



# **KDE Comprehensive Improvement Plan for Districts**

## **Harlan County**

251 Ball Park Rd  
Harlan, KY 40831

# TABLE OF CONTENTS

Introduction.....	1
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## **Executive Summary**

Introduction.....	3
-------------------	---

Description of the School System.....	4
---------------------------------------	---

System's Purpose.....	7
-----------------------	---

Notable Achievements and Areas of Improvement.....	8
--	---

Additional Information .....	13
------------------------------	----

## **2014 CDIP Goals/Objectives/Strategies/Activities**

Overview.....	15
---------------	----

Goals Summary.....	16
--------------------	----

Goal 1: 2014 GAP Goal: 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.....	17
---	----

Goal 2: 2014 K-PREP Proficiency Goal.....	20
---	----

Goal 3: 2014 College and Career Readiness Goal.....	23
---	----

Goal 4: 2014 Next Generation Professionals- Principal Goal.....	29
---	----

Goal 5: 2014 Harlan County High School Graduation Goal.....	33
---	----

Goal 6: 2014 Next Generation Professionals- Teacher Goal.....	36
---	----

Goal 7: 2014 Kindergarten Readiness Goal.....	38
---	----

Goal 8: 2014 Special Education Goal- Reduce Suspensions for SwD- All Schools.....	39
---	----

Goal 9: 2014 TELL KY Survey Improvement Goal- Instructional Practices and Support for All Teachers.....	40
---	----

Activity Summary by Funding Source.....	43
---	----

Activity Summary by School.....	58
---------------------------------	----

## **KDE Needs Assessment**

Introduction ..... 94

Data Analysis ..... 95

Areas of Strengths ..... 101

Opportunities for Improvement ..... 106

Oversight and Monitoring ..... 110

Conclusion ..... 112

**Compliance and Accountability - Districts**

Introduction ..... 114

Planning and Accountability Requirements ..... 115

**KDE Superintendent Assurances**

Introduction ..... 145

Delivery Targets ..... 146

Resources and Support Systems ..... 148

Facilities/Support Systems ..... 149

**KDE Assurances - District**

Introduction ..... 152

District Assurances ..... 153

## **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.

# **Executive Summary**

## **Introduction**

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

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

## Description of the School System

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

In 2013-2014 the Harlan County School System served 4047 students in rural Southeastern Kentucky. This number surprisingly rose from 4019 students in 2012-2013. However, tentative 2014-2015 data reveals a strong reverse of this growth with an estimated loss of approximately 150 students. Harlan County borders Bell, Leslie, Letcher, and Perry Counties as well as the state of Virginia. It encompasses 467.97 square miles. Harlan County boasts Kentucky's highest peak, Black Mountain, which climbs to 4,145 feet above sea level.

The population of Harlan County is estimated to be 28,543 in 2012. It has steadily declined since 1940 when there were 75,275 residents.

Harlan County is home to the Black Mountain Off Road Adventure Area which as has been featured in at least 12 major publications and/or television shows, as well as being touted as America's #1 ATV destination more than once. It also offers an 11-line, 2 mile zipline.

Numerous horseback riding, hiking, canoeing/kayaking, hunting, fishing, camping, golfing, and cultural-historical activities/sites are offered and being emphasized by local leaders.

The city of Cumberland is known as the Black Bear Capital of Kentucky. This has attracted visitors for bear-viewing within nearby Kingdom Come State Park. Further interest of the locale has sparked since Kentucky has reinstated a bear-hunting season

Two recent television shows, Justified (on FX) and Kentucky Justice (National Geographic), have brought some notoriety back to the County.....if only by name. Justified has rekindled a resurgence of the once heavily-used nickname "Bloody Harlan", given to describe the violent skirmishes of the 1930's between coal operators and the miners. This label later resurfaced after the critically-acclaimed documentary Harlan County USA was released in 1974. This film depicted similar labor unrests within the coalfields of the 1970's. Kentucky Justice is a reality show that chronicles many of the dangerous situations the Harlan County Sheriff's Department encounter on a daily basis.

Other than the recent push towards (eco) tourism discussed above, Harlan County has been offered few opportunities to instigate diversity within it's economy. An outdated road system is viewed as a major contributing factor to this.

Harlan County Schools serve the majority of the county's students. Other educational institutions include the much smaller Harlan Independent School District (city of Harlan), the small private Harlan County Christian School, and two campuses of the Southeast Kentucky Community and Technical College System.

There are eight schools in the District with a K-8 configuration: Black Mountain Elementary, Cawood Elementary, Cumberland Elementary, Evarts Elementary, Green Hills Elementary, James A. Cawood Elementary, Rosspoint Elementary, and Wallins Elementary. Harlan County High, home of the now infamous "Black Bears", is our only high school. It houses grades 9-12 and was formed from the consolidation of Cumberland, Evarts, and James A. Cawood High Schools in 2008. Although we sub-contract our preschool services though Head Start, we house one K-4 classroom within each of our primary schools except Rosspoint Elementary (due to limited space). There are also three separate, service-supported Head Start centers within the county at Grays Knob, Verda, and in Cumberland (Tri-Cities).

## KDE Comprehensive Improvement Plan for Districts

Harlan County

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Of the 4047 students, 50.6% are male and 49.4% are female. 96.4% of the students are White, 2.1% are African-American, 1.0% are Hispanic, 0.1% are American Indian or Alaska Native, and 0.3% are two or more (data taken from the 2013-2014 District Report Card- Learning Environment>Students>By Gender/Race).

Students in the District are predominantly poor. Out of 4,047 students 3,129 students (77.3%) qualify for Free Meals and another 156 (3.9%) receive Reduced pricing. In comparison, only 52.1% qualify for Free Meal Status across the State (data taken from the 2013-2014 District Report Card- Learning Environment>Students>By Lunch Status). This required assistance is due to the fact that unemployment is high and has been exacerbated since the area's largest employment opportunity, coal mining and mine-related industries, suffered recent catastrophic blows. The majority of these jobs are no longer available. The logging industry in Harlan County is still viable, but is certainly not as prevalent as in past years. Harlan County is home to Blanton Forest, the largest old growth forest in the state. Our unemployment rate has fluctuated from a reported 13% in 2013, up to nearly 18%, and now sits at a reported 11.4% (September 2014). Harlan Appalachian Regional Hospital and the Harlan County School System are now the county's largest employers.

Our spending per student in the District is slightly lower than the State average. We allocate \$9,783. per student as compared to the State average of \$10,217. (data taken from the 2013-2014 District Report Card- Learning Environment>Students>Spending Per Student). Our Student-to internet connected instructional computer ratio is 2.9:1 for the District as compared to 2.4:1 for the State (data taken from the District Report Card- Learning Environment>Technology>Student Access to Technology. 0:1 was reported in error). A recently acquired \$30 million Race To The Top (RTTT)/Appalachian Renaissance Initiative (ARI) grant through the Kentucky Valley Educational Cooperative (KVEC) has put one-to-one devices for each student within a classroom in each of our nine schools, favorably increasing our ratio. An additional set of students computers will be placed in all of our schools repeatedly over the next three years!

The 16:1 student-to-teacher ratio for Harlan County Schools mirrors the State average. The percentage of core academic subject classes not taught by highly qualified teachers is 0.6% as compared to 0.3% for the State. However, our District teachers have an average of 2 years more teaching experience than the teachers across the rest of the State (14 years for Harlan County teachers/12 years for teachers in other Kentucky districts) and unlike many other systems, we have no teachers with emergency or provisional certification (all data taken from the 2013-2014 District Report Card- Learning Environment>Teachers). In terms of Rank 1 certification, 30.5% or 4.3% more of our District teachers have reached this credential in comparison to all other practicing Commonwealth educators (26.2%- State average) (data taken from the 2013-2014 District Report Card- Learning Environment>Teachers- Professional Qualifications).

28.6% of our teachers are male (6.7% more than the State average of 21.9%), offering our students more male, positive role models (data taken from the 2013-2014 District Report Card- Learning Environment>Teachers- By Gender).

In regards to Programs, we currently have 0.1% who are English Language Learners (ELL) as compared to 3.4% for the State. 13.9% of our students are identified as Gifted and Talented (16.7% are identified across the State). 936 students or 23.1% of our student population receive Special Education services. This statistic is perhaps often the most discussed and/or concerning, given the State average is only 14.9% (all data taken from the 2013-2014 District Report Card- Learning Environment>Programs>Program Type).

Currently, our Attendance Rate is 91.0% as compared to 94.6% for the rest of the State. Our Retention Rate of 2.9% is higher than the 2.1% State average. However, our 1.2% Dropout Rate is lower when compared to the rest of Kentucky districts whose average is 1.7%. (All data taken from the 2013-2014 District Report Card- Learning Environment>Students>By Student Success Rate). With people moving due to job loss and little local economic diversification, coupled with lacking home-school regulations in the Commonwealth, it is difficult to promote the necessity of education and likewise mandate attendance in our area. When faced with going to court for truancy, we too often have many parents exercise their home-school rights to avoid the legal implications they or their child(ren) will face.



## KDE Comprehensive Improvement Plan for Districts

Harlan County

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Given the obstacles, our Graduation Rate has still grown tremendously and currently sits at 85.2%. This is only 2.2% below the 2013-2014 State Average (data taken from the 2013-2014 District Report Card- Delivery Targets>Graduation Rate).

Statistical analysis regarding transitioning to adult life shows after graduation, 67.2% or 12.% more of our students go directly to college! Fewer (0.8% as compared to 6.0% for the State) enter Vocational/Technical Training. Many attribute this to the high local unemployment and less variance in local career opportunities. At last reporting, our Career and Technical Education Program had 55.7% of CTE Preparatory Students College and/or Career Ready as compared to 68.5% for the State (2013-2014 District Report Card- Career and Technical Education>CTE Specific College and Career Readiness). Statistics could not be formulated for use to be (statistically) significant for analysis of the categories "Military" or "Working" (data taken from the 2013-2014 District Report Card- Learning Environment>Students>By Transitioning to Adult Life After Graduation). Overall CCR reporting shows growth (13% in 2010-2011 to 49.8% in 2013-2014). However, given the State average was 62.3% in 2013-2014, we realize the need to channel many of our efforts and resources into this endeavor. (Data taken from District Report Card- Delivery Targets> CCR).

Harlan County Schools offer a wealth of learning opportunities for it's students. We are making great strides in ensuring that all of our students are college-and-career ready and Harlan County is a work-ready community. Accountability Performance manifested a 27% one-year growth from 2011-2012 to 2012-2013 and another impressive 10.9% gain from 2012-2013 to 2013-2014! We are currently rank in the 55th percentile of all Districts in Kentucky (data taken from the 2013-2014 District Report Card- Accountability>Accountability Profile). As discussed, our poor road system and lack of economic diversity has hampered the vision and transitional efforts of many students and stakeholders, especially when taking the direct post-secondary routes of Vocational/Technical Training or Work .

Our Accountability Profile (2013-2014 District Report Card- Accountability>Accountability Profile) shows that we met and surpassed our 2012-2013 Annual Measurable Objective (AMO) Goal and Participation Rate Goal. Climbing to 85.2% as previously mentioned, we fell short of our Graduation Rate Goal by only 1.7% (Delivery Target was 86.9%).

Two components new to District/School Accountability are Program Reviews and K-SCREEN (a kindergarten-readiness measure). Over the next few years, we will be investing much more effort and resources to strengthen our Program Reviews. Only 10.1% of the Programs District-wide were Proficient/Distinguished as compared to 65.4% within other schools across the State (data taken from the District Report Card- Program Review>Program Review Targets). Much of this score improvement will arise from better documentation of our many efforts already in place. Our K-SCREEN results for the Prior Setting of 'Any" manifested a Kindergarten Readiness measure of 46.9 as compared to 49.0 for the State (District Report Card- Delivery Targets>K-SCREEN>Prior Setting>Any). We will be collaborating with our contracted preschool providers (Head Start), the Bell-Harlan Early Childhood Council, and all of our families to improve our early childhood preparedness measures as well.

Harlan County Schools are reaching out to and joining with all willing stakeholders to maximize resources and work diligently to ensure the success of every student, all while distinguishing Harlan County as a work-ready community.

## **System's Purpose**

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

One of the main goals of the Harlan County School System is to prepare every learner so they are college and/or career ready. We want to collaborate with all of our stakeholders to ensure Harlan County is a work-ready community. Our schools must guarantee that each student has been given the necessary exposure to academic and extra-curricular foundations needed for post-school transitions and success. Our school system embodies its purpose through our numerous program offerings and high expectations for students. We have a tremendous dual-credit program for the college-bound student, numerous Career and Technical Education (CTE)/vocational offerings for those seeking industry certifications or entering a trade, an outstanding Junior Reserve Officer Training Corps program (one of the largest programs in the Kentucky) with courses and offered guidance for those wanting a basis to learn about the military and its requirements (however, JROTC is not a recruiting venue), and a strong basic diploma for those wanting to directly enter the workforce.

Mission of Harlan County Schools-

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

Vision of Harlan County Schools-

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

Parental Involvement in Harlan County Schools-

Parental Involvement is a combination of commitment and active participation on the part of the parent to the school and the student. A child's ideas about education and its significance begin with the parent and for students to achieve at a high level, parents must play an active role in the educational processes of their children.

Dr. Joyce Epstein- "When parents, teachers, student, and other view one another as partners in education, a caring community forms around students and begins its work."

## Notable Achievements and Areas of Improvement

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

Over the last three years, the Harlan County Public School District has continually strived to create and nurture many innovative programs and practices within our one consolidated high school, as well as throughout our eight elementary schools. The District has also worked extensively with our schools' administrations and faculties to provide and implement high-quality professional development that targets the Common Core State Standards (CCSS/KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), GAP closure, refinement of our Response to Intervention (RtI) process, College and Career Readiness, and Graduation Rate (including implications for the community).

Ownership of success has been fostered within teachers as we have collaboratively explored the effects of poverty on academics, the importance of differentiated instruction (including implementation of Marzano's research-based strategies), what effective co-teaching looks like, formative and summative assessment development, and most recently along with the TPGES/PPGES, deep exploration of Kentucky's adapted Danielson's Framework for Teaching Document. The district, school leadership, and district teacher leaders also participate in the Instructional Support Leadership Network (ISLN) led by the Kentucky Department of Education/Kentucky Valley Educational Cooperative to guarantee that our schools gain exposure to the cutting edge of educational research and advances. We also collaborate with and receive resources from the Southeast South-Central Educational Cooperative in special education and preschool.

Our Accountability Performance shows that we moved from an Overall Score of 54.6 (9th Percentile in KY) in 2012-2013 to 65.5 (55th Percentile in KY) in 2013-2014 (Classification- Needs Improvement). Given such achievements in one year, we are extremely motivated. However because of this non-typical growth, it is likewise hard for many in the District to calibrate a realistic three-year improvement (percentile) goal!

We met our Annual Measurable Objective (AMO). As given on the District Report Card- Accountability>Accountability Profile>Annual Measurable Objective: 2012-2013 Overall Score- 54.6, 2013-2014 AMO Goal- 55.6, 2013-2014 Overall Score 65.5, Met AMO Goal- Yes, Met Participation Rate Goal- Yes, Met Graduation Rate Goal- No.

The District's Combined Reading and Mathematics Growth Points Total are as follows:

- Elementary School- All Students: 63.9 for the District & 59.8 for the State
- Middle School- All Students: 65.6 for the District & 59.9 for the State
- High School-All Students: 54 for the District & 56.3 for the State.

Analysis of Reading and Math separately:

- The percent of our Elementary in the District making typical or higher annual growth in Reading is 66.8% as compared to only 59.6% for the State. In Math, 61% in the District are making typical or higher annual growth as compared to 59.9% for the State.
- The percent of our Middle School in the District making typical or higher annual growth in Reading is 65.5% as compared to only 59.8% for the State. In Math, 65.5% in the District are making typical or higher annual growth as compared to 60% for the State.
- The percent of Harlan County High School students making typical or higher annual growth in Reading is 50.7% as compared to 56.4% for the State. In Math, 57.1% in the District are making typical or

## KDE Comprehensive Improvement Plan for Districts

Harlan County

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higher annual growth as compared to 56.2% for the State.

\*As a whole, we are manifesting strong Growth except in Combined Reading/Math and Reading Only at the High School level (data taken from the District Report Card- Accountability>Learners>Growth)

Analysis of GAP closure (Combined Reading and Math- Percent Proficient/Distinguished) shows the following:

- Elementary improved by 1.3%, meeting and exceeding it's Delivery Target of 45.2% to attain an Actual Score of 47.2%.
- Middle School improved by 2.4%, but missed it's Delivery Target of 49.3% by 3.4% to receive an Actual Score of 45.9%.
- High School stayed the same with an Actual Score of 45.9% and missed it's Delivery Target of 49.1% by 3.2%.

(Data taken from District Report Card- Delivery Targets>Proficiency/Closing the Achievement Gap K-12).

Therefore, our KBE GAP Goal will be: by the end of the 2014-2015 school year we need to demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with a concentrated focus on Free/Reduced Price Meals students in the Middle School) by 05/08/2015 as measured by increasing non-duplicated GAP Group Actual Scores from 47.2% to the set annual Delivery Target of 52.1% in the Elementary, from 50.4% to 58.4% in the Middle School, and from 45.9% to 55.5% at Harlan County High School (Data taken from 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics- Percent Proficient/Distinguished).

Since KDE has only established K-PREP GAP-related state goals for the averaged combined elementary/middle school reading/math proficiency for the Non-duplicated Groups (applicable in our case is students with Free/Reduced Price Meals or Disability- With IEP), we currently have developed District-wide goal/objectives/strategies/activities to work on common weakness within reading and math with our GAP Group. Given many of our students with disabilities (who have overall scored well over the past three years) receive Free/Reduced Price Meals, our current primary impacting GAP group is students with Free/Reduced Price Meals.

Our KBE K-PREP Proficiency Goal is: by the end of the 2014-2015 school year we also need to demonstrate a proficiency by increasing the averaged combined reading and math K-PREP scores for the 8 District elementary/middle schools from an averaged Combined ES/MS Actual Score of 48.8% to an averaged combined ES/MS Delivery Target of 55.25% by 05/08/2015 as measured by 2014-2015 K-PREP Proficiency rates (Data taken from 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap K-12>Combined Reading and Mathematics-Percentage Proficient/Distinguished).

Our District K-PREP Proficiency Rates (Percent Proficient/Distinguished) are as follows:

- Combined Reading and Math: Elementary- District 47.2/State 52; Middle School- District 50.4/State 49; High School- District 45.9/State 46.7
- Reading only: Elementary- District 53.6/State 54.7; Middle School- District 57.2/State 53.2; High School- District 51.3/State 55.4
- Mathematics only: Elementary- District 40.8/State 49.2; Middle School- District 43.6/State 44.8; High School- District 40.4/State 37.9
- Science: Elementary- District 60.6/State 71.3; Middle School- District 72.4/State 64.2; High School- District 34.5/State 39.8
- Social Studies: Elementary- District 58.4/State 58.2; Middle School- District 57.1/State 59.4; High School- District 67.4/State 58
- Writing: Elementary- District 38.9/State 38.7; Middle School- District 42.4/State 43.7; High School-

# KDE Comprehensive Improvement Plan for Districts

Harlan County

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District 29.1/State 43.3

Since KDE has only established K-PREP-related state goals for the averaged combined elementary/middle school reading/math proficiency, we currently have developed District-wide goal/objectives/strategies/activities to concentrate work on the common weakness of both Reading in the Elementary and Mathematics in the Elementary/Middle Schools. Individual schools may develop plans that include addressing the proficiency rates of other content areas.

The percent of students scoring Proficient/Distinguished on the K-PREP End-of-Course Exams at Harlan County High School currently exceeds the State average in Algebra II (39.9- District/37.9 State) and U.S. History (66.9- District/58.0- State). Growth is being sought in all areas over the next three years, especially in English II (50.7- District/55.4- State) and Biology (34.5- District/39.8- State) (Data taken from the District Report Card- Assessment>K-PREP End-of-Course).

One of our strengths- EXPLORE test (composite): {2010}-14.6 {2011}-\*15.8 {2012}-\*16.1 {2013}-\*16.3

\*above KY and/or USA average

We plan to continue for our students to excel on the EXPLORE in the future.

The District/Harlan County High School's PLAN composite is 16.3 as compared to 17.2 for the State.

Percent of Students Meeting Benchmarks: English- District 65.7%, State 66.2%

Mathematics- District 14.2%, State 25.6%

Reading- District 40.9%, State 48%

Science- District 7.6%, State 19.5%

(Data taken from the 2013-2014 District Report Card- Assessment>PLAN).

Harlan County High School will specifically address plans for the improvement of student performance on the PLAN test. We hope they improve and surpass the State averages in all areas within the next (three) year(s).

Our ACT composite is 18.2 compared to the State's 19.4. The District/Harlan County High School manifests the need to improve their Grade 11 ACT scores/students meeting benchmarks in every section (English, Mathematics, Reading, and Science---Overall Composite). We hope they improve and surpass the State averages in all areas within the next (three) year(s). Current score are as follows:

-English- District 49.4%, State 55.9%

-Mathematics- District 30.4%, State 43.5%

-Reading- District 38.8%, State 47.1%

-Although Benchmark data was not provided for Science, the Average Score was 18.6 for the District and 19.6 for the State

(Data taken from 2013-2014 District Report Card- Assessment>ACT).

HCHS annually hosts ACT-prep workshops to offer supplemental support for any interested student. Like the PLAN, they have developed goals/objectives/strategies/activities within their comprehensive school improvement plan to improve their ACT scores.

Looking at our College and Career Readiness, our Actual Scores have been below our Delivery Targets but have also progressively improved the past three years:

{30.6} in 2011-2012 {36.2} in 2012-2013 {49.8} in 2013-2014

(Data taken from the District Report Card- Delivery Targets>CCR).

Harlan County Schools will continue to strive over the coming years to ensure that all students are college and career ready. We consistently utilize the PtG tool, IEPs (when applicable), ILPs, and IGPs. Through KVEC, we are now employing WIN Learning's KY C3R initiative

# KDE Comprehensive Improvement Plan for Districts

Harlan County

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(myStrategic Compass, Career Readiness Courseware, Soft Skill curriculum, etc.). HCHS also has fifteen classes dedicated to Dual Credit. Ten of the fifteen classes are completely free. Ambitious students can graduate from HCHS with enough credits to be a sophomore in college! On the other end of the continuum, students that are in danger of failing, dropping out, or are experiencing other obstacles inhibiting completion of graduation can participate in the E-School program. E-School involves computer-based instruction with the collaborative support of a certified teacher/mentor to assist students in a non-traditional way towards completion of coursework. The class size is limited and the curriculum is self-paced. Recently, several schools (including HCHS) have offered a 21st Century program which provided certified teachers that offered academic tutoring. The program likewise provided support through many creative outlets and wellness activities. Snacks were included. With funding declines, other grant opportunities (some already realized) are being sought to provide comparable benefits.

In December 2014, the District joined with Berea College to participate in the GEAR UP initiative for the next 7 years to improve our student college and career readiness rates. There will be one GEAR UP Academic Specialist assigned to each of the eight K-8 schools. The GEAR UP Academic Specialist provides GEAR UP program services to qualified students identified as members of the GEAR UP cohort. Members of the GEAR UP Cohort in Harlan County may consist of any student enrolled in the 1st -7th grade in the School District during the 2014 - 2015 academic year. The Academic Specialist shall provide direct services to GEAR UP students - including academic counseling, guidance counseling and tutoring. As well, they shall recruit students for GEAR UP activities, maintain files on GEAR UP students, participate in GEAR UP activities, document participation in GEAR UP activities, and perform all such other work as may be assigned to the Academic Specialist consistent with the GEAR UP Grant. In particular, they must: 1. provide academic interventions to all GEAR UP students both individually and collectively, 2. use an early warning system to determine individual student needs, 3. assist all GEAR UP students in meeting CCR targets and benchmarks, 4. have the ability to tutor students in academic disciplines of math and/or English, 5. have an understanding of the skills and academic levels needed to be college and career ready, 6. connect with teachers and families to ensure student receives appropriate interventions, 7. review student data to determine impact of interventions and next steps, and 8. believe that all students can be college and career ready.

One of our most improved statistics, Harlan County High School's graduation rate, recently experienced an 11.5% increase from 2012 to 2013. HCHS currently has a 85.2% graduation rate (data taken from District Report Card- Delivery Targets>Graduation Rate). We have made detailed plans to improve even more.

HCPS District Graduation Rate: {2011}- 71.6% {2012}- 74% {2013}- 85.5% {2014}- 85.2%

Two components new to District/School Accountability are Program Reviews and K-SCREEN (a kindergarten-readiness measure).

-Over the next few years, we will be investing much more effort and resources to strengthen our Program Reviews. Only 10.1% of the Programs District-wide were Proficient/Distinguished as compared to 65.4% within other schools across the State (data taken from the District Report Card- Program Review>Program Review Targets). Much of this score improvement will arise from better documentation of our many efforts already in place.

-Our K-SCREEN results for the Prior Setting of 'Any' manifested a Kindergarten Readiness measure of 46.9 as compared to 49.0 for the State (District Report Card- Delivery Targets>K-SCREEN>Prior Setting>Any). We will be collaborating with our contracted preschool providers (Head Start), the Bell-Harlan Early Childhood Council, and all of our families to improve our early childhood preparedness measures as well

At the start of each school year, each District school hosts a festive "Back to School" event that provides students with free school supplies and offers activities that foster positive school-home relationships. Each school also has a Family Resource and Youth Service Center that

# KDE Comprehensive Improvement Plan for Districts

Harlan County

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provides additional assistance to students and families that either need and/or want them. All schools hold either mid-term or end-of-term (SBDM choice) parent-teacher conferences to maintain an open line of communication regarding student success and achievement. The District employs a Community Relations person. He consistently conveys District/schools' news in our local newspaper. We have recently spearheaded a District Facebook page as well. The District has heavily emphasized parental involvement via all 2014 SBDM trainings. All memberships were encouraged to participate in face-to-face training with the District SBDM Coordinator.

In addition, the TELL survey has been of great importance in securing and stimulating parental input. All nine District schools showed growth on the 2013 TELL results in addition to being above Co-op and State average in the composited area of Community Support and Involvement (see chart below). The next TELL KY survey is slated for March 2-31, 2015.

## Composite Rate of Agreement Community Support and Involvement

Level	2013 RA	TELL RA	Growth	2013 RA	TELL RA	Growth
State	81.0%		3.5%	82.9%		3.3%
Co-op	82.2%		2.9%	83.0%		3.6%
District	86.2%		7.0%	84.5%		5.2%

With the Kentucky Valley Educational Cooperative, the District collaboratively applied for a Race To The Top (RTTT) Grant and as a result, will share over \$30 million in initiatives over the next 4 years. We have administrators, teachers, and students with hand-on involvement. Recently, each school received an interactive Mondo Board and enough hand-held devices for an entire classroom. Students will be able to have real-time communication and participate in lessons with other classrooms across our, and 16 other regional Districts. We have been given \$75,000. for the position of District Coordinator as many other RTTT "Appalachian Renaissance Initiatives" are to be implemented within the District. Teachers can also apply for \$1000. "mini grants" through this award/KVEC to address school-specific projects.

As documented, numerous HCPS endeavors foster personalized learning for all, while striving to make Harlan County a work-ready community. As discussed, there is much to celebrate regarding the improvement of our school system. Both students and employees alike are becoming more motivated as a result and this will encourage further hard work.

We have collaborated to develop goals/objectives/strategies/activities in our CDIP and the CSIPs at our schools to continue to foster the growth of both our strengths and weaknesses.

Over the next (three) year(s) we will strive to manifest growth by closing our K-PREP proficiency gaps with students receiving free/reduced-price meals, move all students to proficiency in all K-PREP subject areas, ensure that all students leaving Harlan County High School are College and/or Career Ready, and increase our graduation rate and percentage of effective teachers/principals. Additionally, we developed plans to improve our PLAN/ACT composites, increase our Program Review scores and Kindergarten Readiness percentages, and lower the suspension rate of our students, particularly for those students with disabilities.

## **Additional Information**

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

Harlan County Schools CDIP contact: Eric Bowling- Harlan County Schools Title 1 Coordinator

c/o Harlan County Schools

251 Ball Park Road

Harlan, KY 40831

1-(606)-573-4330 extension 2030



# **2014 CDIP Goals/Objectives/Strategies/Activities**

## **Overview**

### **Plan Name**

2014 CDIP Goals/Objectives/Strategies/Activities

### **Plan Description**

2014 CDIP Goals/Objectives/Strategies/Activities

## 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	2014 GAP Goal: 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: 4 Activities: 5	Organizational	\$12758
2	2014 K-PREP Proficiency Goal	Objectives: 1 Strategies: 5 Activities: 7	Organizational	\$0
3	2014 College and Career Readiness Goal	Objectives: 1 Strategies: 5 Activities: 10	Organizational	\$66500
4	2014 Next Generation Professionals- Principal Goal	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$2899
5	2014 Harlan County High School Graduation Goal	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
6	2014 Next Generation Professionals- Teacher Goal	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$2400
7	2014 Kindergarten Readiness Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	2014 Special Education Goal- Reduce Suspensions for SwD- All Schools	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
9	2014 TELL KY Survey Improvement Goal- Instructional Practices and Support for All Teachers	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$5400

## Goal 1: 2014 GAP Goal: 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:

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with an emphasis on middle school math and high school reading/math) by 05/15/2015 as measured by increasing the non-duplicated GAP Group Actual Scores from 46.6% to the set annual Delivery Target of 50.7% in the Elementary, from 46.7% to 54.8% in the Middle School, and from 41.6% to 51.1% at Harlan Co High School ("14" Dt Rpt Cd Delry Tgts-Prof./Gap).

### Strategy 1:

RTI/KSI - Schools will continue to refine the RTI process within all District schools utilizing the implemented STAR screener (eliminating false positives, etc.). The process will be made more manageable by all school-based RTI committees and implemented with fidelity by all, thus improving it's effectiveness. Harlan County High School will implement RTI and document on Infinite Campus, the interventions used with students who score below the State benchmarks on the ACT.

Category: Other - RTI/KSI

Research Cited: RTI Is suggested and mandated by KDE. Other websites/programs referenced for instructional materials: National Center for RTI, Intervention Central, National Reading Panel, www.rti4sucess.org, What Works Clearinghouse, Kids College etc. KDE-suggested remedial interventions and/or preparatory strategies/activities will be utilized at Harlan County High School.

