KENTUCKY DEPARTMENT OF EDUCATION

KDE Comprehensive School

Improvement Plan-Priority School

Hopkins County Central High School

Hopkins County

William Snodgrass, Principal
6625 Hopkinsville Road
Madisonville, KY 42431

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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.

Comprehensive Improvement Plans shall be reviewed and updated 30-60-90 days after the required annual submission. Collaboration and review of all plans and required components shall involve education recovery staff as assigned.

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?

Hopkins County Central High School is located in Hopkins County, Kentucky. The school opened its doors in 1996 when two small rural high schools were consolidated. Although the school has a Madisonville address, the school is situated in a rural area a few miles off the Mortons Gap exit on the Pennyrile Parkway. Some HCCHS students come from the micropolitan area of Madisonville, but the majority of students live in rural areas of the county. There are currently 860 students enrolled in grades 9-12 with a free and reduced lunch percentage of 60%. The percent of students with disabilities is 16.2%.The medium family income is $39,312. The community, which numbers 46,818, is 90.8% White, 6.7% African American, 1.6% Hispanic, 0.7% other, and 1.8% reporting being two or more races. HCCHS' student population is very similar to the community's as we have 88.1% white, 7.7% African American, 2.3% Hispanic, and 1.7% reporting being two or more races. Our school district is large geographically, comprised of many small population hubs of a few 1,000 or less. As a result, our "school" community is not as connected by a common purpose as we would like, but we are working hard to change that. Stakeholder surveys are being used to gather opinions and ideas from parents and we are hosting more community/parent involvement events.

Historically, coal mining has been the major industry in Hopkins County, but today, mining represents only 8.5% of the work force. Services represent 31.6% percent of the workforce followed by trade, transportation and utilities at 18.5%, and manufacturing at 13.1%. Unfortunately, there is still a persistent attitude that good paying jobs can be found in mining without higher education. This makes our job of selling college and career readiness more difficult.

Our staff consists of a principal, 2 assistant principals, 3 counselors, a supervisor of student services/athletic director, an LBD building coach, a curriculum coordinator, an educational consultant, 62 teachers, 8 classroom instructional assistants, 5 secretaries, a job coach, a youth service center director and an assistant, a student/community liaison, a school resource officer, 9 lunchroom workers, and 9 custodian/grounds workers. We also have three state Education Recovery Specialists to aid us in improving our priority school status. Due to retirement and career advancement, our faculty and staff have changed over the last few years. The faculty is considerably younger and less experienced than it was five years ago. Only 40% of our original teachers at the beginning of this process are still with us. Regardless, the school retains the caring and family spirit that has existed from the day Central opened its doors. We are family and we are dedicated to each other. You will always be welcome in "Our House."

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.

After several years of declining tests scores, declining athletic success, and a revolving door of leadership, Hopkins County Central High School decided it was time to change our vision and our direction. After input from various stakeholders, in 2010 we created a new mission/vision statement that was more concrete, more memorable, and more suited to fit our needs. The new vision statement is "Dream Big - Work Hard - Achieve Success!" This statement reflects the need for our school, and the community in general, to raise expectations and goals for the future, to devise plans to get where we want to go, to work hard to achieve goals, and to celebrate successes as they occur. Our ultimate goal is to improve the standard and quality of living for every person that is associated with Hopkins County Central High School.

We have actively pursued raising our expectations and upgrading our programs to meet our school's purpose. We are involving every single student, students who possess varying dreams and goals, to make sure they achieve success. We have reading, math, and behavior intervention for those who are falling behind as identified by MAP or other testing. Additionally, we are targeting students to ensure they will be college and/or career ready by the time they graduate. In 2011 12, 47.5% of our students were college and/or career ready. By 2012 13, we had 68.7% CCR , with 80.9% in 2013 14.

Most of the career ready achieved the academic component via college readiness, so most of these students were C+CR. We have implemented a system for students' career pathways to ensure they have the number of classes they need in a career major in order to KOSSA test or take an industry certification test and they have the support they need for success to achieve the academic component of Career Readiness.

We also tracked student ACT scores to make sure college bound students have reached benchmark in all areas. We have involved all stakeholders in this effort by hosting College and Career Readiness events during registration and prior to the spring ACT test to individually consult and advise students and their parents of where students are academically, what they need to do in order to be college and career ready, and what intervention classes are offered to assist them. In addition, for our college bound students, we offer ten Advanced Placement classes to challenge them.

Finally, we are committed to improving our Arts and Humanities, Practical Living Career Studies, Writing, and now World Language Programs for all students. We have identified our weaknesses and are working hard to improve each area. We are taking our vision statement seriously. With hard work contributed by ALL stakeholders, we WILL fulfill our dreams and achieve success.

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.

Four years ago Hopkins County Central was identified as a Persistently Low Achieving School, but prior to being placed on the state list as a priority school, we had already begun making drastic improvements. Over the past four years, our school moved from Priority status to Distinguished status for the past two years, 96th percentile for high schools in the state of Kentucky. According to school report card data, over the period from 2011-12 to 2013-14, our performance has improved in all areas of accountability. Overall Achievement grew by 38%, Gap by 51%, Growth by 13%, CCR by 39%, and graduation rate by 3%.

We now have in place core elements that will help sustain our success--PLCs with common core department planning, Guided Planning, regular Walk through observations, targeted Professional Learning based on current needs, technology to assist with quick and accurate data disaggregation and formative assessment, a comprehensive and universally used lesson plan template, Leadership Teams that meet regularly to inform progress and impediments, common assessments, and community/parent involvement initiatives.

Some notable achievements include our 2013 14 ACT composite score, which exceeded the state average for the first time ever, with an astounding jump to 19.7, after phenomenal growth the past three years. On another front, we were recognized for a Best Practice with our Program Review process, and our Program Review Leadership team presented at the state wide Best Practices Continuum in Lexington, receiving a $500 check for our school. New technology presents yet another accomplishment. We are piloting the use eight carts of Google Chromebooks for our district, with our Social Studies Department leading the way. Our students have used the new technology for a variety of student-centered tasks, including two classrooms in the building working together on a project via the web, offering feedback to one another. And an ELA classroom working with a New Jersey classroom on a project.

Our PLCs are moving toward being teacher-led, data driven entities, with each department at a different stage of development, but all moving in the right direction. We have developed great leadership capacity in our teachers--even brand new teachers--who act as leaders in different roles, from Program Review leadership, to use of technology, to presenting instructional strategies to other faculty and staff during Professional Learning Days or other meetings.

Where do we want to go from here over the next three years? We are working to develop sustainable systems to keep our school in the top 4% of the state. We are looking at moving our PLCs even further toward independence, with each group constantly looking at student data to determine what needs to be done to help every student succeed. We are reviewing different intervention options, to better help gap or other students who are failing get the help needed. We are also studying how to improve our Career Readiness, to provide more students the opportunity to become Career Ready and further supplement our College Readiness rate.

Additional Information

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

Hopkins County Central is committed to improvement. Teachers and staff have been diligent in their efforts to improve student achievement.

- One example of this is the work teachers, led by the educational specialists, are doing to make sure curriculum and assessment are aligned.
- Secondly, teachers have made great progress with daily formative assessment. If mastery is not reached, teachers re-teach and re-assess until there is mastery.
- A third item is the monthly Storm Advisory, used to provide each student with a teacher or administrator mentor who will help keep them informed and help them make wise academic choices during their high school career. The advisor will keep the same group of students through all four years.

Obviously, expectations are high for teachers, but they are just as high for students. Students are responding to the urgency of raising test scores in a very positive way. The Celebration assemblies, held twice per year to recognize the ACT and PLAN scores, recognize individual students achievement with not only the entire school present, but many community leaders as well. The assemblies resemble academic pep rallies with the different grade levels seated together & each battling to show the most school spirit, with drawings held for multiple prizes.

Seniors who have not yet achieved college readiness are being asked to re-take the ACT on their own, or they're scheduled to take an intervention class with Compass or KYOTE testing at the completion, and/or come to ESS to work on skills in the needed area. Students are taking great pride in their achievements. One student told me that several of his friends had tweeted that they were now college ready. They are taking responsibility for their own success once we have provided them with the opportunity and expectation to do so.

Finally, HCCHS feels that we have implemented systems, processes, and procedures that will enable us to sustain our improvement and we have become smarter about what works best for us and our students. Our school is increasingly viewed as the leading example for our district's other schools, with many of our practices being adopted at other schools.We continue to follow our Dream, and Work Hard to Achieve Success!

2014 15 Plan for KDE Comprehensive School Improvement Plan-Priority School

Overview

Plan Name

2014 15 Plan for KDE Comprehensive School Improvement Plan-Priority School

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	**Increase the average freshman graduation rate from 76 to 90% by 2015.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	$900
2	**Increase the percentage of students who are college and career ready from 34% to 68% by 2015.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	$0
3	**Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	$19500
4	**PGES will be implemented school-wide with teachers and Principals receiving Professional Learning to learn more specifically how to become an Effective Teacher and/or an Effective Principal.	Objectives: 1 Strategies: 4 Activities: 22	Organizational	$43076
5	**Implement PBIS as the primary method of addressing students' behavior problems and potential behavior problems that create barriers to learning.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
6	**The programs of Writing, Arts and Humanities, and Practical Living Career Studies will be proficient by 2015, and World Language will be proficient by 2016.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$0
7	**Develop a plan to engage ALL stakeholders as partners to improve achievement.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	$0
8	**Increase the average combined reading and math proficiency goal scores from 48.2 in 2011-12 to 74.1 in 2016-17.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$30000

Goal 1: **Increase the average freshman graduation rate from 76 to 90% by 2015.

Measurable Objective 1:

collaborate to increase the four year graduation rate to 89.4 by 06/01/2015 as measured by School report card.

Strategy 1:

Attendance & behavior monitoring - Yearly plan developed to improve attendance.

Category: Persistance to Graduation

Activity - Attendance committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance committee shall follow yearly plan developed in 13-14 year for increasing student attendance. This plan shall be presented to the entire faculty.	Policy and Process	08/04/2014	06/01/2015	$0	No Funding Required	Assistant Principal, Attendance committee members

Activity - Attendance mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance committee meetings, as determined by the DPP, will continue to focus on identified students who have three or more absences. These students shall be assigned a specific mentor to assist the student in increasing attendance. Continue with the student attendance incentive program as developed during the 13-14 school year..	Behavioral Support Program	08/06/2014	06/01/2015	$0	No Funding Required	Assistant Principal, Attendance sommittee, DDP

Activity - Track & analyze Persistance to Graduate data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Track and analyze Persistance to Graduate data prior to each trimester in order to update plans of improvement and identify new students.	Behavioral Support Program	08/06/2014	06/01/2015	$0	No Funding Required	Assistant Principals, Community Liaison

Activity - Discipline data review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review discipline data in Admin and CLT meetings.	Behavioral Support Program	08/06/2014	06/01/2015	$0	No Funding Required	Principal & Assistant Principals

Strategy 2:

Freshman Academy - Freshman Academy consists of teachers, freshman assistant principal, freshman counselor and educational consultant. Academy enacts policies, procedures and initiatives to increase percentage of freshman successfully graduating from high school in four years.

