

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal): **Increase the proficient and distinguished reading scores for HCHS Reading from 18.5% to 35% from 21.7% to 35%**

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Harrison County Schools will collaborate to increase overall reading scores.	BREDS: "Bringing Rigor Equals Distinguished Students" - In August of 2015, our district leadership team developed a comprehensive improvement/novice reduction plan to begin in our four elementary schools and now encompass our middle and high school.	All HCHS teachers meet departmentally to examine data and score performance.	CERT Scores ACT Scores	B.R.E.D.S. monthly data team meetings and notes with all schools head principals, Superintendent, Assistant Superintendent, Chief Academic Officer and Federal Programs Coordinator	33,000.00
		HS students work on areas of need/weakness utilizing individualized remediation on the CERT Exam. Teachers can utilize the same format addressing the standards with their classrooms.	ACT performance, End of Course performance	These are monitored in both department meetings and through the SBDMC	
	KCWP4 KCWP5 – Research is included in both BREDS Plans, Board Minutes/Submissions and Bibliography at end of RtI Handbooks for District where applicable	Principals of schools will meet with Superintendent, Assistant Superintendent monthly to update goals, data and progress.	B.R.E.D.S. Monthly Meetings	B.R.E.D.S. monthly data team meetings and notes with all schools head principals, Superintendent, Assistant Superintendent, Chief Academic Officer and Federal Programs Coordinator	
	Tutoring - Through Extended School Services (ESS) program students will receive personalized and individualized tutoring to help them reach proficiency. District will also collaborate to work with	ALL Grades 9-12 will continue to meet in department level teams to revise, develop and clarify proficient performance for students.	CERT individualized student coursework based on CERT test performance in preparation for ACT exam	CERT and common assessment data throughout the school year	9,000

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	<i>local and community resources to enhance this process wherever possible. In 2018-19 school year we will begin this in our 21st Century Learning Centers.</i>	<i>Students receive specific and prioritized Mathematics and English Language Arts (ELA) assistance to reach proficiency. CERT was purchased to work in tandem with high school needs and college exam preparedness.</i>	Extended School Services (ESS) entry/exit criteria for tutoring/individual student needs	Students successfully exiting ESS (measured in K-8as well as improved MAP, common assessment and CERT scores.	<i>17,000 (3 years)</i>

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): **40.3% of all High School students scored below Proficient in ODW. The goal is to reduce this by 10%**

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Harrison County Schools will revisit and develop new writing plans in light of current data analysis to develop stronger College and Career writing readiness for ALL students.	Design a collaborative information and research Google Drive for teachers about Writing in Harrison County Schools	Chief Academic Officer will develop initial shared Google Drive for the district to collaborate in for both planning and research: https://docs.google.com/document/d/1FMfgPfOU42qNHay55xj6aljvmbv55PxItZtpGtIw094/edit?usp=sharing Writing Plans are both drafted and finalized in this shared drive, linked above.	Plans that are both aligned and intentionally focused on student writing development and proficiency.	Secondary (6-12) Face to Face Collaboration on 9-13-18. Notes on Shared Google Writing Drive 11-7-18 – HS Plan finalized after secondary collaborations	School Level funding utilized to cover costs
	KCWP 5&6 – Writing Information is included in of shared district writing Google Drive (Document from WWC				