Activity - Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.  Schools: All Schools	Academic Support Program	08/06/2014	05/08/2015	\$0	No Funding Required	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

Activity - Reading RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive Improvement Plan for Districts

Harlan County

<p>All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the 9 District schools to improve the process effectiveness.</p> <p>Schools: All Schools</p>	Academic Support Program	08/06/2014	05/08/2015	\$0	No Funding Required	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator
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## Strategy 2:

(Open PLC for) Mandated K-8 Common Math Benchmark Assessments - By mandating participation of these District teacher-developed benchmark assessments in math, all K-8 District schools will be internally (and externally by the District) progress-monitored and simultaneously checked for and given feedback on their curriculum alignment, student exposure to that curriculum, and the pace of teaching currently in effect (as compared to the recommended District/KCAS math pacing guide). This will ultimately allow all freshman entering Harlan County High School to have had the same curriculum exposure in math and therefore be prepared to enroll into Algebra I with all the necessary prerequisites for successful completion of the course.

Category: Continuous Improvement

Research Cited: The use of PLC's to establish ideas/accept input for the implementation of new (subject) material has well-founded success in education. The buy-in and understanding of stakeholders is much greater when they participate in the design process. As well, ownership of the product/process translates into fidelity in terms of implementation and thus the achievement towards the common goal.

Activity - (Open PLC for) Mandated K-8 Common Math Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.</p> <p>Schools: Evarts Elementary School, Cawood Elementary School, Rosspoint Elementary School, Green Hills Elementary School, Cumberland Elementary School, Black Mountain Elementary School, James A. Cawood Elementary, Wallins Elementary School</p>	Policy and Process	08/06/2014	05/08/2015	\$0	No Funding Required	K-8 District teachers and District administration

# KDE Comprehensive Improvement Plan for Districts

Harlan County

## Strategy 3:

Best Practice- Student Data Analysis - District personnel will assist in the analysis of student GAP-group data and in collaboration, develop next steps with content teachers and school administration.

Category: Continuous Improvement

Research Cited: By analyzing GAP-group data, formulating a plan with researched-based strategies and instruction, and targeting those GAP-group students not reaching proficiency with that plan (as well as improving overall instruction), we can maximize our chance of success for GAP closure. This is also a founding research principle of Response to Intervention (Rtl).

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and District personnel will use K-PREP/school assessment data to identify GAP-group performance over time and develop/implement plans to differentiate/refine instruction to close any of those learner gaps. Researched-based instructional strategies utilized will be based on multiple intelligences, learning styles, etc.  Schools: Cawood Elementary School, Black Mountain Elementary School, James A. Cawood Elementary, Wallins Elementary School	Policy and Process	08/06/2014	05/08/2015	\$0	No Funding Required	District leadership, school leadership, and the teachers of core-content subjects.

## Strategy 4:

Extended School Services - Students identified as at risk of falling behind will receive individualized interventions to meet specific academic goals. Supplemental instruction/tutoring will be after school or during school (KDE Daytime Waiver). In some instances, instruction may be implemented through researched-based interactive computer software such as My Reading Coach, My Virtual Reading Coach, Go Math, etc. This supplemental individual instruction using researched-based strategies and instruction is overall proven to increase student achievement.

Category: Integrated Methods for Learning

Research Cited: Within educational research, supplemental individual instruction using researched-based strategies and instruction (the premise of Response to Intervention- Rtl) is highly recommended and overall proven to increase student achievement.

Activity - Extended School Services-Remediation Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk of falling behind will receive individualized interventions to meet specific academic goals. Supplemental instruction/tutoring will be after school or during school (KDE Daytime Waiver). In some instances, instruction may be implemented through researched-based interactive computer software such as My Reading Coach, My Virtual Reading Coach, Go Math, etc.  Schools: Harlan County High School, Evarts Elementary School, Cawood Elementary School, Rosspoint Elementary School, Green Hills Elementary School, Cumberland Elementary School	Academic Support Program	08/06/2014	05/08/2015	\$12758	Other	21st Century Coordinator (where applicable), Extended School Services staff, and classroom teachers.

## Goal 2: 2014 K-PREP Proficiency Goal

### Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math-Percent Proficient/Distinguished K-PREP scores for the 8 District elementary/middle schools from an averaged Combined ES/MS Actual Score of 48.8% to an averaged Combined ES/MS Delivery Target of 55.25% by 05/08/2015 as measured by 2014-2015 K-PREP Proficiency rates (Data taken from the 2013-2014 District Report Card: Delivery Targets>Proficiency/Gap).

### Strategy 1:

Disaggregation of K-PREP Data - By analyzing K-PREP data, the District/schools can make adjustments and/or shifts in the curriculum if necessary and simultaneously, emphasize targeting instruction towards weaknesses as demonstrated by K-PREP student performance, especially in reading and math

Category: Continuous Improvement

Research Cited: Curriculum assessment and alignment is recommended by KDE

Activity - Disaggregation of K-PREP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District Assistant Superintendent, Superintendent, District Assessment Coordinator, District Assistance Team, and Principals will intently analyze K-PREP data. The Assistant Superintendent, Superintendent, and District Assessment Coordinator will meet with each school as a whole to discuss K-PREP results, including strengths and weaknesses. Afterwards, the District/SBDM councils and their schools can identify gaps and make adjustments and/or shifts in the curriculum if necessary and then intently target instruction towards weaknesses as demonstrated by K-PREP student performance, especially in reading and math</p> <p>Schools: All Schools</p>	Policy and Process	10/01/2014	05/08/2015	\$0	No Funding Required	The District Assistant Superintendent, Superintendent, District Assessment Coordinator, District Assistance Team, Principals, SBDM councils, and all District teachers

### Strategy 2:

CIITS - Administrators will promote teacher engagement with CIITS through requirement and encouragement.

Category: Continuous Improvement

Research Cited: This strategy is recommended by KDE and its connected activity is provided by KDE's Office of Next Generation Learners

Activity - Increasing and Improving CIITS Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive Improvement Plan for Districts

Harlan County

Teachers will utilize CIITS to create rigorous formative and summative assessments to assess students on the current (K-PREP) standards being taught. Administrators will encourage and validate CITTs usage.  Schools: All Schools	Policy and Process	08/06/2014	05/08/2015	\$0	No Funding Required	District teachers and administrators
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### Strategy 3:

Program Reviews - District administrators (Instructional Coordinator and/or the Title 1 Coordinator) will collaborate with school administrators to disseminate to teachers, the purpose and process of, as well as the role of the teacher within the Program Reviews.

Category: Continuous Improvement

Research Cited: This strategy is recommended by KDE and its connected activities are provided by KDE's Office of Next Generation Learners

Activity - Program Review: Purpose and Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through individual school visits or in a professional development (7-17-14 at Central Office) setting, information will be provided to all schools (applicable teachers) about the purpose and process of the reviews. Emphasized will be the important role of the teacher in implementing high quality instructional programs  Schools: All Schools	Policy and Process	07/17/2014	05/08/2015	\$0	No Funding Required	District instructional supervisor, Title 1 Coordinator, School Administrators, and teachers

Activity - Program Review: District External Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In either a group setting (e.g. professional development slated on 7-17-14 at Central Office) or in an individual school visit, the Instructional Supervisor of the District will inform all applicable staff of the expectations and procedures as defined by the District of the District external review process.  Schools: All Schools	Policy and Process	07/17/2014	05/08/2015	\$0	No Funding Required	Instructional Supervisor of the District

### Strategy 4:

Identifying and Collaborating with Early Childhood Providers/Families/Community Members - Identifying and collaborating with early childhood providers (e.g., preschool, Head Start, child care, First Steps, HANDS, etc.) as well as families and community members will help ensure all children will experience a more effective transition to school entry. This will also improve our Kindergarten Readiness measures.

Category: Stakeholder Engagement

Research Cited: This strategy is recommended by KDE and its connected activity is provided by KDE's Office of Next Generation Learners

Activity - Identifying and Collaborating with Early Childhood Providers/Families/Community Members	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4). implement RTI as soon as applicable, (5). assess all K at school entry with the common statewide screener (BRIGANCE), (6). analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7). create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.</p>	<p>Policy and Process</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper</p>
<p>Schools: All Schools</p>						

**Strategy 5:**

RTI/KSI - Schools will continue to refine the RTI process within all District schools utilizing the implemented STAR screener (eliminating false positives, etc.). The process will be made more manageable by all school-based RTI committees and implemented with fidelity by all, thus improving it's effectiveness. Harlan County High School will implement RTI and document on Infinite Campus, the interventions used with students who score below the State benchmarks on the ACT.

Category: Other - RTI/KSI

Research Cited: RTI is suggested and mandated by KDE. Other websites/programs referenced for instructional materials: National Center for RTI, Intervention Central, National Reading Panel, [www.rti4success.org](http://www.rti4success.org), What Works Clearinghouse, Kids College etc. KDE-suggested remedial interventions and/or preparatory strategies/activities will be utilized at Harlan County High School.

Activity - Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive Improvement Plan for Districts

Harlan County

<p>All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.</p> <p>Schools: Evarts Elementary School, Cawood Elementary School, Rosspoint Elementary School, Green Hills Elementary School, Cumberland Elementary School, Black Mountain Elementary School, James A. Cawood Elementary</p>	Academic Support Program	08/06/2014	05/08/2015	\$0	No Funding Required	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator
Activity - Reading RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the District schools to improve the process effectiveness.</p> <p>Schools: Evarts Elementary School, Cawood Elementary School, Rosspoint Elementary School, Green Hills Elementary School, Cumberland Elementary School, Black Mountain Elementary School, James A. Cawood Elementary</p>	Academic Support Program	08/06/2014	05/08/2015	\$0	No Funding Required	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

## Goal 3: 2014 College and Career Readiness Goal

### Measurable Objective 1:

collaborate to ensure that at least 59.5% of the Harlan County High School graduates are college/career ready (as compared to the Actual Score of 49.8% reported on the 2013-2014 District Report Card re: Delivery Targets>CCR Targets) by 05/08/2015 as measured by meeting that 2014-2015 CCR Delivery Target and reported on the 2014-2015 District Report Card. Target data origin: the High School Graduates' CCR Percentage Report and the percentage of students college and/or career-ready without the bonus points..

### Strategy 1:

College and Career Advising - Kentucky is committed to ensuring that every student is college/career ready by the time they graduate from high school. Advising is an important strategy to reach this goal. Yet, in Kentucky, school counselors face an average 450:1 student to counselor ratio, presenting challenges for establishing effective advising programs.

Operation Preparation will focus attention on the importance of planning for college and/or career by engaging students, parents, schools and communities in the

# KDE Comprehensive Improvement Plan for Districts

Harlan County

process of effective advising.

Using the student's career interest inventory and Individual Learning Plan (ILP), a trained community-based volunteer advisor will meet with 4 students individually at Harlan County High School to discuss: (a). the student's career aspirations and required education/training, (b). whether the student is on target to meet their goals, and (c). whether the student is taking the courses recommended to prepare them for the future. Each session will last approximately 20 minutes. After the session, parents will receive information on how they can continue to support their student on the path to college/career readiness.

Volunteers will complete a 30 minute online training, sign a confidentiality agreement, and agree to comply with school/district policies and procedures

Category: Other - Research Cited: This strategy/it's connected activity is recommended by KDE's OCTE

Research Cited: This strategy is recommended by KDE and its connected activity is provided by KDE's Office of Career & Technical Education (OCTE)

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Using the student's career interest inventory and Individual Learning Plan (ILP), a trained community-based volunteer advisor will meet with 4 students individually at Harlan County High School to discuss: (a). the student's career aspirations and required education/training, (b). whether the student is on target to meet their goals, and (c). whether the student is taking the courses recommended to prepare them for the future. Each session will last approximately 20 minutes. After the session, parents will receive information on how they can continue to support their student on the path to college/career readiness.</p> <p>Volunteers will complete a 30 minute online training, sign a confidentiality agreement, and agree to comply with school/district policies and procedures</p> <p>Schools: Harlan County High School, Green Hills Elementary School, James A. Cawood Elementary, Wallins Elementary School</p>	Career Preparation/Orientation	03/04/2015	05/08/2015	\$0	No Funding Required	Harlan County Community Education Director, volunteer advisors/mentors, Harlan County High School staff, and all 10th grade students

Activity - GEAR UP Academic Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A GEAR UP Academic Specialist (AS) will be assigned to each of the eight K-8 schools in the District for the purpose of working with GEAR UP students in grades 2-7. The AS will help students meet College and Career Readiness targets and benchmarks.</p> <p>Schools: Evarts Elementary School, Cawood Elementary School, Rosspoint Elementary School, Green Hills Elementary School, Cumberland Elementary School, Black Mountain Elementary School, James A. Cawood Elementary, Wallins Elementary School</p>	Career Preparation/Orientation	01/05/2015	01/05/2022	\$66500	Grant Funds	District Administration, Berea College administrator, and GEAR UP Academic Specialists.

Activity - Individual Learning Plan (ILP) Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive Improvement Plan for Districts

Harlan County

<p>The schools will support and promote student college and career readiness by monitoring beyond basic compliance, Individual Learning Plans (ILPs) for students in grades 6-8. The counselors and teachers will use in some instances, EXPLORE test results and Career Cruising to assist in the development of the ILPs. The ILP will assist counselors and teachers in identifying students who need interventions (and in what areas) to reach their goals.</p>	<p>Career Preparation/Orientation</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School guidance counselors, teachers, and administrators</p>
<p>Schools: Everts Elementary School, Cawood Elementary School, Rosspoint Elementary School, Cumberland Elementary School, Black Mountain Elementary School, James A. Cawood Elementary</p>						

## Strategy 2:

Curriculum/Course/Assessment Alignment - By consistently viewing the curriculum to look for alignment and explore the possibilities for expansion, as well as implementing specific activities geared toward Work Keys (career) and/or ACT (college) test preparation that will familiarize students with these important measures/their protocol and improve overall student scores, the chances for students to become career and college ready will be maximized.

Category: Continuous Improvement

Research Cited: This strategy is recommended in part by KDE and the connected activity involving practice opportunities for Work Keys assessments is provided by KDE's Office of Career & Technical Education; other activity- see ACT.org

Activity - Quality Core Test Builder Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All instructors who have End-Of-Course (EOC) exams associated with their course (English II, Algebra II, Biology, and U.S. History) will utilize ACT.org's Quality Core Test Builder to design assessments. This will be evidenced by administrative review of student assessments.</p> <p>Schools: Harlan County High School, Green Hills Elementary School, Wallins Elementary School</p>	<p>Direct Instruction</p>	<p>02/03/2015</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals and/or assistant principals, counselors, and teachers with End-Of-Course (EOC) exams associated with their course(s)</p>

Activity - Industry Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>CTE Teachers and Counselors will review and update industry certifications for preparatory students</p> <p>Schools: Harlan County High School, Green Hills Elementary School, Wallins Elementary School</p>	<p>Career Preparation/Orientation</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Harlan County High School CTE Teachers and Counselors</p>

Activity - CTE Advisory Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive Improvement Plan for Districts

Harlan County

Schools will organize a CTE Program advisory committee in order to create career pathways for each CTE program leading to an industry and/or KOSSA certification.  Schools: Harlan County High School, Green Hills Elementary School, Wallins Elementary School	Academic Support Program	08/06/2014	05/08/2015	\$0	No Funding Required	CTE curriculum consultants and school-based CTE Teachers
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### Strategy 3:

College and Career Readiness- Collaboration with the Community - The schools will collaborate with community members to improve student college and career readiness

Category: Career Readiness Pathways

Research Cited: KDE Delivery Plans

Activity - 4-H Reality Store	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend and participate in "The Reality Store" sponsored by the Harlan County Cooperative Extension (4-H) Agency. Students will be given a fictional salary based on their mock educational level, job, number of children, etc. They are then made to purchase the basic necessities of life (food, medical, electricity, etc.) to see if they budget their "income" satisfactorily. It has been a wonderful learning experience for students in the past.  Schools: Harlan County High School, Cumberland Elementary School	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	No Funding Required	The schools' FRYSC coordinators, counselors, and the Harlan County Cooperative Extension (4-H) Agency.

Activity - College and/or Career Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in College and/or Career Day(s) in which various college representatives and/or professionals visit the schools to speak to students regarding the requirements and aspects of their programs and/or professions.  Schools: Evarts Elementary School, Cawood Elementary School, Rosspoint Elementary School, Cumberland Elementary School, Black Mountain Elementary School, James A. Cawood Elementary	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	No Funding Required	Principals, FRYSC Coordinators, and college/career representatives.

### Strategy 4:

Employ WIN Learning Tools- HCHS- For Students with Disabilities - Worldwide Interactive Network, Inc. is an ACT, Inc. Level 1 Publisher of courseware based on the WorkKeys® employment system for all areas and all levels of the WorkKeys Foundational Skills. The WIN Courseware encompasses ten career-oriented skill and proficiency areas critical for success in today's workplace. By utilizing WIN Learning Tools (courseware), the special education teachers of Harlan County High School will be able to better ensure that the students with disabilities at HCHS will obtain (college and/or) career ready status.

Category: Learning Systems

Research Cited: The strategy is recommended the KDE's/Kentucky Valley Educational Cooperative's Dr. Will Kayatin/Angela Duff and the connected activity is

## KDE Comprehensive Improvement Plan for Districts

Harlan County

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recommended by the WIN program. Developed by a team of Ph.D. and Curriculum Design specialists and piloted through a major university, the WIN Courseware is designed to deliver skill-based training to improve workplace skills.

Activity - • Use Win Learning Tools- HCHS's SwD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>Worldwide Interactive Network, Inc. is an ACT, Inc. Level 1 Publisher of courseware based on the WorkKeys® employment system for all areas and all levels of the WorkKeys Foundational Skills. The WIN Courseware encompasses ten careeroriented skill and proficiency areas critical for success in today’s workplace. The WIN Courseware consists of over 1,200 hours and more than 22,000 pages of print and electronic instructional curriculum for WorkKeys assessment preparation. The 58 competencybased interactive courses provide foundational skills instruction for all WorkKeys and pre-WorkKeys skill levels. WIN is the exclusive provider of pre-WorkKeys skills instruction. The WIN Courseware meets ACT, Inc.’s standards for quality and is fully aligned with the WorkKeys Targets for Instruction. The ten skill and proficiency areas are: Applied Mathematics, Reading for Information, Locating Information, Applied Technology, Listening, Observation, Teamwork, Writing, and Business Writing. The WIN Courseware is used for workforce development, adult education, and basic skills training for citizens in the workforce and students entering the workforce. The WIN Courseware also includes 5 levels of Work Habits soft-skills curriculum that address workplace skills and ethics such as interpersonal interaction, cooperation and respect, dependability, initiative, and integrity. WIN’s Work Habits Topics Include: Interpersonal Interaction, Listening and Speaking, Cooperation and Respect, Quality Management, Problem Solving, Self Management, Resource Management, and Time Management 2. WIN also offers Contextual Courseware for WorkKeys skills. The 16+ modules are directly aligned with the national Career Clusters. WIN’s Contextual Courseware offers instruction for the WorkKeys skills specific to the field that the learner either has experience in or that is of interest to the learner. The WIN Courseware offers Natural Voice text-to-speech translation for users with visual impairment and/or reading disabilities. The text-to-speech software included with the WIN Courseware allows the instruction on each page of the courseware to be read aloud to the user using AT&amp;T Natural Voice technology. The user can choose from natural voices to effectively customize his/her learning experience according to tastes and preferences. The Natural Voice text-to-speech software was selected to offer the audible component of the WIN Courseware for ease of update and revision of the courseware. The WIN Courseware is available in print, LAN, and Internet delivery options. The flexible delivery system of the WIN Courseware can be self-directed or staff-assisted in many learning environments and is ideal for online and distance learning. The embedded tracking and management system ensures evidence development and progress documentation. Randomized Placement tests for each skill area quickly determine initial skill level of examinee and Posttests with randomly selected questions for every skill level determine readiness for the ACT, Inc. WorkKeys assessments. The WIN Courseware insures concept mastery, not just test preparation.</p> <p>Schools: Harlan County High School</p>	<p>Career Preparation/Orientation</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Harlan County High School's special education teachers, the Kentucky Valley Educational Cooperative (Dr. Will Kayatin/Angel a Duff), and the Harlan County High School counselors.</p>
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**KDE Comprehensive Improvement Plan for Districts**

Harlan County

**Strategy 5:**

ACT Preparation at HCCHS - Through the 21st Century Program, students of any grade (however juniors are targeted) can participate in math, language arts/reading, or science workshops (their choice) that will offer review and/or tutoring of skills encompassed on the ACT exam.

Category: Continuous Improvement

Research Cited: ACT recommended strategies and materials will be used by instructors who are EPSB-certified in the academic field they will be providing assistance in.

Activity - ACT Workshops at HCCHS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Through the 21st Century Program at Harlan County High School, students of any grade (however juniors are targeted) can participate in math, language arts/reading, or science workshops (their choice) that will offer review and/or tutoring of skills encompassed on the ACT exam. Times will be 3-5pm. Students can meet in the cafeteria for a snack and then go to their respective workshops. ACT recommended strategies and materials will be used by instructors who are EPSB-certified in the academic field they will be providing assistance in.</p> <p>Schools: Harlan County High School</p>	Tutoring	01/05/2015	05/08/2015	\$0	Grant Funds	The 21st Century Program Coordinator, select math teacher(s), select English teacher(s), select Science teacher, cafeteria staff, Assistant Superintendent (promotional E-mail), and Technology staff member (messenger system-telephone call to all parents

**Goal 4: 2014 Next Generation Professionals- Principal Goal**

**Measurable Objective 1:**

collaborate to increase the percentage of effective principals from \_\_\_\_% in 2015 to \_\_\_\_% in 2020 by 05/08/2015 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015..

**Strategy 1:**

Professional Growth and Effectiveness System - Utilizing the new Certified Evaluation Plan that select principals (on the 50/50 Committee- principals and teachers) assisted in developing, the Assistant Superintendent of Instruction will facilitate and all District administrators/supervisors will participate in reviewing and discussing all District policies and procedures related to certified evaluation.



# KDE Comprehensive Improvement Plan for Districts

Harlan County

This, combined with their knowledge gained from Teachscape, will solidify their understanding of District requirements for further next-step use of a legal certified evaluation.

Category: Principal PGES

Research Cited: By participating in these legal requirements participants will not only gain evaluator credential, but a deep understanding of the process and purpose of certified evaluation.

Activity - Re-evaluation Training- The New CEP!	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Conducted on 7/21/14 and facilitated by the Assistant Superintendent and Superintendent, this 6-hour training included job responsibilities, evaluation assignments, as well as District policies and procedures used to implement our new Certified Evaluation Plan within the TPGES/PPGES/OPGES. This training was/is mandatory for all District administrators/supervisors.</p> <p>Schools: All Schools</p>	Policy and Process	07/21/2014	07/21/2014	\$0	No Funding Required	Assistant Superintendent, Superintendent and all District administrators/supervisors.

Activity - Teachscape	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All principals/administrators conducting evaluation of certified personnel will complete the necessary practice and pass the tests associated with Domains 2 and 3 of Danielson's Framework for Teaching document (\$399.). All principals/administrators conducting certified evaluations will also need to re-calibrate (\$100.) 3 times a year and re-test after 4 years. Re-calibration started for some in September 2014.</p> <p>Schools: All Schools</p>	Professional Learning	06/03/2013	08/06/2014	\$499	Title II Part A, Title II Part A	Assistant Superintendent and all District administrators/supervisors slated to conduct evaluation(s) of certified personnel.

Activity - Entering PPGES Data into EDS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive Improvement Plan for Districts

Harlan County

<p>In a PLC, several required pieces of data will be examined and entering into Educator Development Suite by all District principals: (1). State SGG- based on School Report Card (SRC) delivery targets. Each principal will review their SRC and determine the specific content area which needs the greatest improvement based on the distance from the delivery target. This could be the combined reading and math score or just reading or math at a specific grade span (middle school or elementary school). The HCHS state SGG will be based on reading delivery targets. The principal's State SGG will focus on a gap group within the content area which shows the greatest need for improvement. (2). Local SGG: based on school need and the goal MUST be based on a local measure. Our common math benchmark assessments will be used as our local measure and our basis for this goal. (3). Working Conditions Goal: based on the TELL KY Survey. Look for patterns where the report indicates a need for improvement, and (4). PGP- The self-reflection and the PGP are based on the six principal standards (pages 72-77 of our Certified Evaluation Plan). The principal PGP should be based on these self-reflections.</p> <p>Schools: All Schools</p>	Policy and Process	09/15/2014	09/15/2014	\$0	No Funding Required	Superintendent, Assistant Superintendent, and all District principals.
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## Strategy 2:

Student Growth Goals - By likely participating in one of the eight Student Growth Goal trainings offered by an Instructional Supervisor of the District, and then attending this mandatory SGG training conducted by Jennifer Carroll of KDE/Kentucky Valley Educational Cooperative (assisted by Abbie Combs of KVEC), principals will solidify their understanding of the purpose, content, and implementation of an effective student growth goal. They will also be able to assist teachers in SGG development and convey the role and implications of student growth goals in the teacher evaluation process.

Category: Professional Learning & Support

Research Cited: KDE mandates Student Growth Goals (development and setting if applicable) for all Kentucky teachers.

Activity - Student Growth Goal Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>By likely participating in one of the eight Student Growth Goal trainings offered by an Instructional Supervisor of the District, and then attending this mandatory SGG training conducted by Jennifer Carroll of KDE/Kentucky Valley Educational Cooperative (assisted by Abbie Combs of KVEC), principals will solidify their understanding of the purpose, content, and implementation of an effective student growth goal. They will also be able to assist teachers in SGG development and convey the role and implications of student growth goals in the teacher evaluation process.</p> <p>Schools: All Schools</p>	Professional Learning	06/24/2014	09/18/2014	\$0	No Funding Required	Jennifer Carroll of KDE/Kentucky Valley Educational Cooperative, Abbie Combs of KVEC, Assistant Superintendent, and District Instructional Supervisor

# KDE Comprehensive Improvement Plan for Districts

Harlan County

## Strategy 3:

RTI/KSI - By participating in an overview of the District's Response to Intervention (RtI) requirements, principals will solidify their knowledge of the District's current RTI process expectations (applicable policies and procedures). This knowledge will help administrators ensure their schools are meeting District and State compliance, especially in regards to RtI associated with referrals made recommending special education testing of students (and their possible subsequent placement).

Category: Professional Learning & Support

Research Cited: RTI/KSI is a strategy recommended by KDE

Activity - District Response to Intervention Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and other interested parties (including teachers implementing Response to Intervention) will participate in an updated overview of the District's Response to Intervention (RtI) requirements. As most principals serve as RtI committee members as well as chairperson for Admission and Release Committees, there is a need to solidify their knowledge of the current District's RTI process expectations (applicable policies and procedures). This knowledge will help administrators ensure their schools are meeting District and State compliance, especially in regards to RtI associated with referrals made recommending special education testing of students (and possible subsequent placement).  Schools: All Schools	Professional Learning	07/28/2014	07/28/2014	\$0	No Funding Required	District Response to Intervention Coordinator, District principals, teachers who implement RtI, and other interested parties.

## Strategy 4:

Professional Learning and Support - Principals will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts to learn about personalized learning as well as other innovative ideas they may be able to implement within their school(s). The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.

Category: Professional Learning & Support

Research Cited: Professional Learning and Support is a strategy recommended by KDE to improve principal effectiveness.

Activity - KVEC/RTTT Grant- Appalachian Renaissance Initiative- Next Generation Leadership Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive Improvement Plan for Districts

Harlan County

<p>Principals will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGL will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective leaders, academy resources and network support, as well as fellowships with regional academy partners. ARI leaders will engage in communities of professional practice to create student-centered learning environments design to equip all students with attributes to be successful in the global world. Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.</p> <p>Schools: Harlan County High School, Evarts Elementary School, Green Hills Elementary School</p>	Professional Learning	06/23/2014	05/08/2018	\$2400	Grant Funds	Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District principals.
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## Goal 5: 2014 Harlan County High School Graduation Goal

### Measurable Objective 1:

collaborate to increase the average 4-year adjusted cohort freshman graduation rate for Harlan County High School from 85.2% in 2014 to 88.3% in 2015 by 05/08/2015 as measured by the District's Graduation Rate Delivery Target that is provided in the 2013-2014 District Report Card (Harlan County District Report Card>Delivery Targets>Graduation Rate>4-Year Adjusted Cohort Graduation Rate Targets) .

### Strategy 1:

Utilizing the Individual Learning Plan - Career Readiness Pathways at HCHS - Utilizing the students' Individual Learning Plan (ILP), EXPLORE results and interest inventories, all Harlan County High School 9th-grade students will be assigned a career pathway and placed in CTE courses aligned with their career interests and aptitude. This will keep students more interested, engaged, and focused. These factors will foster an increased chance of completing graduation.

Category: Career Readiness Pathways

Research Cited: Recommended by Career and Technical Educators

Activity - Career Pathway Assignment at HCHS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All Harlan County High School 9th-grade students will be assigned a career pathway based on their Individual Learning Plan (ILP), EXPLORE results, and interest inventories.</p> <p>Schools: Harlan County High School</p>	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	No Funding Required	Harlan County High School Guidance Counselors, Principal, Assistant Principals, and Teachers

## KDE Comprehensive Improvement Plan for Districts

Harlan County

Activity - Scheduling via the ILP at HCHS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselors at Harlan County High School will utilize the students' Individual Learning Plans (ILP) to place freshman in CTE courses which are aligned with their career interests.  Schools: Harlan County High School	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	No Funding Required	Harlan County High School Guidance Counselors

### Strategy 2:

Targeted Interventions: At-risk and Credit Recovery at HCHS - Harlan County High Counselors, Teachers and CTE Teachers will identify at-risk students and manipulate student schedules to address student-specific needs that are reflected in the Individual Learning Plan (ILP), as well as offer credit recovery opportunities (mainly via E-school) to those who need it. This will better support students academically and keep them on track to graduation.

Category: Persistence to Graduation

Research Cited: Recommended by Career and Technical Educators

Activity - At-risk Targeting at HCHS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Harlan County School Guidance Counselors and Teachers (including CTE Teachers) will identify at-risk students, manipulate schedules, and assign courses specific to students' needs which are reflected in their Individual Learning Plans (ILP).  Schools: Harlan County High School	Academic Support Program	08/06/2014	05/08/2015	\$0	No Funding Required	Harlan County High School Counselors and Teachers (including CTE Teachers)

Activity - Credit Recovery at HCHS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Credit recovery opportunities will be offered to those who need them at Harlan County High School. This will primarily be through the District's/school's E-School program.  Schools: Harlan County High School	Academic Support Program	08/06/2014	05/08/2015	\$0	District Funding	Harlan County High School Counselors/Teachers and District E-school teachers.

