or KPREP.	Academic Support Program	08/08/2016	05/31/2017	\$5000	Superintendent
Writing Plans Revision	Support schools integrating their writing policies and literacy plans within their curriculum.	Policy and Process	08/08/2016	05/31/2017	\$0	Supervisor of Instruction
Born Learning Academy	Workshops designed for parents of children 0-5 years of age to assist in learning pre-skills for kindergarten while in the parents care at home	Parent Involvement	09/01/2016	06/30/2018	\$6000	FRYSC Coordinator and Elementary Principal
MAP Assessment Analysis	Train teachers and instructional staff in the various uses of the MAP assessment. Analyze student data in PLC's for the purpose of implementing differentiated instruction.	Professional Learning	08/01/2016	06/30/2017	\$6200	Supervisor of Instruction, Principals



## Comprehensive District Improvement Plan

Harlan Independent

Data Review	Teachers will review KPREP data using KASC materials and school report card during allotted PLC time in order to make instructional decisions for courses.	Professional Learning	11/01/2016	12/30/2016	\$0	Principals, Teachers
Alternate Assessment Curriculum	Training for Alternate Assessment Teachers in College Career Readiness Curriculum	Professional Learning	07/01/2016	12/30/2016	\$0	Supervisor of Instruction, Director of Special Education, Principals
Math Curriculum Design	Elementary teachers train with South East South Central consultant on Math Curriculum Design to ensure curriculum designs aligned with standards.	Professional Learning	07/01/2016	08/31/2016	\$0	Supervisor of Instruction, Principal
Primary Program Extra Teacher	Reduce class size in the primary program at Harlan Elementary by employing an additional teacher for that purpose.	Academic Support Program	08/08/2016	05/31/2017	\$53092	Superintendent, Elementary Principal
NGSS Professional Learning	Professional learning offered by PIMSER to develop the science curriculum and instructional practices with NGSS	Professional Learning	11/01/2016	05/31/2017	\$1000	Supervisor of Instruction
<b>Total</b>					<b>\$71892</b>	

## **Phase II - Assurances - District**

## **Introduction**

KDE Assurances for Districts

**District Assurances**

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	The District and School Improvement Plans are available on the district's website: <a href="http://www.harlan-ind.k12.ky.us/">http://www.harlan-ind.k12.ky.us/</a>	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes	No services are currently being provided to private schools.	

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes	No services are currently being provided to private schools.	

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district 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
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes	One example would be the newly hired staff participates in a Teacher Academy to assist in the transition to the district as well as the expectations of the district.	

# Comprehensive District Improvement Plan

Harlan Independent

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	No	No private schools requested services for this school year.	

# Comprehensive District Improvement Plan

Harlan Independent

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

**Comprehensive District Improvement Plan**

Harlan Independent

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	No	We do not have any neglected institutions within our district.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	No	We do not have any neglected institutions within our district.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	No	All of our schools are Title I schools.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	No	Does not apply as we received less than \$500,000 in funding.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	No	District does not set aside funds for parent involvement.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes	The annual meeting was on October 20, 2016 and parents were informed of program requirements and rights of parents.	

# Comprehensive District Improvement Plan

Harlan Independent

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	No	No private schools elected to participate in Title I in 2016-2017.	

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes	Currently all staff members are highly qualified, but in the past we have worked with individuals who were not to assist them in becoming highly qualified.	

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	We are not a District of Innovation.	



# Comprehensive District Improvement Plan

Harlan Independent

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

# **Phase II - Compliance and Accountability - Districts**

## **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 district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

**Goal 1:**

Increase the average combined reading and math K-PREP proficient and distinguished scores for elementary students from 62.8 to 73.5, for middle school students from 69.3 to 78.1, and for high school students from 68.4 to 77.5 by 2019.

**Measurable Objective 1:**

collaborate to to achieve these proficiency targets: science 61.2 (high school); social studies 85.7 (elementary level), 87.1 (middle level) and 83.3 (high school) by 06/01/2017 as measured by the K-PREP.

**Strategy1:**

Curriculum Development and Alignment - teachers will develop and implement standards-based curriculum documents using best practices from CHETL and Assessment for Learning.

