2015-2016 HHS Comprehensive Improvement Plan

Hopkinsville High School

Christian County

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TABLE OF CONTENTS

Overview

Plan Name

2015-2016 HHS Comprehensive Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	$14700
2	Increase the average combined reading and math Proficient and Distinguished EOC scores for all students by 2016 from 46.8% to 48%.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	$22500
3	Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 39.4% to 42.5% in 2016.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	$6250
4	Increase the percentage of students who are college and / or career ready from 64.5% to 70% of student by 2016.	Objectives: 2 Strategies: 6 Activities: 20	Organizational	$21950
5	Increase the 5-year cohort graduation rate from 95.1% to 95.2% by 2016.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	$26000
6	Decrease the percentage of students novice in reading and math by 10%.	Objectives: 2 Strategies: 4 Activities: 13	Organizational	$7800

Goal 1: Transform the educational environment to meet the on-going demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 06/30/2016 as measured by the district strategic plan.

Strategy 1:

PBIS Initiative - The Positive Behavior Intervention Support system is a district-wide initiative to improve student behavior in the classroom / school building to increase student achievement. A PBIS Team that meets monthly to analyze data and develop strategies for Tier 2 and Tier 3 interventions has been established. The district is providing professional development on this initiative as well.

Category: Management Systems

Research Cited: J. Knight, J. Hattie (among others)

Activity - Reduce and Eliminate Disruptive Behaviors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide hall pass procedure has been implemented. Students must have a lanyard pass to be released from the classroom. Only one student is allowed out of the classroom at a time (unless there is a special circumstance). Administrative staff have been assigned hall supervision to monitor this process. Students out of class without a lanyard (or a written pass to be checked out) are considered skipping. This was introduced in November after the PBIS Team noticed that the majority of referrals were coming from students skipping class. A school-wide power point was created, a call to parents was made, and the admin team went to each classroom to explain the new procedures to all students.	Behavioral Support Program	11/16/2015	05/27/2016	$300	General Fund	PBIS Team organized; All faculty and staff will monitor implementation

Activity - Cell Phone / Personal Electronic Device Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A school-wide expectation for the usage of cell phones / personal electronic devices was introduced and implemented to all students in October 2015. The PBIS Team observed that students were using personal electronic devices throughout instructional time, and it was becoming a major distraction to learning at HHS. The PBIS Team, along with feedback from the admin team and fellow teachers, created Cell Phone / Personal Electronic Device Expectations and Consequences. The PBIS Team advertised the implementation of expectations in a variety of mediums (classroom conversations, call to parents, announcement on school webpage, announcement on marquee, and admin classroom conversations). If students are using personal electronic devices for an non-instructional purpose, the device will be confiscated. The number of times it has been confiscated depends on when the student can regain possession.	Behavioral Support Program	10/12/2015	05/27/2016	$0	No Funding Required	Admin Staff to Monitor; Faculty and Staff at HHS to implement with fidelity

Activity - Monitor and Adjust Procedures Based on Behavioral Data at Monthly PBIS Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Team meets once a month to analyze behavior data from Tyler Pulse and makes procedural / structural adjustments accordingly. This data is discussed at monthly faculty meetings as well. The PBIS Team looks for solutions to issues that are occurring with more than 20% of the HHS student population.	Policy and Process, Behavioral Support Program	06/30/2015	06/30/2016	$0	No Funding Required	PBIS Team Members

Activity - Celebrate Success with PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Several Programs have been established at HHS to celebrate the successes of PBIS with both the students and the teachers:

"Paws"itive Recognition Ticket System -
Each week, teachers are given "Paws"itive Recognition Tickets to recognize students that are following / exemplifying the school-wide expectations. On Friday's, students place these tickets in a drawing. All prizes are solicited from area businesses. When the administrators draw the winner each week, they review the school-wide expectations.

Student of the Month -
Each month, teachers select a "Student of the Month" for their content area. The students picture is placed in the hallways, a positive phone call is made to parents, and the student's name goes on the school marquee.

Teacher "Paws"itive Recognition Program -
Each month, the admin team distributes Teacher "Paws"itive Recognition Tickets to teachers that have gone above and beyond in the classroom. Teachers place their ticket on a matrix for a drawing at the monthly faculty meeting.

Shout-Out Wall -
A "Shout-Out" bulletin board has been erected in the mailbox hallway for teachers to recognition each other. Teachers are encouraged to write on this board.

Weekly Teacher Spotlight -
Each Friday, a teacher is selected by the admin team as the Weekly Teacher Spotlight. An email is sent out to the staff recognizing this person and explaining why they were selected. This teacher is also given a "Paws"itive Recognition Ticket and their name is displayed for the week on the school marquee. | Recruitment and Retention, Behavioral Support Program, Academic Support Program | 08/10/2015 | 05/27/2016 | $0 | No Funding Required | PBIS Team; Asst. Principal Kem, IBC Stalker |

Activity - Establish School-Wide Expectations for All Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide expectations have been developed by the faculty - 100% Engagement, Use Appropriate Language in All School Settings, Be on Time and Prepared. School-wide lesson plans were developed at the beginning of the year and after extended breaks to reteach expectations. The expectations are posted in all classrooms and common areas.	Behavioral Support Program	03/02/2015	06/30/2016	$0	No Funding Required	All Faculty and Staff at HHS

Strategy 2:

Improve Working Condition: TELL Survey Results - The HHS Administrative and Leadership Teams, in conjunction with the SBDM Council, will use the results from the TELL Survey to guide decisions about policies and procedures at HHS. All faculty members are stakeholders in what goes on at HHS. Utilizing the results from the TELL Survey gives a voice to the faculty.

Category: Professional Learning & Support

Research Cited: Marzano, Knight

Activity - TELL Results: Increase Student Access to Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
According to the 2014 TELL Survey, teachers do not feel as if they are supported in terms of the maintenance and acquisition of technology in the building. Create an on-going plan with the collaboration of the finance committee, the community partners, and the district to continuously update technology, increase student access, and increase technology spending in the classrooms. The plan needs to include a way to set aside monies for mobile lab printers, teacher ink cartridges, and LCD projector bulbs.	Recruitment and Retention, Policy and Process	06/30/2015	06/30/2016	$10000	District Funding	Building and District Technology Leaders; Finance Committee Members; and Admin Staff

Activity - HHS Sumer Teacher Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative staff organized a Summer Teacher Retreat to discuss the up-coming year's plans / goals and to engage teachers in two days of relationship development. At this retreat, the TELL Survey results were summarized and discussed. The 2015 Summer Teacher Retreat took place at the Hopkinsville Golf & Country Club.	Recruitment and Retention	08/06/2015	08/07/2015	$400	General Fund	Administrative Staff

Activity - TELL Results: Campaign for CCR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
According to the 2014 TELL Survey, teachers are concerned that students are not achieving CCR. The HHS goal for CCR has been set at 80% by June 30th, 2016. This will be monitored on a weekly basis to ensure that all seniors are getting what they need to be CCR. Students not reaching the benchmarks on the ACT will be invited to CCR Summer School Sessions for intervention, enrolled in Reading Development of CCR Math courses, or offered intervention throughout the school year. Teachers will be trained on COMPASS and KYOTE. Students that are eligible to be career ready will take part in study sessions for Work Keys, ASVAB, and KOSSA. Incentives for reaching CCR will be available to all seniors (including the end of the year senior trip). The 30-60-90 Day Plan will help organize these events / opportunities.	Career Preparation/Orientation, Academic Support Program	06/30/2015	06/30/2016	$1000	General Fund	Administrative Staff, Guidance Counselors, and All Teachers

Activity - Limit Schol-wide Announcements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative staff will limit the number of announcements made school-wide on the intercom. Announcements will be made at the beginning of the school day and at the very end of the school day. Announcements will also be made in the cafeteria. Each day, a member of the administrative support staff will send out a listing of announcements via email. Teachers can share these announcements with students.	Policy and Process	08/17/2015	05/27/2016	$0	No Funding Required	Administrative Staff, Administrative Support Staff, Guidance Counselors

Activity - 30-60-90 Day Plan Development and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Administrative Staff and the HHS Leadership Team will meet monthly to develop and implement an on-going 30-60-90 Day Plan. The plan focuses on three big ideas: College and / or Career Readiness, Professional Learning Communities, and Communication to Students, Parents, and the Community. This plan will be revisited each month to monitor progress. The collective vision of the school is focused on "Student-Centered; Data-Driven; Continuous Improvement". This plan is a working document and is accessible to all faculty via OneDrive.	Recruitment and Retention, Professional Learning, Policy and Process	06/30/2015	06/30/2016	$0	No Funding Required	Administrative Staff, HHS Leadership Team

Strategy 3:

Professional Learning Communities - All teachers will engage in the PLC process. The PLC process requires that teachers meet weekly to deconstruct standards, create learning maps, create common formative and summative assessments, analyze student work and assessment data, and design lessons to address misconceptions. Each PLC has a teacher leader that monitors progress in the step-by-step process. The PLC lead is also responsible to report to the administrative team and keep accurate records / store assessments and resources.