### Strategy 3:

Attendance Improvement at HCHS - Harlan County High School staff will send letters home to parents of those students who are truant. Home visits will be conducted by school/District staff when applicable/feasible as well. Habitual truants will be referred to the Harlan County High School Youth Service Center to check for and help eliminate any barriers the students/their families are encountering regarding school attendance. By stimulating attendance, students are more likely to be successful in their academic endeavors and likewise graduate.

Category: Other - Harlan County Board of Education policy

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Research Cited: By stimulating attendance, students are more likely to be successful in their academic endeavors and likewise graduate.

Activity - Truancy Letters at HCHS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Letters will be sent home to the parents/guardians of those Harlan County High School students who become truant. The District's Central Office Attendance Clerk will send the names of those truant HCHS students to the school's Attendance Clerk. After consultation with applicable staff (Truancy Officer and/or principal and/or counselors, and/or special education teachers), the attendance clerk will mail the letters to the parents/guardians and/or to the of-age (18 year old) students who are truant. Home visits will be conducted by the Truancy Officer and/or school and/or District staff as needed/feasible.</p> <p>Schools: Harlan County High School</p>	Policy and Process	08/06/2014	05/08/2015	\$0	General Fund	District Central Office Attendance Clerk, HCHS Attendance Clerk, HCHS Principal, HCHS Assistant Principals, HCHS Counselors, HCHS Special Education Teachers, and Harlan County High School Truancy Officer/staff/District staff (for applicable home visits)
Activity - HCHS Family Resource Youth Service Center Referral	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>Harlan County High School students that are habitually truant will be referred to the school's Family Resource Youth Service Center. The FRYSC will identify and address whenever possible, any barriers that may be preventing students from having good attendance. Center/school assistance and/or outside support (including financial, etc) will be facilitated by the FRYSC Coordinator.</p> <p>Schools: Harlan County High School</p>	Other	08/06/2014	05/08/2015	\$0	District Funding	Harlan County High School Family Resource Youth Service Center Coordinator and Staff, HCHS Counselors, HCHS Principal, HCHS Assistant Principals, HCHS Truancy Officer, and HCHS Teachers/Staff
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**Goal 6: 2014 Next Generation Professionals- Teacher Goal**

**Measurable Objective 1:**

collaborate to increase the percentage of effective teachers by 05/08/2015 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015..

**Strategy 1:**

Teacher Professional Growth and Effectiveness System - By completing the on-line Professional Learning for Peer Observers module, Self-reflection in Educator Development Suite, training on the development of setting Student Growth Goals, and receiving information regarding the role and implementation of the Student Voice component, teachers will be able to fully understand and participate in the Professional Growth and Effectiveness System. It is noted that all teachers will complete their Professional Growth Plan in EDS as well. PLCs will be used to disseminate information and enhance learning when applicable.

Category: Professional Learning & Support

Research Cited: This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - Professional Learning for Peer Observers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive Improvement Plan for Districts

Harlan County

All Harlan County certified teachers will complete the on-line Professional Learning for Peer Observers module via CIITS>EDS>PD>Professional Learning for Peer Observers>PBS.org>teacher>self paced professional learning>PLfPO and submit their certificate of completion to their principal on August 4, 2014.  Schools: All Schools	Professional Learning	05/29/2014	08/04/2014	\$0	No Funding Required	All Harlan County certified teachers
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Activity - Self Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Harlan County certified teachers will complete their Self-reflection in Educator Development Suite by 9/15/14.  Schools: All Schools	Policy and Process	05/29/2014	09/15/2014	\$0	No Funding Required	All Harlan County certified teachers.

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Harlan County certified teachers will receive 6 hours of training on the development of setting Student Growth Goals. The training will consist of two consecutive 3 hour sessions. The first session will focus on orientation to student growth goals and the second session will focus on the actual development of a SGG. The SGGs will be due on 9/30/14 and must be recorded in EDS by 10/15/14.  Schools: All Schools	Policy and Process	06/24/2014	08/07/2014	\$0	No Funding Required	District Instructional Coordinator and all Harlan County certified teachers.

### Strategy 2:

Professional Learning and Support - Select Teacher Leaders will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts to learn about personalized learning as well as other innovative ideas they may be able to implement within their school(s). The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.

Category: Professional Learning & Support

Research Cited: Professional Learning and Support is a strategy recommended by KDE to improve teacher effectiveness.

Activity - Next Generation Teacher Academy- KVEC/RTTT Grant/Appalachian Renaissance Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive Improvement Plan for Districts

Harlan County

<p>Select teachers will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGT will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective educators, academy resources and network support, as well as fellowships with regional academy partners. Teacher Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.</p>	Professional Learning	06/23/2014	05/08/2018	\$2400	Grant Funds	Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District Teacher Leaders.
Schools: All Schools						

## Goal 7: 2014 Kindergarten Readiness Goal

### Measurable Objective 1:

collaborate to increase the District's Kindergarten Readiness Actual Score for Elementary School- All Students in the Prior Setting of "Any" from 46.9% in 2013-2014 to the set annual Delivery Target of 52.2% for 2014-2015 by 08/05/2015 as measured by the Elementary School- All Students in the Prior Setting of "Any" Actual Score on the 2014-2015 District Report Card (District Report Card>Delivery Targets>K-SCREEN>Elementary School- All Students>Prior Setting "Any">Delivery Target/Actual Score).

### Strategy 1:

Identifying and Collaborating with Early Childhood Providers/Families/Community Members - Identifying and collaborating with early childhood providers (e.g., preschool, Head Start, child care, First Steps, HANDS, etc.) as well as families and community members will help ensure all children will experience a more effective transition to school entry. This will also improve our Kindergarten Readiness (K-SCREEN) measures.

Category: Stakeholder Engagement

Research Cited: This strategy is recommended by KDE and its connected activity is provided by KDE's Office of Next Generation Learners

Activity - Identifying and Collaborating with Early Childhood Providers/Families/Community Members	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4) implement RTI as soon as applicable (5) assess all K at school entry with the common statewide screener (BRIGANCE), (6) analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7) create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.</p> <p>Schools: Evarts Elementary School, Cawood Elementary School, Rosspoint Elementary School, Green Hills Elementary School, Cumberland Elementary School, Black Mountain Elementary School, James A. Cawood Elementary, Wallins Elementary School</p>	<p>Policy and Process</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper</p>
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**Goal 8: 2014 Special Education Goal- Reduce Suspensions for SwD- All Schools**

**Measurable Objective 1:**

collaborate to reduce our Suspension Rate for students with disabilities to less than 2 percentage points of difference as compared to students without disabilities by 05/08/2015 as measured by data taken from the October Growth Factor Report, December IDEA Child Count, and from all SSP1, SSP2 and SSP3 State Behavior Resolutions and then reported in the October 2015 KDE ASSIST Special Education Data document ..

**Strategy 1:**

Use of Data - Behavior RTI - Other - At the District Principals' Meetings typically held on the 10th and 25th of each month, the Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, and/or District RTI Coordinator will discuss the current suspension rates for students with disabilities. The District's Behavior RTI process and guidelines will be emphasized. As well, alternative behavior resolutions will be discussed. This awareness and information should prompt principals to suspend fewer students with disabilities by having them re-analyze the Behavior RTI process in their school for fidelity of implementation. They will also gain and share knowledge of alternatives to suspension.

Category: Continuous Improvement

Research Cited: The Use of Data, RTI/KSI, and Other strategies are recommended by KDE. The connected activity involving RTI analysis is recommended by the Office of Next Generation Learners.

Activity - SwD Suspension Data at Principals' Meetings- All District Supervisors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive Improvement Plan for Districts

Harlan County

At several of the District Principals' Meetings typically held on the 10th and 25th of each month, the Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, and/or District RTI Coordinator will discuss the current suspension rates for students with disabilities. The District's Behavior RTI process and guidelines will be emphasized. As well, alternative behavior resolutions will be discussed. This awareness and information should prompt principals to suspend fewer students with disabilities. They will also gain and share knowledge of alternatives to suspension.  Schools: All Schools	Policy and Process	10/10/2014	10/10/2015	\$0	No Funding Required	The Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, District RTI Coordinator, and all District principals.
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Activity - Behavior RTI- Analysis of School Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At several of the District Principals' Meetings typically held on the 10th and 25th of each month, the Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, and/or District RTI Coordinator will discuss the current suspension rates for students with disabilities. The District's Behavior RTI process and guidelines will be emphasized. As well, alternative behavior resolutions will be discussed. After, principals of schools with negative suspension reporting (along with their school-based RTI committees) will re-analyze the Behavior RTI process in their school for fidelity of implementation and instigate adjustments as necessary.  Schools: All Schools	Behavioral Support Program	10/10/2014	10/10/2015	\$0	No Funding Required	The Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, District RTI Coordinator, all District principals, and all school-based RTI committees.

## Goal 9: 2014 TELL KY Survey Improvement Goal- Instructional Practices and Support for All Teachers

### Measurable Objective 1:

collaborate to increase opportunities for teachers to work in professional learning communities to develop and align instructional practices by 05/08/2015 as measured by the TELL KY Survey's 2014 Rate of Agreement and Tell Rate of Agreement Growth for this question found within the Factor Average of Instructional Practices and Support..

### Strategy 1:

TELL KY Survey Improvement- Professional Learning Communities - By increasing the opportunities that allow teachers to work in professional learning communities to develop and align instructional practices such as the Kentucky Valley Educational Cooperative's ISLN and the District's K-8 Common Benchmark Assessment project, teachers are more likely to answer favorably to the question: "teachers work in professional learning communities to develop and align instructional practices" on the

# KDE Comprehensive Improvement Plan for Districts

Harlan County

2015 TELL KY Survey (found within the Factor Average of Instructional Practices and Support).

Category: Professional Learning & Support

Research Cited: Both the Professional Learning and Support & Collection and Use of Data: TELL Kentucky Survey strategies are recommended by KDE and the "Participation in ISLN" activity is provided by KDE's Office of Next Generation Learners. The District's K-8 Common Benchmark Assessment project is a PLC-based endeavor as well. One of its objectives, like the ISLN, is to provide similar, beneficial professional learning and support to participating teachers.

Activity - ISLN Participation- Open to All Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Assistant Superintendent of Instruction has asked by a District-wide open invitation for a minimum of six (6) Science and four (4) Social Studies teachers from the District to commit to attending the ISLN meetings held at the Kentucky Valley Educational Cooperative (KVEC) in Hazard, KY. The Science teachers start their meetings in October and Social Studies teachers begin in January 2014. These ISLN attendees will then come back to the District and disseminated materials and knowledge they obtain. This will be done in bi-weekly Principals' Meetings and/or professional development meetings and/or PLC settings and/or E-mail</p> <p>Schools: All Schools</p>	Professional Learning	10/01/2013	05/08/2015	\$3000	Other	The District's Assistant Superintendent of Instruction, six (6) District Science teachers, four (4) District Social Studies teachers, and the Kentucky Valley Educational Cooperative (KVEC) and/or Kentucky Department of Education (KDE) staff.
Activity - Open PLC for Mandated K-8 Common Math Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>All 8 District elementary schools were mandated to implement common math benchmark assessments that were developed by a open professional learning community (PLC) of District teachers/administrators during the Summer of 2013. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. This open PLC reconvened during the Summer of 2014 to collaborate and discuss 2013-2014 feedback and refine the process. The benefits and importance of PLC membership will be re-emphasized were advertising these meetings. Continuation of implementation (with technical refinement to the tests as applicable) will occur throughout the 2014-2015 school year.</p> <p>Schools: Evarts Elementary School, Cawood Elementary School, Rosspoint Elementary School, Green Hills Elementary School, Cumberland Elementary School, Black Mountain Elementary School, James A. Cawood Elementary, Wallins Elementary School</p>	<p>Policy and Process</p>	<p>05/09/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The District's Assistant Superintendent of Instruction will organize this endeavor and it will be open to any District teacher or administrator willing to participate.</p>
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Activity - Next Generation Teacher Academy- KVEC/RTTT Grant/Appalachian Renaissance Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>With the Kentucky Valley Educational Cooperative, the District collaboratively applied for a Race to the Top (RTTT) Grant and as a result, will share over \$30 million in initiatives over the next 4 years. We have administrators, teachers, and students with hand-on involvement. Recently with one project, each school received an interactive Mondo Board and enough hand-held devices for an entire classroom. Teachers will be able to have real-time communication and collaboratively plan/present lessons with other teachers/classrooms across our, and 16 other regional Districts. The process of distributing another set of devices to a classroom will be repeated over the next three years, only enhancing professional learning communities for teachers. Our 9 teachers with the Mondo Board-based classrooms are currently participating in a "Next Generation Teacher Academy" PLC through KVEC. It was developed and designed in part, to enhance their ability in connecting and working with one another. Teachers can also apply for \$1000. "mini grants" through the award/KVEC to address school-specific (including PLC-based) projects. Other phases of the grant not fully developed will include utilizing professional learning communities with our teachers (and administrators).</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>06/23/2014</p>	<p>05/08/2018</p>	<p>\$2400</p>	<p>Grant Funds</p>	<p>Kentucky Valley Educational Cooperative, Kentucky Department of Education, District Teacher Leaders, and District Administrative Leaders.</p>

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Workshops at HCCHS	Through the 21st Century Program at Harlan County High School, students of any grade (however juniors are targeted) can participate in math, language arts/reading, or science workshops (their choice) that will offer review and/or tutoring of skills encompassed on the ACT exam. Times will be 3-5pm. Students can meet in the cafeteria for a snack and then go to their respective workshops. ACT recommended strategies and materials will be used by instructors who are EPSB-certified in the academic field they will be providing assistance in.	Tutoring	01/05/2015	05/08/2015	\$0	The 21st Century Program Coordinator, select math teacher(s), select English teacher(s), select Science teacher, cafeteria staff, Assistant Superintendent (promotional E-mail), and Technology staff member (messenger system-telephone call to all parents
GEAR UP Academic Specialist	A GEAR UP Academic Specialist (AS) will be assigned to each of the eight K-8 schools in the District for the purpose of working with GEAR UP students in grades 2-7. The AS will help students meet College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	01/05/2015	01/05/2022	\$66500	District Administration, Berea College administrator, and GEAR UP Academic Specialists.

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>Next Generation Teacher Academy- KVEC/RTTT Grant/Appalachian Renaissance Initiative</p>	<p>With the Kentucky Valley Educational Cooperative, the District collaboratively applied for a Race to the Top (RTTT) Grant and as a result, will share over \$30 million in initiatives over the next 4 years. We have administrators, teachers, and students with hand-on involvement. Recently with one project, each school received an interactive Mondo Board and enough hand-held devices for an entire classroom. Teachers will be able to have real-time communication and collaboratively plan/present lessons with other teachers/classrooms across our, and 16 other regional Districts. The process of distributing another set of devices to a classroom will be repeated over the next three years, only enhancing professional learning communities for teachers. Our 9 teachers with the Mondo Board-based classrooms are currently participating in a "Next Generation Teacher Academy" PLC through KVEC. It was developed and designed in part, to enhance their ability in connecting and working with one another. Teachers can also apply for \$1000. "mini grants" through the award/KVEC to address school-specific (including PLC-based) projects. Other phases of the grant not fully developed will include utilizing professional learning communities with our teachers (and administrators).</p>	<p>Professional Learning</p>	<p>06/23/2014</p>	<p>05/08/2018</p>	<p>\$2400</p>	<p>Kentucky Valley Educational Cooperative, Kentucky Department of Education, District Teacher Leaders, and District Administrative Leaders.</p>
<p>Next Generation Teacher Academy- KVEC/RTTT Grant/Appalachian Renaissance Initiative</p>	<p>Select teachers will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGT will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective educators, academy resources and network support, as well as fellowships with regional academy partners. Teacher Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.</p>	<p>Professional Learning</p>	<p>06/23/2014</p>	<p>05/08/2018</p>	<p>\$2400</p>	<p>Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District Teacher Leaders.</p>

# KDE Comprehensive Improvement Plan for Districts

Harlan County

KVEC/RTTT Grant- Appalachian Renaissance Initiative- Next Generation Leadership Academy	Principals will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGL will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective leaders, academy resources and network support, as well as fellowships with regional academy partners. ARI leaders will engage in communities of professional practice to create student-centered learning environments design to equip all students with attributes to be successful in the global world. Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.	Professional Learning	06/23/2014	05/08/2018	\$2400	Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District principals.
<b>Total</b>					<b>\$73700</b>	

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ISLN Participation- Open to All Schools	The Assistant Superintendent of Instruction has asked by a District-wide open invitation for a minimum of six (6) Science and four (4) Social Studies teachers from the District to commit to attending the ISLN meetings held at the Kentucky Valley Educational Cooperative (KVEC) in Hazard, KY. The Science teachers start their meetings in October and Social Studies teachers begin in January 2014. These ISLN attendees will then come back to the District and disseminated materials and knowledge they obtain. This will be done in bi-weekly Principals' Meetings and/or professional development meetings and/or PLC settings and/or E-mail	Professional Learning	10/01/2013	05/08/2015	\$3000	The District's Assistant Superintendent of Instruction, six (6) District Science teachers, four (4) District Social Studies teachers, and the Kentucky Valley Educational Cooperative (KVEC) and/or Kentucky Department of Education (KDE) staff.



# KDE Comprehensive Improvement Plan for Districts

Harlan County

Extended School Services-Remediation Study	Students identified as at risk of falling behind will receive individualized interventions to meet specific academic goals. Supplemental instruction/tutoring will be after school or during school (KDE Daytime Waiver). In some instances, instruction may be implemented through researched-based interactive computer software such as My Reading Coach, My Virtual Reading Coach, Go Math, etc.	Academic Support Program	08/06/2014	05/08/2015	\$12758	21st Century Coordinator (where applicable), Extended School Services staff, and classroom teachers.
<b>Total</b>					<b>\$15758</b>	

## Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachscope	All principals/administrators conducting evaluation of certified personnel will complete the necessary practice and pass the tests associated with Domains 2 and 3 of Danielson's Framework for Teaching document (\$399.). All principals/administrators conducting certified evaluations will also need to re-calibrate (\$100.) 3 times a year and re-test after 4 years. Re-calibration started for some in September 2014.	Professional Learning	06/03/2013	08/06/2014	\$100	Assistant Superintendent and all District administrators /supervisors slated to conduct evaluation(s) of certified personnel.
Teachscope	All principals/administrators conducting evaluation of certified personnel will complete the necessary practice and pass the tests associated with Domains 2 and 3 of Danielson's Framework for Teaching document (\$399.). All principals/administrators conducting certified evaluations will also need to re-calibrate (\$100.) 3 times a year and re-test after 4 years. Re-calibration started for some in September 2014.	Professional Learning	06/03/2013	08/06/2014	\$399	Assistant Superintendent and all District administrators /supervisors slated to conduct evaluation(s) of certified personnel.
<b>Total</b>					<b>\$499</b>	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive Improvement Plan for Districts**

Harlan County

HCHS Family Resource Youth Service Center Referral	Harlan County High School students that are habitually truant will be referred to the school's Family Resource Youth Service Center. The FRYSC will identify and address whenever possible, any barriers that may be preventing students from having good attendance. Center/school assistance and/or outside support (including financial, etc) will be facilitated by the FRYSC Coordinator.	Other	08/06/2014	05/08/2015	\$0	Harlan County High School Family Resource Youth Service Center Coordinator and Staff, HCHS Counselors, HCHS Principal, HCHS Assistant Principals, HCHS Truancy Officer, and HCHS Teachers/Staff
Credit Recovery at HCHS	Credit recovery opportunities will be offered to those who need them at Harlan County High School. This will primarily be through the District's/school's E-School program.	Academic Support Program	08/06/2014	05/08/2015	\$0	Harlan County High School Counselors/Teachers and District E-school teachers.
<b>Total</b>					<b>\$0</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	Using the student's career interest inventory and Individual Learning Plan (ILP), a trained community-based volunteer advisor will meet with 4 students individually at Harlan County High School to discuss: (a). the student's career aspirations and required education/training, (b). whether the student is on target to meet their goals, and (c). whether the student is taking the courses recommended to prepare them for the future. Each session will last approximately 20 minutes. After the session, parents will receive information on how they can continue to support their student on the path to college/career readiness.  Volunteers will complete a 30 minute online training, sign a confidentiality agreement, and agree to comply with school/district policies and procedures	Career Preparation/Orientation	03/04/2015	05/08/2015	\$0	Harlan County Community Education Director, volunteer advisors/mentors, Harlan County High School staff, and all 10th grade students

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Math RTI	All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator
CTE Advisory Committees	Schools will organize a CTE Program advisory committee in order to create career pathways for each CTE program leading to an industry and/or KOSSA certification.	Academic Support Program	08/06/2014	05/08/2015	\$0	CTE curriculum consultants and school-based CTE Teachers
Identifying and Collaborating with Early Childhood Providers/Families/Community Members	Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4). implement RTI as soon as applicable, (5). assess all K at school entry with the common statewide screener (BRIGANCE), (6). analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7). create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/06/2014	05/08/2015	\$0	District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Quality Core Test Builder Utilization	All instructors who have End-Of-Course (EOC) exams associated with their course (English II, Algebra II, Biology, and U.S. History) will utilize ACT.org's Quality Core Test Builder to design assessments. This will be evidenced by administrative review of student assessments.	Direct Instruction	02/03/2015	05/08/2015	\$0	Principals and/or assistant principals, counselors, and teachers with End-Of-Course (EOC) exams associated with their course(s)
K-PREP Analysis	School and District personnel will use K-PREP/school assessment data to identify GAP-group performance over time and develop/implement plans to differentiate/refine instruction to close any of those learner gaps. Researched-based instructional strategies utilized will be based on multiple intelligences, learning styles, etc.	Policy and Process	08/06/2014	05/08/2015	\$0	District leadership, school leadership, and the teachers of core-content subjects.
Open PLC for Mandated K-8 Common Math Benchmark Assessments	All 8 District elementary schools were mandated to implement common math benchmark assessments that were developed by a open professional learning community (PLC) of District teachers/administrators during the Summer of 2013. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. This open PLC reconvened during the Summer of 2014 to collaborate and discuss 2013-2014 feedback and refine the process. The benefits and importance of PLC membership will be re-emphasized were advertising these meetings. Continuation of implementation (with technical refinement to the tests as applicable) will occur throughout the 2014-2015 school year.	Policy and Process	05/09/2014	05/08/2015	\$0	The District's Assistant Superintendent of Instruction will organize this endeavor and it will be open to any District teacher or administrator willing to participate.

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Student Growth Goal Trainings	By likely participating in one of the eight Student Growth Goal trainings offered by an Instructional Supervisor of the District, and then attending this mandatory SGG training conducted by Jennifer Carroll of KDE/Kentucky Valley Educational Cooperative (assisted by Abbie Combs of KVEC), principals will solidify their understanding of the purpose, content, and implementation of an effective student growth goal. They will also be able to assist teachers in SGG development and convey the role and implications of student growth goals in the teacher evaluation process.	Professional Learning	06/24/2014	09/18/2014	\$0	Jennifer Carroll of KDE/Kentucky Valley Educational Cooperative, Abbie Combs of KVEC, Assistant Superintendent, and District Instructional Supervisor
Career Pathway Assignment at HCHS	All Harlan County High School 9th-grade students will be assigned a career pathway based on their Individual Learning Plan (ILP), EXPLORE results, and interest inventories.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Harlan County High School Guidance Counselors, Principal, Assistant Principals, and Teachers
(Open PLC for) Mandated K-8 Common Math Benchmark Assessments	All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.	Policy and Process	08/06/2014	05/08/2015	\$0	K-8 District teachers and District administration
Professional Learning for Peer Observers	All Harlan County certified teachers will complete the on-line Professional Learning for Peer Observers module via CIITS>EDS>PD>Professional Learning for Peer Observers>PBS.org>teacher>self paced professional learning>PLfPO and submit their certificate of completion to their principal on August 4, 2014.	Professional Learning	05/29/2014	08/04/2014	\$0	All Harlan County certified teachers

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Industry Certification	CTE Teachers and Counselors will review and update industry certifications for preparatory students	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Harlan County High School CTE Teachers and Counselors
Student Growth Goals	All Harlan County certified teachers will receive 6 hours of training on the development of setting Student Growth Goals. The training will consist of two consecutive 3 hour sessions. The first session will focus on orientation to student growth goals and the second session will focus on the actual development of a SGG. The SGGs will be due on 9/30/14 and must be recorded in EDS by 10/15/14.	Policy and Process	06/24/2014	08/07/2014	\$0	District Instructional Coordinator and all Harlan County certified teachers.
Entering PPGES Data into EDS	In a PLC, several required pieces of data will be examined and entering into Educator Development Suite by all District principals: (1). State SGG- based on School Report Card (SRC) delivery targets. Each principal will review their SRC and determine the specific content area which needs the greatest improvement based on the distance from the delivery target. This could be the combined reading and math score or just reading or math at a specific grade span (middle school or elementary school). The HCHS state SGG will be based on reading delivery targets. The principal's State SGG will focus on a gap group within the content area which shows the greatest need for improvement. (2). Local SGG: based on school need and the goal MUST be based on a local measure. Our common math benchmark assessments will be used as our local measure and our basis for this goal. (3). Working Conditions Goal: based on the TELL KY Survey. Look for patterns where the report indicates a need for improvement, and (4). PGP- The self-reflection and the PGP are based on the six principal standards (pages 72-77 of our Certified Evaluation Plan). The principal PGP should be based on these self-reflections.	Policy and Process	09/15/2014	09/15/2014	\$0	Superintendent, Assistant Superintendent, and all District principals.
SwD Suspension Data at Principals' Meetings- All District Supervisors	At several of the District Principals' Meetings typically held on the 10th and 25th of each month, the Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, and/or District RTI Coordinator will discuss the current suspension rates for students with disabilities. The District's Behavior RTI process and guidelines will be emphasized. As well, alternative behavior resolutions will be discussed. This awareness and information should prompt principals to suspend fewer students with disabilities. They will also gain and share knowledge of alternatives to suspension.	Policy and Process	10/10/2014	10/10/2015	\$0	The Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, District RTI Coordinator, and all District principals.

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

District Response to Intervention Training	Principals and other interested parties (including teachers implementing Response to Intervention) will participate in an updated overview of the District's Response to Intervention (RtI) requirements. As most principals serve as RtI committee members as well as chairperson for Admission and Release Committees, there is a need to solidify their knowledge of the current District's RTI process expectations (applicable policies and procedures). This knowledge will help administrators ensure their schools are meeting District and State compliance, especially in regards to RtI associated with referrals made recommending special education testing of students (and possible subsequent placement).	Professional Learning	07/28/2014	07/28/2014	\$0	District Response to Intervention Coordinator, District principals, teachers who implement RtI, and other interested parties.
Identifying and Collaborating with Early Childhood Providers/Families/Community Members	Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4) implement RTI as soon as applicable (5) assess all K at school entry with the common statewide screener (BRIGANCE), (6) analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7) create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/06/2014	05/08/2015	\$0	District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper
Reading RTI	All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Disaggregation of K-PREP Data	The District Assistant Superintendent, Superintendent, District Assessment Coordinator, District Assistance Team, and Principals will intently analyze K-PREP data. The Assistant Superintendent, Superintendent, and District Assessment Coordinator will meet with each school as a whole to discuss K-PREP results, including strengths and weaknesses. Afterwards, the District/SBDM councils and their schools can identify gaps and make adjustments and/or shifts in the curriculum if necessary and then intently target instruction towards weaknesses as demonstrated by K-PREP student performance, especially in reading and math	Policy and Process	10/01/2014	05/08/2015	\$0	The District Assistant Superintendent, Superintendent, District Assessment Coordinator, District Assistance Team, Principals, SBDM councils, and all District teachers
Self Reflection	All Harlan County certified teachers will complete their Self-reflection in Educator Development Suite by 9/15/14.	Policy and Process	05/29/2014	09/15/2014	\$0	All Harlan County certified teachers.
Program Review: Purpose and Process	Through individual school visits or in a professional development (7-17-14 at Central Office) setting, information will be provided to all schools (applicable teachers) about the purpose and process of the reviews. Emphasized will be the important role of the teacher in implementing high quality instructional programs	Policy and Process	07/17/2014	05/08/2015	\$0	District instructional supervisor, Title 1 Coordinator, School Administrators, and teachers
Program Review: District External Review Process	In either a group setting (e.g. professional development slated on 7-17-14 at Central Office) or in an individual school visit, the Instructional Supervisor of the District will inform all applicable staff of the expectations and procedures as defined by the District of the District external review process.	Policy and Process	07/17/2014	05/08/2015	\$0	Instructional Supervisor of the District
Math RTI	All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator



**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Reading RTI	All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the 9 District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator
Scheduling via the ILP at HCHS	The counselors at Harlan County High School will utilize the students' Individual Learning Plans (ILP) to place freshman in CTE courses which are aligned with their career interests.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Harlan County High School Guidance Counselors
College and/or Career Days	Students will participate in College and/or Career Day(s) in which various college representatives and/or professionals visit the schools to speak to students regarding the requirements and aspects of their programs and/or professions.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Principals, FRYSC Coordinators, and college/career representatives.