Category: Persistance to Graduation

Activity - Freshmen Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a Freshman Orientation Day at the beginning of school	Behavioral Support Program	07/01/2014	08/01/2014	$400	District Funding	Freshman Academy team

Activity - Freshman Academy monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshmen Academy teachers will meet regularly to assess and discuss failures and other pertinent issues	Academic Support Program	08/06/2014	06/01/2015	$0	No Funding Required	Freshman academy team

Activity - Freshman Academy grading policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure the new teachers and freshmen academy teachers know the policies, processes, and procedures for grading consistency	Policy and Process	08/06/2014	06/01/2015	$0	No Funding Required	Freshman Academy team

Strategy 3:

Career Readiness - Educate and mentor freshmen on career pathways

Category: Career Readiness Pathways

Activity - ILP completion and monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue with formal system for completing and monitoring ILPs	Career Preparation/Orientation	08/06/2014	06/01/2015	$0	No Funding Required	Principal, ILP Coordinator

Activity - Pre registration Career pathway information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide more condensed version of Career pathways, courses, and assessments for pre registration	Career Preparation/Orientation	01/01/2015	04/17/2015	$0	No Funding Required	Curriculum Coordinator

Activity - 8th grader pre registration Career pathway education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide substitutes for HCCHS CTE teachers and buses for students so 8th grade middle students can visit each CTE Dept. & learn about the career pathways offered in the spring prior to pre registration	Career Preparation/Orientation	01/01/2015	03/31/2015	$500	District Funding	Principal, Curriculum Coordinator, Counselors, CTE teachers

Goal 2: **Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

Measurable Objective 1:

collaborate to increase the college and career ready percentage to 66% by 05/31/2015 as measured by the school report card.

Strategy 1:

CCR stakeholder education and engagement - Educate and inform stakeholders, parents, students and educators about CCR and the current status of the school and individual students throughout the year.

Category: Stakeholder Engagement

Activity - CCR parent consultations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR registration day consultations with 9th – 12th grade students and their parents to be held during registration days prior to the start of school, and then during Parent/Teacher nights.	Parent Involvement	07/14/2014	03/31/2015	$0	No Funding Required	Administrative Team

Activity - Student consultations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student CCR consultations will take place during school with Storm Advisors or classroom teachers. Teachers will reference students' EPAS scores on CIITs and/or X drive.	Academic Support Program	08/06/2014	06/01/2015	$0	No Funding Required	Storm Advisors, teachers

Activity - Goal setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math, English, and Science Departments and students to be tested, jointly set ACT and PLAN goals. Benchmark goals will be posted around the school, and students will refer to their individual goals set in Storm Advisory.	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	Core area teachers & students, Curriculum Coordinator

Activity - CCR Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Acknowledge students as they become CCR ready by taking a picture and creating CCR wall in the cafeteria, and show individuals who became CCR that week on the student news.	Academic Support Program	09/01/2014	05/31/2015	$0	No Funding Required	BAC, School news teacher, Curriculum Coordinator

Activity - Survey Storm Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Survey Storm Advisory with students and teachers for effectiveness	Other	08/06/2014	08/29/2014	$0	No Funding Required	Curriculum Coordinator

Activity - Academy CCR plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal shall work with district secondary director to ensure a system is developed to enable students enrolled at the Academy to meet CCR Benchmarks.	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Director of Secondary, Principal at Academy

Strategy 2:

Increase focus on Career Readiness - Enact activities to increase the number of students who are preparatory in a Career pathway, better educate stakeholders on

Career pathways, and improve the percentage of students who become Career ready.

Category: Career Readiness Pathways

Activity - Test preparatory juniors on KOSSA or Industry cert tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Give KOSSA to all preparatory juniors test so re teaching can occur for senior year if needed.	Career Preparation/Orientation	11/10/2014	05/31/2015	$0	No Funding Required	Curriculum Coordinator/KOSSA Administrator, CTE teachers

Activity - Use data to drive instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide 2013 14 KOSSA disaggregated test results to CTE teachers to guide instruction.	Academic Support Program	09/01/2014	03/31/2015	$0	No Funding Required	Curriculum Coordinator/KOSSA test coordinator, CTE teachers

Goal 3: **Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 60% by 05/31/2015 as measured by the school report card.

Strategy 1:

Professional Learning - Professional Learning to assist teachers in better serving gap students.

Category: Professional Learning & Support

Activity - Gap interventionist Prof. Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify teachers who have had success with gap students and have them offer Professional Learning during staff meetings.	Professional Learning	10/01/2014	05/31/2015	$200	SIG Grant	Curriculum Coordinator, Gap student teachers

Activity - Intervention program training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Set up Compass Odyssey training for teachers.	Professional Learning	10/01/2014	12/31/2014	$19000	SIG Grant	Curriculum Coordinator

Activity - Prof. Learning on use of technology to disaggregate data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Professional Learning on using technology to disaggregate data and then use the data to drive instruction.	Professional Learning	07/28/2014	05/31/2015	$0	No Funding Required	Curriculum Coordinator, Teacher to present

Strategy 2:

Identification, monitoring and analysis - Identification of students, monitoring and analysis of their performance.

Category: Continuous Improvement

Activity - Identification of at risk students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisors will identify at-risk Students prior to end of September.	Behavioral Support Program	08/06/2014	05/31/2015	$0	No Funding Required	Principals

Activity - Monitoring progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor assessments for progress with GAP students and address progress with administrator in Guided Planning.	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	Guided Planning mentors

Activity - Data disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative team will meet weekly and CLT meetings will be held every other week with agenda items that must include data disaggregation within one month of assessment being released.	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Admin team

Activity - Data disaggregation in PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Departments disaggregate and analyze data, and plan how to use results during first 15 minutes of each PLC Meeting. ESS Program Data analysis to be included.	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	PLC Leaders and teachers

Activity - Data spreadsheets and standardized assessment data disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data spreadsheets will be kept, tracking individual student progress, and data will be disaggregated and discussed with the CLT and faculty in PLCs within one month of data being released for each assessment.	Academic Support Program	09/01/2014	05/31/2015	$0	No Funding Required	BAC, Curriculum Coordinator, Educational consultant

Strategy 3:

Intervention and Mentoring - Use varied methods of intervention mentoring to help gap students succeed.

Category: Continuous Improvement

Activity - Monthly Storm Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly, students will meet with assigned school staff member for approximately 45 minutes for Storm advisory. During this time, students will get to know the advisor, and vice versa, analyze data, set goals, review school scheduling, review CCR requirements as to their progress toward these benchmarks.	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	Storm Advisors

Activity - Intervention classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data including EXPLORE, MAP, GRADE, GMADE, and grades will be analyzed by guidance during the summer to place 9th and 10th grade students in appropriate classes. Interventions will be provided for students scoring in the 19% up to the 30% as can be enrolled in intervention classes with consideration of impact on core content classes, career majors, etc.	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	Counselors

Activity - After school tutoring/mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish before and after school tutoring/mentoring program (ongoing)	Academic Support Program	08/06/2014	05/31/2015	$300	SIG Grant	Teachers, Admin team

Goal 4: **PGES will be implemented school-wide with teachers and Principals receiving Professional Learning to learn more specifically how to become an Effective Teacher and/or an Effective Principal.

Measurable Objective 1:

collaborate to implement PGES and provide professional learning to all teachers to help them become effective teachers by 05/31/2015 as measured by Professional Learning schedule, completed PGES observations.

Strategy 1:

Professional Learning opportunities - Provide multiple professional learning opportunities to help teachers become more effective.

Category: Professional Learning & Support

Activity - UK Next Generation Leadership Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ten people from HCCHS/District will attend the Next Generation Leadership Academy to learn about developing and increase implementation of 21st century skills.	Professional Learning	07/01/2014	05/31/2015	$42776	SIG Grant	Curriculum Coordinator, Teachers

Activity - PGES 30 60 90 plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow PGES 30 60 90 plan, pertaining to PD, peer observer training, implementation.	Professional Learning	08/06/2014	05/31/2015	$0	No Funding Required	Principals

Activity - Prof. Learning on instructional strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use engaging instructional strategies in all classrooms make students true partners by implementing more student collaboration , self-reflection, and development of critical thinking skills. PD offered on these strategies.	Professional Learning	11/03/2014	05/31/2015	$0	No Funding Required	Curriculum Coordinator, Education Recovery Assistants

Activity - Social Studies network meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies Dept. will stay abreast of progress toward release of new standards, as one department member is designated to attend the network meetings.	Professional Learning	08/06/2014	05/31/2015	$300	District Funding	Designated Science teacher/network representative.

Activity - Literacy Design Collaborative Prof. Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers need to be trained/implement Literacy Design Collaborative (LDC)	Professional Learning	11/17/2014	05/31/2015	$0	No Funding Required	Educational Recovery Staff

Activity - Professional Learning evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a way to evaluate professional development training and use those evaluations to plan future PD sessions.	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Curriculum Coordinator

Strategy 2:

Mentoring and monitoring activities - Mentoring and monitoring will be provided by principals, guided planning mentors, and other teachers.

Category: Teacher PGES

Activity - Guided planning differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided planning will be differentiated through scheduling and discussion. Walkthroughs will be more standard topic to be discussed monthly.	Recruitment and Retention	08/06/2014	05/31/2015	$0	No Funding Required	Guided planning mentors

Activity - Implementation of Prof. Learning training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor walkthroughs, CIFs and/or guided planning to ensure Professional Learning training is implemented and monitored.	Professional Learning	08/06/2014	05/31/2015	$0	No Funding Required	Guided planning mentors

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A walkthrough schedule for every other week will be created and implemented involving all teachers, divided by department. Walkthroughs of content teachers will be conducted by guided planning facilitators.	Recruitment and Retention	08/06/2014	05/31/2015	$0	No Funding Required	Guided planning mentors

Activity - PLC monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs Monitored through E-Walk observation rubric tool. A schedule will be made for leadership to follow. Provide differentiated levels of support based on each PLC's current level of development and implementation. PLC observations discussed monthly at CLT or Administrative meetings.	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Admin team, CLT

Strategy 3:

PLCs and Peers - Use PLCs and Peer observations for teachers to build sustainable systems for teacher growth.