Category: Continuous Improvement

Research Cited: DuFore

Activity - Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All PLC groups meet each Wednesday to plan weekly instruction and create units based on the step-by-step process outlined by DuFore and the HHS administrative team expectations. The PLC lead is responsible for holding PLC members accountable for attending meetings, providing feedback and support.	Direct Instruction, Professional Learning	08/10/2015	05/27/2016	$0	No Funding Required	Administrative Team; IBC; Teacher Leads; PLC Members / Teachers

Activity - Encouraging Lifelong Learners by Providing Teachers with Professional Development as Requested	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HHS Principal encourages teachers to pursue professional development opportunities that interest them, and he supports them financially whenever funding is available. Teachers feel validated in their profession when they are encouraged to seek out learning opportunities and when the principal listens and values their request.	Recruitment and Retention, Professional Learning	06/30/2015	06/30/2016	$3000	General Fund	All Teachers, Principal, Bookkeeper

Activity - Common Planning Periods for Content Area Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to give teachers time to plan instruction during the school day, the master schedule is developed so that core content teachers have common planning.	Recruitment and Retention, Professional Learning	06/30/2015	06/30/2016	$0	No Funding Required	Administrative Team, Guidance Counselors

Goal 2: Increase the average combined reading and math Proficient and Distinguished EOC scores for all students by 2016 from 46.8% to 48%.

Measurable Objective 1:

collaborate to reduce students scoring novice by 10% by 05/27/2016 as measured by the state End-of-Course and K-PREP Testing.

Strategy 1:

Improving Core Reading Instruction - Utilize formative and common assessment data and benchmark data to identify areas of misconception (individually and whole-group). Develop a system for progress monitoring to ensure that all students achieve at least one year of growth in reading.

Category: Continuous Improvement

Research Cited: Knight, Marzano, Stiggins, Hattie, etc...

Activity - Progress Monitoring via District Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the district-wide curriculum mapping and pacing guides, EOC Benchmark tests were developed in all four ares. These benchmark assessments were given district-wide to students in EOC courses. The data was then reported and analyzed to guide instruction. The first benchmark test was scheduled for November and the second one is scheduled for March 2016.	Academic Support Program	11/16/2015	11/20/2015	$250	District Funding	Ms. Amy Wilcox, EOC Teachers, Administrative Team

Activity - One-on-One Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive one-on-one feedback on every benchmark and district assessment by a member of the administrative team, a guidance counselor, or the IBC. These conversations are scripted so that every student receives the same message.	Academic Support Program	08/10/2015	05/27/2016	$0	No Funding Required	Administrative Team; Guidance Counselors; IBC

Activity - Literacy Design Collaborative (LDC) Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core content teachers in English, social studies, and science have been trained to utilize the Literacy Design Collaborative (LDC) body of work. Teachers have designed LDC modules in an effort to integrate literacy into daily lessons. HHS will use the "train the trainer" model to relay this information to other teachers in the building.	Professional Learning	06/30/2014	06/30/2016	$1000	District Funding	Teacher Leaders in English, social studies, and science; Administrative Team; IBC; SREB

Activity - Provide Professional Development Based on Needs Indicated by Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HHS Leadership Team will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-goingwork to help teachers maximize the instructional materials that are available in the building.	Professional Learning	06/30/2015	06/30/2016	$10000	General Fund	HHS Leadership Team; Administrative Team; IBC

Strategy 2:

Improving Core Math Instruction - Utilize formative and common assessment data and benchmark data to identify areas of misconception (individually and whole-

group). Develop a system for progress monitoring to ensure that all students achieve at least one year of growth in mathematics.

Category: Continuous Improvement

Research Cited: Knight, Marzano, Stiggins, Hattie (among others)

Activity - Progress Monitoring via District Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the district-wide curriculum mapping and pacing guides, EOC Benchmark tests were developed in all four ares. These benchmark assessments were given district-wide to students in EOC courses. The data was then reported and analyzed to guide instruction. The first benchmark test was scheduled for November and the second one is scheduled for March 2016.	Academic Support Program	11/16/2015	03/18/2016	$250	District Funding	Ms. Amy Wilcox; EOC Teachers; Administrative Team

Activity - Math Design Cooperative (MDC) Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained how to utilize the Math Design Collaborative body of work to provide students with more real world problem solving and critical thinking skills. Three math teachers have been trained on MDC's. Those teachers will use the "train the trainer" model to relay this information to the math department.	Professional Learning	06/30/2014	05/27/2016	$1000	District Funding	Math Teacher Leaders; Administrative Team; IBC; SREB

Activity - One-on-One Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive one-on-one feedback on every benchmark and district assessment by a member of the administrative team, a guidance counselor, or the IBC. These conversations are scripted so that every student receives the same message.	Academic Support Program	08/10/2015	05/27/2016	$0	No Funding Required	Administrative Team; Guidance Counselors; IBC

Activity - Provide Professional Development Based on Needs Indicated by Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HHS Leadership Team will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-goingwork to help teachers maximize the instructional materials that are available in the building.	Professional Learning	06/30/2015	06/30/2016	$10000	General Fund	HHS Leadership Team; Administrative Team; IBC

Strategy 3:

Deep Dive Professional Learning Community - Four times a year, teams from each school in the district comprised of the principal, assistant principals, IBC, and teacher leaders, meet to discuss academic achievement and novice reduction. The teams work to analyze the current reality of the school to develop plans for continuous improvement.

Category: Professional Learning & Support

Research Cited: Resources from the Kentucky Department of Education; Knight (High Impact Instruction)

Activity - Diagnostic Review / Survey of Current School Realities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As the "Deep Dive PLC", school leaders utilize resources from the Kentucky Department of Education to analyze current programs that encourage community engagement, parental involvement, etc... As a group, the diagnostic is completed and next steps are designed to put systems into place to improve the overall culture of the school.	Parent Involvement, Policy and Process, Community Engagement	10/13/2015	05/27/2016	$0	District Funding	Administrative Team; Teacher Leaders; IBC

Goal 3: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 39.4% to 42.5% in 2016.

Measurable Objective 1:

collaborate to increase the average combined reading proficiency rating for all students in the non-duplicated gap group by 05/27/2016 as measured by data from standardized tests.

Strategy 1:

Providing Appropriate Reading Intervention (RTI) - Teachers, instructional coaches, and administrators will work together to identify students that are struggling in reading and place them into appropriate interventions. These interventions might occur within the classroom, during pull-out sessions, or in a special session.

Category: Continuous Improvement

Research Cited: RTI, High Impact Instruction

Activity - Measure Progress Using Common Assessments / Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor student progress by analyzing common assessment and EOC benchmark data. Teachers will collaborate to create lessons / assessments to correct student misconceptions. The common assessment and benchmark results will drive instruction at HHS.	Direct Instruction, Academic Support Program	08/10/2015	05/27/2016	$0	No Funding Required	Teachers, Instructional Coaches, and Administrative Team

Activity - Read180 / System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students whose cut scores are novice on the EXPLORE assessment in 8th grade or whose lexile level indicates students are three grades below grade level will be placed in Read180 or Systems44 for intervention. | Academic Support Program | 08/17/2015 | 05/27/2016 | $1500 | District Funding | Read180 / Systems44 Teachers, District Personnel, Guidance Counselors |

Activity - Strategically Plan Professional Development to Increase Student Achievement and Reduce Novice in Gap Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HHS Leadership Team, in conjunction with the Professional Development Committee, will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building. Identify gaps in academic performance and develop needs for instructional improvement. Classroom observations will be utilized to create job embedded professional development sessions. Outside agencies will be searched out when necessary (i.e., standards based grading training, formative assessment).	Professional Learning	08/17/2015	05/27/2016	$2000	General Fund	Administrative Team, HHS Leadership Team

Activity - Communicate Progress with Students and Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet during PLC time to analyze student evidence and learning to determine instructional improvements. All teachers will analyze common assessments data and benchmark data via GradeCam data. This data will be communicated to students and parents, and it will be used to analyzed trends.	Direct Instruction, Parent Involvement, Academic Support Program	08/17/2015	05/27/2016	$2500	District Funding	Teachers, Administrative Team, IBC

Activity - Assessing Enduring Skills and Establishing a Baseline	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support teachers in determining how multiple sources of evidence can contribute to a baseline score for goal setting and student growth.	Academic Support Program	06/30/2015	06/30/2016	$0	No Funding Required	Administrative Team, All Teachers

Strategy 2:

Providing Appropriate Math Intervention (RTI) - Teachers, instructional coaches, and administrators will work together to identify students that are struggling in math

and place them into appropriate interventions. These interventions might occur within the classroom, during pull-out sessions, or in a special session.