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>• Use Win Learning Tools- HCHS's SwD</p>	<p>Worldwide Interactive Network, Inc. is an ACT, Inc. Level 1 Publisher of courseware based on the WorkKeys® employment system for all areas and all levels of the WorkKeys Foundational Skills. The WIN Courseware encompasses ten careeroriented skill and proficiency areas critical for success in today's workplace. The WIN Courseware consists of over 1,200 hours and more than 22,000 pages of print and electronic instructional curriculum for WorkKeys assessment preparation. The 58 competencybased interactive courses provide foundational skills instruction for all WorkKeys and pre-WorkKeys skill levels. WIN is the exclusive provider of pre-WorkKeys skills instruction. The WIN Courseware meets ACT, Inc.'s standards for quality and is fully aligned with the WorkKeys Targets for Instruction. The ten skill and proficiency areas are: Applied Mathematics, Reading for Information, Locating Information, Applied Technology, Listening, Observation, Teamwork, Writing, and Business Writing. The WIN Courseware is used for workforce development, adult education, and basic skills training for citizens in the workforce and students entering the workforce. The WIN Courseware also includes 5 levels of Work Habits soft-skills curriculum that address workplace skills and ethics such as interpersonal interaction, cooperation and respect, dependability, initiative, and integrity. WIN's Work Habits Topics Include: Interpersonal Interaction, Listening and Speaking, Cooperation and Respect, Quality Management, Problem Solving, Self Management, Resource Management, and Time Management 2. WIN also offers Contextual Courseware for WorkKeys skills. The 16+ modules are directly aligned with the national Career Clusters. WIN's Contextual Courseware offers instruction for the WorkKeys skills specific to the field that the learner either has experience in or that is of interest to the learner. The WIN Courseware offers Natural Voice text-to-speech translation for users with visual impairment and/or reading disabilities. The text-to-speech software included with the WIN Courseware allows the instruction on each page of the courseware to be read aloud to the user using AT&amp;T Natural Voice technology. The user can choose from natural voices to effectively customize his/her learning experience according to tastes and preferences. The Natural Voice text-to-speech software was selected to offer the audible component of the WIN Courseware for ease of update and revision of the courseware. The WIN Courseware is available in print, LAN, and Internet delivery options. The flexible delivery system of the WIN Courseware can be self-directed or staff-assisted in many learning environments and is ideal for online and distance learning. The embedded tracking and management system ensures evidence development and progress documentation. Randomized Placement tests for each skill area quickly determine initial skill level of examinee and</p>	<p>Career Preparation/Orientation</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>Harlan County High School's special education teachers, the Kentucky Valley Educational Cooperative (Dr. Will Kayatin/Angel a Duff), and the Harlan County High School counselors.</p>
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# KDE Comprehensive Improvement Plan for Districts

Harlan County

	area quickly determine initial skill level of examinee and Posttests with randomly selected questions for every skill level determine readiness for the ACT, Inc. WorkKeys assessments. The WIN Courseware insures concept mastery, not just test preparation.					
Re-evaluation Training- The New CEP!	Conducted on 7/21/14 and facilitated by the Assistant Superintendent and Superintendent, this 6-hour training included job responsibilities, evaluation assignments, as well as District policies and procedures used to implement our new Certified Evaluation Plan within the TPGES/PPGES/OPGES. This training was/is mandatory for all District administrators/supervisors.	Policy and Process	07/21/2014	07/21/2014	\$0	Assistant Superintendent, Superintendent and all District administrators/supervisors.
Increasing and Improving CIITS Usage	Teachers will utilize CIITS to create rigorous formative and summative assessments to assess students on the current (K-PREP) standards being taught. Administrators will encourage and validate CIITS usage.	Policy and Process	08/06/2014	05/08/2015	\$0	District teachers and administrators
Individual Learning Plan (ILP) Usage	The schools will support and promote student college and career readiness by monitoring beyond basic compliance, Individual Learning Plans (ILPs) for students in grades 6-8. The counselors and teachers will use in some instances, EXPLORE test results and Career Cruising to assist in the development of the ILPs. The ILP will assist counselors and teachers in identifying students who need interventions (and in what areas) to reach their goals.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	School guidance counselors, teachers, and administrators
Behavior RTI- Analysis of School Process	At several of the District Principals' Meetings typically held on the 10th and 25th of each month, the Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, and/or District RTI Coordinator will discuss the current suspension rates for students with disabilities. The District's Behavior RTI process and guidelines will be emphasized. As well, alternative behavior resolutions will be discussed. After, principals of schools with negative suspension reporting (along with their school-based RTI committees) will re-analyze the Behavior RTI process in their school for fidelity of implementation and instigate adjustments as necessary.	Behavioral Support Program	10/10/2014	10/10/2015	\$0	The Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, District RTI Coordinator, all District principals, and all school-based RTI committees.

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

4-H Reality Store	Students will attend and participate in "The Reality Store" sponsored by the Harlan County Cooperative Extension (4-H) Agency. Students will be given a fictional salary based on their mock educational level, job, number of children, etc. They are then made to purchase the basic necessities of life (food, medical, electricity, etc.) to see if they budget their "income" satisfactorily. It has been a wonderful learning experience for students in the past.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	The schools' FRYSC coordinators, counselors, and the Harlan County Cooperative Extension (4-H) Agency.
At-risk Targeting at HCHS	Harlan County School Guidance Counselors and Teachers (including CTE Teachers) will identify at-risk students, manipulate schedules, and assign courses specific to students' needs which are reflected in their Individual Learning Plans (ILP).	Academic Support Program	08/06/2014	05/08/2015	\$0	Harlan County High School Counselors and Teachers (including CTE Teachers)
<b>Total</b>					\$0	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Truancy Letters at HCHS	Letters will be sent home to the parents/guardians of those Harlan County High School students who become truant. The District's Central Office Attendance Clerk will send the names of those truant HCHS students to the school's Attendance Clerk. After consultation with applicable staff (Truancy Officer and/or principal and/or counselors, and/or special education teachers), the attendance clerk will mail the letters to the parents/guardians and/or to the of-age (18 year old) students who are truant. Home visits will be conducted by the Truancy Officer and/or school and/or District staff as needed/feasible.	Policy and Process	08/06/2014	05/08/2015	\$0	District Central Office Attendance Clerk, HCHS Attendance Clerk, HCHS Principal, HCHS Assistant Principals, HCHS Counselors, HCHS Special Education Teachers, and Harlan County High School Truancy Officer/staff/District staff (for applicable home visits)
<b>Total</b>					\$0	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math RTI	All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator
Reading RTI	All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the 9 District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator
Disaggregation of K-PREP Data	The District Assistant Superintendent, Superintendent, District Assessment Coordinator, District Assistance Team, and Principals will intently analyze K-PREP data. The Assistant Superintendent, Superintendent, and District Assessment Coordinator will meet with each school as a whole to discuss K-PREP results, including strengths and weaknesses. Afterwards, the District/SBDM councils and their schools can identify gaps and make adjustments and/or shifts in the curriculum if necessary and then intently target instruction towards weaknesses as demonstrated by K-PREP student performance, especially in reading and math	Policy and Process	10/01/2014	05/08/2015	\$0	The District Assistant Superintendent, Superintendent, District Assessment Coordinator, District Assistance Team, Principals, SBDM councils, and all District teachers

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Increasing and Improving CIITS Usage	Teachers will utilize CIITS to create rigorous formative and summative assessments to assess students on the current (K-PREP) standards being taught. Administrators will encourage and validate CIITS usage.	Policy and Process	08/06/2014	05/08/2015	\$0	District teachers and administrators
Program Review: Purpose and Process	Through individual school visits or in a professional development (7-17-14 at Central Office) setting, information will be provided to all schools (applicable teachers) about the purpose and process of the reviews. Emphasized will be the important role of the teacher in implementing high quality instructional programs	Policy and Process	07/17/2014	05/08/2015	\$0	District instructional supervisor, Title 1 Coordinator, School Administrator s, and teachers
Program Review: District External Review Process	In either a group setting (e.g. professional development slated on 7-17-14 at Central Office) or in an individual school visit, the Instructional Supervisor of the District will inform all applicable staff of the expectations and procedures as defined by the District of the District external review process.	Policy and Process	07/17/2014	05/08/2015	\$0	Instructional Supervisor of the District
Identifying and Collaborating with Early Childhood Providers/Families/Community Members	Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4). implement RTI as soon as applicable, (5). assess all K at school entry with the common statewide screener (BRIGANCE), (6). analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7). create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/06/2014	05/08/2015	\$0	District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>ISLN Participation- Open to All Schools</p>	<p>The Assistant Superintendent of Instruction has asked by a District-wide open invitation for a minimum of six (6) Science and four (4) Social Studies teachers from the District to commit to attending the ISLN meetings held at the Kentucky Valley Educational Cooperative (KVEC) in Hazard, KY. The Science teachers start their meetings in October and Social Studies teachers begin in January 2014. These ISLN attendees will then come back to the District and disseminated materials and knowledge they obtain. This will be done in bi-weekly Principals' Meetings and/or professional development meetings and/or PLC settings and/or E-mail</p>	<p>Professional Learning</p>	<p>10/01/2013</p>	<p>05/08/2015</p>	<p>\$3000</p>	<p>The District's Assistant Superintendent of Instruction, six (6) District Science teachers, four (4) District Social Studies teachers, and the Kentucky Valley Educational Cooperative (KVEC) and/or Kentucky Department of Education (KDE) staff.</p>
<p>Next Generation Teacher Academy- KVEC/RTTT Grant/Appalachian Renaissance Initiative</p>	<p>With the Kentucky Valley Educational Cooperative, the District collaboratively applied for a Race to the Top (RTTT) Grant and as a result, will share over \$30 million in initiatives over the next 4 years. We have administrators, teachers, and students with hand-on involvement. Recently with one project, each school received an interactive Mondo Board and enough hand-held devices for an entire classroom. Teachers will be able to have real-time communication and collaboratively plan/present lessons with other teachers/classrooms across our, and 16 other regional Districts. The process of distributing another set of devices to a classroom will be repeated over the next three years, only enhancing professional learning communities for teachers. Our 9 teachers with the Mondo Board-based classrooms are currently participating in a "Next Generation Teacher Academy" PLC through KVEC. It was developed and designed in part, to enhance their ability in connecting and working with one another. Teachers can also apply for \$1000. "mini grants" through the award/KVEC to address school-specific (including PLC-based) projects. Other phases of the grant not fully developed will include utilizing professional learning communities with our teachers (and administrators).</p>	<p>Professional Learning</p>	<p>06/23/2014</p>	<p>05/08/2018</p>	<p>\$2400</p>	<p>Kentucky Valley Educational Cooperative, Kentucky Department of Education, District Teacher Leaders, and District Administrative Leaders.</p>

# KDE Comprehensive Improvement Plan for Districts

Harlan County

SwD Suspension Data at Principals' Meetings- All District Supervisors	At several of the District Principals' Meetings typically held on the 10th and 25th of each month, the Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, and/or District RTI Coordinator will discuss the current suspension rates for students with disabilities. The District's Behavior RTI process and guidelines will be emphasized. As well, alternative behavior resolutions will be discussed. This awareness and information should prompt principals to suspend fewer students with disabilities. They will also gain and share knowledge of alternatives to suspension.	Policy and Process	10/10/2014	10/10/2015	\$0	The Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, District RTI Coordinator, and all District principals.
Behavior RTI- Analysis of School Process	At several of the District Principals' Meetings typically held on the 10th and 25th of each month, the Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, and/or District RTI Coordinator will discuss the current suspension rates for students with disabilities. The District's Behavior RTI process and guidelines will be emphasized. As well, alternative behavior resolutions will be discussed. After, principals of schools with negative suspension reporting (along with their school-based RTI committees) will re-analyze the Behavior RTI process in their school for fidelity of implementation and instigate adjustments as necessary.	Behavioral Support Program	10/10/2014	10/10/2015	\$0	The Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, District RTI Coordinator, all District principals, and all school-based RTI committees.
Re-evaluation Training- The New CEP!	Conducted on 7/21/14 and facilitated by the Assistant Superintendent and Superintendent, this 6-hour training included job responsibilities, evaluation assignments, as well as District policies and procedures used to implement our new Certified Evaluation Plan within the TPGES/PPGES/OPGES. This training was/is mandatory for all District administrators/supervisors.	Policy and Process	07/21/2014	07/21/2014	\$0	Assistant Superintendent, Superintendent and all District administrators /supervisors.
Teachscape	All principals/administrators conducting evaluation of certified personnel will complete the necessary practice and pass the tests associated with Domains 2 and 3 of Danielson's Framework for Teaching document (\$399.). All principals/administrators conducting certified evaluations will also need to re-calibrate (\$100.) 3 times a year and re-test after 4 years. Re-calibration started for some in September 2014.	Professional Learning	06/03/2013	08/06/2014	\$499	Assistant Superintendent and all District administrators /supervisors slated to conduct evaluation(s) of certified personnel.



# KDE Comprehensive Improvement Plan for Districts

Harlan County

Student Growth Goal Trainings	By likely participating in one of the eight Student Growth Goal trainings offered by an Instructional Supervisor of the District, and then attending this mandatory SGG training conducted by Jennifer Carroll of KDE/Kentucky Valley Educational Cooperative (assisted by Abbie Combs of KVEC), principals will solidify their understanding of the purpose, content, and implementation of an effective student growth goal. They will also be able to assist teachers in SGG development and convey the role and implications of student growth goals in the teacher evaluation process.	Professional Learning	06/24/2014	09/18/2014	\$0	Jennifer Carroll of KDE/Kentucky Valley Educational Cooperative, Abbie Combs of KVEC, Assistant Superintendent, and District Instructional Supervisor
District Response to Intervention Training	Principals and other interested parties (including teachers implementing Response to Intervention) will participate in an updated overview of the District's Response to Intervention (RtI) requirements. As most principals serve as RtI committee members as well as chairperson for Admission and Release Committees, there is a need to solidify their knowledge of the current District's RTI process expectations (applicable policies and procedures). This knowledge will help administrators ensure their schools are meeting District and State compliance, especially in regards to RtI associated with referrals made recommending special education testing of students (and possible subsequent placement).	Professional Learning	07/28/2014	07/28/2014	\$0	District Response to Intervention Coordinator, District principals, teachers who implement RtI, and other interested parties.
Professional Learning for Peer Observers	All Harlan County certified teachers will complete the on-line Professional Learning for Peer Observers module via <a href="#">CIITS&gt;EDS&gt;PD&gt;Professional Learning for Peer Observers&gt;PBS.org&gt;teacher&gt;self paced professional learning&gt;PLfPO</a> and submit their certificate of completion to their principal on August 4, 2014.	Professional Learning	05/29/2014	08/04/2014	\$0	All Harlan County certified teachers
Self Reflection	All Harlan County certified teachers will complete their Self-reflection in Educator Development Suite by 9/15/14.	Policy and Process	05/29/2014	09/15/2014	\$0	All Harlan County certified teachers.
Student Growth Goals	All Harlan County certified teachers will receive 6 hours of training on the development of setting Student Growth Goals. The training will consist of two consecutive 3 hour sessions. The first session will focus on orientation to student growth goals and the second session will focus on the actual development of a SGG. The SGGs will be due on 9/30/14 and must be recorded in EDS by 10/15/14.	Policy and Process	06/24/2014	08/07/2014	\$0	District Instructional Coordinator and all Harlan County certified teachers.

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Next Generation Teacher Academy- KVEC/RTTT Grant/Appalachian Renaissance Initiative	Select teachers will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGT will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective educators, academy resources and network support, as well as fellowships with regional academy partners. Teacher Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.	Professional Learning	06/23/2014	05/08/2018	\$2400	Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District Teacher Leaders.
Entering PPGES Data into EDS	In a PLC, several required pieces of data will be examined and entering into Educator Development Suite by all District principals: (1). State SGG- based on School Report Card (SRC) delivery targets. Each principal will review their SRC and determine the specific content area which needs the greatest improvement based on the distance from the delivery target. This could be the combined reading and math score or just reading or math at a specific grade span (middle school or elementary school). The HCHS state SGG will be based on reading delivery targets. The principal's State SGG will focus on a gap group within the content area which shows the greatest need for improvement. (2). Local SGG: based on school need and the goal MUST be based on a local measure. Our common math benchmark assessments will be used as our local measure and our basis for this goal. (3). Working Conditions Goal: based on the TELL KY Survey. Look for patterns where the report indicates a need for improvement, and (4). PGP- The self-reflection and the PGP are based on the six principal standards (pages 72-77 of our Certified Evaluation Plan). The principal PGP should be based on these self-reflections.	Policy and Process	09/15/2014	09/15/2014	\$0	Superintendent, Assistant Superintendent, and all District principals.
<b>Total</b>					<b>\$8299</b>	

## Wallins Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Operation Preparation	Using the student's career interest inventory and Individual Learning Plan (ILP), a trained community-based volunteer advisor will meet with 4 students individually at Harlan County High School to discuss: (a). the student's career aspirations and required education/training, (b). whether the student is on target to meet their goals, and (c). whether the student is taking the courses recommended to prepare them for the future. Each session will last approximately 20 minutes. After the session, parents will receive information on how they can continue to support their student on the path to college/career readiness.  Volunteers will complete a 30 minute online training, sign a confidentiality agreement, and agree to comply with school/district policies and procedures	Career Preparation/Orientation	03/04/2015	05/08/2015	\$0	Harlan County Community Education Director, volunteer advisors/mentors, Harlan County High School staff, and all 10th grade students
Quality Core Test Builder Utilization	All instructors who have End-Of-Course (EOC) exams associated with their course (English II, Algebra II, Biology, and U.S. History) will utilize ACT.org's Quality Core Test Builder to design assessments. This will be evidenced by administrative review of student assessments.	Direct Instruction	02/03/2015	05/08/2015	\$0	Principals and/or assistant principals, counselors, and teachers with End-Of-Course (EOC) exams associated with their course(s)
Industry Certification	CTE Teachers and Counselors will review and update industry certifications for preparatory students	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Harlan County High School CTE Teachers and Counselors
CTE Advisory Committees	Schools will organize a CTE Program advisory committee in order to create career pathways for each CTE program leading to an industry and/or KOSSA certification.	Academic Support Program	08/06/2014	05/08/2015	\$0	CTE curriculum consultants and school-based CTE Teachers
GEAR UP Academic Specialist	A GEAR UP Academic Specialist (AS) will be assigned to each of the eight K-8 schools in the District for the purpose of working with GEAR UP students in grades 2-7. The AS will help students meet College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	01/05/2015	01/05/2022	\$66500	District Administration, Berea College administrator, and GEAR UP Academic Specialists.

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>(Open PLC for) Mandated K-8 Common Math Benchmark Assessments</p>	<p>All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.</p>	<p>Policy and Process</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>K-8 District teachers and District administration</p>
<p>K-PREP Analysis</p>	<p>School and District personnel will use K-PREP/school assessment data to identify GAP-group performance over time and develop/implement plans to differentiate/refine instruction to close any of those learner gaps. Researched-based instructional strategies utilized will be based on multiple intelligences, learning styles, etc.</p>	<p>Policy and Process</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>District leadership, school leadership, and the teachers of core-content subjects.</p>
<p>Identifying and Collaborating with Early Childhood Providers/Families/Community Members</p>	<p>Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4) implement RTI as soon as applicable (5) assess all K at school entry with the common statewide screener (BRIGANCE), (6) analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7) create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.</p>	<p>Policy and Process</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper</p>

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Open PLC for Mandated K-8 Common Math Benchmark Assessments	All 8 District elementary schools were mandated to implement common math benchmark assessments that were developed by a open professional learning community (PLC) of District teachers/administrators during the Summer of 2013. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. This open PLC reconvened during the Summer of 2014 to collaborate and discuss 2013-2014 feedback and refine the process. The benefits and importance of PLC membership will be re-emphasized were advertising these meetings. Continuation of implementation (with technical refinement to the tests as applicable) will occur throughout the 2014-2015 school year.	Policy and Process	05/09/2014	05/08/2015	\$0	The District's Assistant Superintendent of Instruction will organize this endeavor and it will be open to any District teacher or administrator willing to participate.
<b>Total</b>					<b>\$66500</b>	

## Rosspoint Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GEAR UP Academic Specialist	A GEAR UP Academic Specialist (AS) will be assigned to each of the eight K-8 schools in the District for the purpose of working with GEAR UP students in grades 2-7. The AS will help students meet College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	01/05/2015	01/05/2022	\$66500	District Administration, Berea College administrator, and GEAR UP Academic Specialists.
College and/or Career Days	Students will participate in College and/or Career Day(s) in which various college representatives and/or professionals visit the schools to speak to students regarding the requirements and aspects of their programs and/or professions.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Principals, FRYSC Coordinators, and college/career representatives.
Individual Learning Plan (ILP) Usage	The schools will support and promote student college and career readiness by monitoring beyond basic compliance, Individual Learning Plans (ILPs) for students in grades 6-8. The counselors and teachers will use in some instances, EXPLORE test results and Career Cruising to assist in the development of the ILPs. The ILP will assist counselors and teachers in identifying students who need interventions (and in what areas) to reach their goals.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	School guidance counselors, teachers, and administrators.

# KDE Comprehensive Improvement Plan for Districts

Harlan County

(Open PLC for) Mandated K-8 Common Math Benchmark Assessments	All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.	Policy and Process	08/06/2014	05/08/2015	\$0	K-8 District teachers and District administration
Extended School Services-Remediation Study	Students identified as at risk of falling behind will receive individualized interventions to meet specific academic goals. Supplemental instruction/tutoring will be after school or during school (KDE Daytime Waiver). In some instances, instruction may be implemented through researched-based interactive computer software such as My Reading Coach, My Virtual Reading Coach, Go Math, etc.	Academic Support Program	08/06/2014	05/08/2015	\$12758	21st Century Coordinator (where applicable), Extended School Services staff, and classroom teachers.
Math RTI	All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator
Reading RTI	All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Identifying and Collaborating with Early Childhood Providers/Families/Community Members	Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4) implement RTI as soon as applicable (5) assess all K at school entry with the common statewide screener (BRIGANCE), (6) analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7) create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/06/2014	05/08/2015	\$0	District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper
Open PLC for Mandated K-8 Common Math Benchmark Assessments	All 8 District elementary schools were mandated to implement common math benchmark assessments that were developed by a open professional learning community (PLC) of District teachers/administrators during the Summer of 2013. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. This open PLC reconvened during the Summer of 2014 to collaborate and discuss 2013-2014 feedback and refine the process. The benefits and importance of PLC membership will be re-emphasized were advertising these meetings. Continuation of implementation (with technical refinement to the tests as applicable) will occur throughout the 2014-2015 school year.	Policy and Process	05/09/2014	05/08/2015	\$0	The District's Assistant Superintendent of Instruction will organize this endeavor and it will be open to any District teacher or administrator willing to participate.
<b>Total</b>					<b>\$79258</b>	

**James A. Cawood Elementary**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Operation Preparation	<p>Using the student's career interest inventory and Individual Learning Plan (ILP), a trained community-based volunteer advisor will meet with 4 students individually at Harlan County High School to discuss: (a). the student's career aspirations and required education/training, (b). whether the student is on target to meet their goals, and (c). whether the student is taking the courses recommended to prepare them for the future. Each session will last approximately 20 minutes. After the session, parents will receive information on how they can continue to support their student on the path to college/career readiness.</p> <p>Volunteers will complete a 30 minute online training, sign a confidentiality agreement, and agree to comply with school/district policies and procedures</p>	Career Preparation/Orientation	03/04/2015	05/08/2015	\$0	Harlan County Community Education Director, volunteer advisors/mentors, Harlan County High School staff, and all 10th grade students
GEAR UP Academic Specialist	A GEAR UP Academic Specialist (AS) will be assigned to each of the eight K-8 schools in the District for the purpose of working with GEAR UP students in grades 2-7. The AS will help students meet College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	01/05/2015	01/05/2022	\$66500	District Administration, Berea College administrator, and GEAR UP Academic Specialists.
College and/or Career Days	Students will participate in College and/or Career Day(s) in which various college representatives and/or professionals visit the schools to speak to students regarding the requirements and aspects of their programs and/or professions.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Principals, FRYSC Coordinators, and college/career representatives.
Individual Learning Plan (ILP) Usage	The schools will support and promote student college and career readiness by monitoring beyond basic compliance, Individual Learning Plans (ILPs) for students in grades 6-8. The counselors and teachers will use in some instances, EXPLORE test results and Career Cruising to assist in the development of the ILPs. The ILP will assist counselors and teachers in identifying students who need interventions (and in what areas) to reach their goals.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	School guidance counselors, teachers, and administrators



**KDE Comprehensive Improvement Plan for Districts**

Harlan County

(Open PLC for) Mandated K-8 Common Math Benchmark Assessments	All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.	Policy and Process	08/06/2014	05/08/2015	\$0	K-8 District teachers and District administration
K-PREP Analysis	School and District personnel will use K-PREP/school assessment data to identify GAP-group performance over time and develop/implement plans to differentiate/refine instruction to close any of those learner gaps. Researched-based instructional strategies utilized will be based on multiple intelligences, learning styles, etc.	Policy and Process	08/06/2014	05/08/2015	\$0	District leadership, school leadership, and the teachers of core-content subjects.
Math RTI	All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator
Reading RTI	All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Identifying and Collaborating with Early Childhood Providers/Families/Community Members	Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4) implement RTI as soon as applicable (5) assess all K at school entry with the common statewide screener (BRIGANCE), (6) analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7) create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/06/2014	05/08/2015	\$0	District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper
Open PLC for Mandated K-8 Common Math Benchmark Assessments	All 8 District elementary schools were mandated to implement common math benchmark assessments that were developed by a open professional learning community (PLC) of District teachers/administrators during the Summer of 2013. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. This open PLC reconvened during the Summer of 2014 to collaborate and discuss 2013-2014 feedback and refine the process. The benefits and importance of PLC membership will be re-emphasized were advertising these meetings. Continuation of implementation (with technical refinement to the tests as applicable) will occur throughout the 2014-2015 school year.	Policy and Process	05/09/2014	05/08/2015	\$0	The District's Assistant Superintendent of Instruction will organize this endeavor and it will be open to any District teacher or administrator willing to participate.
<b>Total</b>					<b>\$66500</b>	

## Harlan County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Operation Preparation	Using the student's career interest inventory and Individual Learning Plan (ILP), a trained community-based volunteer advisor will meet with 4 students individually at Harlan County High School to discuss: (a). the student's career aspirations and required education/training, (b). whether the student is on target to meet their goals, and (c). whether the student is taking the courses recommended to prepare them for the future. Each session will last approximately 20 minutes. After the session, parents will receive information on how they can continue to support their student on the path to college/career readiness.  Volunteers will complete a 30 minute online training, sign a confidentiality agreement, and agree to comply with school/district policies and procedures	Career Preparation/Orientation	03/04/2015	05/08/2015	\$0	Harlan County Community Education Director, volunteer advisors/mentors, Harlan County High School staff, and all 10th grade students
Quality Core Test Builder Utilization	All instructors who have End-Of-Course (EOC) exams associated with their course (English II, Algebra II, Biology, and U.S. History) will utilize ACT.org's Quality Core Test Builder to design assessments. This will be evidenced by administrative review of student assessments.	Direct Instruction	02/03/2015	05/08/2015	\$0	Principals and/or assistant principals, counselors, and teachers with End-Of-Course (EOC) exams associated with their course(s)
Career Pathway Assignment at HCHS	All Harlan County High School 9th-grade students will be assigned a career pathway based on their Individual Learning Plan (ILP), EXPLORE results, and interest inventories.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Harlan County High School Guidance Counselors, Principal, Assistant Principals, and Teachers
Scheduling via the ILP at HCHS	The counselors at Harlan County High School will utilize the students' Individual Learning Plans (ILP) to place freshman in CTE courses which are aligned with their career interests.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Harlan County High School Guidance Counselors
At-risk Targeting at HCHS	Harlan County School Guidance Counselors and Teachers (including CTE Teachers) will identify at-risk students, manipulate schedules, and assign courses specific to students' needs which are reflected in their Individual Learning Plans (ILP).	Academic Support Program	08/06/2014	05/08/2015	\$0	Harlan County High School Counselors and Teachers (including CTE Teachers)

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Credit Recovery at HCHS	Credit recovery opportunities will be offered to those who need them at Harlan County High School. This will primarily be through the District's/school's E-School program.	Academic Support Program	08/06/2014	05/08/2015	\$0	Harlan County High School Counselors/Teachers and District E-school teachers.
Truancy Letters at HCHS	Letters will be sent home to the parents/guardians of those Harlan County High School students who become truant. The District's Central Office Attendance Clerk will send the names of those truant HCHS students to the school's Attendance Clerk. After consultation with applicable staff (Truancy Officer and/or principal and/or counselors, and/or special education teachers), the attendance clerk will mail the letters to the parents/guardians and/or to the of-age (18 year old) students who are truant. Home visits will be conducted by the Truancy Officer and/or school and/or District staff as needed/feasible.	Policy and Process	08/06/2014	05/08/2015	\$0	District Central Office Attendance Clerk, HCHS Attendance Clerk, HCHS Principal, HCHS Assistant Principals, HCHS Counselors, HCHS Special Education Teachers, and Harlan County High School Truancy Officer/staff/District staff (for applicable home visits)

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>HCHS Family Resource Youth Service Center Referral</p>	<p>Harlan County High School students that are habitually truant will be referred to the school's Family Resource Youth Service Center. The FRYSC will identify and address whenever possible, any barriers that may be preventing students from having good attendance. Center/school assistance and/or outside support (including financial, etc) will be facilitated by the FRYSC Coordinator.</p>	<p>Other</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>Harlan County High School Family Resource Youth Service Center Coordinator and Staff, HCHS Counselors, HCHS Principal, HCHS Assistant Principals, HCHS Truancy Officer, and HCHS Teachers/Staff</p>
<p>Industry Certification</p>	<p>CTE Teachers and Counselors will review and update industry certifications for preparatory students</p>	<p>Career Preparation/Orientation</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>Harlan County High School CTE Teachers and Counselors</p>
<p>CTE Advisory Committees</p>	<p>Schools will organize a CTE Program advisory committee in order to create career pathways for each CTE program leading to an industry and/or KOSSA certification.</p>	<p>Academic Support Program</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>CTE curriculum consultants and school-based CTE Teachers</p>
<p>4-H Reality Store</p>	<p>Students will attend and participate in "The Reality Store" sponsored by the Harlan County Cooperative Extension (4-H) Agency. Students will be given a fictional salary based on their mock educational level, job, number of children, etc. They are then made to purchase the basic necessities of life (food, medical, electricity, etc.) to see if they budget their "income" satisfactorily. It has been a wonderful learning experience for students in the past.</p>	<p>Career Preparation/Orientation</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>The schools' FRYSC coordinators, counselors, and the Harlan County Cooperative Extension (4-H) Agency.</p>

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>• Use Win Learning Tools- HCHS's SwD</p>	<p>Worldwide Interactive Network, Inc. is an ACT, Inc. Level 1 Publisher of courseware based on the WorkKeys® employment system for all areas and all levels of the WorkKeys Foundational Skills. The WIN Courseware encompasses ten careeroriented skill and proficiency areas critical for success in today's workplace. The WIN Courseware consists of over 1,200 hours and more than 22,000 pages of print and electronic instructional curriculum for WorkKeys assessment preparation. The 58 competencybased interactive courses provide foundational skills instruction for all WorkKeys and pre-WorkKeys skill levels. WIN is the exclusive provider of pre-WorkKeys skills instruction. The WIN Courseware meets ACT, Inc.'s standards for quality and is fully aligned with the WorkKeys Targets for Instruction. The ten skill and proficiency areas are: Applied Mathematics, Reading for Information, Locating Information, Applied Technology, Listening, Observation, Teamwork, Writing, and Business Writing. The WIN Courseware is used for workforce development, adult education, and basic skills training for citizens in the workforce and students entering the workforce. The WIN Courseware also includes 5 levels of Work Habits soft-skills curriculum that address workplace skills and ethics such as interpersonal interaction, cooperation and respect, dependability, initiative, and integrity. WIN's Work Habits Topics Include: Interpersonal Interaction, Listening and Speaking, Cooperation and Respect, Quality Management, Problem Solving, Self Management, Resource Management, and Time Management 2. WIN also offers Contextual Courseware for WorkKeys skills. The 16+ modules are directly aligned with the national Career Clusters. WIN's Contextual Courseware offers instruction for the WorkKeys skills specific to the field that the learner either has experience in or that is of interest to the learner. The WIN Courseware offers Natural Voice text-to-speech translation for users with visual impairment and/or reading disabilities. The text-to-speech software included with the WIN Courseware allows the instruction on each page of the courseware to be read aloud to the user using AT&amp;T Natural Voice technology. The user can choose from natural voices to effectively customize his/her learning experience according to tastes and preferences. The Natural Voice text-to-speech software was selected to offer the audible component of the WIN Courseware for ease of update and revision of the courseware. The WIN Courseware is available in print, LAN, and Internet delivery options. The flexible delivery system of the WIN Courseware can be self-directed or staff-assisted in many learning environments and is ideal for online and distance learning. The embedded tracking and management system ensures evidence development and progress documentation. Randomized Placement tests for each skill area quickly determine initial skill level of examinee and</p>	<p>Career Preparation/Orientation</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>Harlan County High School's special education teachers, the Kentucky Valley Educational Cooperative (Dr. Will Kayatin/Angel a Duff), and the Harlan County High School counselors.</p>
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**KDE Comprehensive Improvement Plan for Districts**

Harlan County

	area quickly determine initial skill level of examinee and Posttests with randomly selected questions for every skill level determine readiness for the ACT, Inc. WorkKeys assessments. The WIN Courseware insures concept mastery, not just test preparation.					
ACT Workshops at HCHS	Through the 21st Century Program at Harlan County High School, students of any grade (however juniors are targeted) can participate in math, language arts/reading, or science workshops (their choice) that will offer review and/or tutoring of skills encompassed on the ACT exam. Times will be 3-5pm. Students can meet in the cafeteria for a snack and then go to their respective workshops. ACT recommended strategies and materials will be used by instructors who are EPSB-certified in the academic field they will be providing assistance in.	Tutoring	01/05/2015	05/08/2015	\$0	The 21st Century Program Coordinator, select math teacher(s), select English teacher(s), select Science teacher, cafeteria staff, Assistant Superintendent (promotional E-mail), and Technology staff member (messenger system-telephone call to all parents
Extended School Services-Remediation Study	Students identified as at risk of falling behind will receive individualized interventions to meet specific academic goals. Supplemental instruction/tutoring will be after school or during school (KDE Daytime Waiver). In some instances, instruction may be implemented through researched-based interactive computer software such as My Reading Coach, My Virtual Reading Coach, Go Math, etc.	Academic Support Program	08/06/2014	05/08/2015	\$12758	21st Century Coordinator (where applicable), Extended School Services staff, and classroom teachers.