Category: Teacher PGES

Activity - Review of Rigor and Relevance in PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Ensure that a challenging curriculum is delivered to all students by review and refocus on RIGOR during PLCs. Lessons modeled and shared by teachers during PLCs, prior to teaching, for input from other teachers in relation to the Rigor and Relevance of the lesson/activity. Teachers will then report back to PLC after teaching that lesson with feedback on the effectiveness of the lesson | Policy and Process | 11/10/2014 | 05/31/2015 | $0 | No Funding Required | PLCs, Educational Recovery Staff, Educational Consultant |

Activity - PLC meeting schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a yearly schedule to include two PLC meetings per month, one department meeting per month, and one job embedded PD per month. This schedule shall be distributed on opening day.	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Educational Consultant

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the Peer Observation component of the new PGES evaluation system to help teachers improve their performance in the classroom	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Teachers

Activity - PLC focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Focus for PLCs will be pre-determined and a list of possible topics will be established to be discussed in PLCs, to include, but not limited to analyzing student work, curriculum, common assessments, data, instructional strategies, Program Review, and current research.	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Educational Consultant, PLC leaders, teachers

Strategy 4:

Teacher strategies for improvement - Teachers will implement varied improvement strategies to increase rigor, relevance, and using data to drive instruction.

Category: Teacher PGES

Activity - Student & Teacher growth goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will begin implementation of TPGES with Student Growth Goals and Teacher Growth Goals.	Other	08/06/2014	05/31/2015	$0	No Funding Required	Teachers

Activity - Next Gen Science Standards integrated	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Department will transition to Next Generation Science Standards by integrating new standards into existing classes for current year, and completing a curriculum alignment with common assessments, pacing guides and unit planners.	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	Educational Recovery Staff, Curriculum Coordinator

Activity - Pacing guides, common assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All content areas review pacing guides and common assessments, and ensure common assessments are in CIITs.	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	Teachers, Guided Planning mentors

Activity - Research grading & weighting system	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research and gather feedback on developing a consistent grading and weighting system within departments	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Educational consultant, select teachers

Activity - Standards/Learning target on assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core departments will begin implementation of including standard and/or learning target on assessments.	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Teachers

Activity - Using data to drive instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate proficiency in pulling classroom data and standardized test data from Gradecam, Clicker system, CIITs, and X drive, and using data to drive instruction. Order docucams and update projectors as needed so all teachers may use Gradecam.	Technology	08/06/2014	05/31/2015	$0	No Funding Required	Teachers, Guided Planning mentors

Activity - Constructed Response questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EOC teachers will give constructed response questions on regular and unit assessments throughout the year, so that CRs are part of students' final grade. Unit tests can be reviewed by the ER Team, Dept chairs, and submitted (upon request) to Director of Secondary	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	EOC teachers, Curriculum Coordinator, Secondary Ed. Director

Activity - Use of exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a system where teachers are required to include evidence of exemplars on CIF and in Program Review notebooks	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	Educational Consultant

Goal 5: **Implement PBIS as the primary method of addressing students' behavior problems and potential behavior problems that create barriers to learning.

Measurable Objective 1:

collaborate to create and maintain an effective learning environment that nurtures a culture of social, emotional, and academic success by 05/31/2015 as measured by data entered into SWIS.

Strategy 1:

Implement components of PBIS - Staff will implement the components of PBIS as defined in the Benchmarks of Quality.

Category: Management Systems

Activity - PBIS team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will include administrative support and teachers that meet monthly and have a clear mission and purpose for modeling appropriate student behaviors.	Behavioral Support Program	08/06/2014	05/31/2015	$0	No Funding Required	PBIS team

Activity - Advisory Council & CLT reporting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A representative from the PBIS team will report data analysis results monthly to the Advisory Council.	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	PBIS team

Activity - Lesson ideas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS team will provide lesson ideas at the beginning of each term to staff so they can define appropriate behaviors as outlined by PBIS and practice those behaviors with students.	Behavioral Support Program	08/06/2014	05/31/2015	$0	No Funding Required	PBIS team

Goal 6: **The programs of Writing, Arts and Humanities, and Practical Living Career Studies will be proficient by 2015, and World Language will be proficient by 2016.

Measurable Objective 1:

demonstrate a proficiency in the programs of Arts and Humanities, Practical Living/Career Studies, and Writing, and add World Language to our Program Review process by 05/31/2015 as measured by Program Review Teams.

Strategy 1:

Monitoring programs - The three programs will be monitored on multiple levels: first through our PLCs, then by Program Review Committees, third by our Administrative team, and finally by our Advisory Council.

Category: Management Systems

Activity - Guided Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Program Review integration in Arts/Humanities, PLCS, Literacy and World Language will be monitored through guided planning.	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Guided planning mentors, PLC leaders

Activity - Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review leadership team will meet three times per year or more to plan & implement PR process, and complete narrative. Program Review Teams (including A/H, PLCS, Writing and the new World Language component) will continue to meet each trimester to review classroom and PLC binders to determine the state and needs of each program. Each program will then report to the Advisory Council at the end of each trimester.	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Program Review Leadership Team

Activity - PLC notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC notebooks will be used to evaluate each trimester the quality of content integration taking place for Arts and Humanities, PLCs, Writing, and Foreign Language. Further, PLC notebooks reviewed using a quality rubric, and summary shared with PLC groups.	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	Educational Consultant, Program Leadership Team

Activity - School wellness policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share goals of school-level wellness policy with faculty and staff, and set an annual review date for the school wellness policy and goals	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	PLCS Team Leaders, School wellness Council

Strategy 2:

Professional Learning - Professional Learning for additional help and clarification on integration of program areas within all contents.

Category: Professional Learning & Support

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide more PD on program reviews that includes integration of programs with emphasis on rigor and world language, Other PD topics will focus on finding from eoy Program Review results.	Professional Learning	11/03/2014	05/29/2016	$0	No Funding Required	Curriculum Coordinator, Program Review Leadership Team

Activity - School wellness policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share goals of school-level wellness policy with faculty and staff, and set an annual review date for the school wellness policy and goals	Policy and Process	08/06/2014	05/31/2015	$0	No Funding Required	PLCS Program Review Leader, School Wellness Council

Goal 7: **Develop a plan to engage ALL stakeholders as partners to improve achievement.

Measurable Objective 1:

collaborate to engage stakeholders as partners to improve student achievement by 05/31/2015 as measured by office sign-in sheets, minutes of meetings, school announcements, emails and event plans..

Strategy 1:

Community outreach - We will have school representatives involved in off campus community events, AND bring more people into our school, to better engage the community, parents, and district personnel with educational programs at HCCHS.

Category: Stakeholder Engagement

Activity - Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Get stakeholder input from parents by using parent survey at summer registration.	Parent Involvement	07/01/2014	10/31/2014	$0	No Funding Required	Curriculum Coordinator, Admin Team, Counselor

Activity - Missing Piece Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish Missing Piece committee members and meeting dates, including a Community/Parent forum (two way communication). Internal HCCHS Community Committee members provide two-way communication to and from external MP committee.	Parent Involvement	09/01/2014	05/31/2015	$0	No Funding Required	Curriculum Coordinator, Community Liaison

Activity - Community event outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule times for school staff to meet parents and community stakeholders at local community events. Include scheduled dates in school newsletter, twitter, messages and social media.	Community Engagement	08/06/2014	05/31/2015	$0	No Funding Required	Admin Team, Community Committee members

Activity - Invitations to school events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule events during school to involve and educate community members and parents on instruction and other accomplishments at HCCHS	Community Engagement	09/01/2014	05/31/2015	$0	No Funding Required	Community Liaison, Counselor, Curriculum Coordinator

Activity - District personnel involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue regular involvement of central office administrators in CLT and Admin Meetings, and other meetings as needed.	Community Engagement	08/06/2014	05/31/2015	$0	No Funding Required	Principal

Strategy 2:

Educate all stakeholders - We will educate, inform, and seek input from stakeholders regarding our educational process and performance.

Category: Stakeholder Engagement

Activity - Monthy newsletters & Daily announcements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Send out a monthly newsletter to community members including Central Office, City/County Leaders, and Operation Prep volunteers the first Thursday of each month. Information will be collected weekly from teachers to be included in newsletter. Daily announcements to be sent to parents & teachers via Infinite Campus messenger.	Community Engagement	08/06/2014	05/31/2015	$0	No Funding Required	Community Liaison

Activity - Youth Service Center Parent workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Youth Service Center to provide calendar of events for parent events for the school year.	Parent Involvement	08/06/2014	05/31/2015	$0	No Funding Required	YSC Coordinator

Activity - ILP Parent Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educate parents on ILPs via daily announcements and monthly community newsletter.	Parent Involvement	08/06/2014	05/31/2015	$0	No Funding Required	ILP Coordinator

Activity - School calendar emailed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following week's calendar of school /faculty events to be distributed Monday morning via emailed calendar.	Other	08/06/2014	05/31/2015	$0	No Funding Required	Attendance secretary

Activity - Stakeholder surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from parent surveys, student surveys, and Tell surveys to improve culture and instruction.	Community Engagement	08/06/2014	11/16/2014	$0	No Funding Required	Curriculum Coordinator, Admin team

Goal 8: **Increase the average combined reading and math proficiency goal scores from 48.2 in 2011-12 to 74.1 in 2016-17.

Measurable Objective 1:

collaborate to increase combined percentage of students scoring proficient or higher in math and reading from 48.2% in 2011 12 to 63.7%   by 05/31/2015 as measured by KPREP.

Strategy 1:

Intervention - Interventions provided for students who aren't benchmark on MAP reading and math or EXPLORE.

Category: Learning Systems

Activity - KSI Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KSI intervention in Reading and/or Math	Academic Support Program	08/06/2014	05/31/2015	$30000	Title I Schoolwide	Curriculum Coordinator, Teaching interventionist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

SIG Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
UK Next Generation Leadership Academy	Ten people from HCCHS/District will attend the Next Generation Leadership Academy to learn about developing and increase implementation of 21st century skills.	Professional Learning	07/01/2014	05/31/2015	$42776	Curriculum Coordinator, Teachers
After school tutoring/mentoring	Establish before and after school tutoring/mentoring program (ongoing)	Academic Support Program	08/06/2014	05/31/2015	$300	Teachers, Admin team
Gap interventionist Prof. Learning	Identify teachers who have had success with gap students and have them offer Professional Learning during staff meetings.	Professional Learning	10/01/2014	05/31/2015	$200	Curriculum Coordinator, Gap student teachers
Intervention program training	Set up Compass Odyssey training for teachers.	Professional Learning	10/01/2014	12/31/2014	$19000	Curriculum Coordinator
				Total	$62276	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KSI Intervention	KSI intervention in Reading and/or Math	Academic Support Program	08/06/2014	05/31/2015	$30000	Curriculum Coordinator, Teaching interventionist
				Total	$30000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Planning	Program Review integration in Arts/Humanities, PLCS, Literacy and World Language will be monitored through guided planning.	Policy and Process	08/06/2014	05/31/2015	$0	Guided planning mentors, PLC leaders