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	<p><i>on Writing Practices and Writing Program Effectiveness) and Bibliography at end of RtI Handbooks for District where applicable.</i></p>				
<p><i>School Writing work and collaboration will center on producing real world writing and student proficient performance.</i></p>	<p>Establish and strengthen relationships between writing teachers and secondary English Departments across the district so that research based real world instruction is established across grades Pre-K-12.</p> <p><i>KCWP6 –</i></p>	<p>English Departments of HCMS and HCHS meet face to face on 9-13-18 for initial collaboration and student task outlines. Future curriculum alignment and course sequencing also addressed. Notes on shared Google Drive for all teachers across the district:</p> <p>https://docs.google.com/document/d/1FMfgPfOU42qNHay55xj6aljvmbv55PxItZtpGtIw094/edit?usp=sharing</p> <p>Virtual Collaboration through Google Drive, administrator meetings and district communications for writing needs as indicated in student performance data. Needs will, at first center on writing plan development in all schools and professional development of teachers in writing.</p>	<p>Collaboration among teachers in both virtual and face to face formats.</p> <p>Student outcomes in writing as outlined in writing plans.</p> <p>Further connections between reading and writing instruction and student</p>	<p>See above.</p> <p>Plans will be both monitor and revised in terms of student performance and as needed/indicate by writing teams in schools.</p>	<p>School Level PD Funds 500</p>

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	<i>Both Face to Face and Virtual Collaboration will be employed to accomplish this strategy.</i>		performance will be examined.		

3: Gap

Goal 3 (State your Gap goal): **Decrease the percentage of High School students with disabilities scoring Novice in Reading from 18.5% to 26%.**

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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<p><i>Harrison County High School will ensure that we increase our number of all gap students performing at distinguished and proficient. We will utilize CERT Scores (formative/growth) and district common assessments (formative) as success measures.</i></p>	<p><i>RtI and Secondary Systems of Interventions Work - Harrison County Schools have a robust system of interventions. Having both collaborative school and district level RtI teams and a true 6-12 EPAS (EXPLORE (after 2015/CERT testing will be used in place), PLAN and ACT system) of interventions that meet regularly, we are able to target all different types of intervention needs and meet students where they need assistance. All guidance counselors, the instructional supervisor, curriculum coaches, pre-school director and principals are involved in these meetings.</i></p> <p>KCWP4 KCWP5 – Research is included in both BREDS Plans, Board Minutes/Submissions and</p>	<p><i>A secondary systems of interventions handbook was developed by a team in June of 2010 and was revised, by school level committees in May of 2012, again in the 2013-14 school year to reflect our "model systems of interventions" work with KDE and a major update in the Fall of 2015 occurred in grades 9-12 to reflect changes in ACT testing.</i></p> <p><i>Our initial endeavors, in this work, were featured in KY Teacher magazine as a model "Systems of Interventions" plan/infrastructure. Click on: http://www.kentuckyteacher.org/features/2012/10/not-just-forstruggling-students-anymore</i></p> <p><i>In 2015-16 we incorporated CERT in our secondary interventions</i></p> <p><i>In 2016-17 we wanted to focus on our behavior interventions implemented at the elementary level, refining ELA and our college and career readiness plans for our Tier III juniors. We continue the team approach in 2019-20 to look at how these services can best meet the needs of ALL students.</i></p>	<p><i>Continued dialogue and ongoing monitoring "model site" walk-throughs with KDE regarding consistent and researched based procedures for all kids</i></p>	<p><i>"Bringing Rigor Equals Distinguished Students" (B.R.E.D.S.) monthly data team meetings and notes with all schools head principals, Superintendent, Assistant Superintendent, Chief Academic Officer and Federal Programs Coordinator</i></p> <p><i>*Above meetings are data driven by each school and centered on student performance, school needs and district initiatives. In turn monthly reports are presented to the Harrison County Board of Education where applicable.</i></p> <p><i>Also all CDIP is updated and kept in a shared Google drive for the District Comprehensive Improvement Plan Committee to revise, recommend, view and comment as needed.</i></p>	<p>9,000</p>
		<p><i>Family Resource and Youth Service Centers (FYRSC) work in conjunction with all existing RtI and EPAS systems to recognize and reduce barriers to</i></p>	<p><i>Collaborative teaming for barrier reduction and successful movement of</i></p>	<p>HCHS began a Truancy Diversion Program in 2018 to monitor and assist students and families with</p>	