# KDE Comprehensive Improvement Plan for Districts

Harlan County

KVEC/RTTT Grant- Appalachian Renaissance Initiative- Next Generation Leadership Academy	Principals will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGL will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective leaders, academy resources and network support, as well as fellowships with regional academy partners. ARI leaders will engage in communities of professional practice to create student-centered learning environments design to equip all students with attributes to be successful in the global world. Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.	Professional Learning	06/23/2014	05/08/2018	\$2400	Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District principals.
<b>Total</b>					<b>\$15158</b>	

## Green Hills Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	<p>Using the student's career interest inventory and Individual Learning Plan (ILP), a trained community-based volunteer advisor will meet with 4 students individually at Harlan County High School to discuss: (a). the student's career aspirations and required education/training, (b). whether the student is on target to meet their goals, and (c). whether the student is taking the courses recommended to prepare them for the future. Each session will last approximately 20 minutes. After the session, parents will receive information on how they can continue to support their student on the path to college/career readiness.</p> <p>Volunteers will complete a 30 minute online training, sign a confidentiality agreement, and agree to comply with school/district policies and procedures</p>	Career Preparation/Orientation	03/04/2015	05/08/2015	\$0	Harlan County Community Education Director, volunteer advisors/mentors, Harlan County High School staff, and all 10th grade students



# KDE Comprehensive Improvement Plan for Districts

Harlan County

Quality Core Test Builder Utilization	All instructors who have End-Of-Course (EOC) exams associated with their course (English II, Algebra II, Biology, and U.S. History) will utilize ACT.org's Quality Core Test Builder to design assessments. This will be evidenced by administrative review of student assessments.	Direct Instruction	02/03/2015	05/08/2015	\$0	Principals and/or assistant principals, counselors, and teachers with End-Of-Course (EOC) exams associated with their course(s)
Industry Certification	CTE Teachers and Counselors will review and update industry certifications for preparatory students	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Harlan County High School CTE Teachers and Counselors
CTE Advisory Committees	Schools will organize a CTE Program advisory committee in order to create career pathways for each CTE program leading to an industry and/or KOSSA certification.	Academic Support Program	08/06/2014	05/08/2015	\$0	CTE curriculum consultants and school-based CTE Teachers
GEAR UP Academic Specialist	A GEAR UP Academic Specialist (AS) will be assigned to each of the eight K-8 schools in the District for the purpose of working with GEAR UP students in grades 2-7. The AS will help students meet College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	01/05/2015	01/05/2022	\$66500	District Administration, Berea College administrator, and GEAR UP Academic Specialists.
(Open PLC for) Mandated K-8 Common Math Benchmark Assessments	All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.	Policy and Process	08/06/2014	05/08/2015	\$0	K-8 District teachers and District administration

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Extended School Services-Remediation Study	Students identified as at risk of falling behind will receive individualized interventions to meet specific academic goals. Supplemental instruction/tutoring will be after school or during school (KDE Daytime Waiver). In some instances, instruction may be implemented through researched-based interactive computer software such as My Reading Coach, My Virtual Reading Coach, Go Math, etc.	Academic Support Program	08/06/2014	05/08/2015	\$12758	21st Century Coordinator (where applicable), Extended School Services staff, and classroom teachers.
Math RTI	All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator
Reading RTI	All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>Identifying and Collaborating with Early Childhood Providers/Families/Community Members</p>	<p>Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4) implement RTI as soon as applicable (5) assess all K at school entry with the common statewide screener (BRIGANCE), (6) analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7) create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.</p>	<p>Policy and Process</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper</p>
<p>Open PLC for Mandated K-8 Common Math Benchmark Assessments</p>	<p>All 8 District elementary schools were mandated to implement common math benchmark assessments that were developed by a open professional learning community (PLC) of District teachers/administrators during the Summer of 2013. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. This open PLC reconvened during the Summer of 2014 to collaborate and discuss 2013-2014 feedback and refine the process. The benefits and importance of PLC membership will be re-emphasized were advertising these meetings. Continuation of implementation (with technical refinement to the tests as applicable) will occur throughout the 2014-2015 school year.</p>	<p>Policy and Process</p>	<p>05/09/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>The District's Assistant Superintendent of Instruction will organize this endeavor and it will be open to any District teacher or administrator willing to participate.</p>

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

KVEC/RTTT Grant-Appalachian Renaissance Initiative- Next Generation Leadership Academy	Principals will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGL will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective leaders, academy resources and network support, as well as fellowships with regional academy partners. ARI leaders will engage in communities of professional practice to create student-centered learning environments design to equip all students with attributes to be successful in the global world. Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.	Professional Learning	06/23/2014	05/08/2018	\$2400	Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District principals.
<b>Total</b>					<b>\$81658</b>	

**Evarts Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GEAR UP Academic Specialist	A GEAR UP Academic Specialist (AS) will be assigned to each of the eight K-8 schools in the District for the purpose of working with GEAR UP students in grades 2-7. The AS will help students meet College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	01/05/2015	01/05/2022	\$66500	District Administration, Berea College administrator, and GEAR UP Academic Specialists.
College and/or Career Days	Students will participate in College and/or Career Day(s) in which various college representatives and/or professionals visit the schools to speak to students regarding the requirements and aspects of their programs and/or professions.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Principals, FRYSC Coordinators, and college/career representatives.
Individual Learning Plan (ILP) Usage	The schools will support and promote student college and career readiness by monitoring beyond basic compliance, Individual Learning Plans (ILPs) for students in grades 6-8. The counselors and teachers will use in some instances, EXPLORE test results and Career Cruising to assist in the development of the ILPs. The ILP will assist counselors and teachers in identifying students who need interventions (and in what areas) to reach their goals.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	School guidance counselors, teachers, and administrators.

# KDE Comprehensive Improvement Plan for Districts

Harlan County

(Open PLC for) Mandated K-8 Common Math Benchmark Assessments	All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.	Policy and Process	08/06/2014	05/08/2015	\$0	K-8 District teachers and District administration
Extended School Services-Remediation Study	Students identified as at risk of falling behind will receive individualized interventions to meet specific academic goals. Supplemental instruction/tutoring will be after school or during school (KDE Daytime Waiver). In some instances, instruction may be implemented through researched-based interactive computer software such as My Reading Coach, My Virtual Reading Coach, Go Math, etc.	Academic Support Program	08/06/2014	05/08/2015	\$12758	21st Century Coordinator (where applicable), Extended School Services staff, and classroom teachers.
Math RTI	All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator
Reading RTI	All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>Identifying and Collaborating with Early Childhood Providers/Families/Community Members</p>	<p>Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4) implement RTI as soon as applicable (5) assess all K at school entry with the common statewide screener (BRIGANCE), (6) analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7) create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.</p>	<p>Policy and Process</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper</p>
<p>Open PLC for Mandated K-8 Common Math Benchmark Assessments</p>	<p>All 8 District elementary schools were mandated to implement common math benchmark assessments that were developed by a open professional learning community (PLC) of District teachers/administrators during the Summer of 2013. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. This open PLC reconvened during the Summer of 2014 to collaborate and discuss 2013-2014 feedback and refine the process. The benefits and importance of PLC membership will be re-emphasized were advertising these meetings. Continuation of implementation (with technical refinement to the tests as applicable) will occur throughout the 2014-2015 school year.</p>	<p>Policy and Process</p>	<p>05/09/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>The District's Assistant Superintendent of Instruction will organize this endeavor and it will be open to any District teacher or administrator willing to participate.</p>

# KDE Comprehensive Improvement Plan for Districts

Harlan County

KVEC/RTTT Grant-Appalachian Renaissance Initiative- Next Generation Leadership Academy	Principals will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGL will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective leaders, academy resources and network support, as well as fellowships with regional academy partners. ARI leaders will engage in communities of professional practice to create student-centered learning environments design to equip all students with attributes to be successful in the global world. Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.	Professional Learning	06/23/2014	05/08/2018	\$2400	Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District principals.
<b>Total</b>					<b>\$81658</b>	

## Cumberland Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-H Reality Store	Students will attend and participate in "The Reality Store" sponsored by the Harlan County Cooperative Extension (4-H) Agency. Students will be given a fictional salary based on their mock educational level, job, number of children, etc. They are then made to purchase the basic necessities of life (food, medical, electricity, etc.) to see if they budget their "income" satisfactorily. It has been a wonderful learning experience for students in the past.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	The schools' FRYSC coordinators, counselors, and the Harlan County Cooperative Extension (4-H) Agency.
GEAR UP Academic Specialist	A GEAR UP Academic Specialist (AS) will be assigned to each of the eight K-8 schools in the District for the purpose of working with GEAR UP students in grades 2-7. The AS will help students meet College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	01/05/2015	01/05/2022	\$66500	District Administration, Berea College administrator, and GEAR UP Academic Specialists.
College and/or Career Days	Students will participate in College and/or Career Day(s) in which various college representatives and/or professionals visit the schools to speak to students regarding the requirements and aspects of their programs and/or professions.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Principals, FRYSC Coordinators, and college/career representatives.

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Individual Learning Plan (ILP) Usage	The schools will support and promote student college and career readiness by monitoring beyond basic compliance, Individual Learning Plans (ILPs) for students in grades 6-8. The counselors and teachers will use in some instances, EXPLORE test results and Career Cruising to assist in the development of the ILPs. The ILP will assist counselors and teachers in identifying students who need interventions (and in what areas) to reach their goals.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	School guidance counselors, teachers, and administrators
(Open PLC for) Mandated K-8 Common Math Benchmark Assessments	All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.	Policy and Process	08/06/2014	05/08/2015	\$0	K-8 District teachers and District administration
Extended School Services-Remediation Study	Students identified as at risk of falling behind will receive individualized interventions to meet specific academic goals. Supplemental instruction/tutoring will be after school or during school (KDE Daytime Waiver). In some instances, instruction may be implemented through researched-based interactive computer software such as My Reading Coach, My Virtual Reading Coach, Go Math, etc.	Academic Support Program	08/06/2014	05/08/2015	\$12758	21st Century Coordinator (where applicable), Extended School Services staff, and classroom teachers.
Math RTI	All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator



**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>Reading RTI</p>	<p>All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the District schools to improve the process effectiveness.</p>	<p>Academic Support Program</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator</p>
<p>Identifying and Collaborating with Early Childhood Providers/Families/Community Members</p>	<p>Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4) implement RTI as soon as applicable (5) assess all K at school entry with the common statewide screener (BRIGANCE), (6) analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7) create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.</p>	<p>Policy and Process</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper</p>

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Open PLC for Mandated K-8 Common Math Benchmark Assessments	All 8 District elementary schools were mandated to implement common math benchmark assessments that were developed by a open professional learning community (PLC) of District teachers/administrators during the Summer of 2013. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. This open PLC reconvened during the Summer of 2014 to collaborate and discuss 2013-2014 feedback and refine the process. The benefits and importance of PLC membership will be re-emphasized were advertising these meetings. Continuation of implementation (with technical refinement to the tests as applicable) will occur throughout the 2014-2015 school year.	Policy and Process	05/09/2014	05/08/2015	\$0	The District's Assistant Superintendent of Instruction will organize this endeavor and it will be open to any District teacher or administrator willing to participate.
<b>Total</b>					<b>\$79258</b>	

## Cawood Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GEAR UP Academic Specialist	A GEAR UP Academic Specialist (AS) will be assigned to each of the eight K-8 schools in the District for the purpose of working with GEAR UP students in grades 2-7. The AS will help students meet College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	01/05/2015	01/05/2022	\$66500	District Administration, Berea College administrator, and GEAR UP Academic Specialists.
College and/or Career Days	Students will participate in College and/or Career Day(s) in which various college representatives and/or professionals visit the schools to speak to students regarding the requirements and aspects of their programs and/or professions.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Principals, FRYSC Coordinators, and college/career representatives.
Individual Learning Plan (ILP) Usage	The schools will support and promote student college and career readiness by monitoring beyond basic compliance, Individual Learning Plans (ILPs) for students in grades 6-8. The counselors and teachers will use in some instances, EXPLORE test results and Career Cruising to assist in the development of the ILPs. The ILP will assist counselors and teachers in identifying students who need interventions (and in what areas) to reach their goals.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	School guidance counselors, teachers, and administrators.

# KDE Comprehensive Improvement Plan for Districts

Harlan County

(Open PLC for) Mandated K-8 Common Math Benchmark Assessments	All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.	Policy and Process	08/06/2014	05/08/2015	\$0	K-8 District teachers and District administration
K-PREP Analysis	School and District personnel will use K-PREP/school assessment data to identify GAP-group performance over time and develop/implement plans to differentiate/refine instruction to close any of those learner gaps. Researched-based instructional strategies utilized will be based on multiple intelligences, learning styles, etc.	Policy and Process	08/06/2014	05/08/2015	\$0	District leadership, school leadership, and the teachers of core-content subjects.
Extended School Services-Remediation Study	Students identified as at risk of falling behind will receive individualized interventions to meet specific academic goals. Supplemental instruction/tutoring will be after school or during school (KDE Daytime Waiver). In some instances, instruction may be implemented through researched-based interactive computer software such as My Reading Coach, My Virtual Reading Coach, Go Math, etc.	Academic Support Program	08/06/2014	05/08/2015	\$12758	21st Century Coordinator (where applicable), Extended School Services staff, and classroom teachers.
Math RTI	All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>Reading RTI</p>	<p>All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the District schools to improve the process effectiveness.</p>	<p>Academic Support Program</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator</p>
<p>Identifying and Collaborating with Early Childhood Providers/Families/Community Members</p>	<p>Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4) implement RTI as soon as applicable (5) assess all K at school entry with the common statewide screener (BRIGANCE), (6) analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7) create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.</p>	<p>Policy and Process</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper</p>

# KDE Comprehensive Improvement Plan for Districts

Harlan County

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<b>Total</b>					<b>\$79258</b>	

## Black Mountain Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GEAR UP Academic Specialist	A GEAR UP Academic Specialist (AS) will be assigned to each of the eight K-8 schools in the District for the purpose of working with GEAR UP students in grades 2-7. The AS will help students meet College and Career Readiness targets and benchmarks.	Career Preparation/Orientation	01/05/2015	01/05/2022	\$66500	District Administration, Berea College administrator, and GEAR UP Academic Specialists.
College and/or Career Days	Students will participate in College and/or Career Day(s) in which various college representatives and/or professionals visit the schools to speak to students regarding the requirements and aspects of their programs and/or professions.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	Principals, FRYSC Coordinators, and college/career representatives.
Individual Learning Plan (ILP) Usage	The schools will support and promote student college and career readiness by monitoring beyond basic compliance, Individual Learning Plans (ILPs) for students in grades 6-8. The counselors and teachers will use in some instances, EXPLORE test results and Career Cruising to assist in the development of the ILPs. The ILP will assist counselors and teachers in identifying students who need interventions (and in what areas) to reach their goals.	Career Preparation/Orientation	08/06/2014	05/08/2015	\$0	School guidance counselors, teachers, and administrators.

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

(Open PLC for) Mandated K-8 Common Math Benchmark Assessments	All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.	Policy and Process	08/06/2014	05/08/2015	\$0	K-8 District teachers and District administration
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Math RTI	All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator
Reading RTI	All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the District schools to improve the process effectiveness.	Academic Support Program	08/06/2014	05/08/2015	\$0	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

<p>Identifying and Collaborating with Early Childhood Providers/Families/Community Members</p>	<p>Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4) implement RTI as soon as applicable (5) assess all K at school entry with the common statewide screener (BRIGANCE), (6) analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7) create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.</p>	<p>Policy and Process</p>	<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper</p>
<p>Open PLC for Mandated K-8 Common Math Benchmark Assessments</p>	<p>All 8 District elementary schools were mandated to implement common math benchmark assessments that were developed by a open professional learning community (PLC) of District teachers/administrators during the Summer of 2013. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. This open PLC reconvened during the Summer of 2014 to collaborate and discuss 2013-2014 feedback and refine the process. The benefits and importance of PLC membership will be re-emphasized were advertising these meetings. Continuation of implementation (with technical refinement to the tests as applicable) will occur throughout the 2014-2015 school year.</p>	<p>Policy and Process</p>	<p>05/09/2014</p>	<p>05/08/2015</p>	<p>\$0</p>	<p>The District's Assistant Superintendent of Instruction will organize this endeavor and it will be open to any District teacher or administrator willing to participate.</p>
<b>Total</b>					<p><b>\$66500</b></p>	

# **KDE Needs Assessment**



## **Introduction**

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

## Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

With the data and information provided to us, we are specifically trying to create a comprehensive district improvement plan of action that will close our achievement gaps, increase our K-PREP proficiency scores, increase the number of students who meet college and career ready status, increase our freshman graduation rate, and increase the number of effective teachers and principals we have.

We are also trying to address our needs in regards for improvement in the following areas: student PLAN and ACT scores, Program Review scores (currently Needs Improvement in all areas in all District schools), Kindergarten Readiness measures, District/school attendance rates (91%- District and 94.6%- State) and District/school retention rates (2.9%- District and 2.1% State as reported on the 2013-2014 District Report Card- Learning Environment>Students> By Student Success Rate.

Our Accountability Performance shows that we moved from an Overall Score of 54.6 (9th Percentile in KY) in 2012-2013 to 65.5 (55th Percentile in KY) in 2013-2014 (Classification- Needs Improvement). Given we have achieved such positive results in just one year, we are extremely motivated. However, because of this non-typical growth, it is likewise hard for many in the District to calibrate a realistic three-year improvement (percentile) goal!

We met our Annual Measurable Objective (AMO). As given on the District Report Card- Accountability>Accountability Profile>Annual Measurable Objective: 2012-2013 Overall Score- 54.6, 2013-2014 AMO Goal- 55.6, 2013-2014 Overall Score 65.5, Met AMO Goal- Yes, Met Participation Rate Goal- Yes, Met Graduation Rate Goal- No.

The District's Combined Reading and Mathematics Growth Points Total are as follows:

- Elementary School- All Students: 63.9 for the District & 59.8 for the State
- Middle School- All Students: 65.6 for the District & 59.9 for the State
- High School-All Students: 54 for the District & 56.3 for the State.

Analysis of Reading and Math separately:

- The percent of our Elementary in the District making typical or higher annual growth in Reading is 66.8% as compared to only 59.6% for the State. In Math, 61% in the District are making typical or higher annual growth as compared to 59.9% for the State.
- The percent of our Middle School in the District making typical or higher annual growth in Reading is 65.5% as compared to only 59.8% for the State. In Math, 65.5% in the District are making typical or higher annual growth as compared to 60% for the State.
- The percent of Harlan County High School students making typical or higher annual growth in Reading is 50.7% as compared to 56.4% for the State. In Math, 57.1% in the District are making typical or higher annual growth as compared to 56.2% for the State.

\*As a whole, we are manifesting strong Growth except in Combined Reading/Math and Reading Only at the High School level (data taken from the District Report Card- Accountability>Learners>Growth)

## KDE Comprehensive Improvement Plan for Districts

Harlan County

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students in the Middle School) by 05/08/2015 as measured by increasing non-duplicated GAP Group Actual Scores from 47.2% to the set annual Delivery Target of 52.1% in the Elementary, from 50.4% to 58.4% in the Middle School, and from 45.9% to 55.5% at Harlan County High School (Data taken from 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics- Percent Proficient/Distinguished).

-In 2013-2014, the Elementary surpassed their Gap Delivery Target by 2.0% while the Middle School fell short by only 2.1%. Harlan County High School missed their Gap Delivery Target by 3.2% (Data taken 2013-2014 District Report Card- Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics- Percent Proficient/Distinguished)

-In the more statistically significant Duplicated Gap Group of Disability- With IEP (Total), as a whole our Elementary, Middle School, and High School scores drastically improved and easily met their 2013-2014 Combined Reading and Math- Percent Proficient/Distinguished Gap Delivery Targets. (Data taken from 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics- Percent Proficient/Distinguished>Disability- With IEP Total)

-When analyzing the more statistically significant Duplicated Gap Group of Free/Reduced Price Meals 2013-2014 Combined Reading and Math- Percent Proficient/Distinguished Gap Delivery Targets, our Elementary surpassed their Delivery Target by 3.4% and reached a 46.2% proficiency rate while our Middle School slightly missed the mark by 2.1% with a 46.1% proficiency rate. After meeting it in 2012-2013, Harlan County High missed their Delivery Target by 3.7%. (Data taken from 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics- Percent Proficient/Distinguished>Free/Reduced- Price Meals)

-Further disaggregation of reading and math separately revealed the following: Reading- Percentage Proficient/Distinguished shows that Elementary exceeded their 2013-2014 Gap Delivery Target by 1.7% and reached 53.6%. Middle School met their Delivery Target by a marginal 1%, with 57.2% proficient/distinguished. HCHS was short 4.1% of their Delivery Target with an Actual Score of 51.3% Percentage Proficient/Distinguished. (Data taken from 2013-2014 School Report Card- Delivery Targets>Proficiency/Gap>Reading- Percentage Proficient/Distinguished)

-A second disaggregation of Math- Percentage Proficient/Distinguished shows that Elementary surpassed their 2013-2014 Gap Delivery Target by 2.3% with a 40.8% proficiency rate while Middle School missed their mark by 5.1% with a 43.6% proficiency rate. HCHS also fell short of their Gap Delivery Target by 1.7% with an Actual Score of 40.4%. (Data taken from 2013-2014 School Report Card- Delivery Targets>Proficiency/Gap>Math- Percentage Proficient/Distinguished).

In Gap closure, our data shows that our Elementary is currently outperforming our Middle School. Given the data and the fact the Non-duplicated Gap Group of Disability- With IEP (Total) met their Delivery Targets (as previously noted), the GAP goal and activities were developed with a primary focus on improvement in Middle Math and with the targeted Gap Group of Free/Reduced Price Meals students. Although not inclusive of the KBE Gap Goal, both high school reading and math need improvement, especially with the population of students who receive Free/Reduced-Price Meals.

## KDE Comprehensive Improvement Plan for Districts

Harlan County

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KBE K-PREP Proficiency Goal: Our data tells us that by the end of the 2014-2015 school year we also need to demonstrate a proficiency by increasing the averaged combined reading and math K-PREP scores for the 8 District elementary/middle schools from an averaged Combined ES/MS Actual Score of 48.8% to an averaged combined ES/MS Delivery Target of 55.25% by 05/08/2015 as measured by 2014-2015 K-PREP Proficiency rates (Data taken from 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap K-12>Combined Reading and Mathematics-Percentage Proficient/Distinguished).

-In overall K-PREP Combined Reading and Math- Percent Proficient/Distinguished:

In 2013-2014 our Elementary scored 2.0% below their Delivery Target with an Actual Score of 47.2%, our Middle School scored 2.1% below their Delivery Target with an Actual Score of 50.4%, and HCHS was 3.2% below their Delivery Target with an Actual Score of 45.9% (Data taken from the 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap K-12>Combined Reading and Mathematics-Percentage Proficient/Distinguished).

-In K-PREP Reading only- Percent Proficient/Distinguished:

53.6 of Elementary School- All Students were Proficient/Distinguished in Reading while 57.2% of Middle School- All Students were Proficient/Distinguished in Reading. 51.3% of High School- All Students were Proficient/Distinguished in Reading. Harlan County High is the only group did not meet their Delivery Target, falling short by 5.1%. (Data taken from the 2014-2015 District Report Card- Delivery Targets>Proficiency/Gap K-12>Reading-Percentage Proficient/Distinguished).

-In K-PREP Math only- Percent Proficient/Distinguished:

40.8% of Elementary School- All Students were Proficient/Distinguished. They met their Delivery Target. 43.6% of Middle School Math- All Students were Proficient/Distinguished. This was 5.1% short of the Delivery Target. 40.4% of High School- All Students were Proficient/Distinguished in Math. They missed their Delivery Target by 1.7% (Data taken from 2012-2013 District Report Card Delivery Targets>Proficiency/Gap K-12>Math-Percentage Proficient/Distinguished).

K-PREP Assessment- Science: 60.6% of our Elementary Students- All Students were Proficient/Distinguished as compared to 71.3% for the State. Elementary missed their Delivery Target by 2.4%. 72.4% of our Middle School- All Students were Proficient/Distinguished as compare to 64.2% for the State. Middle School met their Delivery Target. 34.5% of High School- All Students were Proficient/Distinguished as compared to 39.8% for the State. High School met their Delivery Target as well. (Data taken from 2013-2014 District Report Card- Delivery Targets>Science-Percentage Proficient/Distinguished).

K-PREP Assessment- Social Studies: 58.6% of our Elementary Students- All Students were Proficient/Distinguished as compared to 58.2% for the State. Elementary met their Delivery Target. 57.4% of our Middle School- All Students were Proficient/Distinguished as compared to 59.4% for the State. Middle School missed their Delivery Target by 4.4%. High School greatly exceeded their 48.2% Delivery Target with an Actual Score of 67.4% as compare to 58% for the State (Data taken from 2013-2014 District Report Card- Delivery Target>Social Studies-Percentage Proficient/Distinguished).

K-PREP Assessment- Writing: 38.9% of our Elementary Students- All Students were Proficient/Distinguished as compared to 38.7% for the State. Elementary met their Delivery Target. 42.4% of our Middle School- All Students were Proficient/Distinguished as compared to 43.7% for the State. Middle School missed their Delivery Target in this area by 9.2%. 29.7% of HCHS- All Students were Proficient/Distinguished as compared to 43.3% for the State. The high school missed their Delivery Target by a significant 16.7%. (Data taken from 2013-2014

# KDE Comprehensive Improvement Plan for Districts

Harlan County

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District Report Card- Delivery Targets>Writing-Percentage Proficient/Distinguished).

As referred to above, since KDE has only established a K-PREP-related State goals for the Averaged Combined Elementary/Middle School Reading/Math Proficiency, individual schools may develop plans that include addressing the proficiency rates in other content areas.

The percent of students scoring Proficient/Distinguished on the K-PREP End-of-Course Exams at Harlan County High School currently exceeds the State average in Algebra II (39.9- District/37.9 State) and U.S. History (66.9- District/58.0- State). Growth is needed, especially in English II (50.7- District/55.4- State) and Biology (34.5- District/39.8- State) (Data taken from the District Report Card- Assessment>K-PREP End-of-Course).

One of our strengths- EXPLORE test (composite): {2010}- 14.6 {2011}- \*15.8 {2012}- \*16.1 {2013}- \*16.3

\*above KY and/or USA average

The good news is noted that the District's overall EXPLORE Scores/Percent Meeting Benchmarks exceed the State in all four areas and as a result, allows the District to surpasses the State Overall Composite(15.4) by .9 for a District Composite of 16.3. Reading was our greatest strength, exceeding the State Benchmark (Students Meeting ACT's Benchmarks on EXPLORE) of 44.1% by 15%, scoring 59.1% for the District. (Data taken from 2013-2014 District Report Card-Assessment>EXPLORE).

The District/Harlan County High School's PLAN composite is 16.3 as compared to 17.2 for the State. English scores were best, but still below Score and Benchmark targets.

Percent of Students Meeting Benchmarks: English- District 65.7%, State 66.2%

Mathematics- District 14.2%, State 25.6%

Reading- District 40.9%, State 48%

Science- District 7.6%, State 19.5%

(Data taken from the 2013-2014 District Report Card- Assessment>PLAN).

Our ACT composite is 18.2 compared to the State's 19.4. The District/Harlan County High School manifests the need to improve their Grade 11 ACT scores/students meeting benchmarks in every section (English, Mathematics, Reading, and Science---Overall Composite). We hope they improve and surpass the State averages in all areas within the next (three) year(s). Current score are as follows:

-English- District 49.4%, State 55.9%

-Mathematics- District 30.4%, State 43.5%

-Reading- District 38.8%, State 47.1%

-Although Benchmark data was not provided for Science, the Average Score was 18.6 for the District and 19.6 for the State

(Data taken from 2013-2014 District Report Card- Assessment>ACT).