Category: Continuous Improvement

Research Cited: High Impact Instruction

Activity - Measure Progress Using Common Assessments / EOC Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Monitor student progress by analyzing common assessment and EOC benchmark data. Teachers will collaborate to create lessons / assessments to correct student misconceptions. The common assessment and benchmark results will drive instruction at HHS. | Academic Support Program | 08/17/2015 | 05/27/2016 | $250 | District Funding | Administrative Team, EOC Teachers, IBC, District Curriculum Personnel |

Activity - Strategically Plan Professional Development to Increase Student Achievement and Reduce Novice in Gap Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HHS Leadership Team, in conjunction with the Professional Development Committee, will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building. Identify gaps in academic performance and develop needs for instructional improvement. Classroom observations will be utilized to create job embedded professional development sessions. Outside agencies will be searched out when necessary (i.e., standards based grading training, formative assessment).	Professional Learning	06/30/2015	06/30/2016	$0	General Fund	Administrative Team, HHS Leadership Team

Activity - Communicate Progress with Students and Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet during PLC time to analyze student evidence and learning to determine instructional improvements. All teachers will analyze common assessments data and benchmark data via GradeCam data. This data will be communicated to students and parents, and it will be used to analyzed trends.	Direct Instruction, Parent Involvement, Academic Support Program	08/17/2015	05/27/2016	$0	District Funding	All Teachers, Administrative Team

Activity - Assessing Enduring Skills and Establishing a Baseline	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support teachers in determining how multiple sources of evidence can contribute to a baseline score for goal setting and student growth.	Academic Support Program	06/30/2015	06/30/2016	$0	No Funding Required	Administrative Team, All Teachers

Goal 4: Increase the percentage of students who are college and / or career ready from 64.5% to 70% of student by 2016.

Measurable Objective 1:
achieve college and career readiness by intentionally creating supports for students in English, math, and reading by 06/30/2016 as measured by 80% of 12th grade students meeting state benchmarks .

Strategy 1:

Targeted Interventions - Seniors not meeting the ACT benchmarks in English, math, and reading will be flagged and placed in to Tier 2 academic interventions. The interventions will be designed to identify misconceptions and differentiate instruction according to student need. This strategy will help students meet the benchmarks on the ACT or on the COMPASS assessments as measured by the Unbridled Learning Formula.

Category: Continuous Improvement

Research Cited: Knight - High Impact Instruction

Activity - Transitional Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify the transitional intervention curriculum or material (Resource: KDE website). This curriculum will be used and monitored in transitional classes to improve College Readiness on the ACT or COMPASS test.	Policy and Process	08/17/2015	05/27/2016	$0	No Funding Required	Reading Development Teachers, CCR Math Teachers, IBC, Administrative Team

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate with parents to inform them of the need for transitional interventions and ensure that parents understand when schedule changes are made to provide intervention services for students not meeting College Readiness benchmarks.	Community Engagement	06/30/2015	05/27/2016	$0	No Funding Required	Senior Guidance Counselor, Administrative Team, Reading Development Teachers, CCR Math Teachers

Activity - Mock ACT for All Juniors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All junior students will take a "Mock ACT" test in the HHS gym in December. The testing environment will be manufactured to mimic the testing environment in March. Students and teachers will be given feedback about student scores and plans will be made to further student achievement before the March test.	Academic Support Program	12/07/2015	03/01/2016	$0	No Funding Required	Administrative Staff, BAC, IBC

Activity - ACT Skills Seminar / Luncheon	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All juniors will attend an ACT Skills Seminar / Luncheon off site to help prepare for the March state-wide ACT.	Academic Support Program	02/15/2016	03/01/2016	$1500	General Fund	Administrative Staff, IBC, Junior Guidance Counselor

Activity - ACT Blitz Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The week leading up to the March 1st ACT will be advertised as "ACT Blitz Week". Teachers will develop intentional departmental lesson plans by using data from the December practice ACT to prepare students for the ACT. Students will participate in a note-making exercise where they will collect strategies and formulas to prepare for the test.	Academic Support Program	02/01/2016	03/01/2016	$100	General Fund	Core Content Teachers, Administrative Team, IBC

Activity - ACT Online Prep Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has purchased ACT Online Prep and Method Test Prep for all students. An incentive program for student usage will be advertised. All grades will be eligible for the incentives if they fulfill the time / effort requirement.	Academic Support Program	08/17/2015	04/15/2016	$5000	District Funding	Administrative Team, All Teachers

Strategy 2:

Student Conferences - Students will engage in one-on-one feedback on every assessment they are administered. Students will also work with administrators or teachers to set future testing goals. All conversations will be scripted so that every student receives the same message.

Category: Continuous Improvement

Activity - ACT / EOC Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student conferencing to assist students in development SMART goals for the ACT test or EOC assessments. Follow-up on these conversations will ensure that students are making progress towards proficiency.	Academic Support Program	12/07/2015	05/27/2016	$0	No Funding Required	Administrative Staff, IBC, Guidance Counselors, Core Content Teachers

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, students that have achieved CCR will be recognized in the following ways: via a running power point in the cafeteria, via student pictures in the cafeteria / hallway, and via cords at graduation.	Behavioral Support Program, Academic Support Program	08/17/2015	05/27/2016	$250	General Fund	Assistant Principal, Senior Guidance Counselor

Strategy 3:

CCR Incentive Plan - Students will be recognized for becoming College and/or Career Ready. Student pictures will be placed in the common areas and a running

power point will play in the cafeteria and front lobby. Students will be invited to attend quality field trips and a senior trip at no cost at the end of the year. Students will be given CCR cords to wear at graduation, and their diplomas will have an additional CCR endorsement. Students must see value in what they are doing.

Category: Continuous Improvement

Activity - CCR Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors achieving CCR will be invited on quarterly trips as a reward / recognition. At the end of the school year, all seniors achieving CCR will be invited to attend a senior trip to Holiday World at no cost.	Field Trip, Career Preparation/Orientation, Academic Support Program	10/29/2015	05/17/2016	$10000	General Fund	Principal, Assistant Principal, IBC, Guidance Counselors, Senior Teachers

Measurable Objective 2:

achieve college and career readiness by demonstrating a proficiency on the KOSSA assessment or earning an industry certificate and passing the state benchmarks on the ASVAB or Work Keys by 06/30/2016 as measured by achieving an 80% pass rate among all Career Ready eligible 12th graders.

Strategy 1:

Academic and Career Advising - Teachers, guidance counselors, and the administrative team will use the ILP to guide students into courses and activities that are offered at HHS and Gateway Academy. SMART goal setting will be part of this process.

Category: Career Readiness Pathways

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for 10th grade students, so that students can start to research job opportunities that interest them as outlined by the Individual Learning Plan.	Career Preparation/Orientation	12/03/2015	05/27/2016	$0	No Funding Required	Assistant Principal, District Public Relations Personnel

Activity - Industry Certification Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and update industry certifications available to preparatory students. Seek out trainings for teachers to become certified to administer industry certificates in-house.	Career Preparation/Orientation	06/30/2015	06/30/2016	$5000	Perkins	Gateway Academy Principal, PLCS Teachers, Principal, IBC

Activity - Advisory Time for All Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Each fifth period class will double as an Advisory Time for all students at HHS. The fifth period etcher will be the student's advisor for the school year and will provide information about the ILP, scheduling, and progress towards College and/or Career Readiness. | Career Preparation/Orientation, Academic Support Program | 08/17/2015 | 05/27/2016 | $0 | No Funding Required | Administrative Team, IBC, All Teachers, Media Specialist |

Activity - CCR Campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a school-wide campaign to recognize students that are CCR. Maintain a power point that highlights students that are CCR: create a banner that highlights students that are CCR in the cafeteria; distribute the "CCR FlowChart" to all classrooms and all juniors and all seniors; invite students to attend quarterly CCR field trips; add recognition to student lockers. All faculty and staff should "speak the language of CCR".	Academic Support Program	06/30/2015	06/30/2016	$100	General Fund	Administrative Team, Leadership Team, Advisory Teachers, IBC, Guidance Counselors

Strategy 2:

Targeted Intervention and Support - Preparatory students will be identified by the use of classroom formative and summative assessments and KOSSA pre-assessments and benchmarks for intervention. Students that are identified as needing the ASVAB and Work Keys will also be given study material for remediation.