Category: Learning Systems

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Science Assessment Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for Administrators and teachers, offered by KDE, providing an overview of the Science Assessment System	Professional Learning	01/02/2017	01/31/2017	\$0 - No Funding Required	Supervisor of Instruction

Activity - Science Curriculum Implementaton	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate an understanding of the Next Generation Science Standards by teachers and the development of new scope and sequence documents; curriculum maps, aligned units for science and global competency integration; completed documents to be entered into CIITS.	Professional Learning	06/03/2013	12/29/2017	\$1000 - Title II Part A	Supervisor of Instruction, Principals

Activity - NGSS Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning offered by PIMSER to develop the science curriculum and instructional practices with NGSS	Professional Learning	11/01/2016	05/31/2017	\$1000 - State Funds	Supervisor of Instruction

# Comprehensive District Improvement Plan

Harlan Independent

Activity - Social Studies Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support schools in the upcoming alignment of the new social studies standards when released and provide training when necessary	Professional Learning	01/02/2017	12/29/2017	\$0 - No Funding Required	Supervisor of Instruction

## Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished writing scores to 52.4 at the elementary level, to 62.9 at the middle school level, and to 81.4 at the high school level. by 06/30/2017 as measured by the K-PREP.

## Strategy1:

Integrated Methods of Learning - Teachers engage in professional learning experiences that remove cultural barriers on instruction and learning.

Category: Integrated Methods for Learning

Research Cited: KDE Delivery Plans

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training from local cooperatives on best practices and instructional strategies for the writing classroom.	Professional Learning	01/02/2017	12/29/2017	\$0 - No Funding Required	Supervisor of Instruction

Activity - On Demand Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language teachers will be trained on techniques and strategies used for on demand writing.	Professional Learning	08/08/2016	05/31/2017	\$300 - State Funds	Supervisor of Instruction

Activity - Looking at Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Looking at Student Work process to analyze student writing within and across schools during PLC time.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Supervisor of Instruction, Principals

## Measurable Objective 3:

collaborate to increase the combined percentage of proficient and distinguished scores in reading and math to 62.8 for elementary, to 69.3 for middle school, and to 68.4 for high school by 06/30/2017 as measured by K-PREP scores.

## Strategy1:

Integrated Methods for Learning - Teachers engage in professional learning experiences that remove cultural barriers on instruction and learning.

Category: Integrated Methods for Learning

Research Cited: KDE Delivery Plans

# Comprehensive District Improvement Plan

Harlan Independent

Activity - Looking at Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Looking at Student Work process to analyze student writing within and across schools during Professional Learning communities	Professional Learning	01/05/2015	05/31/2017	\$0 - No Funding Required	Supervisor of Instruction, Principals

Activity - Looking at Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training in the use of Looking at Student Work processes and protocols for teachers and administrators as needed.	Professional Learning	01/05/2015	06/30/2017	\$300 - State Funds	Supervisor of Instruction

Activity - Literacy Project Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect data through observations and student assessments to design and implement a program to improve student language arts skills across the curriculum in collaboration with Southeast South-Central Educational Cooperative.	Professional Learning	12/04/2014	06/30/2017	\$0 - No Funding Required	Supervisor of Instruction

Activity - Looking at Student Work in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Looking at Student Work process to analyze student work in mathematics within and across schools during Professional Learning Communities	Professional Learning	01/05/2015	05/31/2017	\$0 - No Funding Required	Supervisor of Instruction, Principals

Activity - Literacy Project Continuation Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continual training for Literacy Project participants through the spring of 2017.	Professional Learning	08/10/2015	05/31/2017	\$300 - State Funds	Supervisor of Instruction, Elementary Principal

## Strategy2:

Early Learning - The district will promote preschool enrollment and attendance, and the district preschool program will be aligned with state standards and a smooth transition will be effected from preschool to kindergarten.

Category: Early Learning

Research Cited: KDE Delivery Plans; Preschool Program Review Rubric

Activity - Program alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate program alignment between Sunshine Preschool and Harlan Elementary School to assure continuous progress and developmentally appropriate instruction at all levels.	Professional Learning	01/06/2014	12/30/2017	\$0 - No Funding Required	Supervisor of Instruction, Elementary Principal, Sunshine School Director

# Comprehensive District Improvement Plan

Harlan Independent

Activity - Kentucky Initiative for Social Skills and Emotional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff participation in the Kentucky Initiative for Social Skills and Emotional Development (KISSED) which utilizes a team based Professional Learning format to train early childhood educators and support staff to facilitate social-emotional development in young children.	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Director of Sunshine School

### Strategy3:

Continuous Improvement Instructional System (CIITS) - Use CIITS technology to provide access to standards, instructional materials, teacher/student level data, and assessment items.