Pacing guides, common assessments	All content areas review pacing guides and common assessments, and ensure common assessments are in CIITs.	Academic Support Program	08/06/2014	05/31/2015	$0	Teachers, Guided Planning mentors
Next Gen Science Standards integrated	Science Department will transition to Next Generation Science Standards by integrating new standards into existing classes for current year, and completing a curriculum alignment with common assessments, pacing guides and unit planners.	Academic Support Program	08/06/2014	05/31/2015	$0	Educational Recovery Staff, Curriculum Coordinator
ILP completion and monitoring	Continue with formal system for completing and monitoring ILPs	Career Preparation/Orientation	08/06/2014	06/01/2015	$0	Principal, ILP Coordinator
Attendance committee	Attendance committee shall follow yearly plan developed in 13-14 year for increasing student attendance. This plan shall be presented to the entire faculty.	Policy and Process	08/04/2014	06/01/2015	$0	Assistant Principal, Attendance committee members
PLC focus	A Focus for PLCs will be pre-determined and a list of possible topics will be established to be discussed in PLCs, to include, but not limited to analyzing student work, curriculum, common assessments, data, instructional strategies, Program Review, and current research.	Policy and Process	08/06/2014	05/31/2015	$0	Educational Consultant, PLC leaders, teachers
Prof. Learning on use of technology to disaggregate data	Provide Professional Learning on using technology to disaggregate data and then use the data to drive instruction.	Professional Learning	07/28/2014	05/31/2015	$0	Curriculum Coordinator, Teacher to present
School wellness policy	Share goals of school-level wellness policy with faculty and staff, and set an annual review date for the school wellness policy and goals	Policy and Process	08/06/2014	05/31/2015	$0	PLCS Program Review Leader, School Wellness Council
Attendance mentoring	Attendance committee meetings, as determined by the DPP, will continue to focus on identified students who have three or more absences. These students shall be assigned a specific mentor to assist the student in increasing attendance. Continue with the student attendance incentive program as developed during the 13-14 school year..	Behavioral Support Program	08/06/2014	06/01/2015	$0	Assistant Principal, Attendance sommittee, DDP
Constructed Response questions	EOC teachers will give constructed response questions on regular and unit assessments throughout the year, so that CRs are part of students' final grade. Unit tests can be reviewed by the ER Team, Dept chairs, and submitted (upon request) to Director of Secondary	Academic Support Program	08/06/2014	05/31/2015	$0	EOC teachers, Curriculum Coordinator, Secondary Ed. Director

Monthy newsletters & Daily announcements	Send out a monthly newsletter to community members including Central Office, City/County Leaders, and Operation Prep volunteers the first Thursday of each month. Information will be collected weekly from teachers to be included in newsletter. Daily announcements to be sent to parents & teachers via Infinite Campus messenger.	Community Engagement	08/06/2014	05/31/2015	$0	Community Liaison
District personnel involvement	Continue regular involvement of central office administrators in CLT and Admin Meetings, and other meetings as needed.	Community Engagement	08/06/2014	05/31/2015	$0	Principal
Review of Rigor and Relevance in PLCs	Ensure that a challenging curriculum is delivered to all students by review and refocus on RIGOR during PLCs. Lessons modeled and shared by teachers during PLCs, prior to teaching, for input from other teachers in relation to the Rigor and Relevance of the lesson/activity. Teachers will then report back to PLC after teaching that lesson with feedback on the effectiveness of the lesson	Policy and Process	11/10/2014	05/31/2015	$0	PLCs, Educational Recovery Staff, Educational Consultant
Freshman Academy monitoring	Freshmen Academy teachers will meet regularly to assess and discuss failures and other pertinent issues	Academic Support Program	08/06/2014	06/01/2015	$0	Freshman academy team
Literacy Design Collaborative Prof. Learning	Teachers need to be trained/implement Literacy Design Collaborative (LDC)	Professional Learning	11/17/2014	05/31/2015	$0	Educational Recovery Staff
School calendar emailed	Following week's calendar of school /faculty events to be distributed Monday morning via emailed calendar.	Other	08/06/2014	05/31/2015	$0	Attendance secretary
Lesson ideas	PBIS team will provide lesson ideas at the beginning of each term to staff so they can define appropriate behaviors as outlined by PBIS and practice those behaviors with students.	Behavioral Support Program	08/06/2014	05/31/2015	$0	PBIS team
Professional Learning	Provide more PD on program reviews that includes integration of programs with emphasis on rigor and world language, Other PD topics will focus on finding from eoy Program Review results.	Professional Learning	11/03/2014	05/29/2016	$0	Curriculum Coordinator, Program Review Leadership Team
Identification of at risk students	Advisors will identify at-risk Students prior to end of September.	Behavioral Support Program	08/06/2014	05/31/2015	$0	Principals
Pre registration Career pathway information	Provide more condensed version of Career pathways, courses, and assessments for pre registration	Career Preparation/Orientation	01/01/2015	04/17/2015	$0	Curriculum Coordinator
Goal setting	Math, English, and Science Departments and students to be tested, jointly set ACT and PLAN goals. Benchmark goals will be posted around the school, and students will refer to their individual goals set in Storm Advisory.	Academic Support Program	08/06/2014	05/31/2015	$0	Core area teachers & students, Curriculum Coordinator

Intervention classes	Data including EXPLORE, MAP, GRADE, GMADE, and grades will be analyzed by guidance during the summer to place 9th and 10th grade students in appropriate classes. Interventions will be provided for students scoring in the 19% up to the 30% as can be enrolled in intervention classes with consideration of impact on core content classes, career majors, etc.	Academic Support Program	08/06/2014	05/31/2015	$0	Counselors
Professional Learning evaluations	Implement a way to evaluate professional development training and use those evaluations to plan future PD sessions.	Policy and Process	08/06/2014	05/31/2015	$0	Curriculum Coordinator
Stakeholder surveys	Analyze data from parent surveys, student surveys, and Tell surveys to improve culture and instruction.	Community Engagement	08/06/2014	11/16/2014	$0	Curriculum Coordinator, Admin team
Implementation of Prof. Learning training	Monitor walkthroughs, CIFs and/or guided planning to ensure Professional Learning training is implemented and monitored.	Professional Learning	08/06/2014	05/31/2015	$0	Guided planning mentors
Advisory Council & CLT reporting	A representative from the PBIS team will report data analysis results monthly to the Advisory Council.	Policy and Process	08/06/2014	05/31/2015	$0	PBIS team
Discipline data review	Review discipline data in Admin and CLT meetings.	Behavioral Support Program	08/06/2014	06/01/2015	$0	Principal & Assistant Principals
Review Process	Program Review leadership team will meet three times per year or more to plan & implement PR process, and complete narrative. Program Review Teams (including A/H, PLCS, Writing and the new World Language component) will continue to meet each trimester to review classroom and PLC binders to determine the state and needs of each program. Each program will then report to the Advisory Council at the end of each trimester.	Policy and Process	08/06/2014	05/31/2015	$0	Program Review Leadership Team
Use data to drive instruction	Provide 2013 14 KOSSA disaggregated test results to CTE teachers to guide instruction.	Academic Support Program	09/01/2014	03/31/2015	$0	Curriculum Coordinator/KOSSA test coordinator, CTE teachers
Survey Storm Advisory	Survey Storm Advisory with students and teachers for effectiveness	Other	08/06/2014	08/29/2014	$0	Curriculum Coordinator
ILP Parent Education	Educate parents on ILPs via daily announcements and monthly community newsletter.	Parent Involvement	08/06/2014	05/31/2015	$0	ILP Coordinator
Data disaggregation in PLCs	Departments disaggregate and analyze data, and plan how to use results during first 15 minutes of each PLC Meeting. ESS Program Data analysis to be included.	Academic Support Program	08/06/2014	05/31/2015	$0	PLC Leaders and teachers
School wellness policy	Share goals of school-level wellness policy with faculty and staff, and set an annual review date for the school wellness policy and goals	Policy and Process	08/06/2014	05/31/2015	$0	PLCS Team Leaders, School wellness Council

Invitations to school events	Schedule events during school to involve and educate community members and parents on instruction and other accomplishments at HCCHS	Community Engagement	09/01/2014	05/31/2015	$0	Community Liaison, Counselor, Curriculum Coordinator
Test preparatory juniors on KOSSA or Industry cert tests	Give KOSSA to all preparatory juniors test so re teaching can occur for senior year if needed.	Career Preparation/Orientation	11/10/2014	05/31/2015	$0	Curriculum Coordinator/KOSSA Administrator, CTE teachers
Standards/Learning target on assessments	Core departments will begin implementation of including standard and/or learning target on assessments.	Policy and Process	08/06/2014	05/31/2015	$0	Teachers
Using data to drive instruction	Teachers will demonstrate proficiency in pulling classroom data and standardized test data from Gradecam, Clicker system, CIITs, and X drive, and using data to drive instruction. Order docucams and update projectors as needed so all teachers may use Gradecam.	Technology	08/06/2014	05/31/2015	$0	Teachers, Guided Planning mentors
CCR Recognition	Acknowledge students as they become CCR ready by taking a picture and creating CCR wall in the cafeteria, and show individuals who became CCR that week on the student news.	Academic Support Program	09/01/2014	05/31/2015	$0	BAC, School news teacher, Curriculum Coordinator
Monthly Storm Advisory	Monthly, students will meet with assigned school staff member for approximately 45 minutes for Storm advisory. During this time, students will get to know the advisor, and vice versa, analyze data, set goals, review school scheduling, review CCR requirements as to their progress toward these benchmarks.	Academic Support Program	08/06/2014	05/31/2015	$0	Storm Advisors
Youth Service Center Parent workshops	Youth Service Center to provide calendar of events for parent events for the school year.	Parent Involvement	08/06/2014	05/31/2015	$0	YSC Coordinator
Monitoring progress	Monitor assessments for progress with GAP students and address progress with administrator in Guided Planning.	Academic Support Program	08/06/2014	05/31/2015	$0	Guided Planning mentors
Prof. Learning on instructional strategies	Use engaging instructional strategies in all classrooms make students true partners by implementing more student collaboration , self-reflection, and development of critical thinking skills. PD offered on these strategies.	Professional Learning	11/03/2014	05/31/2015	$0	Curriculum Coordinator, Education Recovery Assistants
PLC monitoring	PLCs Monitored through E-Walk observation rubric tool. A schedule will be made for leadership to follow. Provide differentiated levels of support based on each PLC's current level of development and implementation. PLC observations discussed monthly at CLT or Administrative meetings.	Policy and Process	08/06/2014	05/31/2015	$0	Admin team, CLT
PGES 30 60 90 plan	Follow PGES 30 60 90 plan, pertaining to PD, peer observer training, implementation.	Professional Learning	08/06/2014	05/31/2015	$0	Principals