Category: Career Readiness Pathways

Activity - KOSSA Practice Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with practice opportunities for Work Keys, ASVAB, and KOSSA assessments. The data from these practice tests will be analyzed for RTI. Students will also be given one-on-one feedback about their results.	Career Preparation/Orientation	10/05/2015	03/04/2016	$0	No Funding Required	Gateway Academy Principal / Assistant Principal, PLCS Teachers, Administrative Team, IBC

Activity - Career Readiness Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Identify and implement remediation strategies for students not meeting the benchmarks in Work Keys, KOSSA, or ASVAB. Students will be flagged and targeted based on eligibility to take these assessments and teacher-generated pre-assessments (developed via the PLC process). | Career Preparation/Orientation, Academic Support Program | 12/07/2015 | 03/04/2016 | $0 | No Funding Required | JRTOC Instructors, PLCS Instructors, Administrative Team, Gateway Academy Administrative Team, IBC, Guidance Counselors |

Strategy 3:

Progress Monitoring for Career Pathways - Guidance counselors, HHS Administrative Team, and Gateway Administrative Team must work in collaboration to monitor student progress towards becoming Career Ready.

Category: Career Readiness Pathways

Activity - Maintaining TEDS Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize TEDS data to identify sub-populations and review student performance data from multiple school years. This will help guidance counselors and Gateway Academy / PLCS teachers to recruit students for KOSSA tested areas. Information should be constantly updated in the system.	Career Preparation/Orientation	06/30/2015	06/30/2016	$0	No Funding Required	Guidance Counselors, Gateway Administrators, Administrative Team, PLCS Instructors, IBC

Activity - Career Readiness Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students access to Gateway Academy / PLCS (available on campus) programs that align with career pathways identified in the ILP. Board policy states that all students must take at least three courses in one pathway.	Career Preparation/Orientation	04/01/2015	08/31/2015	$0	No Funding Required	Guidance Counselors, Gateway Academy Teachers and Administrators, IBC, Assistant Principal

Activity - Transcript Audit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Conduct a "transcript audit" to make sure all seniors and juniors are taking classes in their career pathway. Conduct conversations with students that are not taking classes in their pathway urging them to make schedule changes.	Career Preparation/Orientation, Academic Support Program	08/03/2015	09/11/2015	$0	No Funding Required	Gateway Academy Personnel, Assistant Principal, IBC

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to place students (especially freshmen) in Gateway Academy courses aligned with their career cluster interests. The freshmen and sophomore guidance counselors will conference with students about scheduling options at the end of the school year and create a 3-year plan that coordinates with a Career Readiness Pathway.	Career Preparation/Orientation, Academic Support Program	03/25/2013	06/30/2016	$0	No Funding Required	Guidance Counselors, Administrative Team

Activity - Transcript Audit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All juniors and seniors will be subject to a "transcript audit" to ensure that students have three or four courses in a particular pathway.	Career Preparation/Orientation	06/30/2015	08/24/2015	$0	No Funding Required	Assistant Principal, IBC

Goal 5: Increase the 5-year cohort graduation rate from 95.1% to 95.2% by 2016.

Measurable Objective 1:

improve graduation rate by aiding students in completing all required high school credits by 06/30/2016 as measured by student credits earned .

Strategy 1:

Targeted Intervention and Support - All student's progress to graduation will be tracked so that the administrative team, guidance counselors and teachers can provide encouragement, intervention, and resources for students to become successful.

Category: Persistance to Graduation

Activity - Public Relations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase public relation activities with the middle schools, including high school tours, presentations on careers, discussions on Gateway Academy opportunities at the high school and ILP planning.	Parent Involvement, Community Engagement, Academic Support Program	06/30/2015	06/30/2016	$0	No Funding Required	Guidance Counselors, Gateway Academy Administrators, HHS Administrative Team

Activity - Offer Credit Recovery Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students in need of credit recovery opportunities throughout the school year and in all four grades. HHS offers summer school, Jefferson County Online Courses, and Odysseyware learning courses to help students on track to graduate.	Academic Support Program	06/30/2015	06/30/2016	$25000	General Fund	Administrative Staff, Guidance Counselors, Teacher Leaders

Strategy 2:

School-wide Literacy Initiative - Students should spend 70% of their time reading, writing, and/or debating every class period during the school day. A focus on literacy will help student in all facets of their academic career. By increasing a focus on literacy, students will more than likely perform better on standardized testing like the ACT and AP tests.

Category: Continuous Improvement

Research Cited: Danielson, Silver & Strong, Schmoker, Stiggins, Hattie, etc...

Activity - ODW Prompts / Real Life Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop On-Demand Writing prompts / real life writing assignments (via the PLC process) for students to practice writing-to-learn and On-Demand Writing.	Academic Support Program	09/13/2012	06/30/2016	$0	No Funding Required	All Teachers, Administrative Team, IBC

Activity - Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select texts that are complex to improve reading in order to prepare students for tasks which require the ability to read and comprehend more complex text (i.e., ACT, COMPASS, Work Keys, etc...).	Academic Support Program	08/17/2015	05/27/2016	$0	No Funding Required	All Teachers, Administrative Team, IBC

Activity - Effective Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A focus at HHS is to improve the way teachers ask questions in the classroom. In order to get students to think critically, teachers must ask the right questions. Teachers have been given a "Quick Reference" question stem organizer to ask questions when there is extra time in class. Teachers are encouraged to create at least two intentional questions each lesson. During observations, administrators and the IBC take data on student opportunities to respond. This data will be used in future professional development sessions.	Direct Instruction	08/17/2015	05/27/2016	$0	No Funding Required	Administrative Team, All Teachers, IBC

Activity - LDC / MDC Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Several teachers have been trained how to utilize the Literacy Design Collaborative and the Math Design Collaborative body of work to provide students with more real work writing and critical thinking skills. Teacher leaders have started creating and implementing LDC / MDC modules in the classroom. The next step is for teacher leaders to start training other teachers in the department how to utilize the LDC / MDC templates.	Academic Support Program	09/23/2013	05/27/2016	$1000	District Funding	Teacher Leaders, IBC, Administrative Team

Strategy 3:

Persistence to Graduation - Utilize the Persistence to Graduation report to identify students that have been flagged as "at-risk" and create interventions tailored to meet their needs.

Category: Persistance to Graduation

Activity - PTGR Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once the report is available for the 2015-2016 school year, each student that has a listing of a 5 or higher on the Persistence to Graduation Report will be given a teacher mentor to monitor academic progress on a weekly basis. The mentor program is meant to provide emotional support for this at-risk population.	Behavioral Support Program	01/04/2016	05/27/2016	$0	No Funding Required	All Teachers, Administrative Team, Guidance Counselors, Youth Service Center, IBC

Goal 6: Decrease the percentage of students novice in reading and math by 10%.

Measurable Objective 1:

collaborate to reduce the percentage of students with IEP's scoring novice in reading by 7.7%; reduce the percentage of students on Free/Reduced Lunch scoring novice in reading by 4.2%; and reduce the percentage of Afr Amer students scoring novice in reading by 4.2% by 05/27/2016 as measured by state standardized testing.

Strategy 1:

Special Needs Task Force - The district special needs team leader will work with special needs teachers in the building to create short-term action items and long-term goals to reduce the percentage of students with disabilities.

Category: Integrated Methods for Learning

Activity - Co-Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education and special needs co-teaching pairs will engage in a series of professional development sessions (presented by the Western Kentucky Educational Co-op) to improve co-teaching in the classroom. A series of observations and follow-up feedback will be scheduled throughout the school year.	Professional Learning	08/26/2015	05/27/2016	$300	General Fund	Co-Teaching Pairs; Administrative Team

Activity - Testing Buddy Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that need accommodations on testing will be paired with a "Testing Buddy". All Test Buddies must go through inclusions training. During standardized testing, students will meet with the same "Testing Buddy" to establish a relationship and to learn how to ask for their accommodations.	Academic Support Program	10/09/2015	05/27/2016	$0	No Funding Required	D. Oliver, Special Needs Teachers

Activity - On-Demand Competitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the SSE unit will engage in a competition to see which team can score higher on ODW prompts each week. Both the students and teacher have to actively participate in this activity.	Behavioral Support Program, Academic Support Program	01/04/2016	04/22/2016	$0	No Funding Required	SSE Teachers, IBC, Assistant Principal Kem

Activity - Credit Recovery Program in SSE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-contained students (SSE) are utilizing the Odysseyware program to provide consistent delivery of instruction. Special needs teachers monitor the progress of each student daily.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/18/2015	05/27/2016	$5000	District Funding	SSE Teachers, Assistant Principal Kem

Strategy 2:

At-Risk Mentoring Programs - Every student at HHS needs an educational advocate. In an effort to be a positive voice in a struggling student's ear, HHS has

developed several mentoring opportunities so that students not only feel welcomed to attend but welcomed to learn, discover, and understand as well.

