



# **Comprehensive School Improvement Plan**

**Harlan High School**  
**Harlan Independent**

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## **Introduction**

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

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

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

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## **Introduction**

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

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

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

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

**Equitable Access to Effective Educators - School**

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

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

We are almost 60% Free and Reduced lunch.

TELL results show 86% teacher leadership in our building.

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

Our largest barrier is the continued increase in free and reduced lunch. Our community has seen a rapid increase in job loss resulting in an increase in the poverty level.

we also have the largest number of teachers with 1-3 years experience in the district.

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



# Comprehensive School Improvement Plan

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

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

OR

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

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

## Goal 1:

Increase the average freshman graduation rate from 89.5% to 97% by 2017.

## Measurable Objective 1:

collaborate to increase the four year adjusted cohort graduation rate to from 89.5% to 97% by 07/30/2017 as measured by four year cohort calculation.

## Strategy1:

Collection and use of data: Persistence to Graduation - Identify students at risk of dropping out or not graduating on time; promote the desire to persevere and receive a diploma.

Category:

Research Cited: KDE College and Career Readiness Delivery Plan

Activity - Identify At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use local screening measures to identify students at risk of dropping out or of not graduating on time.	Academic Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Counselors, Principal, SIT Teams

## Strategy2:

Learning Systems - Equitable access to well-rounded educational experiences provided to students; assessment used to effectively monitor and adjust services in response to students' demonstrated learning , regularly guiding students toward their next goals/targets.

Category: Learning Systems

Research Cited: KDE Delivery Plans

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Activity - Student Engagement Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide professional learning on the nature of student engagement and ways to foster it.	Academic Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

**Goal 2:**  
Increase the average combined reading and math K-PREP proficient and distinguished scores of middle school students from 57% in to 68.4% by 2017 and of high schools students from 54.6% to 68.4% by 2017.

**Measurable Objective 1:**  
collaborate to increase the percentage of proficient and distinguished writing scores to 59.3 in middle school and 81.4 in high school by 06/01/2017 as measured by the K-PREP.

**Strategy1:**  
Literacy Initiative - Increase teacher knowledge of research-based practices in adolescent literacy instruction.  
Category:  
Research Cited: KDE Proficiency Delivery Plan

Activity - Looking at Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage teachers in regularly scheduled "Looking at Student Work" sessions to review student writing across grade levels for quality and to identify instructional concerns.	Academic Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction,

**Measurable Objective 2:**  
collaborate to increase the percentage of students scoring Proficient and Distinguished in science to 61.2 at the high school level by 06/01/2017 as measured by the state accountability assessment..

**Strategy1:**  
Curriculum, Assessment, and Alignment - Assure that instruction is based upon a curriculum aligned with the KCAS and that instructional activities and assessments are congruent with the standards and delivered using the principles of Assessment of Learning and CHETL.  
Category:  
Research Cited: KDE Proficiency Delivery Plan

Activity - Science Scope and Sequence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to deconstruct the Next Generation Science Standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter into CIITS.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Supervisor of Instruction; Principal; Science Teachers

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Activity - Inquiry Infusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science and social studies teachers will participate in professional learning experiences focused on infusing inquiry into science, mathematics, and social studies classes.	Professional Learning	01/03/2017	12/30/2017	\$500 - State Funds	Principal, Supervisor of Instruction

Activity - Social Studies Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers deconstruct the new social studies standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter curriculum into CIITS.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

Activity - Looking at Student Work Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training in the procedures and protocols of Looking at Student Work for administrators and teachers as needed.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Supervisor of Instruction, Principal

### Measurable Objective 3:

collaborate to have at least 91.5% of students at all assessed levels attain proficiency in social studies by 06/01/2017 as measured by the state accountability assessment..

### Strategy1:

Curriculum, Assessment, and Alignment - Assure that instruction is based upon a curriculum aligned with the KCAS and that instructional activities and assessments are congruent with the standards and delivered using the principles of Assessment of Learning and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Science Scope and Sequence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to deconstruct the Next Generation Science Standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter into CIITS.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Supervisor of Instruction; Principal; Science Teachers

Activity - Looking at Student Work Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training in the procedures and protocols of Looking at Student Work for administrators and teachers as needed.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Supervisor of Instruction, Principal

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Activity - Social Studies Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers deconstruct the new social studies standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter curriculum into CIITS.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

## Measurable Objective 4:

collaborate to increase the combined percentage of reading and math proficient and distinguished scores in middle school to 68.4 and in high school to 68.4 by 06/01/2017 as measured by K-PREP scores.

## Strategy1:

Curriculum, Assessment, and Alignment - Assure that instruction is based upon a curriculum aligned with the KCAS and that instructional activities and assessments are congruent with the standards and delivered using the principles of Assessment of Learning and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Science Scope and Sequence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to deconstruct the Next Generation Science Standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter into CIITS.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Supervisor of Instruction; Principal; Science Teachers

Activity - Social Studies Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers deconstruct the new social studies standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter curriculum into CIITS.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

Activity - Inquiry Infusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science and social studies teachers will participate in professional learning experiences focused on infusing inquiry into science, mathematics, and social studies classes.	Professional Learning	01/03/2017	12/30/2017	\$500 - State Funds	Principal, Supervisor of Instruction

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Activity - Looking at Student Work Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training in the procedures and protocols of Looking at Student Work for administrators and teachers as needed.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Supervisor of Instruction, Principal

## Strategy2:

Math Initiative - Increase teacher knowledge and understanding of research-based math instructional practices and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Looking at Student Work in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage teachers in regularly scheduled "Looking at Student Work" sessions to review student work in math across grade levels for quality and to identify instructional concerns.	Academic Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

## Goal 3:

At least 95% of the teachers at Harlan High School will be rated as effective under the Professional Growth and Effectiveness System by 2020.

## Measurable Objective 1:

collaborate to establish a baseline score for teachers of 50% accomplished or exemplary by 06/05/2017 as measured by PGES.

## Strategy1:

Human Capital Management Plan - uses data to drive school actions to acquire top talent, develop and retain talent over time, place equitably distributed teachers and leaders in key roles in the school to support student learning all shaped by data from the Professional Growth and Effectiveness System.

Category:

Research Cited: KDE Next Generation Professionals Delivery Plan

Activity - Highly Qualified Professionals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interview and employ only those applicants for teaching and paraprofessional positions within the school who meet the Federal guidelines to be highly qualified.	Recruitment and Retention	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, School Council

Activity - Staff Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the district to advertise positions widely within the state and region.	Recruitment and Retention	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal



# **Phase I - The Missing Piece**

## **Introduction**

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



## Stakeholders

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

Britt Lawson- Principal

Leanne Huff- Assistant Principal

Melissa Howard- Teacher

Hope Jackson-Teacher

Megan Freyer- Teacher

Rebecca Wynn - Teacher

Tracie Luttrell- Teacher

Amy King- Teacher

Cathy Thomas - Teacher

Rose Woodard - Classified

Shelby Wilson - Parent

Jeanne Barnes - Parent

**Relationship Building**

Overall Rating: 2.71

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

**Communications**

Overall Rating: 2.71

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

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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