Category: Learning Systems

Research Cited: KDE Delivery Plans

Activity - CIITS Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coach teachers individually or in professional learning communities on using CIITS effectively as an instructional and professional development tool.	Professional Learning	01/05/2015	06/30/2017	\$0 - No Funding Required	Supervisor of Instruction

### Goal 2:

Increase the combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 71.3% in 2019.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for students in the non-duplicated gap group in elementary school to 56.5, in the middle school to 62.1 and in the high school to 60.8 by 06/30/2017 as measured by K-PREP scores..

### Strategy1:

Digital Learning - Increase use of technology in instruction throughout district.

Category: Learning Systems

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Digital Learning Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide staff training in use of digital learning tools in the classroom and ways of promoting digital literacy and digital safety.	Professional Learning	07/01/2014	06/30/2016	\$500 - State Funds	Supervisor of Instruction, Director of Districtwide Services

### Strategy2:

Data Analysis - Train teachers and instructional staff in the various use of the MAP assessment. Analyze student data for the purpose of implementing differentiated instruction.

Category: Learning Systems

# Comprehensive District Improvement Plan

Harlan Independent

Research Cited:

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review KPREP data using KASC materials and school report card during allotted PLC time in order to make instructional decisions for courses.	Professional Learning	11/01/2016	12/30/2016	\$0 - No Funding Required	Principals, Teachers

Activity - MAP Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers and instructional staff in the various uses of the MAP assessment. Analyze student data in PLC's for the purpose of implementing differentiated instruction.	Professional Learning	08/01/2016	06/30/2017	\$6200 - School Council Funds	Supervisor of Instruction, Principals

### Goal 3:

Increase the percentage of students who are college and career ready from 68% to 84% by 2020.

### Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready to 76.6% by 06/30/2017 as measured by Unbridled Learning system.

### Strategy1:

Learning Systems - Promotes equitable access for all students to well-rounded educational experiences (e.g., the arts, health and physical education, career/technical pathways in addition to core academics)

Category: Learning Systems

Research Cited: KDE Delivery Plans

Activity - Alternate Assessment Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for Alternate Assessment Teachers in College Career Readiness Curriculum	Professional Learning	07/01/2016	12/30/2016	\$0 - No Funding Required	Supervisor of Instruction, Director of Special Education, Principals

### Goal 4:

Increase the percentage of effective teachers to 95% and the number of effective principals to 100% by 2020.

### Measurable Objective 1:

collaborate to establish evaluative scores for teachers of 50% accomplished or exemplary and for principals of 100% accomplished or exemplary by 06/01/2017 as measured by performance on the multiple measures of the PGES system.



# Comprehensive District Improvement Plan

Harlan Independent

## Strategy1:

Human Capital Management Plan - Use data to drive district actions to acquire top talent, develop and retain talent over time, place equitably distributed teachers and leaders in key roles in the district and schools to support student learning

Category: Human Capital Management

Research Cited: KDE Next Generation Professionals Delivery Plan

Activity - Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers new to the district will participate in a year long induction program focusing on district procedures and instructional practices.	Recruitment and Retention	08/08/2016	05/31/2017	\$150 - State Funds	Supervisor of Instruction

Activity - Substitute Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop training package for substitutes to communicate school expectations and procedures including student confidentiality.	Professional Learning	08/08/2016	05/31/2017	\$150 - State Funds	Supervisor of Instruction, Superintendent

## Strategy2:

Professional Growth and Effectiveness System - Teacher and principal effectiveness will be evaluated using the multiple measures of the system and results used to guide professional growth leading to increased effectiveness.