Category: Persistence to Graduation

Activity - CCPS District Mentoring Program for AA Males	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Christian County Public School system is working to develop a community mentoring program for over 400 African American students. The hope is that these students will start to mimic the actions of their mentors.	Career Preparation/Orientation, Behavioral Support Program, Community Engagement, Academic Support Program	07/20/2015	07/29/2016	$500	District Funding	R. Lynch, District Personnel, Administrative Team

Activity - YSC Mentor Breakfast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month, the HHS Youth Service Center invites students to a "Mentor Breakfast". The YSC pairs at-risk students with members of the community or school personnel for breakfast / lunch. Students have the same mentor for the duration of their time at HHS (if possible). Mentors and mentees engage in conversations about behaviors, academics, and life in general.	Behavioral Support Program, Community Engagement, Academic Support Program	09/04/2015	05/06/2016	$1000	FRYSC	YSC Personnel, Guidance Department

Activity - Ruby Payne Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the 2015-16 school year, all teachers are being trained on Ruby Payne's Framework for Understanding Poverty and the hidden rules among socio-economic classes. If teachers can help students attain the resources that they need to feel safe and secure at school physically, emotionally, spiritually, and financially (to name a few), then student achievement will increase.	Tutoring, Parent Involvement, Policy and Process, Behavioral Support Program, Community Engagement, Academic Support Program	07/30/2015	05/27/2016	$500	District Funding	IBC (as trainer), Administrative Team, All Teachers

Measurable Objective 2:

collaborate to reduce the percentage of students with IEP's scoring novice in math by 10%; reduce the percentage of students on Free/Reduced Lunch scoring novice in math by 3.3%; and reduce the percentage of Afr Amer students scoring novice in math by 3.7% by 05/27/2016 as measured by state standardized testing.

Strategy 1:

Special Needs Task Force for Math - The district special needs team leader will work with special needs teachers in the building to create short-term action items and

long-term goals to reduce the percentage of students with disabilities.

Category: Integrated Methods for Learning

Activity - Co-Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education and special needs co-teaching pairs will engage in a series of professional development sessions (presented by the Western Kentucky Educational Co-op) to improve co-teaching in the classroom. A series of observations and follow-up feedback will be scheduled throughout the school year.	Professional Learning	08/26/2015	05/27/2016	$0	General Fund	Regular Ed Teachers, Special Needs Teachers, Administrative Team, IBC

Activity - Testing Buddy Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that need accommodations on testing will be paired with a "Testing Buddy". All Test Buddies must go through inclusions training. During standardized testing, students will meet with the same "Testing Buddy" to establish a relationship and to learn how to ask for their accommodations.	Academic Support Program	10/09/2015	05/27/2016	$0	No Funding Required	District Special Needs Coordinator, Special Needs Teachers, Regular Ed Teachers

Activity - Credit Recovery Program in SSE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-contained students (SSE) are utilizing the Odysseyware program to provide consistent delivery of instruction. Special needs teachers monitor the progress of each student daily.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/17/2015	05/27/2016	$0	District Funding	SSE Teachers; Administrative Team

Strategy 2:

At-Risk Mentoring Program - Every student at HHS needs an educational advocate. In an effort to be a positive voice in a struggling student's ear, HHS has developed several mentoring opportunities so that students not only feel welcomed to attend but welcomed to learn, discover, and understand as well.

Category: Persistance to Graduation

Activity - CCPS District Mentoring Program for AA Males	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Christian County Public School system is working to develop a community mentoring program for over 400 African American students. The hope is that these students will start to mimic the actions of their mentors.	Career Preparation/Orientation, Behavioral Support Program, Community Engagement, Academic Support Program	06/20/2015	06/30/2016	$0	District Funding	District Personnel, Administrative Team

Activity - YSC Mentor Breakfast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Each month, the HHS Youth Service Center invites students to a "Mentor Breakfast". The YSC pairs at-risk students with members of the community or school personnel for breakfast / lunch. Students have the same mentor for the duration of their time at HHS (if possible). Mentors and mentees engage in conversations about behaviors, academics, and life in general.	Behavioral Support Program, Community Engagement, Academic Support Program	08/17/2015	05/27/2016	$500	FRYSC	YSC, Guidance Counselors

Activity - Ruby Payne Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the 2015-16 school year, all teachers are being trained on Ruby Payne's Framework for Understanding Poverty and the hidden rules among socio-economic classes. If teachers can help students attain the resources that they need to feel safe and secure at school physically, emotionally, spiritually, and financially (to name a few), then student achievement will increase.	Professional Learning, Parent Involvement, Policy and Process, Behavioral Support Program, Community Engagement, Academic Support Program	06/30/2015	05/27/2016	$0	District Funding	IBC, Administrative Team, All Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Industry Certification Preparation	Review and update industry certifications available to preparatory students. Seek out trainings for teachers to become certified to administer industry certificates in-house.	Career Preparation/Orientation	06/30/2015	06/30/2016	$5000	Gateway Academy Principal, PLCS Teachers, Principal, IBC
				Total	$5000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
YSC Mentor Breakfast	Each month, the HHS Youth Service Center invites students to a "Mentor Breakfast". The YSC pairs at-risk students with members of the community or school personnel for breakfast / lunch. Students have the same mentor for the duration of their time at HHS (if possible). Mentors and mentees engage in conversations about behaviors, academics, and life in general.	Behavioral Support Program, Community Engagement, Academic Support Program	09/04/2015	05/06/2016	$1000	YSC Personnel, Guidance Department
YSC Mentor Breakfast	Each month, the HHS Youth Service Center invites students to a "Mentor Breakfast". The YSC pairs at-risk students with members of the community or school personnel for breakfast / lunch. Students have the same mentor for the duration of their time at HHS (if possible). Mentors and mentees engage in conversations about behaviors, academics, and life in general.	Behavioral Support Program, Community Engagement, Academic Support Program	08/17/2015	05/27/2016	$500	YSC, Guidance Counselors
				Total	$1500	

District Funding

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

Ruby Payne Training	Throughout the 2015-16 school year, all teachers are being trained on Ruby Payne's Framework for Understanding Poverty and the hidden rules among socio-economic classes. If teachers can help students attain the resources that they need to feel safe and secure at school physically, emotionally, spiritually, and financially (to name a few), then student achievement will increase.	Tutoring, Parent Involvement, Policy and Process, Behavioral Support Program, Community Engagement, Academic Support Program	07/30/2015	05/27/2016	$500	IBC (as trainer), Administrative Team, All Teachers
Progress Monitoring via District Benchmark Testing	Using the district-wide curriculum mapping and pacing guides, EOC Benchmark tests were developed in all four ares. These benchmark assessments were given district-wide to students in EOC courses. The data was then reported and analyzed to guide instruction. The first benchmark test was scheduled for November and the second one is scheduled for March 2016.	Academic Support Program	11/16/2015	03/18/2016	$250	Ms. Amy Wilcox; EOC Teachers; Administrative Team
Literacy Design Collaborative (LDC) Professional Development	Core content teachers in English, social studies, and science have been trained to utilize the Literacy Design Collaborative (LDC) body of work. Teachers have designed LDC modules in an effort to integrate literacy into daily lessons. HHS will use the "train the trainer" model to relay this information to other teachers in the building.	Professional Learning	06/30/2014	06/30/2016	$1000	Teacher Leaders in English, social studies, and science; Administrative Team; IBC; SREB
CCPS District Mentoring Program for AA Males	Christian County Public School system is working to develop a community mentoring program for over 400 African American students. The hope is that these students will start to mimic the actions of their mentors.	Career Preparation/Orientation, Behavioral Support Program, Community Engagement, Academic Support Program	07/20/2015	07/29/2016	$500	R. Lynch, District Personnel, Administrative Team
Communicate Progress with Students and Parents	Teachers meet during PLC time to analyze student evidence and learning to determine instructional improvements. All teachers will analyze common assessments data and benchmark data via GradeCam data. This data will be communicated to students and parents, and it will be used to analyzed trends.	Direct Instruction, Parent Involvement, Academic Support Program	08/17/2015	05/27/2016	$0	All Teachers, Administrative Team