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	<p><i>Bibliography at end of RtI Handbooks for District where applicable.</i></p> <p><i>April Pieper with KDE has visited (or one of her staff members) three of our six schools for RtI growth, feedback and support. There is continued leadership expectation that through collaboration, we will make these interventions stronger for all of our students.</i></p>	<p><i>student performance and response to instruction. FRYSC actively participate in all RtI and EPAS Intervention Systems in the district to look at student non-academic factors and how these impact students in the gap.</i></p> <p><i>FRYSC's provide direct help to students in terms of need. This aid can range from school supplies to counseling.</i></p> <p><i>In October 2018, we were asked to be a part of a white paper/research study with the American Institute of Research (AIR) for our work with intervention systems</i></p>	<p><i>gap students in identified areas.</i></p>	<p>chronic attendance.</p>	
<p><i>Extensive Data Analysis & Action Plans – the high school and curriculum team will look at deeply at their KREP & CERT scores, local common assessment results for both correlations and gaps. Student data will be utilized to look at current programs and initiatives to make sure they are providing the highest level of service for students. The school's faculty and leadership team will look at their scores to determine where the deepest gaps are occurring in their buildings - both in subjects and student groups.</i></p>		<p><i>GAP groups are examined through the BREDS (Building Rigor Equals Distinguished Students) instructional data analysis at HS.</i></p> <p><i>Monthly meetings with head principals and central office leadership focus on academic progress of all novice students and identified areas of gap concern.</i></p>	<p><i>Student Performance as examined in BREDS meetings.</i></p>	<p><i>"Bringing Rigor Equals Distinguished Students" (B.R.E.D.S.) monthly data team meetings and notes with all schools head principals, Superintendent, Assistant Superintendent, Chief Academic Officer and Federal Programs Coordinator</i></p> <p><i>*Above meetings are data driven by each school and centered on student performance, school needs and district initiatives. In turn monthly reports are presented to the Harrison County Board of Education where applicable.</i></p> <p><i>Also all CDIP (with CSIP) is updated and kept in a shared Google drive for the District Comprehensive Improvement Plan Committee to revise, recommend, view and comment as needed.</i></p>	

4: Graduation rate

Goal 4 (State your Graduation Rate goal): **Increase the four year adjusted cohort HCHS graduation rate from *98.9% to 99.9 %. *Our current rate is well above the state average and we will seek to do this through expanded pathways.**

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Harrison County Schools will increase the graduation rate to 99.9% by focusing on attendance, communication, and achievement.	Harrison County Learning Center - Students who cannot succeed in the traditional high school setting can participate in an alternative, computer based setting to obtain high school credit.	Drop Out Prevention/Intervention - A committee designed work in conjunction with Director of Pupil Personnel (Robert Switzer), Youth Service Centers, HCHS Counselors, administrators and central office personnel to meet with potential dropouts to discuss viable options for success.	Increased graduation rate; continue Harrison County Schools as a top county school system in graduation rate in the state of Kentucky.	Harrison County Schools has been asked to present in June of 2016, 2017, 2018 at the Kentucky Department of Education's "Persistence to Graduation Summit" our session received distinguished ratings in 2016 and 17. We were unable to present in 2018.	153000
		The Thorobred Academy was formed for students who, have in the past, been enrolled in the home school setting or are struggling in a regular school or alternative setting. Our goal is to strive to help the students of Harrison County reach their full academic potential. With a positive attitude and a genuine behavioral effort, you will be successful in the Thorobred Academy.	Increased graduation rate; continue Harrison County Schools as a top county school system in graduation rate in the state of Kentucky.	Continuous monitoring of graduation rate and drop out numbers.	24098
	Required meeting/intervention group for all students indicating they wish to drop out. Individualized information and attention to each student case to prevent that student from dropping out of school.	Meetings are organized and executed in a timely manner with related dropout prevention teams.	Increased graduation rate; continue Harrison County Schools as a top county school system in graduation rate in the state of Kentucky.		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 2 <i>Extensive Data Analysis & Action Plans - HCHS school and curriculum team will look at deeply at their state assessment results and CERT results for student growth scores, local common assessment results for both correlations and gaps. Student data will be utilized to look at current programs and initiatives to make sure they are providing the highest level of service for students. HCHS's faculty and leadership team will look at their scores to determine where the deepest gaps are occurring in their buildings - both in subjects and student groups.</i></p>		<p><i>GAP groups are examined through the BREDS (Building Rigor Equals Distinguished Students) Novice reduction program at the elementary level and through the BREDS/ instructional data analysis at HS. Regular meetings with head principals and central office leadership focusing on academic progress of all novice students and identified areas of gap concern.</i></p>	<p><i>Student Performance as examined in BREDS meetings.</i></p>	<p><i>"Bringing Rigor Equals Distinguished Students" (B.R.E.D.S.) regular data team meetings and notes with all schools head principals, Superintendent, Assistant Superintendent, Chief Academic Officer and Federal Programs Coordinator</i> <i>*Above meetings are data driven by each school and centered on student performance, school needs and district initiatives. In turn monthly reports are presented to the Harrison County Board of Education where applicable.</i> <i>Also all CDIP is updated and kept in a shared Google drive for the District Comprehensive Improvement Plan Committee to revise, recommend, view and comment as needed.</i></p>	<p>1000</p>