**Decision Making**

Overall Rating: 2.57

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

**Advocacy**

Overall Rating: 2.83

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

Overall Rating: 2.17

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice



## Community Partnerships

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

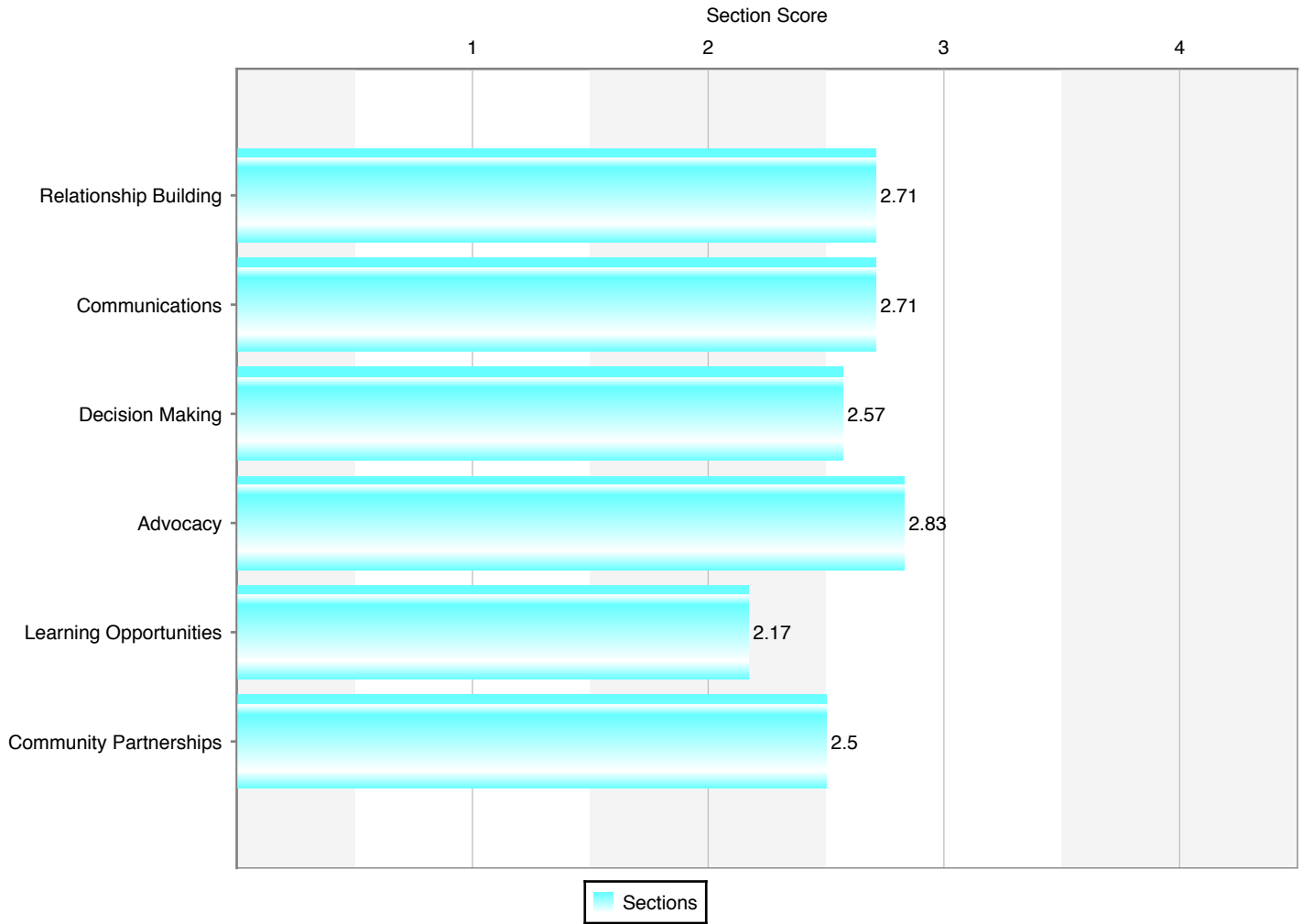
## **Reflection**

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

The Missing Piece diagnostic is truly eye-opening. We found several weaknesses that we feel need addressed. There were several areas that we had previously thought we were doing a good job, that we now realize need work. We feel our strength revolved around our community being a small, close-knit family type community which allows everyone to feel they have a sense of ownership. We realize that we must do more to reach out to every parent. We also want to restructure our conference time to be more student led. By doing this, we feel that we will be able to cultivate better relationships that will grow into partnerships. We also need to sure up some policies concerning things that happen, but aren't necessarily monitored.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Staff members are selected according to grade level and department. This is done on a rotating basis so that all members have an opportunity to serve on the CSIP committee. Parents are selected on a voluntary basis. We encourage all parents to come be a part of the committee, but unfortunately we have few that take us up on the offer.

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

Britt Lawson- Principal

Leanne Huff- Assistant Principal (Middle School)

Melissa Howard- Teacher (Middle School)

Hope Jackson-Teacher (Middle School)

Megan Freyer- Teacher (Middle School)

Rebecca Wynn - Teacher (High School)

Tracie Luttrell- Teacher (High School)

Amy King- Teacher (Middle School)

Cathy Thomas - Teacher (High School)

Shelby Wilson - Parent/community business owner

Jeanne Barnes - Parent

Rose Woodard - Classified staff

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

The plan will be approved by the SBDM council and then distributed to staff as well as placed on the district website.

# **Phase I - Needs Assessment**

## **Introduction**

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



## Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

Our 2016 Unbridled Learning accountability data shows:

1. At the middle school level, the school did meet AMO and the performance rating increased from proficient to distinguished and we were awarded the classification of School of Distinction.
2. At the high school level, the school did not meet AMO and did not meet graduation rate. The school maintained its performance of distinguished.
3. The combined percentage of students proficient in reading and math was 57.0 (MS) and 54.6 (HS). The scores showed an increase in the MS and decrease in the HS over 2014. Girls still seem to be outperforming boys in many areas, but not in every area as has been the trend.
4. The cohort graduation rate was 89.5%.
5. ACT scores increased slightly this year.
6. The percentage of students making typical growth in 2015 was 67.3% (MS) and 59.6% (HS). Both schools showed an increase in our growth during 2015.
7. 80.5% of fifth grade students were proficient or distinguished in social studies; 83.9% eighth grade; 91.9% high school.
8. 36.2% of middle school students tested were at the proficient level in writing and 73.1% of high school. 45.2% of middle school students and 78.6% of high school students were proficient in language mechanics.

The data indicates relative strengths in social studies and high school writing. The four year graduation rate is in need of improvement. Being in a small district 1 or 2 students fluctuate the data and over-dramatize the severity of the situation. The data shows a need for improvement in reaching proficiency in middle school writing, in math, and in high school math and science. We must continue to grow our students. The gap rate also needs improvement.

On the 2015 TELL Kentucky survey, it is evident that many of the areas of concern in 2013 have been addressed. There were significant increases in areas of concern from 2013. For example, in 2013 39.3% agreed that teachers had time available to collaborate with colleagues. This number rose to 71% who now agree. There were also huge gains in the area of professional development.

The biggest drop was in Q6.5 Teachers have an appropriate level of influence on decision making in this school. This fell from 73.1% to 59.4%.

There was an overall increase in the amount of teachers who felt Harlan was an overall good place to work

## **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?**

The overall accountability rating for Harlan High School Grades 9-12 was 76.5 which translates into the 90th percentile and a performance classification of Distinguished.

The overall accountability rating for Harlan Middle School Grades 5- 8 was 74 which translates into the 95th percentile and a performance classification of Distinguished School of Distinction.

High School Writing, and Middle and High School Social Studies are areas of strength with significant majorities of students having reached proficiency in each area.

Overall the 2015 TELL Kentucky survey results show a high degree of satisfaction with conditions at the school

## **Opportunities for Improvement**

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

Major areas for improvement include:

\*continued improvement of performance in the middle grades in reading, math, language mechanics, and writing

\*continued improvement of performance on the End of Course assessments in Algebra II and Biology

\*closing the achievement gap in all areas

\*increasing the percentage of students meeting the CPE benchmarks to be college ready and increasing the percentage of students taking course work to prepare them to qualify as career ready

\*overall improvement for both MS and HS scores

\*continued improvement on ACT

\*meeting the target for graduation rate each year

## **Conclusion**

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

Our next steps will be to make sure that everyone is aware of the contents of the plan and that activities are implemented with fidelity and in a timely manner.

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

## **Overview**

### **Plan Name**

2016-2017 Plan for Comprehensive School Improvement Plan

### **Plan Description**

## Comprehensive School Improvement Plan

Harlan High School

### Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college and career ready from 80.6% to 84% by 2020.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$34349
2	Increase the average freshman graduation rate from 89.5% to 97% by 2017.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$11850
3	Increase the average combined reading and math K-PREP proficient and distinguished scores of middle school students from 57% in to 68.4% by 2017 and of high schools students from 54.6% to 68.4% by 2017.	Objectives: 5 Strategies: 4 Activities: 14	Organizational	\$1250
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in the middle school from 49.3% to 67.6% by 2017 and in the high school from 50.5% to 60.8% by 2017..	Objectives: 1 Strategies: 4 Activities: 16	Organizational	\$121051
5	At least 95% of the teachers at Harlan High School will be rated as effective under the Professional Growth and Effectiveness System by 2020.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$800
6	Not Applicable Response - this status does not apply to our school	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Reduce all students who are novice in reading and math by 10% by 2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1915

## Goal 1: Increase the percentage of students who are college and career ready from 80.6% to 84% by 2020.

### Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 80.6% to 84% by 06/30/2017 as measured by Unbridled Learning system.

### Strategy 1:

College and Career Advising - Assist students in becoming informed about career choices and requirements.

Category:

Research Cited: KDE Delivery Plans

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in Operation Preparation in an effort to inform students about career interests	Career Preparation/Orientation	01/03/2017	12/30/2017	\$0	No Funding Required	Guidance Counselor

Activity - Financial Aid Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold a financial aid workshop for students and parents.	Parent Involvement	01/03/2017	12/30/2017	\$0	No Funding Required	Counselor

Activity - Reality Store	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with the Community Extension Service 4-H program to provide a reality store experience for ninth grade students.	Career Preparation/Orientation	01/03/2017	12/30/2017	\$0	No Funding Required	FRYSC Coordinator, Counselor

### Strategy 2:

Acceleration - Provide opportunities for students to take dual credit courses.

Category:

Research Cited: KDE Proficiency Plans

Activity - College agreements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue Memorandums of Agreement with colleges to provide dual credit opportunities for students.	Policy and Process	08/09/2016	06/30/2017	\$0	No Funding Required	Principal



## Comprehensive School Improvement Plan

Harlan High School

Activity - Dual Credit Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer dual credit courses including College Algebra, and Public Speaking, or Psychology,	Career Preparation/Orientation	08/09/2016	06/30/2017	\$5000	School Council Funds	Principal
Activity - Math Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Algebra I course for eighth graders who are high performing students in math.	Academic Support Program	08/09/2016	06/30/2017	\$7000	Title VI	Principal, Supervisor of Instruction

### Strategy 3:

Targeted Interventions - Monitor student progress in meeting college readiness benchmarks and provide interventions for those falling below the benchmarks.

Category:

Research Cited: KDE Delivery Plans

Activity - Math and Language Arts Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide intervention courses for students who have not met benchmarks as per state regulations including College and Career Ready Math, Math Concepts, and Reading 10 including programs such as USA Test Prep, Kaplan Advantage, Carnegie Math.	Academic Support Program	08/09/2016	06/30/2017	\$22349	Title VI, Title I Part A	Principal

## Goal 2: Increase the average freshman graduation rate from 89.5% to 97% by 2017.

### Measurable Objective 1:

collaborate to increase the four year adjusted cohort graduation rate to from 89.5% to 97% by 07/30/2017 as measured by four year cohort calculation.

### Strategy 1:

College and Career Advising - Assist students in selecting appropriate courses to make them college and career ready and in monitoring their progress towards graduation.