Data disaggregation	Administrative team will meet weekly and CLT meetings will be held every other week with agenda items that must include data disaggregation within one month of assessment being released.	Policy and Process	08/06/2014	05/31/2015	$0	Admin team
Research grading & weighting system	Research and gather feedback on developing a consistent grading and weighting system within departments	Policy and Process	08/06/2014	05/31/2015	$0	Educational consultant, select teachers
Use of exemplars	Develop a system where teachers are required to include evidence of exemplars on CIF and in Program Review notebooks	Academic Support Program	08/06/2014	05/31/2015	$0	Educational Consultant
Missing Piece Committee	Establish Missing Piece committee members and meeting dates, including a Community/Parent forum (two way communication). Internal HCCHS Community Committee members provide two-way communication to and from external MP committee.	Parent Involvement	09/01/2014	05/31/2015	$0	Curriculum Coordinator, Community Liaison
CCR parent consultations	CCR registration day consultations with 9th – 12th grade students and their parents to be held during registration days prior to the start of school, and then during Parent/Teacher nights.	Parent Involvement	07/14/2014	03/31/2015	$0	Administrative Team
Data spreadsheets and standardized assessment data disaggregation	Data spreadsheets will be kept, tracking individual student progress, and data will be disaggregated and discussed with the CLT and faculty in PLCs within one month of data being released for each assessment.	Academic Support Program	09/01/2014	05/31/2015	$0	BAC, Curriculum Coordinator, Educational consultant
Track & analyze Persistance to Graduate data	Track and analyze Persistence to Graduate data prior to each trimester in order to update plans of improvement and identify new students.	Behavioral Support Program	08/06/2014	06/01/2015	$0	Assistant Principals, Community Liaison
Parent Survey	Get stakeholder input from parents by using parent survey at summer registration.	Parent Involvement	07/01/2014	10/31/2014	$0	Curriculum Coordinator, Admin Team, Counselor
Walkthroughs	A walkthrough schedule for every other week will be created and implemented involving all teachers, divided by department. Walkthroughs of content teachers will be conducted by guided planning facilitators.	Recruitment and Retention	08/06/2014	05/31/2015	$0	Guided planning mentors
Freshman Academy grading policy	Ensure the new teachers and freshmen academy teachers know the policies, processes, and procedures for grading consistency	Policy and Process	08/06/2014	06/01/2015	$0	Freshman Academy team
Academy CCR plan	The principal shall work with district secondary director to ensure a system is developed to enable students enrolled at the Academy to meet CCR Benchmarks.	Policy and Process	08/06/2014	05/31/2015	$0	Director of Secondary, Principal at Academy
Student & Teacher growth goals	All teachers will begin implementation of TPGES with Student Growth Goals and Teacher Growth Goals.	Other	08/06/2014	05/31/2015	$0	Teachers

Guided planning differentiation	Guided planning will be differentiated through scheduling and discussion. Walkthroughs will be more standard topic to be discussed monthly.	Recruitment and Retention	08/06/2014	05/31/2015	$0	Guided planning mentors
Student consultations	Student CCR consultations will take place during school with Storm Advisors or classroom teachers. Teachers will reference students' EPAS scores on CIITs and/or X drive.	Academic Support Program	08/06/2014	06/01/2015	$0	Storm Advisors, teachers
PBIS team	The team will include administrative support and teachers that meet monthly and have a clear mission and purpose for modeling appropriate student behaviors.	Behavioral Support Program	08/06/2014	05/31/2015	$0	PBIS team
PLC meeting schedule	Develop a yearly schedule to include two PLC meetings per month, one department meeting per month, and one job embedded PD per month. This schedule shall be distributed on opening day.	Policy and Process	08/06/2014	05/31/2015	$0	Educational Consultant
Community event outreach	Schedule times for school staff to meet parents and community stakeholders at local community events. Include scheduled dates in school newsletter, twitter, messages and social media.	Community Engagement	08/06/2014	05/31/2015	$0	Admin Team, Community Committee members
PLC notebooks	PLC notebooks will be used to evaluate each trimester the quality of content integration taking place for Arts and Humanities, PLCs, Writing, and Foreign Language. Further, PLC notebooks reviewed using a quality rubric, and summary shared with PLC groups.	Policy and Process	08/06/2014	05/31/2015	$0	Educational Consultant, Program Leadership Team
Peer Observations	Use the Peer Observation component of the new PGES evaluation system to help teachers improve their performance in the classroom	Policy and Process	08/06/2014	05/31/2015	$0	Teachers
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies network meetings	Social Studies Dept. will stay abreast of progress toward release of new standards, as one department member is designated to attend the network meetings.	Professional Learning	08/06/2014	05/31/2015	$300	Designated Science teacher/network representative.
Freshmen Orientation	Implement a Freshman Orientation Day at the beginning of school	Behavioral Support Program	07/01/2014	08/01/2014	$400	Freshman Academy team
8th grader pre registration Career pathway education	Provide substitutes for HCCHS CTE teachers and buses for students so 8th grade middle students can visit each CTE Dept. & learn about the career pathways offered in the spring prior to pre registration	Career Preparation/Orientation	01/01/2015	03/31/2015	$500	Principal, Curriculum Coordinator, Counselors, CTE teachers
				Total	$1200	

KDE 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?

DATA FROM INTERNAL REVIEW

A primary source used to develop our 30 60 90 and CSIP for 2014 15 were the results from our KDE Internal Review. The resulting report reflected the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings for the report were supported by a review of varied sources including stakeholder survey data and the school report card results from 2012 13. All sources used for the Review are listed:

-review of the 2011-2012 Leadership Assessment report

-examination of an array of student performance data

-Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2013

-school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)

-review of documents and artifacts

-examination of ASSIST stakeholder survey data collected in the fall of 2013 and TELL Kentucky survey data

-principal and stakeholder interviews

Findings from the Review determined there were no Improvement Priorities, but many Opportunities for Improvement.

Opportunities for Improvement:

Ensure that a challenging and equitable curriculum is delivered to all students in all courses every day. Provide additional supports and flexible interventions to gap students to close the 27-point achievement gap. Develop and deploy additional intervention strategies to ensure all students develop learning, thinking, and life skills that lead to success at the next level.

Develop a comprehensive system where data analysis and reflection on instruction is continuous, purposeful and results in overt instructional change systematically at the classroom level. Implement a monitoring system to ensure that data is analyzed promptly and reflectively, and that these reflections lead to classroom instructional improvement for all students. Include a system to measure the impact of these data-driven instructional changes in order to determine if these new instructional changes are having desired effects.

Ensure that engaging instructional strategies in all classrooms make students true partners in their education. Use teachers with strong student engagement as models to build capacity for student engagement among all staff. Hold teachers accountable for the use of student-centered engaging instruction in all classrooms.

Continue and expand current professional development/professional learning community initiatives to ensure that all students (especially gap students) receive high quality instructional practices in all classes every day. Formally and consistently monitor instruction and provide improvement feedback to ensure that instructional practices ensure the success of all students (especially gap students).

Ensure all professional learning communities are equipped and monitored to improve instruction in all content areas. Provide differentiated levels of support based on each professional learning community's current level of development and implementation. This support may include varying degrees of monitoring or additional participation by school leadership until all PLC groups are functioning with fidelity. Include measures for building capacity for using data to make reflective decisions regarding necessary changes in instructional process and

measures to determine if those changes are effective when implemented in the classroom.

Develop a system in which all students are informed of learning expectations and provided exemplars for proficiency in all classrooms. Reflectively analyze multiple measures of data to ensure that continuous modification of instruction is implemented in all classrooms for all students.

Coordinate efforts with district personnel to ensure the alignment of district and school mentoring programs (such as new teacher training). Develop a system for monitoring the impact of guided planning on instructional effectiveness. Include a feedback loop for reflection after the lesson about the effectiveness of guided planning and a process for ensuring high quality instruction by all teachers in all classrooms. Continue to utilize TPGES in order to improve teacher performance.

Develop a process for involving parents as partners in the education of their students. Continue and expand two-way (school-to-home and home-to-school) communication initiatives to inform parents about student progress as well as involve parents in teaching and learning. Ensure equitable communication to all stakeholder households (e.g., alternate methods of distributing and receiving information for households without internet access).

Continue to strengthen the effectiveness of the STORM Advisory program. Actively promote student feedback loops about STORM Advisory effectiveness and impact. Modify the program based on feedback from students to increase its effectiveness. Explore ways to make mentor-mentee connections authentic and based on pre-existing relationships. In addition, continue to target specific students who are identified as at-risk for dropping out of school with intensive interventions designed to provide extra support for their unique needs.

Develop, communicate and implement a policy designed to guide grading practices throughout the school. Use this policy to ensure that 1) content in lessons experienced by students is rigorous and congruent with appropriate grade-level standards and skills and 2) assessments of student understanding of content are authentic and congruent with the rigor of the standards.

Continue and expand efforts to identify unique learning needs of students (e.g., collect and analyze formative, interim and summative assessment data, analyze student learning styles inventory results for instructional implications). Use identified needs information to structure appropriate interventions to support student success (especially among gap students.) Make interventions flexible so that students can move between tiers of support as their performance level changes. Hold teachers accountable for the success of all students regardless of their unique learning needs.

Summary of Internal Review
One theme emerging from the review was the need to increase the reflective use of data to improve instruction in all classrooms. Significant data is gathered, stored and available for teachers. However, only a few samples of documentation were available to indicate a systemic, effective examination of data reflectively leading to subsequent instructional modifications. Some samples of this process were seen. Consistent and widespread use of data reflections to improve instruction for all students (especially gap students) is not yet evident.

Another theme that emerged was the gradual release of improvement processes to teacher leaders. The idea to build capacity within teacher leaders to continue all improvement initiatives is a positive step. However, leadership should ensure that active support is not withdrawn too early. Differentiation of the levels of leadership, support and monitoring for PLC activities is necessary with the eventual goal of internal autonomy within the group.

A final theme identified during this review addresses the continuation of the school improvement efforts into the future. The Central Leadership Team concept is building leadership capacity within the school. School leadership should continue to develop internal capacity

within an even wider variety of staff members to ensure future sustainability once state and/or district levels of support are reduced.

STUDENT PERFORMANCE DATA--SCHOOL REPORT CARD

Additional data to be considered is performance on our school report card for 2013 14, since the Internal Review doesn't reflect the most recent performance data.

Now that we have three years of parallel data, this helps display any trends worth notice, whether positive or negative.

According to our data over the period from 2011-12 to 2013-14, overall our performance has improved each year in all areas of accountability with one minor exception--the Growth component--which went down slightly in 2013-14 from 2012-13. By drilling down into the data, we can see that the drop occurred in Reading, with this content area 2.6% less growth than the state. Math growth was up, and far exceeded state results.

Results are confirmed by data from Achievement and Gap, where we can see that the Reading percentage Proficient/Distinguished was down from the prior year, both among Gap students and All students, with All students being slightly below state percentage. On the other end of the spectrum, the percentage of Novice students increased slightly from 12 13 to 13 14, but with both groups (All students and Gap) still having a lower percentage than the state.

Data for CCR shows a great increase of College Ready from 11 12 to 12 13, and then levels off for 13 14 with no increase. Academic Career Ready increased greatly due to increased Workkeys testing. Technical Career Ready hasn't increased greatly over the three years. Because College Readiness has been more of a focus for us in the past two years, Career Readiness most certainly has the potential for the greatest improvement.