Looking at our College and Career Readiness, our Actual Scores have been below our Delivery Targets but have also progressively improved the past three years:

{30.6} in 2011-2012 {36.2} in 2012-2013 {49.8} in 2013-2014

(Data taken from the District Report Card- Delivery Targets>CCR).

Over the course of the 2013-2014 school year we will need to collaborate to ensure that 59.5% of the Harlan County High School graduates are college/career ready (as compared to the Actual Score of 49.8% reported on the 2013-2014 District Report Card- Delivery Targets>CCR Targets) by 09/24/2015 as measured by meeting that 2014-2015 CCR Delivery Target and reported on the 2014-2015 District Report Card

## KDE Comprehensive Improvement Plan for Districts

Harlan County

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(source: High School Graduates' College/Career-Readiness Percentage Report: percentage of students college and/or career ready without the bonus points-<http://applications.education.ky.gov/SRC/Accountability.aspx>)

Our current 49.8% CCR rate was 1.6% below our 2013-2014 Delivery Target of 51.4% (Data taken from 2013-2014 District Report Card- Delivery Targets>CCR>CCR Targets).

One of our most improved statistics, Harlan County High School's graduation rate, recently experienced an 11.5% increase from 2012 to 2013. HCHS currently has a 85.2% graduation rate (data taken from District Report Card- Delivery Targets>Graduation Rate).

HCPS District Graduation Rate: {2011}- 71.6% {2012}- 74% {2013}- 85.5% {2014}- 85.2%

We also need to collaborate to increase the freshman graduation rate for Harlan County High School to 88.3% by 05/08/2015 as measured by the District's Graduation Rate Delivery Target that is provided on the 2013-2014 District Report Card (DRC- Delivery Targets>Graduation Rate). The current Graduation Rate for our GAP group of students with Free/Reduced-Priced meals is 83.2%. The latest Graduation Rate for our students with disabilities is 71.4%. Due to high performance with both these groups in 2012-2013, both missed their 2013-2014 Delivery Targets of 90% and 98% respectfully.

Last, we must collaborate to increase the percentage of effective principals/teachers by 05/06/2015.

Two components new to District/School Accountability are Program Reviews and K-SCREEN (a kindergarten-readiness measure).

Over the next few years, we need to invest much more effort and resources to strengthen our Program Reviews. Only 10.1% of the Programs District-wide were Proficient/Distinguished as compared to 65.4% within other schools across the State (data taken from the District Report Card- Program Review>Program Review Targets). Much of this score improvement will arise from better documentation of our many efforts already in place.

Our K-SCREEN results for the Prior Setting of 'Any' manifested a Kindergarten Readiness percentage of 46.9% as compared to 49% for the State (District Report Card- Delivery Targets>K-SCREEN>Prior Setting>Any). We will continue to collaborate with our contracted preschool providers (Head Start), the Bell-Harlan Early Childhood Council, and all of our families to improve our early childhood preparedness measures as well.

According to the 2013-2014 District Report Card (DRC>Learning Environment>Programs), Harlan County reported a large sub-population of 936 students with disabilities. In addition to the latest Special Education Graduation Rate (71.4%) previously discussed, data relating to students with disabilities shows the 2012-2013 dropout rate is 2.99% and been has improving, there was a +4.55% differential in the suspension rate (State Target is no more than 2%- improvement goal was developed), Least Restrictive Environment placement has met State Target for the past 5 years, and Transition Rates have met the 2012-2013 State Target (Data taken from ASSIST Special Education Data 2014 document- KDE October 2014). We must remember that other than the graduation rate, that this reporting only goes through 2011-2012 and does not include updated, 2012-2013 data.

The District's Tell KY Survey data has been disaggregated and the District has met or exceeded State Averages in all 9 Factor Average areas. Still, a goal with a strategy and activities was developed that addresses the individual question(s) that received the lowest score in 2013, Instructional Practices and Support: Teachers work in professional learning communities to develop and align instructional practices (Data taken from 2013 TELL KY Survey). The TELL survey will be re-issued and completed in March of 2015.

When first analyzing the Learning Environment- Technology (2013-2014 District Report Card), the information tells us that the District's

## KDE Comprehensive Improvement Plan for Districts

Harlan County

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Student-to-Internet-connected instructional computer ratio of 0:1 is not nearly as resourceful as the State average of 2.5:1. However after researching, it was determined that this 0:1 ratio was somehow reported in error and is instead, confirmed by the District's Chief Information Officer to likely be the same or possibly greater than the 2012-2013 District Report Card ratio of 2.9:1. This is a better student-to-computer ratio than the State average. 100% of our computers meet state minimum standards. This mirrors the State average. A Race To The Top (RTTT) grant was collaboratively applied for with the Kentucky Valley Educational Cooperative and awarded. This \$30 million dollar Appalachian Renaissance Initiative (ARI) included a MONDO board and individual student computer tablets for one classroom in each of our 9 schools. In addition to even more favorably lowering our student-to-computer ratio, this will allow for collaborative and distance learning opportunities. The MONDO board will move, but the process of distributing an additional classroom of tablets will be repeated for the next three years!

What the data does not tell us is: given the majority of our District's students fall in the Free/Reduced-Price Meals GAP group, how we can compensate other than instruction, to the point of statistically being in comparison with other Districts that automatically receive the majority or full 30% of GAP score on their accountability index due to having little to no poverty and/or students with disabilities (at risk learners) within their student population.

## Areas of Strengths

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

The Harlan County Public School District has continually strived to create and nurture many innovative programs and practices within our one consolidated high school, as well as throughout our eight elementary schools. The District has also worked extensively with our schools' administration and faculty to provide and implement high quality professional development that targets the Common Core State Standards (CCSS/KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), GAP or Combined Reading and Math- Percent Proficient/Distinguished closure (on the 2013-14 District Report Card Elementary met it's Delivery Target while improving 16.3%; Middle School missed it's Delivery Target by 2.1% but improved by 6.9% and outscored the State by 1.4%; High School declined by 3.3% but was only 0.8% below the State Actual Score), refinement of our Response to Intervention (Rtl) process, College and Career Readiness (increased 13.6% at the high school from 2013 to 2014), and Graduation Rate (including implications for the community). One of our latest, most prominent statistics, Harlan County High School's graduation rate, recently experienced an 11.5% increase from 2012 to 2013 before nearly stabilizing at 85.2% for 2014.

HCPS District Graduation Rate: {2011}- 71.6% {2012}- 74% {2013}- 85.5% {2014}- 85.2%

Ownership of success has been fostered within teachers as we have collaboratively explored the effects of poverty on academics, the importance of differentiated instruction (including implementation of Marzano's research-based strategies), what effective co-teaching looks like, formative and summative assessment development, and most recently along with the TPGES (and PPGES), deep exploration of Kentucky's adapted Danielson's Framework for Teaching Document. The district, school leadership, and district teacher leaders also participate in the Instructional Support Leadership Network (ISLN) led by the Kentucky Department of Education/Kentucky Valley Educational Cooperative to guarantee that our schools gain exposure to the cutting edge of educational research and advances. A Race To The Top (RTTT) grant was collaboratively applied for with the Kentucky Valley Educational Cooperative and awarded. Along with leadership and teacher professional development, one facet of this \$30 million dollar Appalachain Renaissance Initiative (ARI) included a MONDO board and individual student computer tablets for one classroom in each of our 9 schools. This will allow for collaborative and distance student learning opportunities. The MONDO board will move, but the process of distributing an additional classroom of tablets will be repeated for the next three years. Many other offerings of the grant (including \$1000. classroom-based "mini" grants, teacher tuition assistance for college, etc) are currently being rolled out and implemented.

The District's Combined Reading and Mathematics Growth Points Total are as follows:

-Elementary School- All Students: 63.9 for the District & 59.8 for the State

-Middle School- All Students: 65.6 for the District & 59.9 for the State

-The percent of our Elementary in the District making typical or higher annual growth in Reading is 66.8% as compared to only 59.6% for the State. In Math, 61% in the District are making typical or higher annual growth as compared to 59.9% for the State.

-The percent of our Middle School in the District making typical or higher annual growth in Reading is 65.5% as compared to only 59.8% for the State. In Math, 65.5% in the District are making typical or higher annual growth as compared to 60% for the State.



## KDE Comprehensive Improvement Plan for Districts

Harlan County

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Our strengths in achieving Gap closures:

-In 2013-2014, the Elementary surpassed their Gap Delivery Target by 2.0% (Data taken 2013-2014 District Report Card- Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics- Percent Proficient/Distinguished)

-In the more statistically significant Duplicated Gap Group of Disability- With IEP (Total), as a whole our Elementary, Middle School, and High School scores drastically improved and easily met their 2013-2014 Combined Reading and Math- Percent Proficient/Distinguished Gap Delivery Targets. (Data taken from 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics- Percent Proficient/Distinguished>Disability- With IEP Total)

-When analyzing the more statistically significant Duplicated Gap Group of Free/Reduced Price Meals 2013-2014 Combined Reading and Math- Percent Proficient/Distinguished Gap Delivery Targets, our Elementary surpassed their Delivery Target by 3.4% and reached a 46.2% proficiency Rate

-Further disaggregation of reading and math separately revealed the following: Reading- Percentage Proficient/Distinguished shows that Elementary exceeded their 2013-2014 Gap Delivery Target by 1.7% and reached 53.6%. Middle School met their Delivery Target by a marginal 1%, with 57.2% proficient/distinguished

-A second disaggregation of Math- Percentage Proficient/Distinguished shows that Elementary surpassed their 2013-2014 Gap Delivery Target by 2.3% with a 40.8% proficiency rate

In Gap closure, our data shows that our Elementary is currently outperforming our Middle School.

The latest K-PREP test disaggregation shows that among our three levels, Elementary is our overall strongest performer when it comes to proficiency (combined reading and math) and Gap closure (free/reduced-price meals & students with disabilities). The more statistically significant Duplicated Gap Group of Disability- With IEP (total) were K-12 strong performers as well. (Data taken from the 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap)

-In comparison to the State, the District had higher proficiency rates (percentage students scoring proficient/distinguished) for the following All-Students groups: Middle School- Combined Reading and Math, Middle School- Reading, High School Mathematics, Middle School Science, Elementary Social Studies, High School Social Studies, and Elementary Writing! (Data taken from the 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap)

-In K-PREP Reading only- Percent Proficient/Distinguished: 53.6% of our Elementary School- All Students were Proficient/Distinguished in Reading (54.7% State) while 57.2% of our Middle School- All Students were Proficient/Distinguished in Reading (53.2 State). Both Elementary and Middle School met their Delivery Target. (Data taken from the 2014-2015 District Report Card- Delivery Targets>Proficiency/Gap K-12>Reading-Percentage Proficient/Distinguished).

-In K-PREP Math only- Percent Proficient/Distinguished: 40.8% of our Elementary School- All Students were Proficient/Distinguished (49.2% State). They met their Delivery Target. (Data taken

## KDE Comprehensive Improvement Plan for Districts

Harlan County

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from 2012-2013 District Report Card Delivery Targets>Proficiency/Gap K-12>Math-Percentage Proficient/Distinguished).

-K-PREP Assessment- Science: 72.4% of our Middle School- All Students were Proficient/Distinguished as compare to 64.2% for the State. Middle School met their Delivery Target. Although only 34.5% of our High School- All Students were Proficient/Distinguished as compare to 39.8% for the State, they still met their Delivery Target of 33.2 by 1.3%.(Data taken from 2013-2014 District Report Card- Delivery Targets>Science-Percentage Proficient/Distinguished).

-K-PREP Assessment- Social Studies: 58.6% of our Elementary Students- All Students were Proficient/Distinguished as compared to 58.2% for the State. Elementary met their Delivery Target. 67.4% of our High School- All Students were Proficient/Distinguished as compared to 58% for the State. (Data taken from 2013-2014 District Report Card- Delivery Target>Social Studies-Percentage Proficient/Distinguished).

-K-PREP Assessment- Writing: 38.9% of our Elementary Students- All Students were Proficient/Distinguished as compared to 38.7% for the State. Elementary met their Delivery Target. (Data taken from 2013-2014 District Report Card- Delivery Targets>Writing-Percentage Proficient/Distinguished).

-Harlan County High School's K-PREP End-of-Course performance shows students have a higher Percent Proficient/Distinguished rate than the State in Algebra II (HCHS 39.9%, State 37.9%) and U.S. History (HCHS 66.9%, State 58%) (Data taken from 2013-2014 District Report Card- Assessment>K-PREP End-of-Course)

Our greatest test-based strength is our EXPLORE (District composite):

\*above KY and/or USA average {2010}- 14.6 {2011}- \*15.8 {2012}- \*16.1 {2013}- \*16.3

Good news is noted in that the District's overall EXPLORE Scores/Percent Meeting Benchmarks exceed the State in all four areas and as a result, allows the District to surpasses the State Overall Composite of 15.4 by .9 for the District Composite of 16.3. Reading was our greatest strength, exceeding the State Benchmark (Students Meeting ACT's Benchmarks on EXPLORE) of 44.1% by 15%, scoring 59.1% for the District. (Data taken from 2013-2014 District Report Card-Assessment>EXPLORE).

Although not completely on track yet, our College and Career Readiness progress has tremendously improved over the last four years (from 13% in 2010-2011 up to 49.8% in 2013-2014), cutting the gap between the District and the State nearly in half. The difference now stands at 12.5% (2013-14 State is 62.3%). (Data taken from the 2013-2014 District Report Card- Delivery Targets>CCR)

Harlan County High School strives to ensure that all students are college and career ready. We consistently utilize the PtG tool, IEPs (when applicable), ILPs, and IGPs. Through KVEC, we are now employing WIN Learning's KY C3R initiative (myStrategic Compass, Career Readiness Courseware, Soft Skill curriculum, etc.) HCHS also has fifteen classes dedicated to Dual Credit. Ten of the fifteen classes are completely free. Ambitious students can graduate from HCHS with enough credits to be a sophomore in college! On the other end of the continuum, students that are in danger of failing, dropping out, or are experiencing other obstacles inhibiting completion of graduation can participate in the E-School program. E-School involves computer-based instruction with the collaborative support of a certified teacher/mentor to assist students in a non-traditional way towards completion of coursework. The class size is limited and the curriculum is

## KDE Comprehensive Improvement Plan for Districts

Harlan County

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self-paced. Several schools including HCHS also have a 21st Century program that provides certified teachers who offer academic tutoring. The program likewise provides support through many creative outlets and wellness activities. Snacks are included.

Our Kindergarten Readiness Actual Scores are competitive and when there is discrepancy, show only small differences when compared to the State for the various reported "Prior Settings". (Data taken from the 2013-2014 District Report Card- Delivery Targets>Kindergarten Readiness)

In terms of exclusive Special Education data, the State Target for students' Least Restrictive Environment placement has been met for the past 5 years within the District. As well, the 2012-2013 State Target for Transition Rates (success rates in various placements for graduates who received special education services while they were in school) has been met (Data taken from ASSIST Special Education Data 2014 document- KDE October 2014. No updated applicable data was provided).

As previously outlined in the Data Analysis section of this Needs Assessment, when first analyzing the Learning Environment- Technology (2013-2014 District Report Card), the information tells us the District's Student-to-Internet-connected instructional computer ratio of 0:1 is not nearly as resourceful as the State average of 2.5:1. However after researching, it was determined that this 0:1 ratio was somehow reported in error and is instead, confirmed by the District's Chief Information Officer to likely be the same or or possibly greater than the 2012-2013 District Report Card ratio of 2.9:1. This is a better student-to-computer ratio than the State average. 100% of our computers meet state minimum standards. This mirrors the State average. A Race To The Top (RTTT) grant was collaboratively applied for with the Kentucky Valley Educational Cooperative and awarded. This \$30 million dollar Appalachian Renaissance Initiative (ARI) included a MONDO board and individual student computer tablets for one classroom in each of our 9 schools. In addition to even more favorably lowering our student-to-computer ratio, this will allow for collaborative and distance learning opportunities. The MONDO board will move, but the process of distributing an additional classroom of tablets will be repeated for the next three years!

As noted in the Executive Summary, the 16:1 student-to-teacher ratio for Harlan County Schools is the same as the State average. The percentage of core academic subject classes not taught by highly qualified teachers is 0.6% as compared to 0.3% for the State. However, our District teachers have an average of 2 years more teaching experience than the teachers in the rest of Kentucky school districts (14 years for Harlan County teachers/12 years for teachers in other Kentucky districts) and unlike many other systems, we have no teachers with emergency or provisional certification (all data taken from the 2013-2014 District Report Card- Learning Environment>Teachers). 30.5% or 4.3% more of our District teachers have attained Rank 1 certification as compared to the rest of practicing Commonwealth educators (26.2%) (data taken from the 2013-2014 District Report Card- Learning Environment>Teachers- Professional Qualifications). We also have 6.7% more male teachers than the State average (21.9%), offering our students more male positive role models (data taken from the 2013-2014 District Report Card- Learning Environment>Teachers- By Gender).

At the start of each school year, each District school hosts a festive "Back to School" event that provides students with free school supplies and offers activities that foster positive school-home relationships. Each school also has a Family Resource and Youth Service Center that provides additional assistance to students and families that either need and/or want them. All schools hold either mid-term or end-of-term (SBDM choice) parent-teacher conferences to maintain an open line of communication regarding student success and achievement. The District has heavily emphasized parental involvement via all 2014 SBDM trainings. All memberships were encouraged to participate in face-to-face training with the District SBDM Coordinator.

In addition, the TELL survey has been of great importance in securing and stimulating stakeholder input. All nine District schools showed growth on the 2013 TELL results in addition to being above Co-op and State average in the composited area of Community Support and Involvement (see chart below)

# KDE Comprehensive Improvement Plan for Districts

Harlan County

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Composite Rate of Agreement Community Support and Involvement

Level 2013 RA TELL RA Growth 2013 RA TELL RA Growth

State	81.0%	3.5%	82.9%	3.3%
Co-op	82.2%	2.9%	83.0%	3.6%
District	86.2%	7.0%	84.5%	5.2%

As documented, numerous endeavors of the Harlan County Public Schools are fostering personalized learning for many students, all while striving to make Harlan County a work-ready community. There is much to celebrate regarding the improvement and strengths of our school system. Both students and employees alike are reaping the rewards and seeing results which promote an even stronger motivation to encourage further hard work.

We have collaborated to develop goals/objectives/strategies/activities within our Comprehensive District Improvement Plan and the Comprehensive School Improvement Plans at our schools to continue to foster the growth of both our strengths and weaknesses.

## Opportunities for Improvement

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

With the data and information provided to us, we are specifically trying to create a comprehensive district improvement plan of action that will address and improve our accountability index by closing our achievement gaps, increasing our K-PREP proficiency scores, increasing the number of students who meet college and career ready status, increasing our freshman graduation rate, and increasing the number of effective teachers and principals we have.

We have also created plans that address our needs in regards for improvement in the following areas: student PLAN and ACT scores, Program Review scores (currently Needs Improvement in all areas in all District schools), Kindergarten Readiness measures, District/school attendance rates (91%- District and 94.6%- State), and District/school retention rates (2.9%- District and 2.1% State as reported on the 2013-2014 District Report Card- Learning Environment>Students> By Student Success Rate.

In terms of annual growth, the District's Combined Reading and Mathematics Growth Points Total (percent of students making typical or higher annual growth at or above the 40th Student Growth Percentile) met acceptable criteria as compared to the State except in the following group: High School-All Students: 54% for the District & 56.3% for the State (2013-2014 District Report Card- Accountability>Learners>Growth).

-The percent of Harlan County High School students making typical or higher annual growth in Reading is 50.7% as compared to 56.4% for the State. However, in Math 57.1% in the District are making typical or higher annual growth as compared to 56.2% for the State.

\*Therefore as a whole, we are manifesting strong Growth except in Combined Reading/Math and Reading Only at the High School level (data taken from the District Report Card- Accountability>Learners>Growth)

To address GAP weaknesses, we have created the following KBE GAP Improvement Goal with strategies and activities: The data tells us that by the end of the 2014-2015 school year we need to demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with a concentrated focus on Free/Reduced Price Meals students in the Middle School) by 05/08/2015 as measured by increasing non-duplicated GAP Group Actual Scores from 47.2% to the set annual Delivery Target of 52.1% in the Elementary, from 50.4% to 58.4% in the Middle School, and from 45.9% to 55.5% at Harlan County High School (Data taken from 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics- Percent Proficient/Distinguished).

-In 2013-2014, the Middle School fell short by only 2.1%. Harlan County High School missed their Gap Delivery Target by 3.2% (Data taken 2013-2014 District Report Card- Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics- Percent Proficient/Distinguished)

-When analyzing the more statistically significant Duplicated Gap Group of Free/Reduced Price Meals 2013-2014 Combined Reading and Math- Percent Proficient/Distinguished Gap Delivery Targets, our Middle School slightly missed the mark by 2.1% with a 46.1% proficiency rate. After meeting it in 2012-2013, Harlan County High missed their Delivery Target by 3.7%. (Data taken from

## KDE Comprehensive Improvement Plan for Districts

Harlan County

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2013-2014 District Report Card- Delivery Targets>Proficiency/Gap>Closing the Achievement Gap K-12>Combined Reading and Mathematics- Percent Proficient/Distinguished>Free/Reduced- Price Meals)

-Further disaggregation of reading and math separately revealed the following:

Reading only- Percentage Proficient/Distinguished shows HCHS was short 4.1% of their Delivery Target with an Actual Score of 51.3% Percentage Proficient/Distinguished. (Data taken from 2013-2014 School Report Card- Delivery Targets>Proficiency/Gap>Reading- Percentage Proficient/Distinguished)

-A second disaggregation of Math only- Percentage Proficient/Distinguished shows Middle School missed their mark by 5.1% with a 43.6% proficiency rate. HCHS also fell short of their Gap Delivery Target by 1.7% with an Actual Score of 40.4%. (Data taken from 2013-2014 School Report Card- Delivery Targets>Proficiency/Gap>Math- Percentage Proficient/Distinguished).

In Gap closure, our data shows that our Elementary is currently outperforming our Middle School. Given the data and the fact the Non-duplicated Gap Group of Disability- With IEP (Total) met their Delivery Targets (as previously noted), the GAP goal strategies and activities were developed with a primary focus on improvement in Middle Math and with the targeted Gap Group of Free/Reduced Price Meals students. Although not inclusive of the KBE Gap Goal, both high school reading and math need improvement, especially with the population of students who receive Free/Reduced-Price Meals.

To plan for improvement of proficiency on the state test, we developed the following KBE K-PREP Proficiency Goal: by the end of the 2014-2015 school year we need to demonstrate a proficiency by increasing the averaged combined reading and math K-PREP scores for the 8 District elementary/middle schools from an averaged Combined ES/MS Actual Score of 48.8% to an averaged combined ES/MS Delivery Target of 55.25% by 05/08/2015 as measured by 2014-2015 K-PREP Proficiency rates (Data taken from 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap K-12>Combined Reading and Mathematics-Percentage Proficient/Distinguished).

-In overall K-PREP Combined Reading and Math- Percent Proficient/Distinguished deficiencies:

In 2013-2014 our Elementary scored 2.0% below their Delivery Target with an Actual Score of 47.2%, our Middle School scored 2.1% below their Delivery Target with an Actual Score of 50.4%, and HCHS was 3.2% below their Delivery Target with an Actual Score of 45.9% (Data taken from the 2013-2014 District Report Card- Delivery Targets>Proficiency/Gap K-12>Combined Reading and Mathematics- Percentage Proficient/Distinguished).

-In K-PREP Reading only- Percent Proficient/Distinguished deficiency: Harlan County High is the only group did not meet their Delivery Target, falling short by 5.1%. (Data taken from the 2014-2015 District Report Card- Delivery Targets>Proficiency/Gap K-12>Reading-Percentage Proficient/Distinguished).

-In K-PREP Math only- Percent Proficient/Distinguished deficiencies: 43.6% of Middle School Math- All Students were Proficient/Distinguished. This was 5.1% short of the Delivery Target. 40.4% of High School- All Students were Proficient/Distinguished in Math. They missed their Delivery Target by 1.7% (Data taken from 2012-2013 District Report Card Delivery Targets>Proficiency/Gap K-12>Math- Percentage Proficient/Distinguished).

# KDE Comprehensive Improvement Plan for Districts

Harlan County

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K-PREP Assessment deficiency- Science: 60.6% of our Elementary Students- All Students were Proficient/Distinguished as compared to 71.3% for the State. Elementary missed their Delivery Target by 2.4%. (Data taken from 2013-2014 District Report Card- Delivery Targets>Science-Percentage Proficient/Distinguished).

K-PREP Assessment- Social Studies deficiency: 57.4% of our Middle School- All Students were Proficient/Distinguished as compared to 59.4% for the State. Middle School missed their Delivery Target by 4.4% (Data taken from 2013-2014 District Report Card- Delivery Target>Social Studies-Percentage Proficient/Distinguished).

K-PREP Assessment- Writing deficiencies: 42.4% of our Middle School- All Students were Proficient/Distinguished as compared to 43.7% for the State. Middle School missed their Delivery Target in this area by 9.2%. 29.7% of HCHS- All Students were Proficient/Distinguished as compared to 43.3% for the State. The high school missed their Delivery Target by a significant 16.7%. (Data taken from 2013-2014 District Report Card- Delivery Targets>Writing-Percentage Proficient/Distinguished).

Plans were developed to increase the percent of students scoring Proficient/Distinguished on the K-PREP End-of-Course Exams at Harlan County High School, especially in English II (50.7%- District/55.4%- State) and Biology (34.5%- District/39.8%- State) (Data taken from the District Report Card- Assessment>K-PREP End-of-Course).

The District/Harlan County High School's PLAN composite is 16.3 as compared to 17.2 for the State. English scores were best, but still below Score and Benchmark targets. Improvement is needed.

Percent of Students Meeting Benchmarks: English- District 65.7%, State 66.2%

Mathematics- District 14.2%, State 25.6%

Reading- District 40.9%, State 48%

Science- District 7.6%, State 19.5%

(Data taken from the 2013-2014 District Report Card- Assessment>PLAN).

Our ACT composite is 18.2 compared to the State's 19.4. The District/Harlan County High School manifests the need to improve their Grade 11 ACT scores/students meeting benchmarks in every section (English, Mathematics, Reading, and Science---Overall Composite). Current score are as follows:

-English- District 49.4%, State 55.9%

-Mathematics- District 30.4%, State 43.5%

-Reading- District 38.8%, State 47.1%

-Although Benchmark data was not provided for Science, the Average Score was 18.6 for the District and 19.6 for the State

(Data taken from 2013-2014 District Report Card- Assessment>ACT).

Looking at our College and Career Readiness, our Actual Scores have been below our Delivery Targets:

30.6 in 2011-2012 36.2 in 2012-2013 49.8 in 2013-2014

(Data taken from the District Report Card- Delivery Targets>CCR).

Plans within the District have been specifically developed and tailored to achieve the following: over the course of the 2013-2014 school year we will collaborate to ensure that 59.5% of the Harlan County High School graduates are college/career ready (as compared to the Actual Score of 49.8% reported on the 2013-2014 District Report Card- Delivery Targets>CCR Targets) by 09/24/2015 as measured by meeting that 2014-2015 CCR Delivery Target and reported on the 2014-2015 District Report Card (source: High School Graduates' College/Career-

## KDE Comprehensive Improvement Plan for Districts

Harlan County

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Readiness Percentage Report: percentage of students college and/or career ready without the bonus points-

<http://applications.education.ky.gov/SRC/Accountability.aspx>

Our current 49.8% CCR rate was 1.6% below our 2013-2014 Delivery Target of 51.4% (Data taken from 2013-2014 District Report Card- Delivery Targets>CCR>CCR Targets).

HCHS currently has a 85.2% graduation rate (data taken from District Report Card- Delivery Targets>Graduation Rate).

HCPS District Graduation Rate: {2011}- 71.6% {2012}- 74% {2013}- 85.5% {2014}- 85.2%

Our specific goal is: we will collaborate to increase the freshman graduation rate for Harlan County High School to 88.3% by 05/08/2015 as measured by the District's Graduation Rate Delivery Target that is provided on the 2013-2014 District Report Card (DRC- Delivery Targets>Graduation Rate). The current Graduation Rate for our GAP group of students with Free/Reduced-Priced meals is 83.2%. The latest Graduation Rate for our students with disabilities is 71.4%. Due to high performance with both these groups in 2012-2013, both missed their 2013-2014 Delivery Targets of 90% and 98% respectfully. Many strategies and activities are included with the goal to reach our District and State Target(s).

Last, we have made plans to collaborate to address the need for the increase of the percentage of effective principals/teachers by 05/06/2015.

Two components new to District/School Accountability are Program Reviews and K-SCREEN (a kindergarten-readiness measure).

Over the next few years, we need to invest much more effort and resources to strengthen our Program Reviews. Only 10.1% of the Programs District-wide were Proficient/Distinguished as compared to 65.4% within other schools across the State (data taken from the District Report Card- Program Review>Program Review Targets). Much of this score improvement will arise from better documentation of our many efforts already in place.

Our K-SCREEN results for the Prior Setting of 'Any' manifested a Kindergarten Readiness percentage of 46.9% as compared to 49% for the State (District Report Card- Delivery Targets>K-SCREEN>Prior Setting>Any). We will continue to collaborate with our contracted preschool providers (Head Start), the Bell-Harlan Early Childhood Council, and all of our families to improve our early childhood preparedness measures as well.

In terms of exclusive special education data, previous reporting manifested a +4.55% differential in the suspension rate of students with disabilities as compared to their non-disabled peers (State Target is no more than 2%). Therefore, an improvement goal was developed and included in the 2013-2014 CDIP. (Data taken from ASSIST Special Education Data 2014 document- KDE October 2014). One must remember that other than the graduation rate, that the reporting of this document only goes through 2011-2012 and does not include updated, 2012-2013 data. Recent consultation with the District's Director of Special Education revealed the need to continue with the plan(s) of reducing suspensions of students with disabilities.

Our 2014-2015 Comprehensive District Improvement Plan and the Comprehensive School Improvement Plans of our schools specifically address in detail, our academic and non-academic areas which need improvement and/or we are seeking growth in. Stakeholders can refer to and view the goals/objectives/activities section of this CDIP for the detailed routes of action we will be taking to address the deficiencies discussed above.



## Oversight and Monitoring

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

All stakeholders collaborate to develop, monitor, and continuously update our comprehensive district and school improvement plan. These plans involve many District and school-based initiatives that provide process and interventions for monitoring continuous improvement.

We currently have three Board Administration policies solely dedicated to continuous improvement: Accountability (SBDM) 02.44, Assessment of Student Progress (SBDM) 02.441, and School Improvement Plan (SBDM) 02.442.