Category:

Research Cited: KDE Delivery Plans

Activity - Teacher Role in ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and assist counselors in developing, monitoring and implementing the student ILP.	Career Preparation/Orientation	01/03/2017	12/30/2017	\$0	No Funding Required	Guidance Counselor, Teachers

## Comprehensive School Improvement Plan

Harlan High School

Activity - Registration for Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to assure that students understand how to select high school courses appropriate to their longterm plans, and also understand college and to posthigh school CTE program admissions requirements, and that involve teachers in sharing information about courses they teach with students prior to registration	Academic Support Program	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, Counselor

### Strategy 2:

Learning Systems - Equitable access to well-rounded educational experiences provided to students; assessment used to effectively monitor and adjust services in response to students' demonstrated learning , regularly guiding students toward their next goals/targets.

Category: Learning Systems

Research Cited: KDE Delivery Plans

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide e-learning courses to permit students to recover credits and stay on track for graduation.	Academic Support Program	08/09/2016	06/30/2017	\$9000	State Funds, IDEA	Principal, Guidance Counselor

Activity - Mentoring At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIT Team meets and works with at-risk students.	Behavioral Support Program	01/03/2017	12/30/2017	\$0	No Funding Required	Counselors, SIT team

Activity - Summer School for Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide summer school for students needing credit recovery in Grades 5-12	Academic Support Program	05/15/2017	07/31/2017	\$2500	State Funds	Principal, Counselor

Activity - Student Engagement Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide professional learning on the nature of student engagement and ways to foster it.	Academic Support Program	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, Supervisor of Instruction

### Strategy 3:

Collection and use of data: Persistence to Graduation - Identify students at risk of dropping out or not graduating on time; promote the desire to persevere and receive a diploma.

Category:

Research Cited: KDE College and Career Readiness Delivery Plan

SY 2016-2017

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## Comprehensive School Improvement Plan

Harlan High School

Activity - Identify At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use local screening measures to identify students at risk of dropping out or of not graduating on time.	Academic Support Program	01/03/2017	12/30/2017	\$0	No Funding Required	Counselors, Principal, SIT Teams
Activity - Fifth Grade Jump Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a half day "jump start" experience prior to the opening of school for fifth grade students and their parents to orient them to middle school and explain expectations.	Academic Support Program	07/03/2017	08/11/2017	\$350	State Funds	Counselors, Principal, Fifth Grade Teachers
Activity - Freshman Orientation Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a freshman orientation night for entering ninth grade students and their parents to introduce teachers and course expectations, extracurricular opportunities, school rules, and other useful information for a successful high school experience.	Academic Support Program	07/03/2017	08/11/2017	\$0	No Funding Required	Principal, Counselor, Ninth Grade Teachers

## Goal 3: Increase the average combined reading and math K-PREP proficient and distinguished scores of middle school students from 57% in to 68.4% by 2017 and of high schools students from 54.6% to 68.4% by 2017.

### Measurable Objective 1:

collaborate to increase the combined percentage of reading and math proficient and distinguished scores in middle school to 68.4 and in high school to 68.4 by 06/01/2017 as measured by K-PREP scores.

### (shared) Strategy 1:

Curriculum, Assessment, and Alignment - Assure that instruction is based upon a curriculum aligned with the KCAS and that instructional activities and assessments are congruent with the standards and delivered using the principles of Assessment of Learning and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Social Studies Curriculum Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers deconstruct the new social studies standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter curriculum into CIITS.	Professional Learning	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, Supervisor of Instruction

## Comprehensive School Improvement Plan

Harlan High School

Activity - Inquiry Infusion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and social studies teachers will participate in professional learning experiences focused on infusing inquiry into science, mathematics, and social studies classes.	Professional Learning	01/03/2017	12/30/2017	\$500	State Funds	Principal, Supervisor of Instruction
Activity - Looking at Student Work Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue training in the procedures and protocols of Looking at Student Work for administrators and teachers as needed.	Professional Learning	01/03/2017	12/30/2017	\$0	No Funding Required	Supervisor of Instruction, Principal
Activity - Science Scope and Sequence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to deconstruct the Next Generation Science Standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter into CIITS.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Supervisor of Instruction; Principal; Science Teachers

### (shared) Strategy 2:

Literacy Initiative - Increase teacher knowledge of research-based practices in adolescent literacy instruction.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Writing across Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for English teachers to share ideas and information about writing instruction with teachers in other content areas to promote writing across the curriculum.	Professional Learning	01/03/2017	12/30/2017	\$0	No Funding Required	Principal
Activity - Looking at Student Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage teachers in regularly scheduled "Looking at Student Work" sessions to review student writing across grade levels for quality and to identify instructional concerns.	Academic Support Program	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, Supervisor of Instruction,

### Strategy 3:

Math Initiative - Increase teacher knowledge and understanding of research-based math instructional practices and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan

## Comprehensive School Improvement Plan

Harlan High School

Activity - Looking at Student Work in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage teachers in regularly scheduled "Looking at Student Work" sessions to review student work in math across grade levels for quality and to identify instructional concerns.	Academic Support Program	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, Supervisor of Instruction
Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize benchmark assessment items from MAP testing to assess student performance levels and analyze data in PLC's for implementation of differentiated instruction.	Academic Support Program	08/09/2016	12/30/2017	\$0	No Funding Required	Principal
Activity - Math Common Core Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning opportunities for math teachers linked to the Common Core math standards and math practices.	Professional Learning	01/03/2017	12/30/2017	\$750	State Funds	Principal, Supervisor of Instruction

### Measurable Objective 2:

demonstrate a proficiency in all program review areas (arts and humanities, practical living and career studies, writing) by achieving a score of at least 8.0 in each area by 06/01/2016 as measured by the program review rubrics in ASSIST.

### Strategy 1:

Collection and use of data for program improvement/program reviews - Information from the program review reports in ASSIST will be used to shape improvement in program review areas

Category: Learning Systems

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete program reviews in arts and humanities, practical living/career studies, world languages/global competency, and writing in accordance with district and state guidelines.	Policy and Process	08/09/2016	06/30/2017	\$0	No Funding Required	Principal, Program Review Team
Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Coordinated School Health Committee will meet regularly to collect and analyze data to update the school wellness plan and provide guidance for the physical education and health education programs	Behavioral Support Program	01/03/2017	12/30/2017	\$0	No Funding Required	Director of Pupil Personnel
Activity - Individual Fitness Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Harlan High School

Work with students to develop individual fitness plans during physical education and health classes.	Behavioral Support Program	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, Health and Physical Education teachers
<b>Activity - Fitness Fair</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Collaborate with the Harlan Appalachian Regional Hospital to conduct annual Fitness Fairs for middle school students.	Behavioral Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	District Health Coordinator, FRYSC Director
<b>Activity - World Language/Global Competency Program Review</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Develop a school level plan as part of a larger district plan for assuring that students have the opportunity to develop proficiency in at least one world language and for assuring integration of global competencies into the curriculum.	Policy and Process	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, Supervisor of Instruction
<p><b>Measurable Objective 3:</b> collaborate to increase the percentage of proficient and distinguished writing scores to 59.3 in middle school and 81.4 in high school by 06/01/2017 as measured by the K-PREP.</p> <p><b>(shared) Strategy 1:</b> Literacy Initiative - Increase teacher knowledge of research-based practices in adolescent literacy instruction.</p> <p>Category: Research Cited: KDE Proficiency Delivery Plan</p>						
<b>Activity - Writing across Areas</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide opportunities for English teachers to share ideas and information about writing instruction with teachers in other content areas to promote writing across the curriculum.	Professional Learning	01/03/2017	12/30/2017	\$0	No Funding Required	Principal
<b>Activity - Looking at Student Writing</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Engage teachers in regularly scheduled "Looking at Student Work" sessions to review student writing across grade levels for quality and to identify instructional concerns.	Academic Support Program	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, Supervisor of Instruction,
<p><b>Measurable Objective 4:</b> collaborate to increase the percentage of students scoring Proficient and Distinguished in science to 61.2 at the high school level by 06/01/2017 as measured by the state accountability assessment.</p>						

## Comprehensive School Improvement Plan

Harlan High School

### (shared) Strategy 1:

Curriculum, Assessment, and Alignment - Assure that instruction is based upon a curriculum aligned with the KCAS and that instructional activities and assessments are congruent with the standards and delivered using the principles of Assessment of Learning and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Social Studies Curriculum Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers deconstruct the new social studies standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter curriculum into CIITS.	Professional Learning	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, Supervisor of Instruction

Activity - Inquiry Infusion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and social studies teachers will participate in professional learning experiences focused on infusing inquiry into science, mathematics, and social studies classes.	Professional Learning	01/03/2017	12/30/2017	\$500	State Funds	Principal, Supervisor of Instruction

Activity - Looking at Student Work Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue training in the procedures and protocols of Looking at Student Work for administrators and teachers as needed.	Professional Learning	01/03/2017	12/30/2017	\$0	No Funding Required	Supervisor of Instruction, Principal

Activity - Science Scope and Sequence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to deconstruct the Next Generation Science Standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter into CIITS.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Supervisor of Instruction; Principal; Science Teachers

### Measurable Objective 5:

collaborate to have at least 91.5% of students at all assessed levels attain proficiency in social studies by 06/01/2017 as measured by the state accountability assessment.