Recent demographic data also shows that our gap group remains substantial, is an area in which we have struggled in the past and remains a challenge. We have a large percent of gap students including 16.2% of students with disabilities, 60% of students who are free and reduced lunch students, and 7.7% African American.

What the data doesn't tell us is how teacher turnover affects our school, as teachers retire, are promoted within the district, or take advantage of opportunities elsewhere, this brings in teachers who are new to our "system," methods and procedures, and we must constantly adjust schedules, offer Professional Learning to review procedures that the experienced teachers already know.

Another factor that the data doesn't point out are the obstacles presented by our current trimester schedule--with cores, even some EOCs not being offered all year, but instead, students being enrolled only 2/3s of the year. Students who are assessed on EOCs, On demand, PLAN, ACT, Career Readiness assessments, etc., may or may not be in the relevant class at the time the test is given.

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?

As cited earlier, we have grown in almost all accountability categories over the past three years, however, there some notable strengths:

Math has shown substantial growth in percentage of Proficient/Distinguished and reduction of Novice, with consistent increases over three years in All students, including the gap group. The math department has an excellent system of tracking individual students' progress, and general and resource Algebra II classes extend to three trimesters to give them additional time to prepare for EOCs.

We are implementing the Math department's system in other departments to ensure we are tracking each student's progress. Cause to celebrate is math's growth over three years, with percentage proficient/distinguished far above state average, and percent novice far below.

Another area to celebrate is the increase in College Ready students. From 2011 12 to 2013 14 the number of college ready students grew by 52. We are improving at tracking, providing interventions, and celebrating these students. And in 2013 14, our ACT composite exceeded the state average composite for the first time ever!

Opportunities for Improvement

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

Once again, the Opportunities for Improvement cited in the Internal Review cover a broad spectrum:

-Better, more flexible interventions for our gap students, still a 27 point gap. This includes identification & analysis of individual learning needs.

-Better reflective use of data, a comprehensive system for data analysis, both for standardized assessment results and within the classroom

-Building leadership by differentiation within PLC process

-More student centered instruction, including students empowered by knowing the learning expectations, provided proficient exemplars, and ability to self assess

-Improved feedback on teacher monitoring, via analysis of guided planning & walk through results

-Strengthen Storm Advisory

-Consistent grading policies

-Continue to improve parent involvement

Additionally, from looking over three years of school report card data, the following opportunities for improvement arise:

The number of Career Ready students has remained stagnant over three years. Our plans include better informing incoming students to insure that they can become preparatory in a Career pathway and have the opportunity to become Career Ready. Prior to registration, we are working with students so they know what courses to choose to complete their pathway. We also are trying to improve our technical pass rate for the assessments by offering more industry certifications and preparing students more sufficiently for KOSSA or the other technical test.

As stated before, one content area that hasn't shown the growth desired is Reading. Because there isn't a Reading curriculum in High School, this presents obstacles. We provide one Reading Intervention teacher, who has classes scheduled for 9th & 10th graders identified for KSI interventions. He also provides CCR intervention reading interventions. This is the only "formal" reading intervention being done. Because English Language Arts teachers also shoulder responsibility for English content for PLAN, ACT, EOCs, writing, and Writing component of Program review, it's difficult for them to adequately address Reading.

Another concern is the change in our students' ability to use the Zoom program on assessments in math. Steps are being taken in the Math department to prepare students to perform without the program.

All areas in need of improvement are addressed in the School Improvement Plan Goals, Objectives, Strategies and Activities.

Conclusion

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

After receiving the Internal Review report last winter, our Central Leadership Team met and reviewed all the OFIs. The CLT planned solutions to implement for our 2014 15 school year, and these were added to our 30 60 90 plan and our CSIP. The CLT and our Principal Advisory Council review the 30 60 90 regularly at meetings to ensure that the improvement are being enacted.

In addition, we are implementing the Math department's system in other departments to ensure we are tracking each student's progress. But another concern is the change in our students' ability to use the Zoom program on assessments in math. Steps are being taken in the Math department to prepare students to perform without the program.

Our plans include better informing incoming students to insure that they can become preparatory in a Career pathway and have the opportunity to become Career Ready. Prior to registration, we are working with students so they know what courses to choose to complete their pathway. We also are trying to improve our technical pass rate for the assessments by offering more industry certifications and preparing students more sufficiently for KOSSA or the other technical test.

Concerns with Reading Interventions are being addressed by visits to other schools to determine how interventions are provided.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Missing Piece committee members:

Teryl Farmer, parent & Advisory Council member

Janet Doyel, parent

Mechelle Earl, parent

Laura Latham, Curriculum Coordinator

Lauren Wood, Counselor

Tracy McDowell, Community Liaison

Dana Byrum, Youth Service Center Coordinator, parent

Amanda Haynes, teacher, parent

Marty Cook, assistant principal

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.0

	Statement or Question	Response	Rating
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

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

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

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

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.71

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

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

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

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

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

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.29

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

	Statement or Question	Response	Rating
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

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

	Statement or Question	Response	Rating
4.	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

	Statement or Question	Response	Rating
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

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
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

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

	Statement or Question	Response	Rating
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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.67

	Statement or Question	Response	Rating
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 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
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
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
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
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.67

	Statement or Question	Response	Rating
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
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
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.

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

Our Missing Piece team members rated ourselves higher than last year on every indicator of he Missing Piece rubric. The strongest area is our Relationship Building with parents, earning a Proficient rating, with 3.0, up from an Apprentice rating of 2.29 last year. Communications between school staff and parents pertaining to students' academic achievement and individual needs also rated a high Apprentice, at 2.71, as compared to 2.43 a year ago. Next were Learning Opportunities and Community Partnerships, both rated 2.67, as compared to last year's 2 and 2.5. The second lowest rating was Advocacy, at 2.5, and lowest Decision making at 2.29. However, these two lowest still exceeded last year's ratings of 2 and 1.57.

We are making progress by taking advantage of existing events when parents are involved, to consult with them about CCR, discuss school improvements, school performance, and their individual student's needs. Our communications have improved, with many parents congratulating us on our daily announcements. We are inviting parents and community members into the building for special assemblies, including our ACT Celebration and the Veterans Day Assembly. In addition, we are scheduling special community walk-throughs so community members can see the good things going on in the classroom. We hosted Leadership Hopkins County Class of 2014, showcasing our students' performances in different areas. We are making an effort to engage parents at more convenient locations, including local festivals and events, where we can be present in the many local communities that make up our school district.

Report Summary

Scores By Section

Section Score

1	2	3	4

Relationship Building — 3

Communications — 2.71

Decision Making — 2.29

Advocacy — 2.5

Learning Opportunities — 2.67

Community Partnerships — 2.67
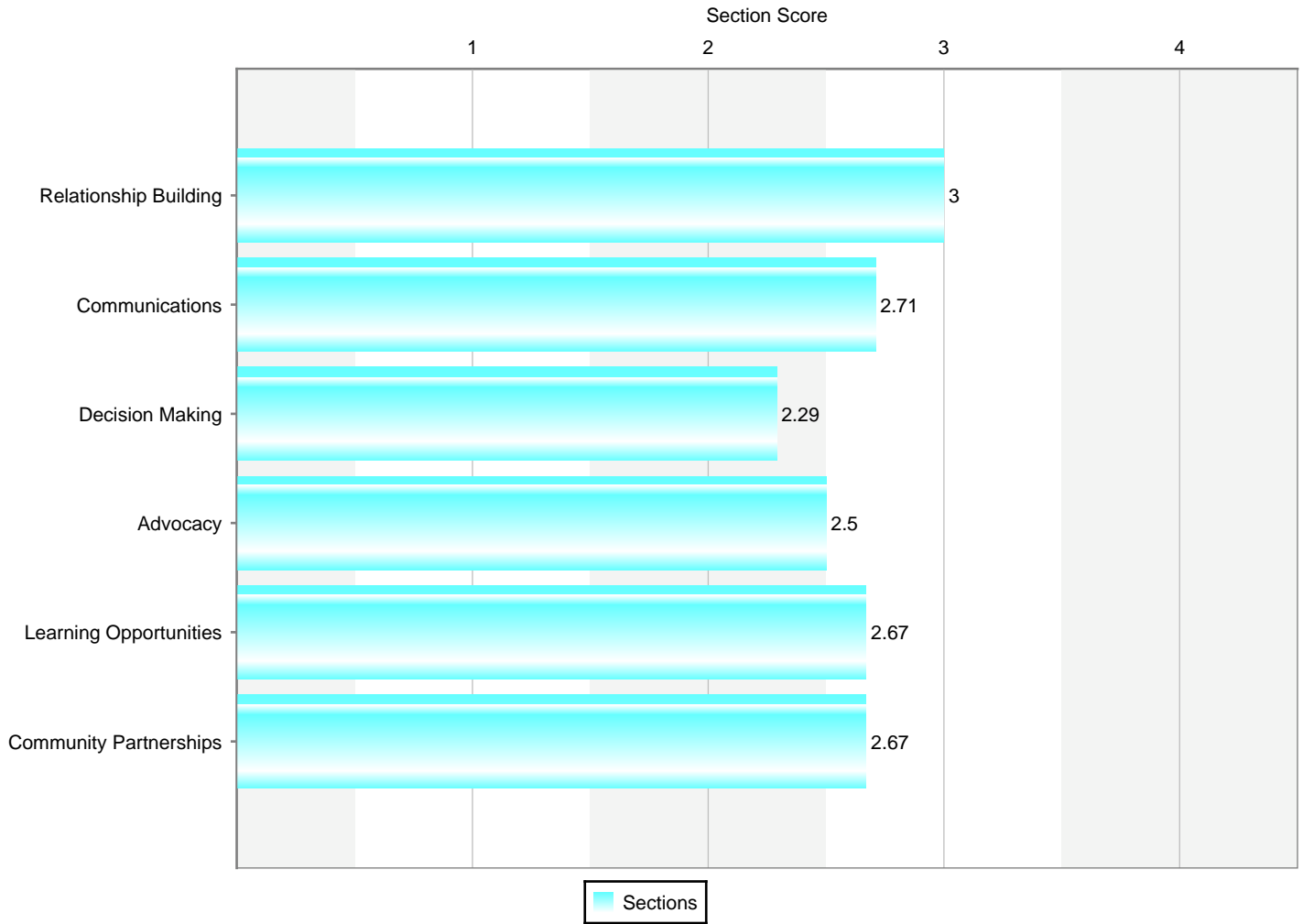
Sections

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.

OVERVIEW

Stakeholders that are involved in our Improvement Planning Process include teachers, students, parents, and school and district administrators. At HCCHS, as a priority school, we begin developing the 30 60 90 day plan at then end of the school year, refine it over the summer, and then add to it when we receive our accountability results in the fall of the new school year. The 30 60 90 day plan, is, is essence, the CSIP, broken into manageable time increments. Varied sources of input are used when preparing our 30 60 90.