No later than four (4) weeks after receiving the school's Kentucky Performance Report each year and in keeping with the school improvement planning process and timeline (the assessment data review process shall be completed by October 1 of each year), the school council shall review student assessment data provided annually by the Kentucky Department of Education. After reviewing the data, the council shall adopt, modify, or revise the school's plan to assist each student in making progress toward statutory goals. Each school council, shall develop, monitor, and annually update a School Improvement Plan (SIP).

The primary purposes of the SIP shall be:

- To improve student achievement on state and federal mandated testing/accountability instruments; and
- To eliminate achievement gaps among groups of students.

The plan shall also address the reduction of physical and mental health barriers to learning, student equity, District safety and student discipline assessments, and District goals established by the Board.

The school council shall organize a planning process, consistent with the District's established planning process.

Unless the school planning committee requests and is granted a waiver by the Board, the school committee shall use any improvement plan format that has been established and approved by the Board. The SIP structure shall include the components set out in 703 KAR 005:225 and the elements required by KRS 158.649.

In addition, the plan shall be submitted to the Superintendent and Board for review.

By June 30 of each year, each school/school council shall make an annual report at a public meeting of the Board. The report shall describe the school's progress in meeting the educational goals set forth in KRS 158.6451 and District goals established by the Board.

The Superintendent shall devise a schedule for Principals to present written reports to the Board regarding progress being made toward their school's educational objectives. The reports shall be in a format easily understood by parents and the community and shall make comparisons with the school's performance the previous year and any data available that compares the school to state or national standards. The information to be reported shall include, but not be limited to, results on the state-mandated accountability test(s), high school and college readiness tests, college entrance exams (high school only), Advanced Placement/International Baccalaureate Exams (high school only), and summaries of grades assigned by teachers

Biennially, the Board shall review in a public meeting the portion of each school's comprehensive improvement plan that sets forth the activities and schedule to reduce the achievement gaps among various groups of students.

the community. The Superintendent shall devise the format to be used.

The school plan shall serve as a resource for school/council decision making and shall be posted to the District/school's web site.

## INDIVIDUAL REPORTS

Each year, an individual student report shall be provided to parents of students in grades three through eight (3-8) in accordance with statutory requirements. Teachers and parents/guardians of each primary student shall be informed of results from reading and mathematics diagnostic assessments and prompts.

All schools report summative classroom student progress at a minimum of every 4 ½ weeks (mid-trimester at Harlan County High School) and atypically hold parent-teacher conferences every 9 weeks (every trimester at HCHS)

Our Board policy is that all classroom grades are to be documented in Infinite Campus within a week of assignment due date/student submission. Parents/guardians are provided an I-C login password to check on formative/summative grades 24 hours a day, seven days a week.

## ADDITIONAL OVERSIGHT AND MONITORING

In addition to other evaluation observation requirements for each teacher, Principals conduct informal walk-throughs in every teacher's classroom once every nine weeks. District leadership (assisted by the principals) also conduct walk-throughs at each school three times a year (a minimum of 10 teachers per school per visit) to monitor instruction and provide feedback.

Our Board meets every month, our SBDM councils meet at least once a month, school-based RTI committees meet regularly, and other District/school PLCs meet consistently to monitor and promote student achievement.

For the past three years, our teachers have become more familiar with using the Continuous Instructional Improvement Technology System (CIITS) computer-based platform for lesson plans, profession development guidance, and other instructional resources. State-wide mandated use started in 2014-2015. Administration has utilized AdvancEd's Adaptive System of School Improvement Support Tools (ASSIST) computer-based platform for data collection as well as building and housing reports regarding District/school accountability and efficiency since 2012.

## **Conclusion**

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

The next step in addressing our areas of concern is to fully disseminate our comprehensive (District and school) improvement plans to the entire school district and its stakeholders. We will implement and monitor these plans with fidelity, as well as revise them with input and feedback from all when applicable.

Throughout the 2014-2015 school year, we will monitor to ensure that there is continual, consistent informal/formal analysis and collaborative discussion regarding individual student data. This will be instigated on the District level, as well as with all individual District teachers. Our overall goal is to promote and stimulate student growth while simultaneously closing achievement gaps. The District has dedicated a Title 1 Consultant to concentrate efforts in meeting with all teachers in the schools regarding academic and non-academic data.

Meanwhile, we will be refining the implementation and utilization of student growth percentiles (heavily targeting those students below the 25th percentile). A new feature that's part of the Continuous Instructional Improvement Technology System (CIITS) is the Student Growth Percentile Reports. We will use these reports to analyze our students throughout the school year. This data will be very helpful to use for teacher Self-Reflection, Professional Growth Planning, and Student Growth Goal Setting - all part of the Professional Growth and Effectiveness System (PGES) that was implemented statewide this school year.

Harlan County Schools will be investing a large amount of energy and resources to ensure a smooth transition and growth within PGES, TPGES, and PPGES which fully engaged this 2014-2015 school year.

# **Compliance and Accountability - Districts**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

2014 GAP Goal: 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:**

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with an emphasis on middle school math and high school reading/math) by 05/15/2015 as measured by increasing the non-duplicated GAP Group Actual Scores from 46.6% to the set annual Delivery Target of 50.7% in the Elementary, from 46.7% to 54.8% in the Middle School, and from 41.6% to 51.1% at Harlan Co High School ("14" Dt Rpt Cd Delry Tgts-Prof./Gap).

**Strategy1:**

Best Practice- Student Data Analysis - District personnel will assist in the analysis of student GAP-group data and in collaboration, develop next steps with content teachers and school administration.

Category: Continuous Improvement

Research Cited: By analyzing GAP-group data, formulating a plan with researched-based strategies and instruction, and targeting those GAP-group students not reaching proficiency with that plan (as well as improving overall instruction), we can maximize our chance of success for GAP closure. This is also a founding research principle of Response to Intervention (RtI).

Activity - K-PREP Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District personnel will use K-PREP/school assessment data to identify GAP-group performance over time and develop/implement plans to differentiate/refine instruction to close any of those learner gaps. Researched-based instructional strategies utilized will be based on multiple intelligences, learning styles, etc.	Policy and Process			08/06/2014	05/08/2015	\$0 - No Funding Required	District leadership, school leadership, and the teachers of core-content subjects.

**Strategy2:**

(Open PLC for) Mandated K-8 Common Math Benchmark Assessments - By mandating participation of these District teacher-developed benchmark assessments in math, all K-8 District schools will be internally (and externally by the District) progress-monitored and simultaneously checked for and given feedback on their curriculum alignment, student exposure to that curriculum, and the pace of teaching currently in effect (as compared to the recommended District/KCAS math pacing guide). This will ultimately allow all freshman entering

Harlan County High School to have had the same curriculum exposure in math and therefore be prepared to enroll into Algebra I with all the  
SY 2014-2015

# KDE Comprehensive Improvement Plan for Districts

Harlan County

necessary prerequisites for successful completion of the course.

Category: Continuous Improvement

Research Cited: The use of PLC's to establish ideas/accept input for the implementation of new (subject) material has well-founded success in education. The buy-in and understanding of stakeholders is much greater when they participate in the design process. As well, ownership of the product/process translates into fidelity in terms of implementation and thus the achievement towards the common goal.

Activity - (Open PLC for Mandated K-8 Common Math Benchmark Assessments)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.</p>	<p>Policy and Process</p>			<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0 - No Funding Required</p>	<p>K-8 District teachers and District administration</p>

### Strategy3:

RTI/KSI - Schools will continue to refine the RTI process within all District schools utilizing the implemented STAR screener (eliminating false positives, etc.). The process will be made more manageable by all school-based RTI committees and implemented with fidelity by all, thus improving it's effectiveness. Harlan County High School will implement RTI and document on Infinite Campus, the interventions used with students who score below the State benchmarks on the ACT.

Category: Other - RTI/KSI

Research Cited: RTI Is suggested and mandated by KDE. Other websites/programs referenced for instructional materials: National Center for RTI, Intervention Central, National Reading Panel, www.rti4sucess.org, What Works Clearinghouse, Kids College etc. KDE-suggested remedial interventions and/or preparatory strategies/activities will be utilized at Harlan County High School.

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Activity - Math RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

Activity - Reading RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the 9 District schools to improve the process effectiveness.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

## Goal 2:

2014 K-PREP Proficiency Goal

### Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math-Percent Proficient/Distinguished K-PREP scores for the 8 District elementary/middle schools from an averaged Combined ES/MS Actual Score of 48.8% to an averaged Combined ES/MS Delivery Target of 55.25% by 05/08/2015 as measured by 2014-2015 K-PREP Proficiency rates (Data taken from the 2013-2014 District Report Card: Delivery Targets>Proficiency/Gap).

### Strategy1:

CIITS - Administrators will promote teacher engagement with CIITS through requirement and encouragement.

Category: Continuous Improvement

Research Cited: This strategy is recommended by KDE and its connected activity is provided by KDE's Office of Next Generation Learners



# KDE Comprehensive Improvement Plan for Districts

Harlan County

Activity - Increasing and Improving CIITS Usage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS to create rigorous formative and summative assessments to assess students on the current (K-PREP) standards being taught. Administrators will encourage and validate CITTs usage.	Policy and Process			08/06/2014	05/08/2015	\$0 - No Funding Required	District teachers and administrators

## Strategy2:

RTI/KSI - Schools will continue to refine the RTI process within all District schools utilizing the implemented STAR screener (eliminating false positives, etc.). The process will be made more manageable by all school-based RTI committees and implemented with fidelity by all, thus improving it's effectiveness. Harlan County High School will implement RTI and document on Infinite Campus, the interventions used with students who score below the State benchmarks on the ACT.

Category: Other - RTI/KSI

Research Cited: RTI is suggested and mandated by KDE. Other websites/programs referenced for instructional materials: National Center for RTI, Intervention Central, National Reading Panel, www.rti4sucess.org, What Works Clearinghouse, Kids College etc. KDE-suggested remedial interventions and/or preparatory strategies/activities will be utilized at Harlan County High School.

Activity - Reading RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school students will be screened in reading using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based literacy strategies and instruction which will be under on-going refinement in the District schools to improve the process effectiveness.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Elementary, middle, and high school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

Activity - Math RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary and middle school students will be screened in Math using the STAR program 3 times a year (Fall, Winter, and Spring). After differentiated instruction is employed, based on these results, classroom data and teacher input, approximately 20% of the students performing below their peers will be participate in an frameworked 3-tier RTI/KSI process consisting of research-based mathematic strategies and instruction which will be under refinement in the District schools to improve the process effectiveness.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Elementary and middle school teachers, school-based RTI teams (including building principal) and District RTI Coordinator

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

**Strategy3:**

Disaggregation of K-PREP Data - By analyzing K-PREP data, the District/schools can make adjustments and/or shifts in the curriculum if necessary and simultaneously, emphasize targeting instruction towards weaknesses as demonstrated by K-PREP student performance, especially in reading and math

Category: Continuous Improvement

Research Cited: Curriculum assessment and alignment is recommended by KDE

Activity - Disaggregation of K-PREP Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Assistant Superintendent, Superintendent, District Assessment Coordinator, District Assistance Team, and Principals will intently analyze K-PREP data. The Assistant Superintendent, Superintendent, and District Assessment Coordinator will meet with each school as a whole to discuss K-PREP results, including strengths and weaknesses. Afterwards, the District/SBDM councils and their schools can identify gaps and make adjustments and/or shifts in the curriculum if necessary and then intently target instruction towards weaknesses as demonstrated by K-PREP student performance, especially in reading and math	Policy and Process			10/01/2014	05/08/2015	\$0 - No Funding Required	The District Assistant Superintendent, Superintendent, District Assessment Coordinator, District Assistance Team, Principals, SBDM councils, and all District teachers

**Strategy4:**

Identifying and Collaborating with Early Childhood Providers/Families/Community Members - Identifying and collaborating with early childhood providers (e.g., preschool, Head Start, child care, First Steps, HANDS, etc.) as well as families and community members will help ensure all children will experience a more effective transition to school entry. This will also improve our Kindergarten Readiness measures.

Category: Stakeholder Engagement

Research Cited: This strategy is recommended by KDE and its connected activity is provided by KDE's Office of Next Generation Learners

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Activity - Identifying and Collaborating with Early Childhood Providers/Families/Community Members	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4). implement RTI as soon as applicable, (5). assess all K at school entry with the common statewide screener (BRIGANCE), (6). analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7). create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.</p>	<p>Policy and Process</p>			<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0 - No Funding Required</p>	<p>District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeeper</p>

**Goal 3:**

2014 College and Career Readiness Goal

**Measurable Objective 1:**

collaborate to ensure that at least 59.5% of the Harlan County High School graduates are college/career ready (as compared to the Actual Score of 49.8% reported on the 2013-2014 District Report Card re: Delivery Targets>CCR Targets) by 05/08/2015 as measured by meeting that 2014-2015 CCR Delivery Target and reported on the 2014-2015 District Report Card. Target data origin: the High School Graduates' CCR Percentage Report and the percentage of students college and/or career-ready without the bonus points..

**Strategy1:**

College and Career Advising - Kentucky is committed to ensuring that every student is college/career ready by the time they graduate from high school. Advising is an important strategy to reach this goal. Yet, in Kentucky, school counselors face an average 450:1 student to counselor ratio, presenting challenges for establishing effective advising programs.

Operation Preparation will focus attention on the importance of planning for college and/or career by engaging students, parents, schools and communities in the process of effective advising.

Using the student's career interest inventory and Individual Learning Plan (ILP), a trained community-based volunteer advisor will meet with 4 students individually at Harlan County High School to discuss: (a). the student's career aspirations and required education/training, (b). whether the student is on target to meet their goals, and (c). whether the student is taking the courses recommended to prepare them for the future. Each session will last approximately 20 minutes. After the session, parents will receive information on how they can continue to

# KDE Comprehensive Improvement Plan for Districts

Harlan County

support their student on the path to college/career readiness.

Volunteers will complete a 30 minute online training, sign a confidentiality agreement, and agree to comply with school/district policies and procedures

Category: Other - Research Cited: This strategy/it's connected activity is recommended by KDE's OCTE

Research Cited: This strategy is recommended by KDE and its connected activity is provided by KDE's Office of Career & Technical Education (OCTE)

Activity - Individual Learning Plan (ILP) Usage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The schools will support and promote student college and career readiness by monitoring beyond basic compliance, Individual Learning Plans (ILPs) for students in grades 6-8. The counselors and teachers will use in some instances, EXPLORE test results and Career Cruising to assist in the development of the ILPs. The ILP will assist counselors and teachers in identifying students who need interventions (and in what areas) to reach their goals.	Career Preparation/Orientation			08/06/2014	05/08/2015	\$0 - No Funding Required	School guidance counselors, teachers, and administrators.

Activity - GEAR UP Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A GEAR UP Academic Specialist (AS) will be assigned to each of the eight K-8 schools in the District for the purpose of working with GEAR UP students in grades 2-7. The AS will help students meet College and Career Readiness targets and benchmarks.	Career Preparation/Orientation			01/05/2015	01/05/2022	\$66500 - Grant Funds	District Administration, Berea College administrator, and GEAR UP Academic Specialists.

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Using the student's career interest inventory and Individual Learning Plan (ILP), a trained community-based volunteer advisor will meet with 4 students individually at Harlan County High School to discuss: (a) the student's career aspirations and required education/training, (b) whether the student is on target to meet their goals, and (c) whether the student is taking the courses recommended to prepare them for the future. Each session will last approximately 20 minutes. After the session, parents will receive information on how they can continue to support their student on the path to college/career readiness.</p> <p>Volunteers will complete a 30 minute online training, sign a confidentiality agreement, and agree to comply with school/district policies and procedures</p>	Career Preparation/Orientation			03/04/2015	05/08/2015	\$0 - No Funding Required	Harlan County Community Education Director, volunteer advisors/mentors, Harlan County High School staff, and all 10th grade students

## Strategy2:

Employ WIN Learning Tools- HCHS- For Students with Disabilities - Worldwide Interactive Network, Inc. is an ACT, Inc. Level 1 Publisher of courseware based on the WorkKeys® employment system for all areas and all levels of the WorkKeys Foundational Skills. The WIN Courseware encompasses ten career-oriented skill and proficiency areas critical for success in today's workplace. By utilizing WIN Learning Tools (courseware), the special education teachers of Harlan County High School will be able to better ensure that the students with disabilities at HCHS will obtain (college and/or) career ready status.

Category: Learning Systems

Research Cited: The strategy is recommended the KDE's/Kentucky Valley Educational Cooperative's Dr. Will Kayatin/Angela Duff and the connected activity is recommended by the WIN program. Developed by a team of Ph.D. and Curriculum Design specialists and piloted through a major university, the WIN Courseware is designed to deliver skill-based training to improve workplace skills.

# KDE Comprehensive Improvement Plan for Districts

Harlan County

## Strategy3:

Curriculum/Course/Assessment Alignment - By consistently viewing the curriculum to look for alignment and explore the possibilities for expansion, as well as implementing specific activities geared toward Work Keys (career) and/or ACT (college) test preparation that will familiarize students with these important measures/their protocol and improve overall student scores, the chances for students to become career and college ready will be maximized.

Category: Continuous Improvement

Research Cited: This strategy is recommended in part by KDE and the connected activity involving practice opportunities for Work Keys assessments is provided by KDE's Office of Career & Technical Education; other activity- see ACT.org

Activity - Industry Certification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE Teachers and Counselors will review and update industry certifications for preparatory students	Career Preparation/Orientation			08/06/2014	05/08/2015	\$0 - No Funding Required	Harlan County High School CTE Teachers and Counselors

Activity - CTE Advisory Committees	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will organize a CTE Program advisory committee in order to create career pathways for each CTE program leading to an industry and/or KOSSA certification.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	CTE curriculum consultants and school-based CTE Teachers

Activity - Quality Core Test Builder Utilization	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructors who have End-Of-Course (EOC) exams associated with their course (English II, Algebra II, Biology, and U.S. History) will utilize ACT.org's Quality Core Test Builder to design assessments. This will be evidenced by administrative review of student assessments.	Direct Instruction			02/03/2015	05/08/2015	\$0 - No Funding Required	Principals and/or assistant principals, counselors, and teachers with End-Of-Course (EOC) exams associated with their course(s)

## Strategy4:

College and Career Readiness- Collaboration with the Community - The schools will collaborate with community members to improve student college and career readiness

Category: Career Readiness Pathways

Research Cited: KDE Delivery Plans

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Activity - College and/or Career Days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in College and/or Career Day(s) in which various college representatives and/or professionals visit the schools to speak to students regarding the requirements and aspects of their programs and/or professions.	Career Preparation/Orientation			08/06/2014	05/08/2015	\$0 - No Funding Required	Principals, FRYSC Coordinators, and college/career representatives.

Activity - 4-H Reality Store	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend and participate in "The Reality Store" sponsored by the Harlan County Cooperative Extension (4-H) Agency. Students will be given a fictional salary based on their mock educational level, job, number of children, etc. They are then made to purchase the basic necessities of life (food, medical, electricity, etc.) to see if they budget their "income" satisfactorily. It has been a wonderful learning experience for students in the past.	Career Preparation/Orientation			08/06/2014	05/08/2015	\$0 - No Funding Required	The schools' FRYSC coordinators, counselors, and the Harlan County Cooperative Extension (4-H) Agency.

**Strategy5:**

ACT Preparation at HCHS - Through the 21st Century Program, students of any grade (however juniors are targeted) can participate in math, language arts/reading, or science workshops (their choice) that will offer review and/or tutoring of skills encompassed on the ACT exam.

Category: Continuous Improvement

Research Cited: ACT recommended strategies and materials will be used by instructors who are EPSB-certified in the academic field they will be providing assistance in.

Activity - ACT Workshops at HCHS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the 21st Century Program at Harlan County High School, students of any grade (however juniors are targeted) can participate in math, language arts/reading, or science workshops (their choice) that will offer review and/or tutoring of skills encompassed on the ACT exam. Times will be 3-5pm. Students can meet in the cafeteria for a snack and then go to their respective workshops. ACT recommended strategies and materials will be used by instructors who are EPSB-certified in the academic field they will be providing assistance in.	Tutoring			01/05/2015	05/08/2015	\$0 - Grant Funds	The 21st Century Program Coordinator, select math teacher(s), select English teacher(s), select Science teacher, cafeteria staff, Assistant Superintendent (promotional E-mail), and Technology staff member (messenger system- telephone call to all parents

**Goal 4:**

2014 Harlan County High School Graduation Goal

# KDE Comprehensive Improvement Plan for Districts

Harlan County

## Measurable Objective 1:

collaborate to increase the average 4-year adjusted cohort freshman graduation rate for Harlan County High School from 85.2% in 2014 to 88.3% in 2015 by 05/08/2015 as measured by the District's Graduation Rate Delivery Target that is provided in the 2013-2014 District Report Card (Harlan County District Report Card>Delivery Targets>Graduation Rate>4-Year Adjusted Cohort Graduation Rate Targets) .

## Strategy1:

Attendance Improvement at HCHS - Harlan County High School staff will send letters home to parents of those students who are truant. Home visits will be conducted by school/District staff when applicable/feasible as well. Habitual truants will be referred to the Harlan County High School Youth Service Center to check for and help eliminate any barriers the students/their families are encountering regarding school attendance. By stimulating attendance, students are more likely to be successful in their academic endeavors and likewise graduate.

Category: Other - Harlan County Board of Education policy

Research Cited: By stimulating attendance, students are more likely to be successful in their academic endeavors and likewise graduate.

Activity - Truancy Letters at HCHS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Letters will be sent home to the parents/guardians of those Harlan County High School students who become truant. The District's Central Office Attendance Clerk will send the names of those truant HCHS students to the school's Attendance Clerk. After consultation with applicable staff (Truancy Officer and/or principal and/or counselors, and/or special education teachers), the attendance clerk will mail the letters to the parents/guardians and/or to the of-age (18 year old) students who are truant. Home visits will be conducted by the Truancy Officer and/or school and/or District staff as needed/feasible.	Policy and Process			08/06/2014	05/08/2015	\$0 - General Fund	District Central Office Attendance Clerk, HCHS Attendance Clerk, HCHS Principal, HCHS Assistant Principals, HCHS Counselors, HCHS Special Education Teachers, and Harlan County High School Truancy Officer/staff/District staff (for applicable home visits)

Activity - HCHS Family Resource Youth Service Center Referral	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Harlan County High School students that are habitually truant will be referred to the school's Family Resource Youth Service Center. The FRYSC will identify and address whenever possible, any barriers that may be preventing students from having good attendance. Center/school assistance and/or outside support (including financial, etc) will be facilitated by the FRYSC Coordinator.	Other			08/06/2014	05/08/2015	\$0 - District Funding	Harlan County High School Family Resource Youth Service Center Coordinator and Staff, HCHS Counselors, HCHS Principal, HCHS Assistant Principals, HCHS Truancy Officer, and HCHS Teachers/Staff

## Strategy2:

Targeted Interventions: At-risk and Credit Recovery at HCHS - Harlan County High Counselors, Teachers and CTE Teachers will identify at-risk students for intervention during the 2014-2015 school year.



# KDE Comprehensive Improvement Plan for Districts

Harlan County

risk students and manipulate student schedules to address student-specific needs that are reflected in the Individual Learning Plan (ILP), as well as offer credit recovery opportunities (mainly via E-school) to those who need it. This will better support students academically and keep them on track to graduation.

Category: Persistence to Graduation

Research Cited: Recommended by Career and Technical Educators

Activity - At-risk Targeting at HCHS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Harlan County School Guidance Counselors and Teachers (including CTE Teachers) will identify at-risk students, manipulate schedules, and assign courses specific to students' needs which are reflected in their Individual Learning Plans (ILP).	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Harlan County High School Counselors and Teachers (including CTE Teachers)

Activity - Credit Recovery at HCHS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit recovery opportunities will be offered to those who need them at Harlan County High School. This will primarily be through the District's/school's E-School program.	Academic Support Program			08/06/2014	05/08/2015	\$0 - District Funding	Harlan County High School Counselors/Teachers and District E-school teachers.

## Goal 5:

2014 Next Generation Professionals- Principal Goal

### Measurable Objective 1:

collaborate to Increase the percentage of effective principals from \_\_\_\_% in 2015 to \_\_\_\_% in 2020 by 05/08/2015 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015..

### Strategy1:

RTI/KSI - By participating in an overview of the District's Response to Intervention (Rtl) requirements, principals will solidify their knowledge of the District's current RTI process expectations (applicable policies and procedures). This knowledge will help administrators ensure their schools are meeting District and State compliance, especially in regards to Rtl associated with referrals made recommending special education testing of students (and their possible subsequent placement).

Category: Professional Learning & Support

Research Cited: RTI/KSI is a strategy recommended by KDE

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Activity - District Response to Intervention Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and other interested parties (including teachers implementing Response to Intervention) will participate in an updated overview of the District's Response to Intervention (Rtl) requirements. As most principals serve as Rtl committee members as well as chairperson for Admission and Release Committees, there is a need to solidify their knowledge of the current District's RTI process expectations (applicable policies and procedures). This knowledge will help administrators ensure their schools are meeting District and State compliance, especially in regards to Rtl associated with referrals made recommending special education testing of students (and possible subsequent placement).	Professional Learning			07/28/2014	07/28/2014	\$0 - No Funding Required	District Response to Intervention Coordinator, District principals, teachers who implement Rtl, and other interested parties.

**Strategy2:**

Student Growth Goals - By likely participating in one of the eight Student Growth Goal trainings offered by an Instructional Supervisor of the District, and then attending this mandatory SGG training conducted by Jennifer Carroll of KDE/Kentucky Valley Educational Cooperative (assisted by Abbie Combs of KVEC), principals will solidify their understanding of the purpose, content, and implementation of an effective student growth goal. They will also be able to assist teachers in SGG development and convey the role and implications of student growth goals in the teacher evaluation process.

Category: Professional Learning & Support

Research Cited: KDE mandates Student Growth Goals (development and setting if applicable) for all Kentucky teachers.

Activity - Student Growth Goal Trainings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By likely participating in one of the eight Student Growth Goal trainings offered by an Instructional Supervisor of the District, and then attending this mandatory SGG training conducted by Jennifer Carroll of KDE/Kentucky Valley Educational Cooperative (assisted by Abbie Combs of KVEC), principals will solidify their understanding of the purpose, content, and implementation of an effective student growth goal. They will also be able to assist teachers in SGG development and convey the role and implications of student growth goals in the teacher evaluation process.	Professional Learning			06/24/2014	09/18/2014	\$0 - No Funding Required	Jennifer Carroll of KDE/Kentucky Valley Educational Cooperative, Abbie Combs of KVEC, Assistant Superintendent, and District Instructional Supervisor

**Strategy3:**

Professional Growth and Effectiveness System - Utilizing the new Certified Evaluation Plan that select principals (on the 50/50 Committee-principals and teachers) assisted in developing, the Assistant Superintendent of Instruction will facilitate and all District administrators/supervisors will participate in reviewing and discussing all District policies and procedures related to certified evaluation.

# KDE Comprehensive Improvement Plan for Districts

Harlan County

This, combined with their knowledge gained from Teachscape, will solidify their understanding of District requirements for further next-step use of a legal certified evaluation.

Category: Principal PGES

Research Cited: By participating in these legal requirements participants will not only gain evaluator credential, but a deep understanding of the process and purpose of certified evaluation.

Activity - Entering PPGES Data into EDS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In a PLC, several required pieces of data will be examined and entering into Educator Development Suite by all District principals: (1). State SGG- based on School Report Card (SRC) delivery targets. Each principal will review their SRC and determine the specific content area which needs the greatest improvement based on the distance from the delivery target. This could be the combined reading and math score or just reading or math at a specific grade span (middle school or elementary school). The HCHS state SGG will be based on reading delivery targets. The principal's State SGG will focus on a gap group within the content area which shows the greatest need for improvement. (2). Local SGG: based on school need and the goal MUST be based on a local measure. Our common math benchmark assessments will be used as our local measure and our basis for this goal. (3). Working Conditions Goal: based on the TELL KY Survey. Look for patterns where the report indicates a need for improvement, and (4). PGP- The self-reflection and the PGP are based on the six principal standards (pages 72-77 of our Certified Evaluation Plan). The principal PGP should be based on these self-reflections.	Policy and Process			09/15/2014	09/15/2014	\$0 - No Funding Required	Superintendent, Assistant Superintendent, and all District principals.

Activity - Re-evaluation Training- The New CEP!	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conducted on 7/21/14 and facilitated by the Assistant Superintendent and Superintendent, this 6-hour training included job responsibilities, evaluation assignments, as well as District policies and procedures used to implement our new Certified Evaluation Plan within the TPGES/PPGES/OPGES. This training was/is mandatory for all District administrators/supervisors.	Policy and Process			07/21/2014	07/21/2014	\$0 - No Funding Required	Assistant Superintendent, Superintendent and all District administrators/supe rvisors.

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Activity - Teachscape	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals/administrators conducting evaluation of certified personnel will complete the necessary practice and pass the tests associated with Domains 2 and 3 of Danielson's Framework for Teaching document (\$399.). All principals/administrators conducting certified evaluations will also need to re-calibrate (\$100.) 3 times a year and re-test after 4 years. Re-calibration started for some in September 2014.	Professional Learning			06/03/2013	08/06/2014	\$399 - Title II Part A \$100 - Title II Part A	Assistant Superintendent and all District administrators/supervisors slated to conduct evaluation(s) of certified personnel.

**Strategy4:**

Professional Learning and Support - Principals will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts to learn about personalized learning as well as other innovative ideas they may be able to implement within their school(s). The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.

Category: Professional Learning & Support

Research Cited: Professional Learning and Support is a strategy recommended by KDE to improve principal effectiveness.

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Activity - KVEC/RTTT Grant- Appalachian Renaissance Initiative- Next Generation Leadership Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Principals will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGL will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective leaders, academy resources and network support, as well as fellowships with regional academy partners. ARI leaders will engage in communities of professional practice to create student-centered learning environments design to equip all students with attributes to be successful in the global world. Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.</p>	Professional Learning			06/23/2014	05/08/2018	\$2400 - Grant Funds	Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District principals.

**Goal 6:**

2014 Next Generation Professionals- Teacher Goal

**Measurable Objective 1:**

collaborate to increase the percentage of effective teachers by 05/08/2015 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015..

**Strategy1:**

Teacher Professional Growth and Effectiveness System - By completing the on-line Professional Learning for Peer Observers module, Self-reflection in Educator Development Suite, training on the development of setting Student Growth Goals, and receiving information regarding the role and implementation of the Student Voice component, teachers will be able to fully understand and participate in the Professional Growth and Effectiveness System. It is noted that all teachers will complete their Professional Growth Plan in EDS as well. PLCs will be used to disseminate information and enhance learning when applicable.