5: Growth

Goal 5 (State your Growth goal): **Reduce the percentage of High School Students scoring Novice in Reading from 31.8% to 20.9% by 2020.**

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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Reduction of novice performance as indicated in CERT reduction of students not meeting benchmark.	Reading Instructional Strategies - Systems of Interventions programs and Extended School Services will focus on Novice Reduction. HCCHS will continue utilize CERT practice programs for 9-12.	Use of Handbooks/Common system of practice for Response to Intervention (RtI) in Secondary systems. Again these handbooks provide a consistent "path" for student assistance.	Extended School Services Data, CERT 11 th grade Data	BREDS Meeting Reports and Data Work from Schools along with... Extended School Services Data, CERT 11 th grade Data	9,000 CERT
		ESS in grades K-12 will also collaborate to focus additional tutoring needs in this area.			
Collaborate to improve student reading performance at all grade levels.	Students not meeting benchmark will be placed in individual CERT programs to target their specific needs.		Extended School Services Data, CERT 11 th grade Data	BREDS Meeting Reports and Data Work from Schools along with... Extended School Services Data, CERT 11 th grade Data	9,000 CERT

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): **Increase the percentage of students who are college and career ready through opening more career pathways at HCHS (computer science and culinary arts) and further development in the engineering pathway).**

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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<i>Harrison County School district will collaborate with PLTW (Project Lead the Way), Toyota Motor Manufacturing, and 3M for the first known career pathway pre-K-Masters level Career Pathway in North America.</i>		<i>Harrison County Area Technology Center and Harrison County High School will continue their collaborative work to make sure all students are mentored in terms of career and college readiness. Work in 2015-16 will focus on ALL students being career and college ready. Collaboration on Career Pathways in HCHS Student Course Guide for better identification and pathway selection. In 2016-17, industrial maintenance pathway is currently offered as an additional career pathway. In 2018-19 Computer pathways will be further examined with our ATC in programing needs to open up additional pathways for our students. In 2018-19 Culinary Pathway will be further examined to open additional pathway opportunities.</i>	<i>Chief Academic Officer is on ATC Steering committee and HCHS AP Computer Science teacher will collaborate to examine current pathways with counselor. More computer career pathways for students. Culinary Program will also be opened.</i>	PLTW Launch training 2018	Grant opportunities being pursued.