Category: Professional Learning & Support

Research Cited: KDE Next Generation Professionals Delivery Plan

Activity - Evaluator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide update training for teacher and principal evaluators and initial training for any new evaluators as needed.	Professional Learning	07/01/2016	12/30/2016	\$0 - No Funding Required	District Certified Evaluation Contact, Superintendent

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training for teachers and other professionals in developing and assessing completion of Student Growth Goals as part of the evaluation system.	Professional Learning	08/01/2016	09/30/2016	\$0 - No Funding Required	Supervisor of Instruction, Principals

## Strategy3:

Professional Learning and Support - Opportunities for professional learning experiences based on the Kentucky Framework for Teaching and the Characteristics of Highly Effective Teaching and Learning will be offered teachers and coordinated with professional growth plans.

Category: Professional Learning & Support

Research Cited: KDE Next Generation Professionals Delivery Plan

# Comprehensive District Improvement Plan

Harlan Independent

Activity - Framework for Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist teachers in identifying and accessing professional learning activities aligned with specific components of the Framework for Teaching to promote individual growth in teaching effectiveness.	Professional Learning	08/08/2016	12/29/2017	\$1200 - State Funds	District Professional Development Coordinator, Principals

## Goal 5:

Increase the graduation rate to 96.9% by 2017.

### Measurable Objective 1:

collaborate to increase the five year cohort graduation rate to 96.9% by 06/30/2017 as measured by Cohort calculation.

### Strategy1:

Integrated Methods of Learning - Teachers engage in professional learning experiences that remove cultural barriers on instruction and learning and result in student persistence to graduation.

Category: Integrated Methods for Learning

Research Cited: KDE Delivery Plans

Activity - Growth Mindset Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning on the nature of a growth mindset for students and ways to incorporate a growth mindset in classrooms.	Professional Learning	07/01/2016	08/31/2016	\$600 - State Funds	Professional Development Coordinator

Activity - Student Engagement Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Professional Learning on Student Engagement and Cognitive Development at all grade levels	Behavioral Support Program	07/25/2016	08/31/2016	\$500 - State Funds	Supervisor of Instruction

## Goal 6:

Reduce all students who are novice in reading and math by 10% by 2017.

### Measurable Objective 1:

collaborate to reduce all novice students by 10% by 2016 in Reading and Math from 20.3% to 18.3% in elementary, from 17.45% to 15.7% in middle school, and from 13.3% to 12% in high school by 06/30/2016 as measured by KPREP and EOC assessments.

### Strategy1:

Integrated Methods of Learning - All stakeholders will become involved in the targeting of students and the delivery of differentiated instruction

Category: Integrated Methods for Learning

# Comprehensive District Improvement Plan

Harlan Independent

Research Cited: KDE Delivery Targets

Activity - Professional Training (teachers)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development training on Total Participation Techniques in order to differentiate and engage students in daily lesson planning	Professional Learning	07/01/2016	05/31/2017	\$500 - State Funds	Supervisor of Instruction

Activity - Math Engagement Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary and Middle School Math Teachers participate in Math Engagement Training offered by PIMSER	Professional Learning	06/01/2016	01/31/2017	\$1200 - State Funds	Professional Development Coordinator

## Goal 7:

Increase both schools scoring proficiency in the Program Review areas of Arts and Humanities and Practical Living and Career Studies.

### Measurable Objective 1:

demonstrate a proficiency in the program review areas of Arts and Humanities and Practical Living and Career Studies by 06/01/2017 as measured by program review rubrics.

### Strategy1:

Program Improvement - Collection and use of data for program improvement/program reviews-Information from the school program review reports in ASSIST will be used to shape district wide initiatives targeting common areas of concern.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Program Review Cadres	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team Leads will attend job-embedded training offered by Southeast Southcentral Cooperative throughout the year	Professional Learning	08/08/2016	06/01/2017	\$0 - No Funding Required	Supervisor of Instruction

Activity - Program Review Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train the program review teams in the new program review process and assure that the process is implemented with fidelity.	Professional Learning	08/08/2016	06/01/2017	\$0 - No Funding Required	Supervisor of Instruction, Superintendent

Activity - Health and PE Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning for Health and PE staff at the Kentucky Association for Health, Physical Education, Recreation and Dance convention.	Professional Learning	11/13/2016	11/15/2016	\$500 - State Funds	Supervisor of Instruction

# Comprehensive District Improvement Plan

Harlan Independent

## Strategy2:

Program Review Curriculum - Teachers will develop and implement standards-based curriculum documents using best practices from CHETL and Assessment for Learning.