Category: Professional Learning & Support

Research Cited: This strategy is recommended by KDE's Office of Next Generation Learners.

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Activity - Self Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Harlan County certified teachers will complete their Self-reflection in Educator Development Suite by 9/15/14.	Policy and Process			05/29/2014	09/15/2014	\$0 - No Funding Required	All Harlan County certified teachers.

Activity - Professional Learning for Peer Observers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Harlan County certified teachers will complete the on-line Professional Learning for Peer Observers module via CIITS>EDS>PD>Professional Learning for Peer Observers>PBS.org>teacher>self paced professional learning>PLfPO and submit their certificate of completion to their principal on August 4, 2014.	Professional Learning			05/29/2014	08/04/2014	\$0 - No Funding Required	All Harlan County certified teachers

Activity - Student Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Harlan County certified teachers will receive 6 hours of training on the development of setting Student Growth Goals. The training will consist of two consecutive 3 hour sessions. The first session will focus on orientation to student growth goals and the second session will focus on the actual development of a SGG. The SGGs will be due on 9/30/14 and must be recorded in EDS by 10/15/14.	Policy and Process			06/24/2014	08/07/2014	\$0 - No Funding Required	District Instructional Coordinator and all Harlan County certified teachers.

## Strategy2:

Professional Learning and Support - Select Teacher Leaders will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts to learn about personalized learning as well as other innovative ideas they may be able to implement within their school(s). The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.

Category: Professional Learning & Support

Research Cited: Professional Learning and Support is a strategy recommended by KDE to improve teacher effectiveness.

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Activity - Next Generation Teacher Academy- KVEC/RTTT Grant/Appalachian Renaissance Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Select teachers will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGT will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective educators, academy resources and network support, as well as fellowships with regional academy partners. Teacher Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.</p>	Professional Learning			06/23/2014	05/08/2018	\$2400 - Grant Funds	Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District Teacher Leaders.

**Goal 7:**

2014 Kindergarten Readiness Goal

**Measurable Objective 1:**

collaborate to increase the District's Kindergarten Readiness Actual Score for Elementary School- All Students in the Prior Setting of "Any" from 46.9% in 2013-2014 to the set annual Delivery Target of 52.2% for 2014-2015 by 08/05/2015 as measured by the Elementary School- All Students in the Prior Setting of "Any" Actual Score on the 2014-2015 District Report Card (District Report Card>Delivery Targets>K-SCREEN>Elementary School- All Students>Prior Setting "Any">Delivery Target/Actual Score).

**Strategy1:**

Identifying and Collaborating with Early Childhood Providers/Families/Community Members - Identifying and collaborating with early childhood providers (e.g., preschool, Head Start, child care, First Steps, HANDS, etc.) as well as families and community members will help ensure all children will experience a more effective transition to school entry. This will also improve our Kindergarten Readiness (K-SCREEN) measures.

Category: Stakeholder Engagement

Research Cited: This strategy is recommended by KDE and its connected activity is provided by KDE's Office of Next Generation Learners

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Activity - Identifying and Collaborating with Early Childhood Providers/Families/Community Members	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Harlan County Schools and/or their contractor of preschool services (Head Start) will: (1). gather any transition data from EC providers to get to know the incoming K learners, (2). disseminate school readiness definition to EC community and parents of incoming K students, (3). develop a plan for disseminating results of the K screener (DIAL-R 4) to parents/EC community members, (4) implement RTI as soon as applicable (5) assess all K at school entry with the common statewide screener (BRIGANCE), (6) analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments, (7) create learning plan or profile for next steps of instruction for K students, and (8). teacher-leaders will attempt to participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.</p>	<p>Policy and Process</p>			<p>08/06/2014</p>	<p>05/08/2015</p>	<p>\$0 - No Funding Required</p>	<p>District's K-4 and P.S. teachers/SLP-A/OT, Head Start teachers, KCEOC leadership (Director, Infant/Toddler Specialist, Education Manager, Family Services and Enrollment Manager, Disabilities Coordinator, Family Child Advocates), and a District bookkeepe</p>

**Goal 8:**

2014 Special Education Goal- Reduce Suspensions for SwD- All Schools

**Measurable Objective 1:**

collaborate to reduce our Suspension Rate for students with disabilities to less than 2 percentage points of difference as compared to students without disabilities by 05/08/2015 as measured by data taken from the October Growth Factor Report, December IDEA Child Count, and from all SSP1, SSP2 and SSP3 State Behavior Resolutions and then reported in the October 2015 KDE ASSIST Special Education Data document ..

**Strategy1:**

Use of Data - Behavior RTI - Other - At the District Principals' Meetings typically held on the 10th and 25th of each month, the Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, and/or District RTI Coordinator will discuss the current suspension rates for students with disabilities. The District's Behavior RTI process and guidelines will be emphasized. As well, alternative behavior resolutions will be discussed. This awareness and information should prompt principals to suspend fewer students with disabilities by having them re-analyze the Behavior RTI process in their school for fidelity of implementation. They will also gain and share knowledge of alternatives to suspension.

Category: Continuous Improvement

Research Cited: The Use of Data, RTI/KSI, and Other strategies are recommended by KDE. The connected activity involving RTI analysis is recommended by the Office of Next Generation Learners.



# KDE Comprehensive Improvement Plan for Districts

Harlan County

Activity - SwD Suspension Data at Principals' Meetings- All District Supervisors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At several of the District Principals' Meetings typically held on the 10th and 25th of each month, the Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, and/or District RTI Coordinator will discuss the current suspension rates for students with disabilities. The District's Behavior RTI process and guidelines will be emphasized. As well, alternative behavior resolutions will be discussed. This awareness and information should prompt principals to suspend fewer students with disabilities. They will also gain and share knowledge of alternatives to suspension.	Policy and Process			10/10/2014	10/10/2015	\$0 - No Funding Required	The Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, District RTI Coordinator, and all District principals.

Activity - Behavior RTI- Analysis of School Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At several of the District Principals' Meetings typically held on the 10th and 25th of each month, the Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, and/or District RTI Coordinator will discuss the current suspension rates for students with disabilities. The District's Behavior RTI process and guidelines will be emphasized. As well, alternative behavior resolutions will be discussed. After, principals of schools with negative suspension reporting (along with their school-based RTI committees) will re-analyze the Behavior RTI process in their school for fidelity of implementation and instigate adjustments as necessary.	Behavioral Support Program			10/10/2014	10/10/2015	\$0 - No Funding Required	The Director of Special Education, Title 1 Coordinator, Safe Schools Coordinator, Superintendent, District RTI Coordinator, all District principals, and all school-based RTI committees.

## Goal 9:

2014 TELL KY Survey Improvement Goal- Instructional Practices and Support for All Teachers

### Measurable Objective 1:

collaborate to increase opportunities for teachers to work in professional learning communities to develop and align instructional practices by 05/08/2015 as measured by the TELL KY Survey's 2014 Rate of Agreement and Tell Rate of Agreement Growth for this question found within the Factor Average of Instructional Practices and Support..

### Strategy1:

TELL KY Survey Improvement- Professional Learning Communities - By increasing the opportunities that allow teachers to work in

# KDE Comprehensive Improvement Plan for Districts

Harlan County

professional learning communities to develop and align instructional practices such as the Kentucky Valley Educational Cooperative's ISLN and the District's K-8 Common Benchmark Assessment project, teachers are more likely to answer favorably to the question: "teachers work in professional learning communities to develop and align instructional practices" on the 2015 TELL KY Survey (found within the Factor Average of Instructional Practices and Support).

Category: Professional Learning & Support

Research Cited: Both the Professional Learning and Support & Collection and Use of Data: TELL Kentucky Survey strategies are recommended by KDE and the "Participation in ISLN" activity is provided by KDE's Office of Next Generation Learners. The District's K-8 Common Benchmark Assessment project is a PLC-based endeavor as well. One of its objectives, like the ISLN, is to provide similar, beneficial professional learning and support to participating teachers.

Activity - ISLN Participation-Open to All Schools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The Assistant Superintendent of Instruction has asked by a District-wide open invitation for a minimum of six (6) Science and four (4) Social Studies teachers from the District to commit to attending the ISLN meetings held at the Kentucky Valley Educational Cooperative (KVEC) in Hazard, KY. The Science teachers start their meetings in October and Social Studies teachers begin in January 2014. These ISLN attendees will then come back to the District and disseminated materials and knowledge they obtain. This will be done in bi-weekly Principals' Meetings and/or professional development meetings and/or PLC settings and/or E-mail</p>	Professional Learning			10/01/2013	05/08/2015	\$3000 - Other	<p>The District's Assistant Superintendent of Instruction, six (6) District Science teachers, four (4) District Social Studies teachers, and the Kentucky Valley Educational Cooperative (KVEC) and/or Kentucky Department of Education (KDE) staff.</p>

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Activity - Next Generation Teacher Academy- KVEC/RTTT Grant/Appalachian Renaissance Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>With the Kentucky Valley Educational Cooperative, the District collaboratively applied for a Race to the Top (RTTT) Grant and as a result, will share over \$30 million in initiatives over the next 4 years. We have administrators, teachers, and students with hand-on involvement. Recently with one project, each school received an interactive Mondo Board and enough hand-held devices for an entire classroom. Teachers will be able to have real-time communication and collaboratively plan/present lessons with other teachers/classrooms across our, and 16 other regional Districts. The process of distributing another set of devices to a classroom will be repeated over the next three years, only enhancing professional learning communities for teachers. Our 9 teachers with the Mondo Board-based classrooms are currently participating in a "Next Generation Teacher Academy" PLC through KVEC. It was developed and designed in part, to enhance their ability in connecting and working with one another. Teachers can also apply for \$1000. "mini grants" through the award/KVEC to address school-specific (including PLC-based) projects. Other phases of the grant not fully developed will include utilizing professional learning communities with our teachers (and administrators).</p>	Professional Learning			06/23/2014	05/08/2018	\$2400 - Grant Funds	Kentucky Valley Educational Cooperative, Kentucky Department of Education, District Teacher Leaders, and District Administrative Leaders.

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Activity - Open PLC for Mandated K-8 Common Math Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All 8 District elementary schools were mandated to implement common math benchmark assessments that were developed by a open professional learning community (PLC) of District teachers/administrators during the Summer of 2013. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. This open PLC reconvened during the Summer of 2014 to collaborate and discuss 2013-2014 feedback and refine the process. The benefits and importance of PLC membership will be re-emphasized were advertising these meetings. Continuation of implementation (with technical refinement to the tests as applicable) will occur throughout the 2014-2015 school year.</p>	<p>Policy and Process</p>			<p>05/09/2014</p>	<p>05/08/2015</p>	<p>\$0 - No Funding Required</p>	<p>The District's Assistant Superintendent of Instruction will organize this endeavor and it will be open to any District teacher or administrator willing to participate.</p>

**Narrative:**

100% of all teachers in the Harlan County School District are highly qualified (see the District's 2012-2013 Title II Teacher Quality Report). Additional verification of this fact is provided in the KDE Assurances submitted by the District. A third verifiable statistic is given on page 79 (of 113) of the 2012-2013 District Report Card: Percent of core academic subjects not taught by highly qualified teachers- District 0%. Six out of seven of the 2012-2013 CDIP Goals have objectives embedded that actually mandate or necessitate going beyond Equitable Distribution as it relates to poor (Free/Reduced- Price Meals) and minority students, as well as students with disabilities. It is to be noted that the District currently has very few minority students.

**Our district has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.**

**Goal 1:**

2014 GAP Goal: 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:**

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group (with an emphasis on middle school math and high school reading/math) by 05/15/2015 as measured by increasing the non-duplicated GAP Group Actual Scores from 46.6% to the set annual Delivery Target of 50.7% in the Elementary, from 46.7% to 54.8% in the Middle School, and from 41.6%

# KDE Comprehensive Improvement Plan for Districts

Harlan County

to 51.1% at Harlan Co High School ("14" Dt Rpt Cd Delry Tgts-Prof./Gap).

## Strategy1:

(Open PLC for) Mandated K-8 Common Math Benchmark Assessments - By mandating participation of these District teacher-developed benchmark assessments in math, all K-8 District schools will be internally (and externally by the District) progress-monitored and simultaneously checked for and given feedback on their curriculum alignment, student exposure to that curriculum, and the pace of teaching currently in effect (as compared to the recommended District/KCAS math pacing guide). This will ultimately allow all freshman entering Harlan County High School to have had the same curriculum exposure in math and therefore be prepared to enroll into Algebra I with all the necessary prerequisites for successful completion of the course.

Category: Continuous Improvement

Research Cited: The use of PLC's to establish ideas/accept input for the implementation of new (subject) material has well-founded success in education. The buy-in and understanding of stakeholders is much greater when they participate in the design process. As well, ownership of the product/process translates into fidelity in terms of implementation and thus the achievement towards the common goal.

Activity - (Open PLC for) Mandated K-8 Common Math Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 8 District K-8 schools will be mandated to implement common math benchmark assessments that were developed by an open professional learning community (PLC) of District teachers/administrators during the Summers of 2013 and 2014. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. The benefits and importance of PLC membership will be re-emphasized when advertising these meetings. Although beneficial for all students, since 81.2% of our entire student population is in the free and reduced gap group, this activity will provide a focused benefit.	Policy and Process			08/06/2014	05/08/2015	\$0 - No Funding Required	K-8 District teachers and District administration

## Goal 2:

2014 Next Generation Professionals- Principal Goal

## Measurable Objective 1:

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

collaborate to Increase the percentage of effective principals from \_\_\_\_% in 2015 to \_\_\_\_% in 2020 by 05/08/2015 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015..

**Strategy1:**

Professional Learning and Support - Principals will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts to learn about personalized learning as well as other innovative ideas they may be able to implement within their school(s). The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.

Category: Professional Learning & Support

Research Cited: Professional Learning and Support is a strategy recommended by KDE to improve principal effectiveness.

Activity - KVEC/RTTT Grant-Appalachian Renaissance Initiative- Next Generation Leadership Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGL will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective leaders, academy resources and network support, as well as fellowships with regional academy partners. ARI leaders will engage in communities of professional practice to create student-centered learning environments design to equip all students with attributes to be successful in the global world. Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.	Professional Learning			06/23/2014	05/08/2018	\$2400 - Grant Funds	Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District principals.

**Goal 3:**

2014 Next Generation Professionals- Teacher Goal

**Measurable Objective 1:**

collaborate to increase the percentage of effective teachers by 05/08/2015 as measured by a yet to be determined increase from the

# KDE Comprehensive Improvement Plan for Districts

Harlan County

baseline data received from the first year of implementation and set in 2015..

## Strategy1:

Professional Learning and Support - Select Teacher Leaders will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts to learn about personalized learning as well as other innovative ideas they may be able to implement within their school(s). The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.

Category: Professional Learning & Support

Research Cited: Professional Learning and Support is a strategy recommended by KDE to improve teacher effectiveness.

Activity - Next Generation Teacher Academy- KVEC/RTTT Grant/Appalachian Renaissance Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will participate in a Next Generation Leadership Academy as part of the 30 million dollar Appalachian Renaissance Initiative (Race to the Top Grant) facilitated by the Kentucky Valley Educational Cooperative. They will be able to collaborate with their peers from 16 other districts. The NxGT will support ARI leaders in building instructional leadership capacities, identifying resources and creating innovations to transform teaching and learning through nationally recognized highly effective educators, academy resources and network support, as well as fellowships with regional academy partners. Teacher Leaders will engage in 8 days of face-to-face learning and have access to continuous on-line support throughout each programmatic year. The Academy curriculum is designed to invest each participant with the knowledge, skills and collegial network to be an education change leader.	Professional Learning			06/23/2014	05/08/2018	\$2400 - Grant Funds	Kentucky Valley Educational Cooperative, University of Kentucky, Kentucky Department of Education, District Innovation Coordinator, and District Teacher Leaders.

## Goal 4:

2014 TELL KY Survey Improvement Goal- Instructional Practices and Support for All Teachers

### Measurable Objective 1:

collaborate to increase opportunities for teachers to work in professional learning communities to develop and align instructional practices by 05/08/2015 as measured by the TELL KY Survey's 2014 Rate of Agreement and Tell Rate of Agreement Growth for this question found within the Factor Average of Instructional Practices and Support..

# KDE Comprehensive Improvement Plan for Districts

Harlan County

## Strategy1:

TELL KY Survey Improvement- Professional Learning Communities - By increasing the opportunities that allow teachers to work in professional learning communities to develop and align instructional practices such as the Kentucky Valley Educational Cooperative's ISLN and the District's K-8 Common Benchmark Assessment project, teachers are more likely to answer favorably to the question: "teachers work in professional learning communities to develop and align instructional practices" on the 2015 TELL KY Survey (found within the Factor Average of Instructional Practices and Support).

Category: Professional Learning & Support

Research Cited: Both the Professional Learning and Support & Collection and Use of Data: TELL Kentucky Survey strategies are recommended by KDE and the "Participation in ISLN" activity is provided by KDE's Office of Next Generation Learners. The District's K-8 Common Benchmark Assessment project is a PLC-based endeavor as well. One of its objectives, like the ISLN, is to provide similar, beneficial professional learning and support to participating teachers.

Activity - Open PLC for Mandated K-8 Common Math Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All 8 District elementary schools were mandated to implement common math benchmark assessments that were developed by a open professional learning community (PLC) of District teachers/administrators during the Summer of 2013. The purpose of these assessments is to monitor student progress toward grade-based proficiency. Grades K-2 will employ these assessments four times a year while grades 3 through 8 will utilize them three times a year (since grades 3-8 must take K-PREP exams as well). The kindergarten students take a skills test, while all other grades take a 20 question multiple choice test. Classroom teachers administer the assessments while District leadership complete the scoring and provide data feedback. This open PLC reconvened during the Summer of 2014 to collaborate and discuss 2013-2014 feedback and refine the process. The benefits and importance of PLC membership will be re-emphasized were advertising these meetings. Continuation of implementation (with technical refinement to the tests as applicable) will occur throughout the 2014-2015 school year.</p>	<p>Policy and Process</p>			<p>05/09/2014</p>	<p>05/08/2015</p>	<p>\$0 - No Funding Required</p>	<p>The District's Assistant Superintendent of Instruction will organize this endeavor and it will be open to any District teacher or administrator willing to participate.</p>



**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Activity - ISLN Participation-Open to All Schools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Assistant Superintendent of Instruction has asked by a District-wide open invitation for a minimum of six (6) Science and four (4) Social Studies teachers from the District to commit to attending the ISLN meetings held at the Kentucky Valley Educational Cooperative (KVEC) in Hazard, KY. The Science teachers start their meetings in October and Social Studies teachers begin in January 2014. These ISLN attendees will then come back to the District and disseminated materials and knowledge they obtain. This will be done in bi-weekly Principals' Meetings and/or professional development meetings and/or PLC settings and/or E-mail	Professional Learning			10/01/2013	05/08/2015	\$3000 - Other	The District's Assistant Superintendent of Instruction, six (6) District Science teachers, four (4) District Social Studies teachers, and the Kentucky Valley Educational Cooperative (KVEC) and/or Kentucky Department of Education (KDE) staff.

Activity - Next Generation Teacher Academy- KVEC/RTTT Grant/Appalachian Renaissance Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the Kentucky Valley Educational Cooperative, the District collaboratively applied for a Race to the Top (RTTT) Grant and as a result, will share over \$30 million in initiatives over the next 4 years. We have administrators, teachers, and students with hand-on involvement. Recently with one project, each school received an interactive Mondo Board and enough hand-held devices for an entire classroom. Teachers will be able to have real-time communication and collaboratively plan/present lessons with other teachers/classrooms across our, and 16 other regional Districts. The process of distributing another set of devices to a classroom will be repeated over the next three years, only enhancing professional learning communities for teachers. Our 9 teachers with the Mondo Board-based classrooms are currently participating in a "Next Generation Teacher Academy" PLC through KVEC. It was developed and designed in part, to enhance their ability in connecting and working with one another. Teachers can also apply for \$1000. "mini grants" through the award/KVEC to address school-specific (including PLC-based) projects. Other phases of the grant not fully developed will include utilizing professional learning communities with our teachers (and administrators).	Professional Learning			06/23/2014	05/08/2018	\$2400 - Grant Funds	Kentucky Valley Educational Cooperative, Kentucky Department of Education, District Teacher Leaders, and District Administrative Leaders.

**Narrative:**

The District's TELL Survey has been disaggregated and the District has met or exceeded State Averages in all 9 Factor Average areas. Still, a goal with a strategy and activities was developed that addresses the individual question(s) that received the lowest score in 2013, Instructional Practice and Support: Teachers work in professional learning communities to develop and align instructional practices (Data taken from 2013 TELL Survey)

# **KDE Superintendent Assurances**

## **Introduction**

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Evidence of these discussions is required to support all responses through the upload of Board Meeting Minutes that includes each of the areas and feedback received in conjunction with a Comprehensive District Improvement Plan that outlines “the plan” to address, monitor, track progress and sustainability in student achievement, and operational needs for both the district and schools.

## Delivery Targets

Five year delivery goals are set for schools and districts to ensure that students are college and career-ready. Within the school and district goals Delivery Targets are set to identify the annual incremental growth needed to achieve the five year goal in the areas of Proficiency, College and Career Readiness, Achievement Gap, and Graduation Rate. These targets shall be used to set goals and monitor progress in student achievement throughout the instructional year.

Next Generation Professionals will be addressed through identifying the district’s plan for implementation of the Professional Growth and Effectiveness System for Teachers and Principals in the 2014-2015 school year. Supporting documentation for these responses can be provided by additional narrative responses, the district Certified Evaluation Plan and an APPROVED Waiver if applicable.

The Superintendent has communicated in open board meetings the progress of the goals and targets throughout the instructional year and has communicated the vision and strategy for moving the work forward through the Comprehensive District Improvement Plan (CDIP).

The CDIP discussions include updates on student achievement through the use of student performance data, goals and plans created to achieve and monitor student success and areas for improvement, sustainability of growth and resources used for student achievement, and measuring the effectiveness of teachers and principals.

	Statement or Question	Response	Rating
<b>1. Proficiency:</b>	Increase the averaged combined reading and math K-Prep scores for elementary students.	Has Met District Targets	N/A

	Statement or Question	Response	Rating
<b>2. Proficiency:</b>	Increase the averaged combined reading and math K-Prep scores for middle students.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
<b>3. Proficiency:</b>	Increase the averaged combined reading and math EOC scores for high schools.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
<b>4. Graduation Rate:</b>	Increase the cohort graduation rate.	Has Not Met District Targets	N/A

	Statement or Question	Response	Rating
<b>5. College and Career Readiness:</b>	Increase the percentage of students who graduate college and career ready.	Has Not Met District Targets	N/A

# KDE Comprehensive Improvement Plan for Districts

Harlan County

	Statement or Question	Response	Rating
<b>6. Closing Achievement Gap:</b>	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group.	Has Met District Targets	N/A

Label	Assurance	Response	Comment	Attachment
7. Next Generation Professionals for Teachers:	The district will:	Fully implement the Kentucky Professional Growth and Effectiveness System for Teachers in 2014-2015 as set forth in the district's Certified Evaluation Plan.	TPGES is fully implemented in the Harlan County school district.	

Label	Assurance	Response	Comment	Attachment
8. Next Generation Professionals for Principals:	The district will:	Fully Implement the Kentucky Professional Growth and Effectiveness System for Principals in 2014-2015 as set forth in the District's Certified Evaluation Plan.	PPGES is fully implemented in the Harlan County school district.	

Label	Assurance	Response	Comment	Attachment
9.	Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	Delivery targets as well as an update on PGES were reviewed publically with the Harlan County Board of Education on October 21, 2014. The minutes from that meeting are attached.	Delivery targets & PGES update

## Resources and Support Systems

Resources and Support Systems identify the district’s operational areas and their status and progress. In open board meetings the Superintendent must have communicated the health and status of the operational budget for the district and ensures that the district is operating in compliance of all ethical, legal and policy standards of the district, state and federal government.

Label	Assurance	Response	Comment	Attachment
1. Operational Budget:	Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submit a balanced working budget and tentative budget that includes the required 2% contingency.	Has developed a balanced Operational Budget		

Label	Assurance	Response	Comment	Attachment
2. Compliance:	Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate 0 violations of ethics and policy standards.	Is in compliance		

Label	Assurance	Response	Comment	Attachment
3. Direct Communication:	Effectively communicates the district's budget and resource allocation to the local board. Provides budget updates to the board at every regularly scheduled meeting.	Superintendent has provided budget and resource allocation updates		

Label	Assurance	Response	Comment	Attachment
4.	Delivery artifacts have been incorporated into the Superintendent assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	Minutes from the September 16, 2014 meeting of the Harlan County Board of Education include board action #14-086 titled "working budget" are attached.  A review of the district financial audit is also attached and can be found under the "communications" section of the December 16, 2014 meeting of the Harlan County Board of Education.	Working budget audit report

## Facilities/Support Systems

Facilities and Support Systems identify the operational needs and environment for district schools. In open board meetings the Superintendent must have communicated progress, actions taken and updates in the areas of instruction, materials, technology, educational materials and resources and overall environment from the KY TELL Survey. In non-KY TELL Survey years the Superintendent may explain progress and updates to the prior year targets.

	Statement or Question	Response	Rating
a)	Teachers have sufficient access to appropriate instructional materials.	Strongly Agree	N/A

	Statement or Question	Response	Rating
b)	Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	Strongly Agree	N/A

	Statement or Question	Response	Rating
c)	Teachers have access to reliable communication technology, including phones, faxes and email.	Strongly Agree	N/A

	Statement or Question	Response	Rating
d)	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Strongly Agree	N/A

	Statement or Question	Response	Rating
e)	Teachers have sufficient access to a broad range of professional support personnel.	Strongly Agree	N/A

	Statement or Question	Response	Rating
f)	The school environment is clean and well maintained.	Strongly Agree	N/A

	Statement or Question	Response	Rating
g)	Teachers have adequate space to work productively.	Agree	N/A

	Statement or Question	Response	Rating
h)	The physical environment of classrooms in the school supports teaching and learning.	Strongly Agree	N/A



**KDE Comprehensive Improvement Plan for Districts**

Harlan County

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
i)	The reliability and speed of internet connections in the school are sufficient to support instructional practices.	Disagree	N/A

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
j)	Delivery artifacts have been incorporated into the Superintendent assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).	Yes	The TELL survey results were reviewed publically with the Harlan County Board of Education at the December 16, 2014 meeting. The minutes from that meeting are attached. The review is documented as the "Superintendent's Report"	TELL survey review

## **KDE Assurances - District**

## **Introduction**

KDE Assurances for Districts

**District Assurances**

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes	These strategies are imbedded in our CSIPs/CDIP. Our SBDM councils promote parental involvement. The District Assistant Superintendent of Instruction and Title 1 staff host Title 1 Parent Advisory Council (PAC) meetings at all District schools twice a year.	

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes	Percent of core academic subject classes not taught by highly qualified teachers (0%)- Data taken from 2013-2014 District Report Card- Learning Environment>Teachers	

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes	All paraeducators must pass the Paraeducator Assessment before employment occurs.	

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

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	Additional input, other than from the comprehensive needs assessment, is gathered from staff through the TELL KY Survey, District walk-throughs, SBDM council reporting, etc.	

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes	See Title II Teacher Quality reporting (100% of teachers are highly qualified).	

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes	We review annual audits, submit KDE Assurances, and the Assistant Superintendent of Instruction submits a Title 1 Ranking Report to KDE's Division of Consolidated Programs and Audits each year to ensure compliance.	

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

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes	Documentation of assurance is recorded in the Title II Part A-Teacher Quality Program Budget which is (has been) approved by KDE's Division of Next Generation Professionals	

Label	Assurance	Response	Comment	Attachment
11.	Our district ensure class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes	All schools in the District are labeled as high poverty. Title program money is distributed equitably to all schools based on student-poverty statistics.	

Label	Assurance	Response	Comment	Attachment
12.	Our district ensure that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes	*All personnel not full-time federally funded must complete a Time and Effort log that is submitted for record retention each month.	

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes	Documented in the yearly Declaration of Participation Report submitted by the Assistant Superintendent of Instruction; an individual letter is given (and it's receipt documented) to all parents of private school students explaining the District's Title 1 and IDEA services.	

**KDE Comprehensive Improvement Plan for Districts**

Harlan County

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes	Currently, no private schools participate in the District's Title 1 services. All other Title services are offered/distributed equitably. District IDEA funds are used with private school students as needed.	

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes	KDE Redbook procedures are followed and documented as manifested in our yearly audits. Purchase orders are required for all purchases. A running inventory of materials purchased with federal funds is kept by the Central Office Finance Department.	

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes	Federal program complaint procedures are distributed (and receipt verified) at Parent Advisory Council (PAC) meetings which are held twice a year at each school. Such procedures are also clearly posted in plain view at each school.	

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

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

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

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

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes	Title 1, Part A services are solely provided based on the incomes of the population of the schools' students	

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes	Low-income data for all schools is taken on the same day as documented in the District's Title 1 Ranking Report.	

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

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes	N/A- Harlan County Schools have no institutions for neglected children within the District	

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that setaside funds for neglected institutions in the district are expended on identified student needs.	Yes	N/A	

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes	N/A	

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes	See line 1 of the District's Title 1 Ranking Report	

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes	see District's Title 1 Ranking Report (the District goes above this regulatory reserve requirement)	

# KDE Comprehensive Improvement Plan for Districts

Harlan County

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes	This occurs in many ways including SBDM council meetings, Parent Advisory Council (PAC) meetings that are held at each school twice a year, etc.	

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes	Parent Advisory Council (PAC) meetings are held twice a year at each school. For documentation purposes, the agenda and sign-in sheets from each meeting is kept on file with the Assistant Superintendent of Instruction as well as at each individual school.	

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes	Three separate letters are sent home for each student at the start of every new school year notifying guardians of this right and the request process.	

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes	Each SBDM council/school staff periodically discusses program requirements and analyzes data. As well, each District principal/school staff completing the school comprehensive school improvement plan (CSIP) completes the SWP diagnostic in ASSIST. Each school CSIP is in turn, verified for accuracy with and approved by the school's SBDM council.	

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes	This is documented in the District's Declaration of Participation Report.	

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes	This is documented in the District's Declaration of Participation Report.	



**KDE Comprehensive Improvement Plan for Districts**

Harlan County

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes	N/A- all current staff members meet the highly-qualified teacher status.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes	The Assistant Superintendent of Instruction creates a printout of all Title II Teacher Quality Program District and school allocations. Corresponding MUNIS object codes are clearly noted next to each allocation for use by the District Finance Officer and his support staff.	