INTERNAL REVIEW

For the 2014-15 30 60 90/CSIP, the primary building blocks were provided from our Internal Review early in 2014. The resulting report reflected the team's analysis of Advanc-ED Standard 3, Teaching and Assessing for Learning.   Findings from the Review determined there were no Improvement Priorities, but many Opportunities for Improvement (OFIs). Following the review, our Central Leadership Team, consisting of at least two teachers from every department, and all administrators, met to review the OFIs, and make a plan for addressing each of these. The resulting strategies were then incorporated into our 30 60 90 day plan for 2014 15.

STAKEHOLDER SURVEYS

In addition to the Internal Review results, stakeholder surveys from Advanc-ed were given to teachers, students, and parents. Survey results were compiled, discussed and integrated into our Improvement Plan by our school Principal Advisory Council. Our PAC consists of our principals, counselors, Curriculum Coordinator, Educational Consultant, Education Recovery Staff, Special Education Buillding Coach, Community Liaison, and District Director of Secondary Education.

OTHER SOURCES OF INPUT

A Professional Learning needs assessment is done in the spring, and areas of need chosen by our individual teachers and Professional Learning Communities (PLCs) are prioritized and added to our 30 60 90, and our Professional Learning Schedule for the new year. Additional ideas for improvement bubble up from PLCs to CLT to PAC, and they are added to the 30 60 90 as needed.

Additional parent involvement is secured from our Missing Piece Committee, which meets after school as needed, to evaluate improvement needs and initiatives. Missing Piece Committee also communicates via email when face-to-face meetings cannot be held. A Missing Piece Committee member/parent is also a member of our school Advisory Council, along with a student member. Missing Piece Committee members evaluate HCCHS on the Missing Piece rubric items, which determine what we need to improve upon for parent and community involvement. These items are then discussed in CLT and PAC, and added to the 30 60 90. The Advisory Council also fields two parent members, two teachers, and one student member. The 30 60 90 is reviewed for feedback in the monthly advisory council meetings for additional input from stakeholders.

Finally, based on these sources of input, our school creates a 30 60 90 plan to address all improvement needs. This document serves as the primary source document for the goals, objectives, strategies and activities which compose the CSIP.

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

Our PLCs consist of common departmental planning teachers, with a mix of elective teachers. PLCs meet twice monthly.

The Central Leadership Team consists of all department heads (teachers), plus a few additional teachers from each department. CLT also includes all Principal Advisory Council/Administrative Team members (principals, counselors, curriculum coordinator, educational consultant, state educational recovery assistants).

PAC, Principal Advisory Council, consists of three principals, three counselors, curriculum coordinator, educational consultant, Special Ed. building coach, community liaison, and Education Recovery staff.

Our Advisory Council replaced the site based council, and includes the principal, two parents, and two teachers.

The Missing Piece committee consists of five parents, one of whom is an Advisory Council member, one of whom is a teacher, and one of whom is our Youth Service Center Coordinator. The committee also comprises a counselor, assistant principal, and curriculum coordinator.

As explained earlier, the 30 60 90 day plan is built from input from all of these groups, and then regularly reviewed for discussion, progress, and to add new items throughout the year. Again, this is used as our working document for the CSIP.

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

Before submitting the CSIP to the district for approval, our PAC, Advisory Council, and Missing Piece Committee reviewed the document and revisions were made. On completion, the CSIP will be placed on our school website and emailed as an attachment along with our daily announcements. Since the CSIP is an open record, it will always be available on demand.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	na	

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

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		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	School-wide activities only.	

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.	No	School wide assistance.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Schoolwide assistance only.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Schoolwide only.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

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 and linked to our district website. (provide the website link below)	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes		

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

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

Compliance and Accountability - High 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 TELL KY Survey results.

Goal 1:

**PGES will be implemented school-wide with teachers and Principals receiving Professional Learning to learn more specifically how to become an Effective Teacher and/or an Effective Principal.

Measurable Objective 1:

collaborate to implement PGES and provide professional learning to all teachers to help them become effective teachers by 05/31/2015 as measured by Professional Learning schedule, completed PGES observations.

Strategy1:

Teacher strategies for improvement - Teachers will implement varied improvement strategies to increase rigor, relevance, and using data to drive instruction.

Category: Teacher PGES

Research Cited:

Activity - Constructed Response questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EOC teachers will give constructed response questions on regular and unit assessments throughout the year, so that CRs are part of students' final grade. Unit tests can be reviewed by the ER Team, Dept chairs, and submitted (upon request) to Director of Secondary	Academic Support Program			08/06/2014	05/31/2015	$0 - No Funding Required	EOC teachers, Curriculum Coordinator, Secondary Ed. Director

Activity - Use of exemplars	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a system where teachers are required to include evidence of exemplars on CIF and in Program Review notebooks	Academic Support Program			08/06/2014	05/31/2015	$0 - No Funding Required	Educational Consultant

Activity - Standards/Learning target on assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core departments will begin implementation of including standard and/or learning target on assessments.	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Teachers

Activity - Pacing guides, common assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content areas review pacing guides and common assessments, and ensure common assessments are in CIITs.	Academic Support Program			08/06/2014	05/31/2015	$0 - No Funding Required	Teachers, Guided Planning mentors

Activity - Research grading & weighting system	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research and gather feedback on developing a consistent grading and weighting system within departments	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Educational consultant, select teachers

Activity - Using data to drive instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will demonstrate proficiency in pulling classroom data and standardized test data from Gradecam, Clicker system, CIITs, and X drive, and using data to drive instruction. Order docucams and update projectors as needed so all teachers may use Gradecam.	Technology			08/06/2014	05/31/2015	$0 - No Funding Required	Teachers, Guided Planning mentors

Activity - Next Gen Science Standards integrated	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science Department will transition to Next Generation Science Standards by integrating new standards into existing classes for current year, and completing a curriculum alignment with common assessments, pacing guides and unit planners.	Academic Support Program			08/06/2014	05/31/2015	$0 - No Funding Required	Educational Recovery Staff, Curriculum Coordinator

Activity - Student & Teacher growth goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will begin implementation of TPGES with Student Growth Goals and Teacher Growth Goals.	Other			08/06/2014	05/31/2015	$0 - No Funding Required	Teachers

Strategy2:

Mentoring and monitoring activities - Mentoring and monitoring will be provided by principals, guided planning mentors, and other teachers.

Category: Teacher PGES

Research Cited:

Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A walkthrough schedule for every other week will be created and implemented involving all teachers, divided by department. Walkthroughs of content teachers will be conducted by guided planning facilitators.	Recruitment and Retention			08/06/2014	05/31/2015	$0 - No Funding Required	Guided planning mentors

Activity - PLC monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs Monitored through E-Walk observation rubric tool. A schedule will be made for leadership to follow. Provide differentiated levels of support based on each PLC's current level of development and implementation. PLC observations discussed monthly at CLT or Administrative meetings.	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Admin team, CLT

Activity - Implementation of Prof. Learning training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor walkthroughs, CIFs and/or guided planning to ensure Professional Learning training is implemented and monitored.	Professional Learning			08/06/2014	05/31/2015	$0 - No Funding Required	Guided planning mentors

Activity - Guided planning differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided planning will be differentiated through scheduling and discussion. Walkthroughs will be more standard topic to be discussed monthly.	Recruitment and Retention			08/06/2014	05/31/2015	$0 - No Funding Required	Guided planning mentors

Strategy3:

Professional Learning opportunities - Provide multiple professional learning opportunities to help teachers become more effective.

Category: Professional Learning & Support

Research Cited:

Activity - PGES 30 60 90 plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow PGES 30 60 90 plan, pertaining to PD, peer observer training, implementation.	Professional Learning			08/06/2014	05/31/2015	$0 - No Funding Required	Principals

Activity - Professional Learning evaluations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a way to evaluate professional development training and use those evaluations to plan future PD sessions.	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Curriculum Coordinator

Activity - Prof. Learning on instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use engaging instructional strategies in all classrooms make students true partners by implementing more student collaboration , self-reflection, and development of critical thinking skills. PD offered on these strategies.	Professional Learning			11/03/2014	05/31/2015	$0 - No Funding Required	Curriculum Coordinator, Education Recovery Assistants

Activity - Literacy Design Collaborative Prof. Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers need to be trained/implement Literacy Design Collaborative (LDC)	Professional Learning			11/17/2014	05/31/2015	$0 - No Funding Required	Educational Recovery Staff

Activity - Social Studies network meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies Dept. will stay abreast of progress toward release of new standards, as one department member is designated to attend the network meetings.	Professional Learning			08/06/2014	05/31/2015	$300 - District Funding	Designated Science teacher/network representative.

Activity - UK Next Generation Leadership Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ten people from HCCHS/District will attend the Next Generation Leadership Academy to learn about developing and increase implementation of 21st century skills.	Professional Learning			07/01/2014	05/31/2015	$42776 - SIG Grant	Curriculum Coordinator, Teachers

Strategy4:

PLCs and Peers - Use PLCs and Peer observations for teachers to build sustainable systems for teacher growth.

Category: Teacher PGES

Research Cited:

Activity - Review of Rigor and Relevance in PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that a challenging curriculum is delivered to all students by review and refocus on RIGOR during PLCs. Lessons modeled and shared by teachers during PLCs, prior to teaching, for input from other teachers in relation to the Rigor and Relevance of the lesson/activity. Teachers will then report back to PLC after teaching that lesson with feedback on the effectiveness of the lesson	Policy and Process			11/10/2014	05/31/2015	$0 - No Funding Required	PLCs, Educational Recovery Staff, Educational Consultant

Activity - PLC focus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Focus for PLCs will be pre-determined and a list of possible topics will be established to be discussed in PLCs, to include, but not limited to analyzing student work, curriculum, common assessments, data, instructional strategies, Program Review, and current research.	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Educational Consultant, PLC leaders, teachers

Activity - Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Peer Observation component of the new PGES evaluation system to help teachers improve their performance in the classroom	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Teachers

Activity - PLC meeting schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a yearly schedule to include two PLC meetings per month, one department meeting per month, and one job embedded PD per month. This schedule shall be distributed on opening day.	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Educational Consultant

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 from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 60%

by 05/31/2015 as measured by the school report card.

Strategy1:

Intervention and Mentoring - Use varied methods of intervention mentoring to help gap students succeed.