### (shared) Strategy 1:

Curriculum, Assessment, and Alignment - Assure that instruction is based upon a curriculum aligned with the KCAS and that instructional activities and assessments are congruent with the standards and delivered using the principles of Assessment of Learning and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan

**Comprehensive School Improvement Plan**

Harlan High School

Activity - Social Studies Curriculum Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers deconstruct the new social studies standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter curriculum into CIITS.	Professional Learning	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, Supervisor of Instruction
<b>Activity - Inquiry Infusion</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Science and social studies teachers will participate in professional learning experiences focused on infusing inquiry into science, mathematics, and social studies classes.	Professional Learning	01/03/2017	12/30/2017	\$500	State Funds	Principal, Supervisor of Instruction
<b>Activity - Looking at Student Work Process</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Continue training in the procedures and protocols of Looking at Student Work for administrators and teachers as needed.	Professional Learning	01/03/2017	12/30/2017	\$0	No Funding Required	Supervisor of Instruction, Principal
<b>Activity - Science Scope and Sequence</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Continue to deconstruct the Next Generation Science Standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter into CIITS.	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Supervisor of Instruction; Principal; Science Teachers

**Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in the middle school from 49.3% to 67.6% by 2017 and in the high school from 50.5% to 60.8% by 2017..**

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for students in the non-duplicated gap group in the middle school to 65.3% and in the high school to 56.7% by 06/01/2017 as measured by K-PREP scores.

**Strategy 1:**

Best Practices - Utilizes identified best practices and strategies effective in closing achievement gaps and improving student outcomes.

Category: Continuous Improvement

Research Cited: KDE Next Generation Support Systems Delivery Plan



## Comprehensive School Improvement Plan

Harlan High School

Activity - Smooth Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule time at the start of the school year for middle school teachers to confer with teachers from the previous grade (including fourth) and with the teachers of the next grade (including ninth) to discuss student background and needs to effect a smooth transition from grade to grade.	Academic Support Program	08/01/2016	08/31/2017	\$0	No Funding Required	Principal, counselors
<b>Activity - Parent-Teacher Conference Days</b>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct two parent-teacher conference days during the school year, one per semester.	Parent Involvement	09/01/2016	06/01/2017	\$0	No Funding Required	Principal
<b>Activity - Title I Annual Meeting</b>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold an annual meeting for parents as required by Title I to explain the Schoolwide Project, the ways parent can be involved, curriculum, and school and student assessment results.	Parent Involvement	09/01/2017	11/01/2017	\$0	No Funding Required	Principal, District Title I Coordinator
<b>Activity - Child Development for Parents</b>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with Prevent Child Abuse Kentucky and the FRYSC to provide parents the opportunity for training in child development birth through twelfth grade.	Parent Involvement	01/03/2017	12/30/2017	\$0	No Funding Required	FRYSC coordinator, FRYSC parent educator

### Strategy 2:

Consolidated Planning and Improvement - Use data analysis and planning to better understand, target, and meet the unique needs of student population groups to close achievement gaps

Category: Continuous Improvement

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - CSIP Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Form and train a Comprehensive School Improvement planning team to include certified and classified staff members and parents to develop and update the CSIP for the school.	Policy and Process	08/09/2016	12/30/2017	\$0	No Funding Required	Principal, Supervisor of Instruction
<b>Activity - Comprehensive Needs Assessment</b>	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Harlan High School

Conduct a comprehensive needs assessment annually using available data from the School Report Card, state and local testing, the TELL Kentucky survey, CITS usage reports, school wellness report card, high school feedback report, and other appropriate sources to identify areas needed for improvement and monitor achievement of nonduplicated gap students.	Policy and Process	09/01/2016	12/30/2017	\$0	No Funding Required	Principal, Title I Coordinator
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### Strategy 3:

Digital Learning - includes blended learning and fully online courses to combine online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners  
Category:

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscribe to Study Island, USA Test Prep, and Method Test prep to provide differentiated, personalized instruction for students in Grades 5-8 and 9-12.	Academic Support Program	08/09/2016	06/30/2017	\$4624	School Council Funds	Principal
Activity - Carnegie Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscribe to Carnegie Math to provide differentiated, personalized math instruction to students in the Math Concepts classes in high school and in 7th grade.	Academic Support Program	08/09/2016	06/30/2017	\$1512	School Council Funds	Principal

### Strategy 4:

Learning Systems - Use assessment data to personalize learning experiences for students and provide appropriate interventions to promote academic success.

Category: Learning Systems

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Student Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Student Interventions Teams at middle and high school levels to monitor student progress and provide support for students at high risk of failing or dropping out.	Behavioral Support Program	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, Guidance Counselor
Activity - Language Arts Rotations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide an additional twelve weeks of language arts instruction through rotation classes in Grades 5, 6, 7, and 8.	Academic Support Program	08/09/2016	06/30/2017	\$37000	Title I Part A	Principal, Title I Coordinator
Activity - Reading Intervention Class Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Comprehensive School Improvement Plan**

Harlan High School

Provide a year long reading intervention class for low performing students in Grades 5-6.	Academic Support Program	08/09/2016	06/30/2017	\$7000	Title I Part A	Principal, Title I Coordinator
Activity - Reading Development Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer Reading Development 1 (231211) targeting tenth graders who are not on track to meet the ACT benchmark in reading.	Academic Support Program	08/09/2016	06/30/2017	\$7000	Title I Part A	Principal, Title I Coordinator
Activity - Math Interventions Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide year long math intervention classes for students needing assistance with math in Grades 5-8.	Academic Support Program	08/09/2016	06/30/2017	\$37000	Title I Part A	Principal, Title I Coordinator
Activity - Math Concepts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer Math Concepts as an elective enrichment and support course for students to improve their math skills and meet the ACT college readiness benchmarks.	Academic Support Program	08/09/2016	06/30/2017	\$15000	Title I Part A	Principal, Title I Coordinator
Activity - Introduction to Algebra II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer Introduction to Algebra II (270310) as an elective course for students whose level of proficiency in Algebra I indicates a need for additional instruction to assure success with Algebra II.	Academic Support Program	08/31/2016	06/30/2017	\$10000	Title I Part A	Principal, Title I Coordinator
Activity - After School Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer after school tutoring for students experiencing difficulties with math and reading in Grades 5-12.	Academic Support Program	08/09/2016	06/30/2017	\$1915	State Funds	Principal

**Goal 5: At least 95% of the teachers at Harlan High School will be rated as effective under the Professional Growth and Effectiveness System by 2020.**

**Measurable Objective 1:**

collaborate to establish a baseline score for teachers of 50% accomplished or exemplary by 06/05/2017 as measured by PGES.

## Comprehensive School Improvement Plan

Harlan High School

### Strategy 1:

Human Capital Management Plan - uses data to drive school actions to acquire top talent, develop and retain talent over time, place equitably distributed teachers and leaders in key roles in the school to support student learning all shaped by data from the Professional Growth and Effectiveness System.

Category:

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
Interview and employ only those applicants for teaching and paraprofessional positions within the school who meet the Federal guidelines to be highly qualified.	Recruitment and Retention	01/03/2017	12/30/2017	\$0	No Funding Required	Principal, School Council

Activity - Staff Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with the district to advertise positions widely within the state and region.	Recruitment and Retention	01/03/2017	12/30/2017	\$0	No Funding Required	Principal

### Strategy 2:

Professional Growth and Effectiveness System - Uses a weighted system designed to support student achievement, continuous improvement and multiple measures of teacher and principal effectiveness consisting of student growth, observation, self-reflection, student voice and professional growth planning.

Category:

Research Cited: KDE Next Generation Professionals Delivery Plan

Activity - Peer Observer Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities to teachers to partner in observing each other using the Kentucky Framework for Teaching and PGES protocols for self-assessment and improvement.	Professional Learning	01/03/2017	12/30/2017	\$0	No Funding Required	Supervisor of Instruction, Principal

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and support for teachers in developing Student Growth Goals, in assessing completion, and in entering data into CIITS.	Professional Learning	08/09/2016	06/30/2017	\$0	No Funding Required	Supervisor of Instruction, Principal

### Strategy 3:

Professional Learning and Support - Educators receive specific personalized feedback through data gathered from multiple sources to gain understanding of their current performance and use their personalized feedback to collaboratively develop and implement an appropriate professional learning plan.

Category: Professional Learning & Support

Research Cited: KDE Next Generation Professionals Delivery Plan

SY 2016-2017

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**Comprehensive School Improvement Plan**

Harlan High School

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training as needed to support teachers in being effective in particular components of the Framework for Teaching.	Professional Learning	01/03/2017	12/30/2017	\$800	State Funds	Principal, Supervisor of Instruction

**Goal 6: Not Applicable Response - this status does not apply to our school**

**Measurable Objective 1:**  
collaborate to CATEGORY IS NOT APPLICABLE TO THIS SCHOOL by 12/16/2013 as measured by NOT APPLICABLE.