CCPS District Mentoring Program for AA Males	Christian County Public School system is working to develop a community mentoring program for over 400 African American students. The hope is that these students will start to mimic the actions of their mentors.	Career Preparation/Orientation, Behavioral Support Program, Community Engagement, Academic Support Program	06/20/2015	06/30/2016	$0	District Personnel, Administrative Team
TELL Results: Increase Student Access to Technology	According to the 2014 TELL Survey, teachers do not feel as if they are supported in terms of the maintenance and acquisition of technology in the building. Create an on-going plan with the collaboration of the finance committee, the community partners, and the district to continuously update technology, increase student access, and increase technology spending in the classrooms. The plan needs to include a way to set aside monies for mobile lab printers, teacher ink cartridges, and LCD projector bulbs.	Recruitment and Retention, Policy and Process	06/30/2015	06/30/2016	$10000	Building and District Technology Leaders; Finance Committee Members; and Admin Staff
ACT Online Prep Programs	The district has purchased ACT Online Prep and Method Test Prep for all students. An incentive program for student usage will be advertised. All grades will be eligible for the incentives if they fulfill the time / effort requirement.	Academic Support Program	08/17/2015	04/15/2016	$5000	Administrative Team, All Teachers
Credit Recovery Program in SSE	Self-contained students (SSE) are utilizing the Odysseyware program to provide consistent delivery of instruction. Special needs teachers monitor the progress of each student daily.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/18/2015	05/27/2016	$5000	SSE Teachers, Assistant Principal Kem
Ruby Payne Training	Throughout the 2015-16 school year, all teachers are being trained on Ruby Payne's Framework for Understanding Poverty and the hidden rules among socio-economic classes. If teachers can help students attain the resources that they need to feel safe and secure at school physically, emotionally, spiritually, and financially (to name a few), then student achievement will increase.	Professional Learning, Parent Involvement, Policy and Process, Behavioral Support Program, Community Engagement, Academic Support Program	06/30/2015	05/27/2016	$0	IBC, Administrative Team, All Teachers

Measure Progress Using Common Assessments / EOC Benchmark Testing	Monitor student progress by analyzing common assessment and EOC benchmark data. Teachers will collaborate to create lessons / assessments to correct student misconceptions. The common assessment and benchmark results will drive instruction at HHS.	Academic Support Program	08/17/2015	05/27/2016	$250	Administrative Team, EOC Teachers, IBC, District Curriculum Personnel
LDC / MDC Work	Several teachers have been trained how to utilize the Literacy Design Collaborative and the Math Design Collaborative body of work to provide students with more real work writing and critical thinking skills. Teacher leaders have started creating and implementing LDC / MDC modules in the classroom. The next step is for teacher leaders to start training other teachers in the department how to utilize the LDC / MDC templates.	Academic Support Program	09/23/2013	05/27/2016	$1000	Teacher Leaders, IBC, Administrative Team
Credit Recovery Program in SSE	Self-contained students (SSE) are utilizing the Odysseyware program to provide consistent delivery of instruction. Special needs teachers monitor the progress of each student daily.	Direct Instruction, Behavioral Support Program, Academic Support Program	08/17/2015	05/27/2016	$0	SSE Teachers; Administrative Team
Diagnostic Review / Survey of Current School Realities	As the "Deep Dive PLC", school leaders utilize resources from the Kentucky Department of Education to analyze current programs that encourage community engagement, parental involvement, etc... As a group, the diagnostic is completed and next steps are designed to put systems into place to improve the overall culture of the school.	Parent Involvement, Policy and Process, Community Engagement	10/13/2015	05/27/2016	$0	Administrative Team; Teacher Leaders; IBC
Progress Monitoring via District Benchmark Testing	Using the district-wide curriculum mapping and pacing guides, EOC Benchmark tests were developed in all four ares. These benchmark assessments were given district-wide to students in EOC courses. The data was then reported and analyzed to guide instruction. The first benchmark test was scheduled for November and the second one is scheduled for March 2016.	Academic Support Program	11/16/2015	11/20/2015	$250	Ms. Amy Wilcox, EOC Teachers, Administrative Team
Read180 / System 44	Students whose cut scores are novice on the EXPLORE assessment in 8th grade or whose lexile level indicates students are three grades below grade level will be placed in Read180 or Systems44 for intervention.	Academic Support Program	08/17/2015	05/27/2016	$1500	Read180 / Systems44 Teachers, District Personnel, Guidance Counselors
Communicate Progress with Students and Parents	Teachers meet during PLC time to analyze student evidence and learning to determine instructional improvements. All teachers will analyze common assessments data and benchmark data via GradeCam data. This data will be communicated to students and parents, and it will be used to analyzed trends.	Direct Instruction, Parent Involvement, Academic Support Program	08/17/2015	05/27/2016	$2500	Teachers, Administrative Team, IBC

Math Design Cooperative (MDC) Professional Development	Teachers have been trained how to utilize the Math Design Collaborative body of work to provide students with more real world problem solving and critical thinking skills. Three math teachers have been trained on MDC's. Those teachers will use the "train the trainer" model to relay this information to the math department.	Professional Learning	06/30/2014	05/27/2016	$1000	Math Teacher Leaders; Administrative Team; IBC; SREB
				Total	$28750	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
One-on-One Conferencing	Students will receive one-on-one feedback on every benchmark and district assessment by a member of the administrative team, a guidance counselor, or the IBC. These conversations are scripted so that every student receives the same message.	Academic Support Program	08/10/2015	05/27/2016	$0	Administrative Team; Guidance Counselors; IBC
Cell Phone / Personal Electronic Device Expectations	A school-wide expectation for the usage of cell phones / personal electronic devices was introduced and implemented to all students in October 2015. The PBIS Team observed that students were using personal electronic devices throughout instructional time, and it was becoming a major distraction to learning at HHS. The PBIS Team, along with feedback from the admin team and fellow teachers, created Cell Phone / Personal Electronic Device Expectations and Consequences. The PBIS Team advertised the implementation of expectations in a variety of mediums (classroom conversations, call to parents, announcement on school webpage, announcement on marquee, and admin classroom conversations). If students are using personal electronic devices for an non-instructional purpose, the device will be confiscated. The number of times it has been confiscated depends on when the student can regain possession.	Behavioral Support Program	10/12/2015	05/27/2016	$0	Admin Staff to Monitor; Faculty and Staff at HHS to implement with fidelity
Mock ACT for All Juniors	All junior students will take a "Mock ACT" test in the HHS gym in December. The testing environment will be manufactured to mimic the testing environment in March. Students and teachers will be given feedback about student scores and plans will be made to further student achievement before the March test.	Academic Support Program	12/07/2015	03/01/2016	$0	Administrative Staff, BAC, IBC

Celebrate Success with PBIS	Several Programs have been established at HHS to celebrate the successes of PBIS with both the students and the teachers: "Paws"itive Recognition Ticket System - Each week, teachers are given "Paws"itive Recognition Tickets to recognize students that are following / exemplifying the school-wide expectations. On Friday's, students place these tickets in a drawing. All prizes are solicited from area businesses. When the administrators draw the winner each week, they review the school-wide expectations. Student of the Month - Each month, teachers select a "Student of the Month" for their content area. The students picture is placed in the hallways, a positive phone call is made to parents, and the student's name goes on the school marquee. Teacher "Paws"itive Recognition Program - Each month, the admin team distributes Teacher "Paws"itive Recognition Tickets to teachers that have gone above and beyond in the classroom. Teachers place their ticket on a matrix for a drawing at the monthly faculty meeting. Shout-Out Wall - A "Shout-Out" bulletin board has been erected in the mailbox hallway for teachers to recognition each other. Teachers are encouraged to write on this board. Weekly Teacher Spotlight - Each Friday, a teacher is selected by the admin team as the Weekly Teacher Spotlight. An email is sent out to the staff recognizing this person and explaining why they were selected. This teacher is also given a "Paws"itive Recognition Ticket and their name is displayed for the week on the school marquee.	Recruitment and Retention, Behavioral Support Program, Academic Support Program	08/10/2015	05/27/2016	$0	PBIS Team; Asst. Principal Kem, IBC Stalker
Measure Progress Using Common Assessments / Benchmark Testing	Monitor student progress by analyzing common assessment and EOC benchmark data. Teachers will collaborate to create lessons / assessments to correct student misconceptions. The common assessment and benchmark results will drive instruction at HHS.	Direct Instruction, Academic Support Program	08/10/2015	05/27/2016	$0	Teachers, Instructional Coaches, and Administrative Team
Text Complexity	Teachers will select texts that are complex to improve reading in order to prepare students for tasks which require the ability to read and comprehend more complex text (i.e., ACT, COMPASS, Work Keys, etc...).	Academic Support Program	08/17/2015	05/27/2016	$0	All Teachers, Administrative Team, IBC