Category: Learning Systems

Research Cited: KDE Proficiency Plan

Activity - Arts and Humanities Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the new state standards for arts and development of new scope and sequence documents and align units including global competency integration across the district; enter completed documents into CIITS.	Professional Learning	06/01/2016	05/31/2017	\$0 - No Funding Required	Supervisor of Instruction

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

## Goal 1:

Increase the average combined reading and math K-PREP proficient and distinguished scores for elementary students from 62.8 to 73.5, for middle school students from 69.3 to 78.1, and for high school students from 68.4 to 77.5 by 2019.

## Measurable Objective 1:

collaborate to increase the combined percentage of proficient and distinguished scores in reading and math to 62.8 for elementary, to 69.3 for middle school, and to 68.4 for high school by 06/30/2017 as measured by K-PREP scores.

## Strategy1:

Curriculum Focus - Teachers will develop and implement standards-based curriculum documents using best practices from CHETL and Assessment for Learning.

Category: Learning Systems

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Curriculum Development(General)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in on-going professional learning activities to develop student-friendly learning targets revise curriculum maps, and update units to be congruent with Kentucky Core Academic Standards; documents will be entered into CIITS.	Professional Learning	07/02/2012	12/30/2017	\$0 - No Funding Required	Supervisor of Instruction, Principals

# Comprehensive District Improvement Plan

Harlan Independent

Activity - Formative Assessment Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School math teachers participate in training offered by Southeast Southcentral Cooperative on formative assessments with the math curriculum.	Professional Learning	06/01/2016	08/31/2016	\$0 - No Funding Required	Supervisor of Instruction

## Strategy2:

Continuous Improvement Instructional System (CIITS) - Use CIITS technology to provide access to standards, instructional materials, teacher/student level data, and assessment items.

Category: Learning Systems

Research Cited: KDE Delivery Plans

Activity - CIITS Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coach teachers individually or in professional learning communities on using CIITS effectively as an instructional and professional development tool.	Professional Learning	01/05/2015	06/30/2017	\$0 - No Funding Required	Supervisor of Instruction

## Strategy3:

Integrated Methods for Learning - Teachers engage in professional learning experiences that remove cultural barriers on instruction and learning.

Category: Integrated Methods for Learning

Research Cited: KDE Delivery Plans

Activity - Looking at Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training in the use of Looking at Student Work processes and protocols for teachers and administrators as needed.	Professional Learning	01/05/2015	06/30/2017	\$300 - State Funds	Supervisor of Instruction

Activity - Literacy Project Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect data through observations and student assessments to design and implement a program to improve student language arts skills across the curriculum in collaboration with Southeast South-Central Educational Cooperative.	Professional Learning	12/04/2014	06/30/2017	\$0 - No Funding Required	Supervisor of Instruction

Activity - Literacy Project Continuation Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continual training for Literacy Project participants through the spring of 2017.	Professional Learning	08/10/2015	05/31/2017	\$300 - State Funds	Supervisor of Instruction, Elementary Principal

# Comprehensive District Improvement Plan

Harlan Independent

Activity - Looking at Student Work in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Looking at Student Work process to analyze student work in mathematics within and across schools during Professional Learning Communities	Professional Learning	01/05/2015	05/31/2017	\$0 - No Funding Required	Supervisor of Instruction, Principals

Activity - Looking at Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Looking at Student Work process to analyze student writing within and across schools during Professional Learning communities	Professional Learning	01/05/2015	05/31/2017	\$0 - No Funding Required	Supervisor of Instruction, Principals

### Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished writing scores to 52.4 at the elementary level, to 62.9 at the middle school level, and to 81.4 at the high school level. by 06/30/2017 as measured by the K-PREP.

### Strategy1:

Integrated Methods of Learning - Teachers engage in professional learning experiences that remove cultural barriers on instruction and learning.