**Strategy 1:**  
NOT APPLICABLE - NOT APPLICABLE  
Category:  
Research Cited: NOT APPLICABLE

Activity - NOT APPLICABLE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NOT APPLICABLE	Other	01/03/2015	01/03/2015	\$0	No Funding Required	NOT APPLICABLE

**Goal 7: 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 24.3% to 21.8% in middle school and from 40% to 36% in high school by 06/30/2017 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 Targets

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Comprehensive School Improvement Plan**

Harlan High School

Identify and support students with learning and behavior needs.	Academic Support Program	08/09/2016	06/30/2017	\$0	No Funding Required	Director of Special Education, Principal, Teachers
<b>Activity - After School Math and Reading Tutoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Offer after school tutoring for students experiencing difficulties with math and reading in Grades 5-12	Academic Support Program	08/09/2016	06/30/2017	\$1915	State Funds	Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention Class Middle School	Provide a year long reading intervention class for low performing students in Grades 5-6.	Academic Support Program	08/09/2016	06/30/2017	\$7000	Principal, Title I Coordinator
Math Interventions Middle School	Provide year long math intervention classes for students needing assistance with math in Grades 5-8.	Academic Support Program	08/09/2016	06/30/2017	\$37000	Principal, Title I Coordinator
Math Concepts	Offer Math Concepts as an elective enrichment and support course for students to improve their math skills and meet the ACT college readiness benchmarks.	Academic Support Program	08/09/2016	06/30/2017	\$15000	Principal, Title I Coordinator
Reading Development Course	Offer Reading Development 1 (231211) targeting tenth graders who are not on track to meet the ACT benchmark in reading.	Academic Support Program	08/09/2016	06/30/2017	\$7000	Principal, Title I Coordinator
Language Arts Rotations	Provide an additional twelve weeks of language arts instruction through rotation classes in Grades 5, 6, 7, and 8.	Academic Support Program	08/09/2016	06/30/2017	\$37000	Principal, Title I Coordinator
Introduction to Algebra II	Offer Introduction to Algebra II (270310) as an elective course for students whose level of proficiency in Algebra I indicates a need for additional instruction to assure success with Algebra II.	Academic Support Program	08/31/2016	06/30/2017	\$10000	Principal, Title I Coordinator
Math and Language Arts Interventions	Provide intervention courses for students who have not met benchmarks as per state regulations including College and Career Ready Math, Math Concepts, and Reading 10 including programs such as USA Test Prep, Kaplan Advantage, Carnegie Math.	Academic Support Program	08/09/2016	06/30/2017	\$14932	Principal
<b>Total</b>					\$127932	

### IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery	Provide e-learning courses to permit students to recover credits and stay on track for graduation.	Academic Support Program	08/09/2016	06/30/2017	\$4500	Principal, Guidance Counselor
<b>Total</b>					\$4500	

## Comprehensive School Improvement Plan

Harlan High School

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Carnegie Math	Subscribe to Carnegie Math to provide differentiated, personalized math instruction to students in the Math Concepts classes in high school and in 7th grade.	Academic Support Program	08/09/2016	06/30/2017	\$1512	Principal
Dual Credit Courses	Offer dual credit courses including College Algebra, and Public Speaking, or Psychology.	Career Preparation/Orientation	08/09/2016	06/30/2017	\$5000	Principal
Study Island	Subscribe to Study Island, USA Test Prep, and Method Test prep to provide differentiated, personalized instruction for students in Grades 5-8 and 9-12.	Academic Support Program	08/09/2016	06/30/2017	\$4624	Principal
<b>Total</b>					<b>\$11136</b>	

### Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Acceleration	Provide Algebra I course for eighth graders who are high performing students in math.	Academic Support Program	08/09/2016	06/30/2017	\$7000	Principal, Supervisor of Instruction
Math and Language Arts Interventions	Provide intervention courses for students who have not met benchmarks as per state regulations including College and Career Ready Math, Math Concepts, and Reading 10 including programs such as USA Test Prep, Kaplan Advantage, Carnegie Math.	Academic Support Program	08/09/2016	06/30/2017	\$7417	Principal
<b>Total</b>					<b>\$14417</b>	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Math and Reading Tutoring	Offer after school tutoring for students experiencing difficulties with math and reading in Grades 5-12	Academic Support Program	08/09/2016	06/30/2017	\$1915	Principal
Summer School for Credit Recovery	Provide summer school for students needing credit recovery in Grades 5-12	Academic Support Program	05/15/2017	07/31/2017	\$2500	Principal, Counselor
Fifth Grade Jump Start	Provide a half day "jump start" experience prior to the opening of school for fifth grade students and their parents to orient them to middle school and explain expectations.	Academic Support Program	07/03/2017	08/11/2017	\$350	Counselors, Principal, Fifth Grade Teachers



## Comprehensive School Improvement Plan

Harlan High School

Inquiry Infusion	Science and social studies teachers will participate in professional learning experiences focused on infusing inquiry into science, mathematics, and social studies classes.	Professional Learning	01/03/2017	12/30/2017	\$500	Principal, Supervisor of Instruction
Math Common Core Professional Learning	Provide professional learning opportunities for math teachers linked to the Common Core math standards and math practices.	Professional Learning	01/03/2017	12/30/2017	\$750	Principal, Supervisor of Instruction
After School Math Tutoring	Offer after school tutoring for students experiencing difficulties with math and reading in Grades 5-12.	Academic Support Program	08/09/2016	06/30/2017	\$1915	Principal
Professional Learning Opportunities	Provide training as needed to support teachers in being effective in particular components of the Framework for Teaching.	Professional Learning	01/03/2017	12/30/2017	\$800	Principal, Supervisor of Instruction
Credit Recovery	Provide e-learning courses to permit students to recover credits and stay on track for graduation.	Academic Support Program	08/09/2016	06/30/2017	\$4500	Principal, Guidance Counselor
<b>Total</b>					<b>\$13230</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Scope and Sequence	Continue to deconstruct the Next Generation Science Standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter into CITS.	Professional Learning	01/01/2017	12/31/2017	\$0	Supervisor of Instruction; Principal; Science Teachers
Student Engagement Training	Continue to provide professional learning on the nature of student engagement and ways to foster it.	Academic Support Program	01/03/2017	12/30/2017	\$0	Principal, Supervisor of Instruction
Freshman Orientation Night	Provide a freshman orientation night for entering ninth grade students and their parents to introduce teachers and course expectations, extracurricular opportunities, school rules, and other useful information for a successful high school experience.	Academic Support Program	07/03/2017	08/11/2017	\$0	Principal, Counselor, Ninth Grade Teachers
Mentoring At-Risk Students	SIT Team meets and works with at-risk students.	Behavioral Support Program	01/03/2017	12/30/2017	\$0	Counselors, SIT team
NOT APPLICABLE	NOT APPLICABLE	Other	01/03/2015	01/03/2015	\$0	NOT APPLICABLE
Looking at Student Writing	Engage teachers in regularly scheduled "Looking at Student Work" sessions to review student writing across grade levels for quality and to identify instructional concerns.	Academic Support Program	01/03/2017	12/30/2017	\$0	Principal, Supervisor of Instruction,

## Comprehensive School Improvement Plan

Harlan High School

Comprehensive Needs Assessment	Conduct a comprehensive needs assessment annually using available data from the School Report Card, state and local testing, the TELL Kentucky survey, CITs usage reports, school wellness report card, high school feedback report, and other appropriate sources to identify areas needed for improvement and monitor achievement of nonduplicated gap students.	Policy and Process	09/01/2016	12/30/2017	\$0	Principal, Title I Coordinator
College agreements	Continue Memorandums of Agreement with colleges to provide dual credit opportunities for students.	Policy and Process	08/09/2016	06/30/2017	\$0	Principal
Financial Aid Workshop	Hold a financial aid workshop for students and parents.	Parent Involvement	01/03/2017	12/30/2017	\$0	Counselor
Registration for Courses	Continue to assure that students understand how to select high school courses appropriate to their longterm plans, and also understand college and to posthigh school CTE program admissions requirements, and that involve teachers in sharing information about courses they teach with students prior to registration	Academic Support Program	01/03/2017	12/30/2017	\$0	Principal, Counselor
Coordinated School Health Committee	The Coordinated School Health Committee will meet regularly to collect and analyze data to update the school wellness plan and provide guidance for the physical education and health education programs	Behavioral Support Program	01/03/2017	12/30/2017	\$0	Director of Pupil Personnel
Program Reviews	Complete program reviews in arts and humanities, practical living/career studies, world languages/global competency, and writing in accordance with district and state guidelines.	Policy and Process	08/09/2016	06/30/2017	\$0	Principal, Program Review Team
Student Growth Goal Development	Provide training and support for teachers in developing Student Growth Goals, in assessing completion, and in entering data into CITs.	Professional Learning	08/09/2016	06/30/2017	\$0	Supervisor of Instruction, Principal
Writing across Areas	Provide opportunities for English teachers to share ideas and information about writing instruction with teachers in other content areas to promote writing across the curriculum.	Professional Learning	01/03/2017	12/30/2017	\$0	Principal
Operation Preparation	Participate in Operation Preparation in an effort to inform students about career interests	Career Preparation/Orientation	01/03/2017	12/30/2017	\$0	Guidance Counselor
Peer Observer Partnerships	Provide opportunities to teachers to partner in observing each other using the Kentucky Framework for Teaching and PGES protocols for self- assessment and improvement.	Professional Learning	01/03/2017	12/30/2017	\$0	Supervisor of Instruction, Principal
Parent-Teacher Conference Days	Conduct two parent-teacher conference days during the school year, one per semester.	Parent Involvement	09/01/2016	06/01/2017	\$0	Principal
World Language/Global Competency Program Review	Develop a school level plan as part of a larger district plan for assuring that students have the opportunity to develop proficiency in at least one world language and for assuring integration of global competencies into the curriculum.	Policy and Process	01/03/2017	12/30/2017	\$0	Principal, Supervisor of Instruction
Title I Annual Meeting	Hold an annual meeting for parents as required by Title I to explain the Schoolwide Project, the ways parent can be involved, curriculum, and school and student assessment results.	Parent Involvement	09/01/2017	11/01/2017	\$0	Principal, District Title I Coordinator