Category: Continuous Improvement

Research Cited:

Activity - Monthly Storm Advisory	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly, students will meet with assigned school staff member for approximately 45 minutes for Storm advisory. During this time, students will get to know the advisor, and vice versa, analyze data, set goals, review school scheduling, review CCR requirements as to their progress toward these benchmarks.	Academic Support Program			08/06/2014	05/31/2015	$0 - No Funding Required	Storm Advisors

Activity - Intervention classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data including EXPLORE, MAP, GRADE, GMADE, and grades will be analyzed by guidance during the summer to place 9th and 10th grade students in appropriate classes. Interventions will be provided for students scoring in the 19% up to the 30% as can be enrolled in intervention classes with consideration of impact on core content classes, career majors, etc.	Academic Support Program			08/06/2014	05/31/2015	$0 - No Funding Required	Counselors

Activity - After school tutoring/mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish before and after school tutoring/mentoring program (ongoing)	Academic Support Program			08/06/2014	05/31/2015	$300 - SIG Grant	Teachers, Admin team

Strategy2:

Professional Learning - Professional Learning to assist teachers in better serving gap students.

Category: Professional Learning & Support

Research Cited:

Activity - Prof. Learning on use of technology to disaggregate data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Learning on using technology to disaggregate data and then use the data to drive instruction.	Professional Learning			07/28/2014	05/31/2015	$0 - No Funding Required	Curriculum Coordinator, Teacher to present

Activity - Gap interventionist Prof. Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify teachers who have had success with gap students and have them offer Professional Learning during staff meetings.	Professional Learning			10/01/2014	05/31/2015	$200 - SIG Grant	Curriculum Coordinator, Gap student teachers

Activity - Intervention program training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Set up Compass Odyssey training for teachers.	Professional Learning			10/01/2014	12/31/2014	$19000 - SIG Grant	Curriculum Coordinator

Strategy3:

Identification, monitoring and analysis - Identification of students, monitoring and analysis of their performance.

Category: Continuous Improvement

Research Cited:

Activity - Data disaggregation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will meet weekly and CLT meetings will be held every other week with agenda items that must include data disaggregation within one month of assessment being released.	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Admin team

Activity - Identification of at risk students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisors will identify at-risk Students prior to end of September.	Behavioral Support Program			08/06/2014	05/31/2015	$0 - No Funding Required	Principals

Activity - Monitoring progress	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor assessments for progress with GAP students and address progress with administrator in Guided Planning.	Academic Support Program			08/06/2014	05/31/2015	$0 - No Funding Required	Guided Planning mentors

Activity - Data disaggregation in PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments disaggregate and analyze data, and plan how to use results during first 15 minutes of each PLC Meeting. ESS Program Data analysis to be included.	Academic Support Program			08/06/2014	05/31/2015	$0 - No Funding Required	PLC Leaders and teachers

Activity - Data spreadsheets and standardized assessment data disaggregation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data spreadsheets will be kept, tracking individual student progress, and data will be disaggregated and discussed with the CLT and faculty in PLCs within one month of data being released for each assessment.	Academic Support Program			09/01/2014	05/31/2015	$0 - No Funding Required	BAC, Curriculum Coordinator, Educational consultant

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

Goal 1:

**Increase the average freshman graduation rate from 76 to 90% by 2015.

Measurable Objective 1:

collaborate to increase the four year graduation rate to 89.4 by 06/01/2015 as measured by School report card.

Strategy1:

Attendance & behavior monitoring - Yearly plan developed to improve attendance.

Category: Persistance to Graduation

Research Cited:

Activity - Attendance committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance committee shall follow yearly plan developed in 13-14 year for increasing student attendance. This plan shall be presented to the entire faculty.	Policy and Process			08/04/2014	06/01/2015	$0 - No Funding Required	Assistant Principal, Attendance committee members

Activity - Discipline data review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review discipline data in Admin and CLT meetings.	Behavioral Support Program			08/06/2014	06/01/2015	$0 - No Funding Required	Principal & Assistant Principals

Activity - Attendance mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance committee meetings, as determined by the DPP, will continue to focus on identified students who have three or more absences. These students shall be assigned a specific mentor to assist the student in increasing attendance. Continue with the student attendance incentive program as developed during the 13-14 school year..	Behavioral Support Program			08/06/2014	06/01/2015	$0 - No Funding Required	Assistant Principal, Attendance sommittee, DDP

Activity - Track & analyze Persistance to Graduate data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Track and analyze Persistence to Graduate data prior to each trimester in order to update plans of improvement and identify new students.	Behavioral Support Program			08/06/2014	06/01/2015	$0 - No Funding Required	Assistant Principals, Community Liaison

Strategy2:

Freshman Academy - Freshman Academy consists of teachers, freshman assistant principal, freshman counselor and educational

consultant. Academy enacts policies, procedures and initiatives to increase percentage of freshman successfully graduating from high school

in four years.

Category: Persistance to Graduation

Research Cited:

Activity - Freshmen Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a Freshman Orientation Day at the beginning of school	Behavioral Support Program			07/01/2014	08/01/2014	$400 - District Funding	Freshman Academy team

Activity - Freshman Academy grading policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure the new teachers and freshmen academy teachers know the policies, processes, and procedures for grading consistency	Policy and Process			08/06/2014	06/01/2015	$0 - No Funding Required	Freshman Academy team

Activity - Freshman Academy monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshmen Academy teachers will meet regularly to assess and discuss failures and other pertinent issues	Academic Support Program			08/06/2014	06/01/2015	$0 - No Funding Required	Freshman academy team

Strategy3:

Career Readiness - Educate and mentor freshmen on career pathways

Category: Career Readiness Pathways

Research Cited:

Activity - ILP completion and monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with formal system for completing and monitoring ILPs	Career Preparation/ Orientation			08/06/2014	06/01/2015	$0 - No Funding Required	Principal, ILP Coordinator

Activity - Pre registration Career pathway information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide more condensed version of Career pathways, courses, and assessments for pre registration	Career Preparation/ Orientation			01/01/2015	04/17/2015	$0 - No Funding Required	Curriculum Coordinator

Activity - 8th grader pre registration Career pathway education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide substitutes for HCCHS CTE teachers and buses for students so 8th grade middle students can visit each CTE Dept. & learn about the career pathways offered in the spring prior to pre registration	Career Preparation/ Orientation			01/01/2015	03/31/2015	$500 - District Funding	Principal, Curriculum Coordinator, Counselors, CTE teachers

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

Goal 1:

**The programs of Writing, Arts and Humanities, and Practical Living Career Studies will be proficient by 2015, and World Language will be proficient by 2016.

Measurable Objective 1:

demonstrate a proficiency in the programs of Arts and Humanities, Practical Living/Career Studies, and Writing, and add World Language to our Program Review process by 05/31/2015 as measured by Program Review Teams.

Strategy1:

Professional Learning - Professional Learning for additional help and clarification on integration of program areas within all contents.

Category: Professional Learning & Support

Research Cited:

Activity - School wellness policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Share goals of school-level wellness policy with faculty and staff, and set an annual review date for the school wellness policy and goals	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	PLCS Program Review Leader, School Wellness Council

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide more PD on program reviews that includes integration of programs with emphasis on rigor and world language, Other PD topics will focus on finding from eoy Program Review results.	Professional Learning			11/03/2014	05/29/2016	$0 - No Funding Required	Curriculum Coordinator, Program Review Leadership Team

Strategy2:

Monitoring programs - The three programs will be monitored on multiple levels: first through our PLCs, then by Program Review

Committees, third by our Administrative team, and finally by our Advisory Council.

Category: Management Systems

Research Cited:

Activity - School wellness policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Share goals of school-level wellness policy with faculty and staff, and set an annual review date for the school wellness policy and goals	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	PLCS Team Leaders, School wellness Council

Activity - Review Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review leadership team will meet three times per year or more to plan & implement PR process, and complete narrative. Program Review Teams (including A/H, PLCS, Writing and the new World Language component) will continue to meet each trimester to review classroom and PLC binders to determine the state and needs of each program. Each program will then report to the Advisory Council at the end of each trimester.	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Program Review Leadership Team

Activity - Guided Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review integration in Arts/Humanities, PLCS, Literacy and World Language will be monitored through guided planning.	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Guided planning mentors, PLC leaders

Activity - PLC notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC notebooks will be used to evaluate each trimester the quality of content integration taking place for Arts and Humanities, PLCs, Writing, and Foreign Language. Further, PLC notebooks reviewed using a quality rubric, and summary shared with PLC groups.	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Educational Consultant, Program Leadership Team

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 34% to 68% by 2015.

Measurable Objective 1:

collaborate to increase the college and career ready percentage to 66% by 05/31/2015 as measured by the school report card.

Strategy1:

CCR stakeholder education and engagement - Educate and inform stakeholders, parents, students and educators about CCR and the current status of the school and individual students throughout the year.

Category: Stakeholder Engagement

Research Cited:

Activity - CCR Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Acknowledge students as they become CCR ready by taking a picture and creating CCR wall in the cafeteria, and show individuals who became CCR that week on the student news.	Academic Support Program			09/01/2014	05/31/2015	$0 - No Funding Required	BAC, School news teacher, Curriculum Coordinator

Activity - Goal setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math, English, and Science Departments and students to be tested, jointly set ACT and PLAN goals. Benchmark goals will be posted around the school, and students will refer to their individual goals set in Storm Advisory.	Academic Support Program			08/06/2014	05/31/2015	$0 - No Funding Required	Core area teachers & students, Curriculum Coordinator

Activity - Academy CCR plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal shall work with district secondary director to ensure a system is developed to enable students enrolled at the Academy to meet CCR Benchmarks.	Policy and Process			08/06/2014	05/31/2015	$0 - No Funding Required	Director of Secondary, Principal at Academy

Activity - Survey Storm Advisory	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Survey Storm Advisory with students and teachers for effectiveness	Other			08/06/2014	08/29/2014	$0 - No Funding Required	Curriculum Coordinator

Activity - Student consultations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student CCR consultations will take place during school with Storm Advisors or classroom teachers. Teachers will reference students' EPAS scores on CIITs and/or X drive.	Academic Support Program			08/06/2014	06/01/2015	$0 - No Funding Required	Storm Advisors, teachers

Activity - CCR parent consultations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR registration day consultations with 9th – 12th grade students and their parents to be held during registration days prior to the start of school, and then during Parent/Teacher nights.	Parent Involvement			07/14/2014	03/31/2015	$0 - No Funding Required	Administrative Team

Strategy2:

Increase focus on Career Readiness - Enact activities to increase the number of students who are preparatory in a Career pathway, better educate stakeholders on Career pathways, and improve the percentage of students who become Career ready.

Category: Career Readiness Pathways

Research Cited:

Activity - Test preparatory juniors on KOSSA or Industry cert tests	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Give KOSSA to all preparatory juniors test so re teaching can occur for senior year if needed.	Career Preparation/ Orientation			11/10/2014	05/31/2015	$0 - No Funding Required	Curriculum Coordinator/KOSSA Administrator, CTE teachers

Activity - Use data to drive instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide 2013 14 KOSSA disaggregated test results to CTE teachers to guide instruction.	Academic Support Program			09/01/2014	03/31/2015	$0 - No Funding Required	Curriculum Coordinator/KOSSA test coordinator, CTE teachers