30-60-90 Day Plan Development and Implementation	The Administrative Staff and the HHS Leadership Team will meet monthly to develop and implement an on-going 30-60-90 Day Plan. The plan focuses on three big ideas: College and / or Career Readiness, Professional Learning Communities, and Communication to Students, Parents, and the Community. This plan will be revisited each month to monitor progress. The collective vision of the school is focused on "Student-Centered; Data-Driven; Continuous Improvement". This plan is a working document and is accessible to all faculty via OneDrive.	Recruitment and Retention, Professional Learning, Policy and Process	06/30/2015	06/30/2016	$0	Administrative Staff, HHS Leadership Team
Operation Preparation	Develop, promote, and implement Operation Preparation for 10th grade students, so that students can start to research job opportunities that interest them as outlined by the Individual Learning Plan.	Career Preparation/Orientation	12/03/2015	05/27/2016	$0	Assistant Principal, District Public Relations Personnel
One-on-One Conferencing	Students will receive one-on-one feedback on every benchmark and district assessment by a member of the administrative team, a guidance counselor, or the IBC. These conversations are scripted so that every student receives the same message.	Academic Support Program	08/10/2015	05/27/2016	$0	Administrative Team; Guidance Counselors; IBC
Monitor and Adjust Procedures Based on Behavioral Data at Monthly PBIS Meetings	The PBIS Team meets once a month to analyze behavior data from Tyler Pulse and makes procedural / structural adjustments accordingly. This data is discussed at monthly faculty meetings as well. The PBIS Team looks for solutions to issues that are occurring with more than 20% of the HHS student population.	Policy and Process, Behavioral Support Program	06/30/2015	06/30/2016	$0	PBIS Team Members
Testing Buddy Assignments	Students that need accommodations on testing will be paired with a "Testing Buddy". All Test Buddies must go through inclusions training. During standardized testing, students will meet with the same "Testing Buddy" to establish a relationship and to learn how to ask for their accommodations.	Academic Support Program	10/09/2015	05/27/2016	$0	D. Oliver, Special Needs Teachers
Assessing Enduring Skills and Establishing a Baseline	Support teachers in determining how multiple sources of evidence can contribute to a baseline score for goal setting and student growth.	Academic Support Program	06/30/2015	06/30/2016	$0	Administrative Team, All Teachers
Maintaining TEDS Data	Utilize TEDS data to identify sub-populations and review student performance data from multiple school years. This will help guidance counselors and Gateway Academy / PLCS teachers to recruit students for KOSSA tested areas. Information should be constantly updated in the system.	Career Preparation/Orientation	06/30/2015	06/30/2016	$0	Guidance Counselors, Gateway Administrators, Administrative Team, PLCS Instructors, IBC
Weekly PLC Meetings	All PLC groups meet each Wednesday to plan weekly instruction and create units based on the step-by-step process outlined by DuFore and the HHS administrative team expectations. The PLC lead is responsible for holding PLC members accountable for attending meetings, providing feedback and support.	Direct Instruction, Professional Learning	08/10/2015	05/27/2016	$0	Administrative Team; IBC; Teacher Leads; PLC Members / Teachers

Effective Questioning	A focus at HHS is to improve the way teachers ask questions in the classroom. In order to get students to think critically, teachers must ask the right questions. Teachers have been given a "Quick Reference" question stem organizer to ask questions when there is extra time in class. Teachers are encouraged to create at least two intentional questions each lesson. During observations, administrators and the IBC take data on student opportunities to respond. This data will be used in future professional development sessions.	Direct Instruction	08/17/2015	05/27/2016	$0	Administrative Team, All Teachers, IBC
Transcript Audit	Conduct a "transcript audit" to make sure all seniors and juniors are taking classes in their career pathway. Conduct conversations with students that are not taking classes in their pathway urging them to make schedule changes.	Career Preparation/Orientation, Academic Support Program	08/03/2015	09/11/2015	$0	Gateway Academy Personnel, Assistant Principal, IBC
Assessing Enduring Skills and Establishing a Baseline	Support teachers in determining how multiple sources of evidence can contribute to a baseline score for goal setting and student growth.	Academic Support Program	06/30/2015	06/30/2016	$0	Administrative Team, All Teachers
Parent Communication	Communicate with parents to inform them of the need for transitional interventions and ensure that parents understand when schedule changes are made to provide intervention services for students not meeting College Readiness benchmarks.	Community Engagement	06/30/2015	05/27/2016	$0	Senior Guidance Counselor, Administrative Team, Reading Development Teachers, CCR Math Teachers
ILP	Utilize the ILP in order to place students (especially freshmen) in Gateway Academy courses aligned with their career cluster interests. The freshmen and sophomore guidance counselors will conference with students about scheduling options at the end of the school year and create a 3-year plan that coordinates with a Career Readiness Pathway.	Career Preparation/Orientation, Academic Support Program	03/25/2013	06/30/2016	$0	Guidance Counselors, Administrative Team
Career Readiness Remediation	Identify and implement remediation strategies for students not meeting the benchmarks in Work Keys, KOSSA, or ASVAB. Students will be flagged and targeted based on eligibility to take these assessments and teacher-generated pre-assessments (developed via the PLC process).	Career Preparation/Orientation, Academic Support Program	12/07/2015	03/04/2016	$0	JRTOC Instructors, PLCS Instructors, Administrative Team, Gateway Academy Administrative Team, IBC, Guidance Counselors

Testing Buddy Assignments	Students that need accommodations on testing will be paired with a "Testing Buddy". All Test Buddies must go through inclusions training. During standardized testing, students will meet with the same "Testing Buddy" to establish a relationship and to learn how to ask for their accommodations.	Academic Support Program	10/09/2015	05/27/2016	$0	District Special Needs Coordinator, Special Needs Teachers, Regular Ed Teachers
PTGR Mentor Program	Once the report is available for the 2015-2016 school year, each student that has a listing of a 5 or higher on the Persistence to Graduation Report will be given a teacher mentor to monitor academic progress on a weekly basis. The mentor program is meant to provide emotional support for this at-risk population.	Behavioral Support Program	01/04/2016	05/27/2016	$0	All Teachers, Administrative Team, Guidance Counselors, Youth Service Center, IBC
Public Relations	Increase public relation activities with the middle schools, including high school tours, presentations on careers, discussions on Gateway Academy opportunities at the high school and ILP planning.	Parent Involvement, Community Engagement, Academic Support Program	06/30/2015	06/30/2016	$0	Guidance Counselors, Gateway Academy Administrators, HHS Administrative Team
Limit Schol-wide Announcements	The administrative staff will limit the number of announcements made school-wide on the intercom. Announcements will be made at the beginning of the school day and at the very end of the school day. Announcements will also be made in the cafeteria. Each day, a member of the administrative support staff will send out a listing of announcements via email. Teachers can share these announcements with students.	Policy and Process	08/17/2015	05/27/2016	$0	Administrative Staff, Administrative Support Staff, Guidance Counselors
ODW Prompts / Real Life Writing	Teachers will develop On-Demand Writing prompts / real life writing assignments (via the PLC process) for students to practice writing-to-learn and On-Demand Writing.	Academic Support Program	09/13/2012	06/30/2016	$0	All Teachers, Administrative Team, IBC
Career Readiness Pathways	Provide students access to Gateway Academy / PLCS (available on campus) programs that align with career pathways identified in the ILP. Board policy states that all students must take at least three courses in one pathway.	Career Preparation/Orientation	04/01/2015	08/31/2015	$0	Guidance Counselors, Gateway Academy Teachers and Administrators, IBC, Assistant Principal
Transcript Audit	All juniors and seniors will be subject to a "transcript audit" to ensure that students have three or four courses in a particular pathway.	Career Preparation/Orientation	06/30/2015	08/24/2015	$0	Assistant Principal, IBC