## Comprehensive School Improvement Plan

Harlan High School

Identify At-Risk Students	Use local screening measures to identify students at risk of dropping out or of not graduating on time.	Academic Support Program	01/03/2017	12/30/2017	\$0	Counselors, Principal, SIT Teams
Teacher Role in ILP	Teachers will receive training and assist counselors in developing, monitoring and implementing the student ILP.	Career Preparation/Orientation	01/03/2017	12/30/2017	\$0	Guidance Counselor, Teachers
Social Studies Curriculum Work	Social studies teachers deconstruct the new social studies standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter curriculum into CITS.	Professional Learning	01/03/2017	12/30/2017	\$0	Principal, Supervisor of Instruction
Looking at Student Work Process	Continue training in the procedures and protocols of Looking at Student Work for administrators and teachers as needed.	Professional Learning	01/03/2017	12/30/2017	\$0	Supervisor of Instruction, Principal
Student Intervention Team	Use Student Interventions Teams at middle and high school levels to monitor student progress and provide support for students at high risk of failing or dropping out.	Behavioral Support Program	01/03/2017	12/30/2017	\$0	Principal, Guidance Counselor
Staff Recruitment	Collaborate with the district to advertise positions widely within the state and region.	Recruitment and Retention	01/03/2017	12/30/2017	\$0	Principal
Individual Fitness Plans	Work with students to develop individual fitness plans during physical education and health classes.	Behavioral Support Program	01/03/2017	12/30/2017	\$0	Principal, Health and Physical Education teachers
Looking at Student Work in Math	Engage teachers in regularly scheduled "Looking at Student Work" sessions to review student work in math across grade levels for quality and to identify instructional concerns.	Academic Support Program	01/03/2017	12/30/2017	\$0	Principal, Supervisor of Instruction
Response to Intervention	Identify and support students with learning and behavior needs.	Academic Support Program	08/09/2016	06/30/2017	\$0	Director of Special Education, Principal, Teachers
Child Development for Parents	Collaborate with Prevent Child Abuse Kentucky and the FRYSC to provide parents the opportunity for training in child development birth through twelfth grade.	Parent Involvement	01/03/2017	12/30/2017	\$0	FRYSC coordinator, FRYSC parent educator
Fitness Fair	Collaborate with the Harlan Appalachian Regional Hospital to conduct annual Fitness Fairs for middle school students.	Behavioral Support Program	08/09/2016	06/30/2017	\$0	District Health Coordinator, FRYSC Director
Highly Qualified Professionals	Interview and employ only those applicants for teaching and paraprofessional positions within the school who meet the Federal guidelines to be highly qualified.	Recruitment and Retention	01/03/2017	12/30/2017	\$0	Principal, School Council
Math Benchmark Assessments	Utilize benchmark assessment items from MAP testing to assess student performance levels and analyze data in PLC's for implementation of differentiated instruction.	Academic Support Program	08/09/2016	12/30/2017	\$0	Principal

**Comprehensive School Improvement Plan**

Harlan High School

Smooth Transitions	Schedule time at the start of the school year for middle school teachers to confer with teachers from the previous grade (including fourth) and with the teachers of the next grade (including ninth) to discuss student background and needs to effect a smooth transition from grade to grade.	Academic Support Program	08/01/2016	08/31/2017	\$0	Principal, counselors
Reality Store	Collaborate with the Community Extension Service 4-H program to provide a reality store experience for ninth grade students.	Career Preparation/Orientation	01/03/2017	12/30/2017	\$0	FRYSC Coordinator, Counselor
CSIP Team	Form and train a Comprehensive School Improvement planning team to include certified and classified staff members and parents to develop and update the CSIP for the school.	Policy and Process	08/09/2016	12/30/2017	\$0	Principal, Supervisor of Instruction
<b>Total</b>					\$0	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Harlan High School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	



# Comprehensive School Improvement Plan

Harlan High School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	This school leverages all available funds to carry out its plan.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

# Comprehensive School Improvement Plan

Harlan High School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	Plan may be accessed at this location: <a href="http://www.harlan-ind.k12.ky.us/FormsLinks.aspx">http://www.harlan-ind.k12.ky.us/FormsLinks.aspx</a>	

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	Currently only teachers are employed with Title 1 funds.	

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	N/A	Does not apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

# Comprehensive School Improvement Plan

Harlan High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	N/A	Does not apply apply as this school operates as a Schoolwide Project rather than as a Targeted Assistance Project.	

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

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

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase the average combined reading and math K-PREP proficient and distinguished scores of middle school students from 57% in to 68.4% by 2017 and of high schools students from 54.6% to 68.4% by 2017.

**Measurable Objective 1:**

collaborate to increase the combined percentage of reading and math proficient and distinguished scores in middle school to 68.4 and in high school to 68.4 by 06/01/2017 as measured by K-PREP scores.

**Strategy1:**

Curriculum, Assessment, and Alignment - Assure that instruction is based upon a curriculum aligned with the KCAS and that instructional activities and assessments are congruent with the standards and delivered using the principles of Assessment of Learning and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Inquiry Infusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science and social studies teachers will participate in professional learning experiences focused on infusing inquiry into science, mathematics, and social studies classes.	Professional Learning	01/03/2017	12/30/2017	\$500 - State Funds	Principal, Supervisor of Instruction

Activity - Looking at Student Work Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training in the procedures and protocols of Looking at Student Work for administrators and teachers as needed.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Supervisor of Instruction, Principal

Activity - Science Scope and Sequence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to deconstruct the Next Generation Science Standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter into CIITS.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Supervisor of Instruction; Principal; Science Teachers

# Comprehensive School Improvement Plan

Harlan High School

Activity - Social Studies Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers deconstruct the new social studies standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter curriculum into CIITS.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

## Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in the middle school from 49.3% to 67.6% by 2017 and in the high school from 50.5% to 60.8%. by 2017..

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for students in the non-duplicated gap group in the middle school to 65.3% and in the high school to 56.7% by 06/01/2017 as measured by K-PREP scores.

## Strategy1:

Consolidated Planning and Improvement - Use data analysis and planning to better understand, target, and meet the unique needs of student population groups to close achievement gaps

Category: Continuous Improvement

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Comprehensive Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a comprehensive needs assessment annually using available data from the School Report Card, state and local testing, the TELL Kentucky survey, CIITS usage reports, school wellness report card, high school feedback report, and other appropriate sources to identify areas needed for improvement and monitor achievement of nonduplicated gap students.	Policy and Process	09/01/2016	12/30/2017	\$0 - No Funding Required	Principal, Title I Coordinator

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

## Goal 1:

Increase the average combined reading and math K-PREP proficient and distinguished scores of middle school students from 57% in to 68.4% by 2017 and of high schools students from 54.6% to 68.4% by 2017.

## Measurable Objective 1:

collaborate to increase the percentage of students scoring Proficient and Distinguished in science to 61.2 at the high school level by 06/01/2017 as measured by the state accountability assessment..

# Comprehensive School Improvement Plan

Harlan High School

## Strategy1:

Curriculum, Assessment, and Alignment - Assure that instruction is based upon a curriculum aligned with the KCAS and that instructional activities and assessments are congruent with the standards and delivered using the principles of Assessment of Learning and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Looking at Student Work Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training in the procedures and protocols of Looking at Student Work for administrators and teachers as needed.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Supervisor of Instruction,Principal

Activity - Inquiry Infusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science and social studies teachers will participate in professional learning experiences focused on infusing inquiry into science, mathematics, and social studies classes.	Professional Learning	01/03/2017	12/30/2017	\$500 - State Funds	Principal,Supervisor of Instruction

Activity - Social Studies Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers deconstruct the new social studies standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter curriculum into CIITS.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

Activity - Science Scope and Sequence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to deconstruct the Next Generation Science Standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter into CIITS.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Supervisor of Instruction; Principal; Science Teachers

## Measurable Objective 2:

collaborate to increase the combined percentage of reading and math proficient and distinguished scores in middle school to 68.4 and in high school to 68.4 by 06/01/2017 as measured by K-PREP scores.

## Strategy1:

Math Initiative - Increase teacher knowledge and understanding of research-based math instructional practices and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan



# Comprehensive School Improvement Plan

Harlan High School

Activity - Math Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize benchmark assessment items from MAP testing to assess student performance levels and analyze data in PLC's for implementation of differentiated instruction.	Academic Support Program	08/09/2016	12/30/2017	\$0 - No Funding Required	Principal

Activity - Looking at Student Work in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage teachers in regularly scheduled "Looking at Student Work" sessions to review student work in math across grade levels for quality and to identify instructional concerns.	Academic Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

Activity - Math Common Core Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities for math teachers linked to the Common Core math standards and math practices.	Professional Learning	01/03/2017	12/30/2017	\$750 - State Funds	Principal, Supervisor of Instruction

## Strategy2:

Curriculum, Assessment, and Alignment - Assure that instruction is based upon a curriculum aligned with the KCAS and that instructional activities and assessments are congruent with the standards and delivered using the principles of Assessment of Learning and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Science Scope and Sequence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to deconstruct the Next Generation Science Standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter into CIITS.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Supervisor of Instruction; Principal; Science Teachers

Activity - Social Studies Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers deconstruct the new social studies standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter curriculum into CIITS.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

Activity - Inquiry Infusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science and social studies teachers will participate in professional learning experiences focused on infusing inquiry into science, mathematics, and social studies classes.	Professional Learning	01/03/2017	12/30/2017	\$500 - State Funds	Principal, Supervisor of Instruction

# Comprehensive School Improvement Plan

Harlan High School

Activity - Looking at Student Work Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training in the procedures and protocols of Looking at Student Work for administrators and teachers as needed.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Supervisor of Instruction, Principal

### Strategy3:

Literacy Initiative - Increase teacher knowledge of research-based practices in adolescent literacy instruction.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Writing across Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for English teachers to share ideas and information about writing instruction with teachers in other content areas to promote writing across the curriculum.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal

Activity - Looking at Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage teachers in regularly scheduled "Looking at Student Work" sessions to review student writing across grade levels for quality and to identify instructional concerns.	Academic Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction,

### Measurable Objective 3:

collaborate to have at least 91.5% of students at all assessed levels attain proficiency in social studies by 06/01/2017 as measured by the state accountability assessment..