Category: Integrated Methods for Learning

Research Cited: KDE Delivery Plans

Activity - On Demand Writing Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language teachers will be trained on techniques and strategies used for on demand writing.	Professional Learning	08/08/2016	05/31/2017	\$300 - State Funds	Supervisor of Instruction

Activity - Looking at Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Looking at Student Work process to analyze student writing within and across schools during PLC time.	Professional Learning	08/08/2016	05/31/2017	\$0 - No Funding Required	Supervisor of Instruction, Principals

### Measurable Objective 3:

collaborate to to achieve these proficiency targets: science 61.2 (high school); social studies 85.7 (elementary level), 87.1 (middle level) and 83.3 (high school) by 06/01/2017 as measured by the K-PREP.

### Strategy1:

Curriculum Development and Alignment - teachers will develop and implement standards-based curriculum documents using best practices from CHETL and Assessment for Learning.

Category: Learning Systems

Research Cited: KDE Next Generation Support Systems Delivery Plan

# Comprehensive District Improvement Plan

Harlan Independent

Activity - NGSS Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning offered by PIMSER to develop the science curriculum and instructional practices with NGSS	Professional Learning	11/01/2016	05/31/2017	\$1000 - State Funds	Supervisor of Instruction

Activity - Science Curriculum Implementaton	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Facilitate an understanding of the Next Generation Science Standards by teachers and the development of new scope and sequence documents; curriculum maps, aligned units for science and global competency integration; completed documents to be entered into CIITS.	Professional Learning	06/03/2013	12/29/2017	\$1000 - Title II Part A	Supervisor of Instruction, Principals

Activity - Social Studies Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support schools in the upcoming alignment of the new social studies standards when released and provide training when necessary	Professional Learning	01/02/2017	12/29/2017	\$0 - No Funding Required	Supervisor of Instruction

Activity - Science Assessment Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for Administrators and teachers, offered by KDE, providing an overview of the Science Assessment System	Professional Learning	01/02/2017	01/31/2017	\$0 - No Funding Required	Supervisor of Instruction

## Goal 2:

Increase the percentage of effective teachers to 95% and the number of effective principals to 100% by 2020.

## Measurable Objective 1:

collaborate to establish evaluative scores for teachers of 50% accomplished or exemplary and for principals of 100% accomplished or exemplary by 06/01/2017 as measured by performance on the multiple measures of the PGES system.

## Strategy1:

Professional Learning and Support - Opportunities for professional learning experiences based on the Kentucky Framework for Teaching and the Characteristics of Highly Effective Teaching and Learning will be offered teachers and coordinated with professional growth plans.

Category: Professional Learning & Support

Research Cited: KDE Next Generation Professionals Delivery Plan

Activity - Framework for Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist teachers in identifying and accessing professional learning activities aligned with specific components of the Framework for Teaching to promote individual growth in teaching effectiveness.	Professional Learning	08/08/2016	12/29/2017	\$1200 - State Funds	District Professional Development Coordinator, Principals

# Comprehensive District Improvement Plan

Harlan Independent

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## Goal 3:

Increase the graduation rate to 96.9% by 2017.

### Measurable Objective 1:

collaborate to increase the five year cohort graduation rate to 96.9% by 06/30/2017 as measured by Cohort calculation.

### Strategy1:

Integrated Methods of Learning - Teachers engage in professional learning experiences that remove cultural barriers on instruction and learning and result in student persistence to graduation.

Category: Integrated Methods for Learning

Research Cited: KDE Delivery Plans

Activity - Growth Mindset Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning on the nature of a growth mindset for students and ways to incorporate a growth mindset in classrooms.	Professional Learning	07/01/2016	08/31/2016	\$600 - State Funds	Professional Development Coordinator

## Goal 4:

Reduce all students who are novice in reading and math by 10% by 2017.

### Measurable Objective 1:

collaborate to reduce all novice students by 10% by 2016 in Reading and Math from 20.3% to 18.3% in elementary, from 17.45% to 15.7% in middle school, and from 13.3% to 12% in high school by 06/30/2016 as measured by KPREP and EOC assessments.