Advisory Time for All Students	Each fifth period class will double as an Advisory Time for all students at HHS. The fifth period etcher will be the student's advisor for the school year and will provide information about the ILP, scheduling, and progress towards College and/or Career Readiness.	Career Preparation/Orientation, Academic Support Program	08/17/2015	05/27/2016	$0	Administrative Team, IBC, All Teachers, Media Specialist
ACT / EOC Goal Setting	Student conferencing to assist students in development SMART goals for the ACT test or EOC assessments. Follow-up on these conversations will ensure that students are making progress towards proficiency.	Academic Support Program	12/07/2015	05/27/2016	$0	Administrative Staff, IBC, Guidance Counselors, Core Content Teachers
KOSSA Practice Opportunities	Provide students with practice opportunities for Work Keys, ASVAB, and KOSSA assessments. The data from these practice tests will be analyzed for RTI. Students will also be given one-on-one feedback about their results.	Career Preparation/Orientation	10/05/2015	03/04/2016	$0	Gateway Academy Principal / Assistant Principal, PLCS Teachers, Administrative Team, IBC
On-Demand Competitions	Students in the SSE unit will engage in a competition to see which team can score higher on ODW prompts each week. Both the students and teacher have to actively participate in this activity.	Behavioral Support Program, Academic Support Program	01/04/2016	04/22/2016	$0	SSE Teachers, IBC, Assistant Principal Kem
Transitional Curriculum	Identify the transitional intervention curriculum or material (Resource: KDE website). This curriculum will be used and monitored in transitional classes to improve College Readiness on the ACT or COMPASS test.	Policy and Process	08/17/2015	05/27/2016	$0	Reading Development Teachers, CCR Math Teachers, IBC, Administrative Team
Establish School-Wide Expectations for All Students	School-wide expectations have been developed by the faculty - 100% Engagement, Use Appropriate Language in All School Settings, Be on Time and Prepared. School-wide lesson plans were developed at the beginning of the year and after extended breaks to reteach expectations. The expectations are posted in all classrooms and common areas.	Behavioral Support Program	03/02/2015	06/30/2016	$0	All Faculty and Staff at HHS
Common Planning Periods for Content Area Teachers	In an effort to give teachers time to plan instruction during the school day, the master schedule is developed so that core content teachers have common planning.	Recruitment and Retention, Professional Learning	06/30/2015	06/30/2016	$0	Administrative Team, Guidance Counselors
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching Training	General education and special needs co-teaching pairs will engage in a series of professional development sessions (presented by the Western Kentucky Educational Co-op) to improve co-teaching in the classroom. A series of observations and follow-up feedback will be scheduled throughout the school year.	Professional Learning	08/26/2015	05/27/2016	$300	Co-Teaching Pairs; Administrative Team
HHS Sumer Teacher Retreat	The administrative staff organized a Summer Teacher Retreat to discuss the up-coming year's plans / goals and to engage teachers in two days of relationship development. At this retreat, the TELL Survey results were summarized and discussed. The 2015 Summer Teacher Retreat took place at the Hopkinsville Golf & Country Club.	Recruitment and Retention	08/06/2015	08/07/2015	$400	Administrative Staff
CCR Campaign	Create a school-wide campaign to recognize students that are CCR. Maintain a power point that highlights students that are CCR: create a banner that highlights students that are CCR in the cafeteria; distribute the "CCR FlowChart" to all classrooms and all juniors and all seniors; invite students to attend quarterly CCR field trips; add recognition to student lockers. All faculty and staff should "speak the language of CCR".	Academic Support Program	06/30/2015	06/30/2016	$100	Administrative Team, Leadership Team, Advisory Teachers, IBC, Guidance Counselors
Provide Professional Development Based on Needs Indicated by Data	The HHS Leadership Team will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-goingwork to help teachers maximize the instructional materials that are available in the building.	Professional Learning	06/30/2015	06/30/2016	$10000	HHS Leadership Team; Administrative Team; IBC
TELL Results: Campaign for CCR	According to the 2014 TELL Survey, teachers are concerned that students are not achieving CCR. The HHS goal for CCR has been set at 80% by June 30th, 2016. This will be monitored on a weekly basis to ensure that all seniors are getting what they need to be CCR. Students not reaching the benchmarks on the ACT will be invited to CCR Summer School Sessions for intervention, enrolled in Reading Development of CCR Math courses, or offered intervention throughout the school year. Teachers will be trained on COMPASS and KYOTE. Students that are eligible to be career ready will take part in study sessions for Work Keys, ASVAB, and KOSSA. Incentives for reaching CCR will be available to all seniors (including the end of the year senior trip). The 30-60-90 Day Plan will help organize these events / opportunities.	Career Preparation/Orientation, Academic Support Program	06/30/2015	06/30/2016	$1000	Administrative Staff, Guidance Counselors, and All Teachers

Reduce and Eliminate Disruptive Behaviors	A school-wide hall pass procedure has been implemented. Students must have a lanyard pass to be released from the classroom. Only one student is allowed out of the classroom at a time (unless there is a special circumstance). Administrative staff have been assigned hall supervision to monitor this process. Students out of class without a lanyard (or a written pass to be checked out) are considered skipping. This was introduced in November after the PBIS Team noticed that the majority of referrals were coming from students skipping class. A school-wide power point was created, a call to parents was made, and the admin team went to each classroom to explain the new procedures to all students.	Behavioral Support Program	11/16/2015	05/27/2016	$300	PBIS Team organized; All faculty and staff will monitor implementation
ACT Skills Seminar / Luncheon	All juniors will attend an ACT Skills Seminar / Luncheon off site to help prepare for the March state-wide ACT.	Academic Support Program	02/15/2016	03/01/2016	$1500	Administrative Staff, IBC, Junior Guidance Counselor
Strategically Plan Professional Development to Increase Student Achievement and Reduce Novice in Gap Groups	The HHS Leadership Team, in conjunction with the Professional Development Committee, will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building. Identify gaps in academic performance and develop needs for instructional improvement. Classroom observations will be utilized to create job embedded professional development sessions. Outside agencies will be searched out when necessary (i.e., standards based grading training, formative assessment).	Professional Learning	08/17/2015	05/27/2016	$2000	Administrative Team, HHS Leadership Team
Student Recognition	Throughout the school year, students that have achieved CCR will be recognized in the following ways: via a running power point in the cafeteria, via student pictures in the cafeteria / hallway, and via cords at graduation.	Behavioral Support Program, Academic Support Program	08/17/2015	05/27/2016	$250	Assistant Principal, Senior Guidance Counselor
Strategically Plan Professional Development to Increase Student Achievement and Reduce Novice in Gap Groups	The HHS Leadership Team, in conjunction with the Professional Development Committee, will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-going work to help teachers maximize the instructional materials that are available in the building. Identify gaps in academic performance and develop needs for instructional improvement. Classroom observations will be utilized to create job embedded professional development sessions. Outside agencies will be searched out when necessary (i.e., standards based grading training, formative assessment).	Professional Learning	06/30/2015	06/30/2016	$0	Administrative Team, HHS Leadership Team

CCR Trips	Seniors achieving CCR will be invited on quarterly trips as a reward / recognition. At the end of the school year, all seniors achieving CCR will be invited to attend a senior trip to Holiday World at no cost.	Field Trip, Career Preparation/Orientation, Academic Support Program	10/29/2015	05/17/2016	$10000	Principal, Assistant Principal, IBC, Guidance Counselors, Senior Teachers
Co-Teaching Training	General education and special needs co-teaching pairs will engage in a series of professional development sessions (presented by the Western Kentucky Educational Co-op) to improve co-teaching in the classroom. A series of observations and follow-up feedback will be scheduled throughout the school year.	Professional Learning	08/26/2015	05/27/2016	$0	Regular Ed Teachers, Special Needs Teachers, Administrative Team, IBC
Provide Professional Development Based on Needs Indicated by Data	The HHS Leadership Team will intentionally plan and organize professional development for teachers in their areas of need (EOC, AP, KOSSA, Work Keys, ACT, etc...). This is on-goingwork to help teachers maximize the instructional materials that are available in the building.	Professional Learning	06/30/2015	06/30/2016	$10000	HHS Leadership Team; Administrative Team; IBC
ACT Blitz Week	The week leading up to the March 1st ACT will be advertised as "ACT Blitz Week". Teachers will develop intentional departmental lesson plans by using data from the December practice ACT to prepare students for the ACT. Students will participate in a note-making exercise where they will collect strategies and formulas to prepare for the test.	Academic Support Program	02/01/2016	03/01/2016	$100	Core Content Teachers, Administrative Team, IBC
Offer Credit Recovery Opportunities	Identify students in need of credit recovery opportunities throughout the school year and in all four grades. HHS offers summer school, Jefferson County Online Courses, and Odysseyware learning courses to help students on track to graduate.	Academic Support Program	06/30/2015	06/30/2016	$25000	Administrative Staff, Guidance Counselors, Teacher Leaders
Encouraging Lifelong Learners by Providing Teachers with Professional Development as Requested	The HHS Principal encourages teachers to pursue professional development opportunities that interest them, and he supports them financially whenever funding is available. Teachers feel validated in their profession when they are encouraged to seek out learning opportunities and when the principal listens and values their request.	Recruitment and Retention, Professional Learning	06/30/2015	06/30/2016	$3000	All Teachers, Principal, Bookkeeper
				Total	$63950	