### Strategy1:

Curriculum, Assessment, and Alignment - Assure that instruction is based upon a curriculum aligned with the KCAS and that instructional activities and assessments are congruent with the standards and delivered using the principles of Assessment of Learning and CHETL.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Inquiry Infusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science and social studies teachers will participate in professional learning experiences focused on infusing inquiry into science, mathematics, and social studies classes.	Professional Learning	01/03/2017	12/30/2017	\$500 - State Funds	Principal, Supervisor of Instruction

Activity - Looking at Student Work Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training in the procedures and protocols of Looking at Student Work for administrators and teachers as needed.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Supervisor of Instruction, Principal

# Comprehensive School Improvement Plan

Harlan High School

Activity - Social Studies Curriculum Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers deconstruct the new social studies standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter curriculum into CIITS.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

Activity - Science Scope and Sequence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to deconstruct the Next Generation Science Standards and develop curriculum for them (scope and sequence, units, curriculum map, global competencies integration); enter into CIITS.	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Supervisor of Instruction; Principal; Science Teachers

## Measurable Objective 4:

demonstrate a proficiency in all program review areas (arts and humanities, practical living and career studies, writing) by achieving a score of at least 8.0 in each area by 06/01/2016 as measured by the program review rubrics in ASSIST.

## Strategy1:

Collection and use of data for program improvement/program reviews - Information from the program review reports in ASSIST will be used to shape improvement in program review areas

Category: Learning Systems

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Fitness Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the Harlan Appalachian Regional Hospital to conduct annual Fitness Fairs for middle school students.	Behavioral Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	District Health Coordinator, FRYSC Director

Activity - Individual Fitness Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with students to develop individual fitness plans during physical education and health classes.	Behavioral Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Health and Physical Education teachers

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete program reviews in arts and humanities, practical living/career studies, world languages/global competency, and writing in accordance with district and state guidelines.	Policy and Process	08/09/2016	06/30/2017	\$0 - No Funding Required	Principal, Program Review Team

# Comprehensive School Improvement Plan

Harlan High School

Activity - World Language/Global Competency Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a school level plan as part of a larger district plan for assuring that students have the opportunity to develop proficiency in at least one world language and for assuring integration of global competencies into the curriculum.	Policy and Process	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Coordinated School Health Committee will meet regularly to collect and analyze data to update the school wellness plan and provide guidance for the physical education and health education programs	Behavioral Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Director of Pupil Personnel

## Measurable Objective 5:

collaborate to increase the percentage of proficient and distinguished writing scores to 59.3 in middle school and 81.4 in high school by 06/01/2017 as measured by the K-PREP.

## Strategy1:

Literacy Initiative - Increase teacher knowledge of research-based practices in adolescent literacy instruction.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Writing across Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for English teachers to share ideas and information about writing instruction with teachers in other content areas to promote writing across the curriculum.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal

Activity - Looking at Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage teachers in regularly scheduled "Looking at Student Work" sessions to review student writing across grade levels for quality and to identify instructional concerns.	Academic Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction,

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

N/A (this question does not apply)

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

N/A (this question does not apply)

# Comprehensive School Improvement Plan

Harlan High School

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in the middle school from 49.3% to 67.6% by 2017 and in the high school from 50.5% to 60.8%. by 2017..

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for students in the non-duplicated gap group in the middle school to 65.3% and in the high school to 56.7% by 06/01/2017 as measured by K-PREP scores.

## Strategy1:

Learning Systems - Use assessment data to personalize learning experiences for students and provide appropriate interventions to promote academic success.

Category: Learning Systems

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Math Interventions Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide year long math intervention classes for students needing assistance with math in Grades 5-8.	Academic Support Program	08/09/2016	06/30/2017	\$37000 - Title I Part A	Principal, Title I Coordinator

Activity - After School Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer after school tutoring for students experiencing difficulties with math and reading in Grades 5-12.	Academic Support Program	08/09/2016	06/30/2017	\$1915 - State Funds	Principal

Activity - Language Arts Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an additional twelve weeks of language arts instruction through rotation classes in Grades 5, 6, 7, and 8.	Academic Support Program	08/09/2016	06/30/2017	\$37000 - Title I Part A	Principal, Title I Coordinator

# Comprehensive School Improvement Plan

Harlan High School

Activity - Reading Intervention Class Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a year long reading intervention class for low performing students in Grades 5-6.	Academic Support Program	08/09/2016	06/30/2017	\$7000 - Title I Part A	Principal, Title I Coordinator

Activity - Student Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Student Interventions Teams at middle and high school levels to monitor student progress and provide support for students at high risk of failing or dropping out.	Behavioral Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Guidance Counselor

Activity - Math Concepts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer Math Concepts as an elective enrichment and support course for students to improve their math skills and meet the ACT college readiness benchmarks.	Academic Support Program	08/09/2016	06/30/2017	\$15000 - Title I Part A	Principal, Title I Coordinator

Activity - Reading Development Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer Reading Development 1 (231211) targeting tenth graders who are not on track to meet the ACT benchmark in reading.	Academic Support Program	08/09/2016	06/30/2017	\$7000 - Title I Part A	Principal, Title I Coordinator

Activity - Introduction to Algebra II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer Introduction to Algebra II (270310) as an elective course for students whose level of proficiency in Algebra I indicates a need for additional instruction to assure success with Algebra II.	Academic Support Program	08/31/2016	06/30/2017	\$10000 - Title I Part A	Principal, Title I Coordinator

## Strategy2:

Digital Learning - includes blended learning and fully online courses to combine online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners

Category:

Research Cited:

Activity - Carnegie Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Subscribe to Carnegie Math to provide differentiated, personalized math instruction to students in the Math Concepts classes in high school and in 7th grade.	Academic Support Program	08/09/2016	06/30/2017	\$1512 - School Council Funds	Principal

# Comprehensive School Improvement Plan

Harlan High School

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Subscribe to Study Island, USA Test Prep, and Method Test prep to provide differentiated, personalized instruction for students in Grades 5-8 and 9-12.	Academic Support Program	08/09/2016	06/30/2017	\$4624 - School Council Funds	Principal

### Strategy3:

Consolidated Planning and Improvement - Use data analysis and planning to better understand, target, and meet the unique needs of student population groups to close achievement gaps

Category: Continuous Improvement

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - CSIP Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Form and train a Comprehensive School Improvement planning team to include certified and classified staff members and parents to develop and update the CSIP for the school.	Policy and Process	08/09/2016	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

Activity - Comprehensive Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a comprehensive needs assessment annually using available data from the School Report Card, state and local testing, the TELL Kentucky survey, CIITS usage reports, school wellness report card, high school feedback report, and other appropriate sources to identify areas needed for improvement and monitor achievement of nonduplicated gap students.	Policy and Process	09/01/2016	12/30/2017	\$0 - No Funding Required	Principal, Title I Coordinator

### Strategy4:

Best Practices - Utilizes identified best practices and strategies effective in closing achievement gaps and improving student outcomes.

Category: Continuous Improvement

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Parent-Teacher Conference Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct two parent-teacher conference days during the school year, one per semester.	Parent Involvement	09/01/2016	06/01/2017	\$0 - No Funding Required	Principal

Activity - Child Development for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with Prevent Child Abuse Kentucky and the FRYSC to provide parents the opportunity for training in child development birth through twelfth grade.	Parent Involvement	01/03/2017	12/30/2017	\$0 - No Funding Required	FRYSC coordinator, FRYSC parent educator

# Comprehensive School Improvement Plan

Harlan High School

Activity - Smooth Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule time at the start of the school year for middle school teachers to confer with teachers from the previous grade (including fourth) and with the teachers of the next grade (including ninth) to discuss student background and needs to effect a smooth transition from grade to grade.	Academic Support Program	08/01/2016	08/31/2017	\$0 - No Funding Required	Principal, counselors

Activity - Title I Annual Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold an annual meeting for parents as required by Title I to explain the Schoolwide Project, the ways parent can be involved, curriculum, and school and student assessment results.	Parent Involvement	09/01/2017	11/01/2017	\$0 - No Funding Required	Principal, District Title I Coordinator

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

**Goal 1:**

Increase the average freshman graduation rate from 89.5% to 97% by 2017.

**Measurable Objective 1:**

collaborate to increase the four year adjusted cohort graduation rate to from 89.5% to 97% by 07/30/2017 as measured by four year cohort calculation.

**Strategy1:**

College and Career Advising - Assist students in selecting appropriate courses to make them college and career ready and in monitoring their progress towards graduation.

Category:

Research Cited: KDE Delivery Plans

Activity - Registration for Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to assure that students understand how to select high school courses appropriate to their longterm plans, and also understand college and to posthigh school CTE program admissions requirements, and that involve teachers in sharing information about courses they teach with students prior to registration	Academic Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Counselor

Activity - Teacher Role in ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and assist counselors in developing, monitoring and implementing the student ILP.	Career Preparation/ Orientation	01/03/2017	12/30/2017	\$0 - No Funding Required	Guidance Counselor, Teachers



# Comprehensive School Improvement Plan

Harlan High School

## Strategy2:

Learning Systems - Equitable access to well-rounded educational experiences provided to students; assessment used to effectively monitor and adjust services in response to students' demonstrated learning , regularly guiding students toward their next goals/targets.

Category: Learning Systems

Research Cited: KDE Delivery Plans

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide e-learning courses to permit students to recover credits and stay on track for graduation.	Academic Support Program	08/09/2016	06/30/2017	\$4500 - State Funds \$4500 - IDEA	Principal, Guidance Counselor

Activity - Student Engagement Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide professional learning on the nature of student engagement and ways to foster it.	Academic Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

Activity - Mentoring At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SIT Team meets and works with at-risk students.	Behavioral Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Counselors, SIT team

Activity - Summer School for Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide summer school for students needing credit recovery in Grades 5-12	Academic Support Program	05/15/2017	07/31/2017	\$2500 - State Funds	Principal, Counselor

## Strategy3:

Collection and use of data: Persistence to Graduation - Identify students at risk of dropping out or not graduating on time; promote the desire to persevere and receive a diploma.