### Strategy1:

Integrated Methods of Learning - All stakeholders will become involved in the targeting of students and the delivery of differentiated instruction

Category: Integrated Methods for Learning

Research Cited: KDE Delivery Targets

Activity - Math Engagement Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary and Middle School Math Teachers participate in Math Engagement Training offered by PIMSER	Professional Learning	06/01/2016	01/31/2017	\$1200 - State Funds	Professional Development Coordinator



# Comprehensive District Improvement Plan

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Activity - Professional Training (teachers)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development training on Total Participation Techniques in order to differentiate and engage students in daily lesson planning	Professional Learning	07/01/2016	05/31/2017	\$500 - State Funds	Supervisor of Instruction

## Goal 5:

Increase both schools scoring proficiency in the Program Review areas of Arts and Humanities and Practical Living and Career Studies.

## Measurable Objective 1:

demonstrate a proficiency in the program review areas of Arts and Humanities and Practical Living and Career Studies by 06/01/2017 as measured by program review rubrics.

## Strategy1:

Program Review Curriculum - Teachers will develop and implement standards-based curriculum documents using best practices from CHETL and Assessment for Learning.

Category: Learning Systems

Research Cited: KDE Proficiency Plan

Activity - Arts and Humanities Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the new state standards for arts and development of new scope and sequence documents and align units including global competency integration across the district; enter completed documents into CIITS.	Professional Learning	06/01/2016	05/31/2017	\$0 - No Funding Required	Supervisor of Instruction

## Strategy2:

Program Improvement - Collection and use of data for program improvement/program reviews-Information from the school program review reports in ASSIST will be used to shape district wide initiatives targeting common areas of concern.

Category: Continuous Improvement

Research Cited: KDE Proficiency Delivery Plan

Activity - Health and PE Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning for Health and PE staff at the Kentucky Association for Health, Physical Education, Recreation and Dance convention.	Professional Learning	11/13/2016	11/15/2016	\$500 - State Funds	Supervisor of Instruction

Activity - Program Review Cadres	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team Leads will attend job-embedded training offered by Southeast Southcentral Cooperative throughout the year	Professional Learning	08/08/2016	06/01/2017	\$0 - No Funding Required	Supervisor of Instruction

# Comprehensive District Improvement Plan

Harlan Independent

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Activity - Program Review Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train the program review teams in the new program review process and assure that the process is implemented with fidelity.	Professional Learning	08/08/2016	06/01/2017	\$0 - No Funding Required	Supervisor of Instruction, Superintendent

# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

## **Description of the School System**

**Describe the school system'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 system serves?**

Harlan Independent School District was established in 1911, and is located in the Appalachian region of Kentucky on the Virginia border. It serves students from the city of Harlan and environs and operates three schools: Sunshine School (preschool), Harlan Elementary School (K-4), and Harlan High School (5-12). As of December 1, 2016, the district had an enrollment of 824 students of whom ninety percent are white, four percent are black, three percent are two or more races, two percent are Hispanic/Latino, and two percent are Asian. Sixty-four percent of students are eligible for the Federal free and reduced price lunch program.

The ongoing problem of generational poverty and under-education continues to be an issue for Harlan and Harlan County; however recent economic trends are creating a whole new group of families who are experiencing situational poverty as a result of the recent loss of well-paying jobs in the mining industry. Harlan County currently leads the state in unemployment. These families are being forced to leave the area in order to find employment, causing a decrease in our enrollment and subsequent loss of funding to HISD.

HISD has responded to dwindling resources by realigning staffing patterns throughout the district. Despite the setbacks, our district has been recognized as a top district academically in the state of Kentucky. For the first time in school history, all schools were recognized as Distinguished Schools. Both the elementary and middle school were named Schools of Distinction and its high school has been recognized for the past nine years as one of America's best high schools by U.S. News.

## System's Purpose

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

### OUR VISION

To become and continue to be a distinguished district with distinguished schools as measured by the Unbridled Learning accountability system.

### OUR MISSION

It is the mission of Harlan Independent Schools to join in partnership with our families and the community to ensure that our students are prepared to compete successfully in the workplace and in life. Together, we pledge to give them roots, by helping them value themselves and the lessons of their personal and collective history, and wings, by helping them to understand the importance of setting personal goals and accepting responsibility for their words and actions. We seek to prepare resilient, informed students who have problem-solving skills, a sense of purpose, good character, social competence, and an appreciation for life and learning, thus empowering them to meet the challenges of a changing society.