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<p><i>Home visits will continue to be conducted, where needed, to make parents aware of student's needs and school objectives. Career and college readiness can be explained most effectively to students in need of individualized learning plans in this setting.</i></p>	<p><i>Home Visits</i></p>	<p>Home Visit program will be expanded where needed to look at complete picture of student needs not just drop-out prevention.</p>	<p><i>A more personalized connection with more students as evidenced in CCR data and ACT scores. Also student pathway completion tracked through ILP process.</i></p>	<p><i>Student ILPs Grades 6-12 for pathway pursuit and completion.</i></p>	<p><i>500 *potential for travel</i></p>
	<p><i>Secondary Systems of Interventions - Teachers and Interventions teams will continue to meet to "name and claim" students. This strategy will serve to make sure all teachers are aware of ALL student needs and can provide them with individualized college and career readiness attention.</i></p> <p><i>*We are a designated KDE model RtI district.</i></p> <p><i>Industry Day, KYFAME, & Youth Day</i></p> <p><i>College Fair & Application Night</i></p> <p><i>College & Career Reading Monitoring</i></p>	<p><i>Secondary Systems of Interventions - Teachers and Interventions teams will continue to meet to "name and claim" students. This strategy will serve to make sure all teachers are aware of ALL student needs and can provide them with individualized college and career readiness attention.</i></p> <p><i>EPAS (EXPLORE, PLAN and ACT Systems) will be intervened using the RtI Tier framework. A quick summary: Harrison County Schools Secondary Systems of Interventions EPAS Model Systems of Intervention Plan Implementation Systems of Interventions Plan (Fall 2010 - to Present: Updated September 2015) *2017 reflect changes in availability of EXPLORE and PLAN by state department of education</i></p> <p><i>1. Core Instruction: All students receive high quality, differentiated core instruction in the classroom.</i></p> <p><i>2. Universal Screener: NWEA/MAP administered to all students at ALL grade levels, three times each school year, in order to identify struggling students.</i></p> <p><i>3. Tier 1: The lowest 20% of students will be identified in reading and math 6-12, and receive Tier 1 interventions, for reading or math. Additional diagnostic assessments may be used to plan the</i></p>	<p><i>Google Parent, Student and Staff surveys will be developed to help the district focus on ALL students' college and career readiness journey.</i></p> <p><i>Participation numbers & feedback from stakeholders.</i></p>		<p><i>\$3800 estimate for potential Professional Development (PD) needs district wide.</i></p> <p><i>\$1000 for Industry Days</i></p>

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		<p><i>intervention. Teachers will progress monitor these students once per week, for 9 weeks. Teachers will document the progress at the end of each NWEA/MAP assessment, when EPAS benchmarks are met or when the student masters the deficient skill in individual classroom through a common assessment. At the end of 9 weeks, teachers will refer those students making little or no progress for Tier 2 interventions; the Intervention Team Leader must be notified if a Tier change is recommended.</i></p> <p><i>4. Tier 2: Once a student is referred into Tier 2 services, the Intervention Team (those closely associated with the education of the students) will meet to review student data and determine appropriate interventions to address student needs. Teachers will progress monitor these students at the end of each NWEA/MAP assessment, when EPAS benchmarks are met or when the student masters the deficient skill in individual classroom through a common assessment.</i></p> <p><i>5. Tier 3: Once a student is referred into Tier 3 services, the Intervention Team will meet to review student data and determine appropriate interventions to address student needs. Teachers will progress monitor these students at the end of each "ACT-Like" assessment, when EPAS benchmarks are met or when the student masters the deficient skill in individual classroom through a common assessment.</i></p> <p><i>*In 2015-16 school year, as EXPLORE and PLAN are phased out, HCHS will utilize "ACT-like" assessments such as CERT.</i></p> <p><i>HCHS will partner with local resources (industry, government, professional organizations) to provide exposure to real world career experiences for participating students.</i></p>			

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		<p><i>HCHS will partner with colleges and universities to offer exposure for students and families to various institutions of higher learning and assistance in the application and financial aid processes.</i></p> <p><i>HCHS will monitor and track student readiness data and promote results with a school display of all students who have met criteria.</i></p>			

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					