Category:

Research Cited: KDE College and Career Readiness Delivery Plan

Activity - Fifth Grade Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a half day "jump start" experience prior to the opening of school for fifth grade students and their parents to orient them to middle school and explain expectations.	Academic Support Program	07/03/2017	08/11/2017	\$350 - State Funds	Counselors, Principal, Fifth Grade Teachers

# Comprehensive School Improvement Plan

Harlan High School

Activity - Freshman Orientation Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a freshman orientation night for entering ninth grade students and their parents to introduce teachers and course expectations, extracurricular opportunities, school rules, and other useful information for a successful high school experience.	Academic Support Program	07/03/2017	08/11/2017	\$0 - No Funding Required	Principal, Counselor, Ninth Grade Teachers

Activity - Identify At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use local screening measures to identify students at risk of dropping out or of not graduating on time.	Academic Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Counselors, Principal, SIT Teams

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

### Goal 1:

Increase the percentage of students who are college and career ready from 80.6% to 84% by 2020.

### Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 80.6% to 84% by 06/30/2017 as measured by Unbridled Learning system.

### Strategy1:

Acceleration - Provide opportunities for students to take dual credit courses.

Category:

Research Cited: KDE Proficiency Plans

Activity - Dual Credit Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer dual credit courses including College Algebra, and Public Speaking, or Psychology,	Career Preparation/ Orientation	08/09/2016	06/30/2017	\$5000 - School Council Funds	Principal

Activity - Math Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Algebra I course for eighth graders who are high performing students in math.	Academic Support Program	08/09/2016	06/30/2017	\$7000 - Title VI	Principal, Supervisor of Instruction

# Comprehensive School Improvement Plan

Harlan High School

Activity - College agreements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue Memorandums of Agreement with colleges to provide dual credit opportunities for students.	Policy and Process	08/09/2016	06/30/2017	\$0 - No Funding Required	Principal

## Strategy2:

Targeted Interventions - Monitor student progress in meeting college readiness benchmarks and provide interventions for those falling below the benchmarks.

Category:

Research Cited: KDE Delivery Plans

Activity - Math and Language Arts Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide intervention courses for students who have not met benchmarks as per state regulations including College and Career Ready Math, Math Concepts, and Reading 10 including programs such as USA Test Prep, Kaplan Advantage, Carnegie Math.	Academic Support Program	08/09/2016	06/30/2017	\$7417 - Title VI \$14932 - Title I Part A	Principal

## Strategy3:

College and Career Advising - Assist students in becoming informed about career choices and requirements.

Category:

Research Cited: KDE Delivery Plans

Activity - Financial Aid Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold a financial aid workshop for students and parents.	Parent Involvement	01/03/2017	12/30/2017	\$0 - No Funding Required	Counselor

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in Operation Preparation in an effort to inform students about career interests	Career Preparation/Orientation	01/03/2017	12/30/2017	\$0 - No Funding Required	Guidance Counselor

Activity - Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the Community Extension Service 4-H program to provide a reality store experience for ninth grade students.	Career Preparation/Orientation	01/03/2017	12/30/2017	\$0 - No Funding Required	FRYSC Coordinator, Counselor

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

# Comprehensive School Improvement Plan

Harlan High School

## Goal 1:

Increase the average combined reading and math K-PREP proficient and distinguished scores of middle school students from 57% in to 68.4% by 2017 and of high schools students from 54.6% to 68.4% by 2017.

## Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished writing scores to 59.3 in middle school and 81.4 in high school by 06/01/2017 as measured by the K-PREP.

## Strategy1:

Literacy Initiative - Increase teacher knowledge of research-based practices in adolescent literacy instruction.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Writing across Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for English teachers to share ideas and information about writing instruction with teachers in other content areas to promote writing across the curriculum.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal

Activity - Looking at Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage teachers in regularly scheduled "Looking at Student Work" sessions to review student writing across grade levels for quality and to identify instructional concerns.	Academic Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction,

## Measurable Objective 2:

demonstrate a proficiency in all program review areas (arts and humanities, practical living and career studies, writing) by achieving a score of at least 8.0 in each area by 06/01/2016 as measured by the program review rubrics in ASSIST.

## Strategy1:

Collection and use of data for program improvement/program reviews - Information from the program review reports in ASSIST will be used to shape improvement in program review areas

Category: Learning Systems

Research Cited: KDE Next Generation Support Systems Delivery Plan

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete program reviews in arts and humanities, practical living/career studies, world languages/global competency, and writing in accordance with district and state guidelines.	Policy and Process	08/09/2016	06/30/2017	\$0 - No Funding Required	Principal, Program Review Team

# Comprehensive School Improvement Plan

Harlan High School

Activity - World Language/Global Competency Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a school level plan as part of a larger district plan for assuring that students have the opportunity to develop proficiency in at least one world language and for assuring integration of global competencies into the curriculum.	Policy and Process	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Supervisor of Instruction

Activity - Fitness Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the Harlan Appalachian Regional Hospital to conduct annual Fitness Fairs for middle school students.	Behavioral Support Program	08/09/2016	06/30/2017	\$0 - No Funding Required	District Health Coordinator, FRYSC Director

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Coordinated School Health Committee will meet regularly to collect and analyze data to update the school wellness plan and provide guidance for the physical education and health education programs	Behavioral Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Director of Pupil Personnel

Activity - Individual Fitness Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with students to develop individual fitness plans during physical education and health classes.	Behavioral Support Program	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal, Health and Physical Education teachers

### Measurable Objective 3:

collaborate to increase the combined percentage of reading and math proficient and distinguished scores in middle school to 68.4 and in high school to 68.4 by 06/01/2017 as measured by K-PREP scores.

### Strategy1:

Literacy Initiative - Increase teacher knowledge of research-based practices in adolescent literacy instruction.

Category:

Research Cited: KDE Proficiency Delivery Plan

Activity - Writing across Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for English teachers to share ideas and information about writing instruction with teachers in other content areas to promote writing across the curriculum.	Professional Learning	01/03/2017	12/30/2017	\$0 - No Funding Required	Principal

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Harlan High School has been serving students and our community for over one hundred years. During this time, our school has garnered many prestigious academic accolades and extracurricular titles. We serve less than 500 students, more than 90% of those students are white and nearly half qualify for free and reduced lunch program. Our community is primarily a 'blue collar' workforce with schools, hospitals, and coal mines providing most of them employment. The average teacher in our system has nearly 15.8 years experience, and more than 87% have obtained a Master's or Rank I degree, one of which is Nationally Board Certified. Our community continues to see a decline in population and employment as families leave the rural area in search of employment in more urban areas inside and outside of the state. Average wage and educational attainment levels are persistently low. However, despite the barriers our children face our students continue to stand out with high attendance, graduation, and successful transition rates. More than 80% of our students make a successful transition to college. 2016 state test results were positive with the both the middle and high school ranking high in several areas. The middle school had an overall accountability score of 74, which placed it in the 95th percentile giving it a performance rating of Distinguished School of Distinction. The high school achieved an overall accountability score of 76.5, which placed it in the 90th percentile giving it a performance rating of distinguished. NAPD scores of 100 were achieved in high school social studies and language mechanics. Our school is fully accredited by the Southern Association of Schools and Colleges/ AdvanceEd and is committed to provide rigorous academic programs to support a successful transition for students as they enter college, military, workforce, or other.



## **School's Purpose**

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

### OUR BELIEFS AND VALUES

- We believe that education is the future of our community.
- We believe that the family and community must be involved in a child's education in order to achieve success.
- We believe that learning is the right of every child in our schools and that children must be active participants in their education.
- We believe children should be supported and loved as they develop.
- We believe that schools should have high expectations and set high academic, moral, and behavioral standards.

### MISSION STATEMENT

The mission of Harlan High School is to provide educational opportunities to help each student reach his or her potential and become lifelong learners.

### VISION STATEMENT

Every student who graduates from Harlan High School will be prepared to transition into adulthood, becoming a self-sufficient productive member of society.

### DESCRIPTION

At Harlan High EVERY student is held to high academic standards. Our curriculum is not only rigorous, but focused to help prepare students for upper level education. According to the Kentucky Center For Education and Workforce Statistics 92.9% of our students are going to college. For those students who are not going to college we encourage Vocational and Technical School. We are in a partnership with Southeast Kentucky Community and Technical College, where students can specialize in areas related to the workforce.

## **Notable Achievements and Areas of Improvement**

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

Has achieved silver medal level recognition by U.S. News and World Report as one of America's best high schools.

High School ranked as distinguished for 2015/2016. This makes the 5th year in a row that the High School has been Distinguished

Harlan Middle School ranked as Distinguished for 2015/2016. They were also classified as a School of Distinction.

Harlan Independent School District was classified as a Distinguished district for the 2015/2016 school year with all schools in the district scoring Distinguished.

Accredited by SACS/AdvancED

Our vision for the next three years is to have a majority of students reach proficiency in all tested areas, to eliminate achievement gaps in all areas, and meet our state delivery targets in all areas. We plan to implement successfully the Next Generation Science Standards and to support achievement by a majority of teachers a rating as accomplished or exemplary under our current evaluation system.

## **Additional Information**

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

Britt Lawson- Principal  
Leanne Huff- Assistant Principal  
Melissa Howard- Teacher  
Hope Jackson-Teacher  
Megan Freyer- Teacher  
Rebecca Wynn - Teacher  
Tracie Luttrell- Teacher  
Amy King- Teacher  
Cathy Thomas - Teacher  
Rose Woodard - Classified  
Shelby Wilson - Parent  
Jeanne Barnes - Parent