### WHAT WE BELIEVE

As a school community, we believe that education is the future of our community. Education is the responsibility of the entire community and is a reflection of its pride and values. It is a lifelong journey that enriches our lives and prepares us for life beyond earning a living. We believe that the family must be involved in a child's education in order to achieve success. Parents are a child's first teacher and, at heart, want what is best for their child. We must help parents overcome barriers, such as their own negative past school experiences and distractions such as television that may hinder their child's school achievement. Parents must accept responsibility for their vital role in the success of their child. They must have high expectations of their children and convey their expectations to their children.

--We believe that learning is the right of every child in our schools and that children must be active participants in their education. Because learning is a lifelong endeavor that requires us to grow until death, we believe that learning how to learn is the core of one's education. We believe that children should be supported and loved as they develop. They must learn personal responsibility and self-discipline as well as moral values and ethics in order to be successful in our schools and our democratic society. Children should respect others and be respected in return.

--Finally, we believe that schools should have high expectations and set high academic, moral, and behavioral standards. We believe that all children may not develop at the same rate or learn the same things in the same way, but all children can learn. Our schools must challenge all students by providing an appropriate curriculum that prepares them for their future career goals and reflects real life. Our schools must be the centerpiece of our community - a welcoming place for all.

## Notable Achievements and Areas of Improvement

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

The Harlan Independent School District has a rich history of success and is the source of great pride for the community, faculty, students, and alumni. While the district has enjoyed both academic and athletic success for many years, Harlan Independent has established itself as a leader in the region and state over the past fifteen years. Despite declining state and federal resources, HISD has continued to help students reach higher levels of academic achievement and sends more students to college at a higher rate than any other time in the district's storied history.

In the past several years, the Harlan Independent School District has ranked in the top of all school districts on state accountability measures. Through the dedicated work of staff and high expectations of school leaders our students routinely receive top scores in multiple areas. For the first time in school history, all three schools and the District received the Distinguished classification. The Elementary and Middle School was recognized with the top classification--School of Distinction. Harlan High School was named a 2016 Silver Medalist in U.S. and World News Report's annual ranking of high schools. This is the ninth year in a row the high school has been recognized. Harlan Middle School and Harlan High School maintain their credibility through the Southern Association of Colleges and Schools on Accreditation and School Improvement (SACS CASI).

The Bluegrass Institute has ranked Harlan Independent as the second most financial efficient school district in the Commonwealth.

On the 2016 Unbridled Learning Accountability report,

- the District achieved an overall score of 76.2, which earned it the classification of a Distinguished district
- the Elementary achieved an overall score of 82.8, which earned it the School of Distinction/High Progress School classification
- the Middle School achieved an overall score of 76.5, which earned it the classification of Distinguished/Progressing--School of Distinction
- the High School achieved an overall score of 76.5, which earned it the classification Distinguished for the fourth year in a row

The district vision for the next three years is to: -

- Assist Harlan Elementary, Harlan Middle and Harlan High School in maintaining a classification of Distinguished by increasing the proficiency level of all students, including the non-duplicated gap group, in all assessed areas and by increasing the quality of programs subject to Program Review.
- Decrease the achievement gap by becoming more flexible in adapting to meet the needs of all students, by developing a deeper understanding of our students and their needs, by increasing the level of student intellectual engagement in and ownership of learning, and by teaching in a way that leads students to be strategic learners
- Meet or exceed our state established targets for College and Career Readiness and for Graduation Rate at Harlan High School.

## **Additional Information**

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

Members of the 2016-2017 Comprehensive District Improvement Planning Team:

Charles D. Morton, Superintendent

Jennifer Parsons, Director of District Wide Services; Team Facilitator

Shannon Lawson, Director of Special Education

Emily Clem, Director of Student Services

Debby Howard, FRYSC Coordinator

Vickie Anderson, Principal, Harlan Elementary School

Jennifer B. Morton, Teacher, Harlan Elementary School

Lisa Dixon, Teacher, Harlan Elementary School

Britt Lawson, Principal, Harlan High School

LeAnne Huff, Assistant Principal, Harlan High School

Tracie Luttrell, Teacher, Harlan High School, Grades 9-12

Mandy Longworth, Teacher, Harlan High School, Grades 5-8

Jennifer Brock, Teacher, Sunshine School

Ginger Parks, Parent

Joanna Amburgey, Parent

Seth Carmical, Parent