



KDE Comprehensive School Improvement Plan

Hancock County High School

Hancock County

Richard Lasley, Principal
80 State Route 271 S
Lewisport, KY 42351

TABLE OF CONTENTS

Introduction.....	1
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Executive Summary

Introduction.....	3
Description of the School.....	4
School's Purpose.....	6
Notable Achievements and Areas of Improvement.....	8
Additional Information	9

HCHS Consolidated School Improvement Plan 2016

Overview.....	11
Goals Summary.....	12
Goal 1: All Students and Staff at Hancock Co. High School will feel safe AND welcome within the school environment for optimal learning opportunities.....	13
Goal 2: All Students at Hancock Co. High School will become college or career ready by the time they graduate.....	15
Goal 3: All freshmen entering Hancock Co. High School will have an opportunity to graduate in four years.....	19
Goal 4: All students will improve their overall Reading and Math ability so that they reach the college-ready benchmark by the time they graduate.....	21
Goal 5: All IEP and at-risk students will be given opportunities for success.....	22
Goal 6: Gaps at Hancock Co. High School will be reduced by teachers focusing on the growth of every student based on their ability.....	23
Goal 7: Every member of the Program Review Teams (Arts/Humanities, Writing, Career/Tech Ed and World Language - 2015) commit to help the staff at HCHS focus on areas indicated in the Program Review as needing improvement... ..	28
Goal 8: All Teachers at Hancock Co. High School will work to emphasize LEARNING over teaching.....	30
Goal 9: All students will be exposed to the arts and will be given an opportunity to have an appreciation for individual or multiple art forms.....	31
Activity Summary by Funding Source.....	34

KDE Needs Assessment

Introduction.....	42
Data Analysis.....	43
Areas of Strengths.....	44
Opportunities for Improvement.....	45
Conclusion.....	46

KDE Compliance and Accountability - Schools

Introduction.....	48
Planning and Accountability Requirements.....	49

KDE Assurances - School

Introduction.....	72
Assurances.....	73

The Missing Piece

Introduction.....	79
Stakeholders.....	80
Relationship Building.....	81
Communications.....	82
Decision Making.....	84
Advocacy.....	86
Learning Opportunities.....	87

Community Partnerships.....	88
Reflection.....	89
Report Summary.....	90

Improvement Plan Stakeholder Involvement

Introduction.....	92
Improvement Planning Process.....	93

School Safety Report

Introduction.....	95
School Safety Requirements.....	96

Equitable Access Diagnostic

Introduction.....	99
Needs Assessment.....	100
Equitable Access Strategies.....	101
Questions.....	103

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Hancock County is a small rural community supported by plenty of industry nestled halfway between Louisville and Evansville on the Ohio River. The close family ties and individual communities permeate not only through the county itself, but also in each individual school within the district. In the four schools (2 elementary, 1 middle and 1 high), you can be assured that connections are made and relationships are formed on a consistent basis. It can be said that "when something happens", it doesn't take long for the entire community to know about it.

Strong family values exist in Hancock County, which makes for a hometown feel whether you are attending a school function, the county fair or the Sorghum Festival. Due to this, Hancock County Schools has the unique pleasure of harboring traditionally "good kids". Although Hancock County has its issues and barriers when it comes to the youth of the community, it does not experience near the amount of troubles that many communities in the state have - large or small.

Because the district is small, even though in many ways it can be seen as an advantage, it also has its disadvantages and special challenges. Because we have the higher tax base supported by industry, we have less funding from the state and federal government than most districts in Kentucky. For the high school (currently 42.0% Free/Reduced Lunch) it becomes even more of a challenge because it is not a Title I school . This prompts the high school staff to seek other measures to support new technology and have the best resources available for the students or find ways to use what already exists more effectively.

The student population within the district is predominantly white (95.8%+) but it can be seen that the other races that exist, although small in number, are accepted. This goes back to the strong family values that exist throughout the county. This acceptance can be demonstrated at the high school by foreign exchange students being nominated/crowned as Homecoming Prince/Princess and the popularity that these students have among the student body. Although the occasional racial issue may occur, it can be quickly handled and corrected without any other occurrence. For a vast majority of the time, students of other backgrounds are readily accepted for who they are and where they may come from.

The Adjusted 4-year Cohort Graduation rate at Hancock County High School is not as high as we would hope (93.4% in 2015 with State average at 87.9%) and the Retention Rate (2.4% in 2014) and Dropout Rate (1.1% in 2014) are low largely in part by the programs that are in place. The Credit Recovery Program alone has enabled several students to graduate on time over the last three years but the ESS and tutoring programs that have existed where we have met individual student needs has contributed to the success of our students as well. The dedication of the staff willing to stay after school to help students and their needs out of the kindness of their hearts says a lot about their professionalism and commitment to education. For the past three years this has been the trend for the staff at HCHS, once again, due to the fact that HCHS is not a Title I school.

The Failure Rate over the past three years has also declined due to the implementation of policies like the Freshmen/Sophomore Protocol where 0's are not accepted (among other measures). The failure rate of the freshmen during the 2009-2010 school year dropped by more than 10% due to the fact that this policy was in place and that students are made to call parents at any moment during the school day that they do not have complete homework assignments. In the Summer of 2014, the staff put together a HW and Grading Policy that was intended to help the 9th grade students with a smoother transition between middle school and high school. This policy was updated and revised in the Summer of 2015. For the 1st 9 week grading period, we have seen an overall reduction in the number of students who are failing classes. We would like to think that the Transition Policy has had something to do with that reduction.

At the beginning of the 2013-14 school year, HCHS had established a "Data Nest" for the tracking of student success and growth at each grade level on EPAS assessment. Each student is represented four times in this room to show their placement on the English, Mathematics, Reading and Science score continuum. Benchmark lines are prominent on the wall and a multi-layered sticker system is evident on the

KDE Comprehensive School Improvement Plan

Hancock County High School

individual student cards. Each Department in the building (Math, English, Science, Social Studies, Arts & Humanities, Career/Tech. Ed. And Special Needs) has a system in place and have reasons to access this room to track students. Each time during the year that we receive updated assessment data for a particular grade-level, the core content departments gather and move students on the wall based on their current score. Many very positive conversations take place in the course of updating student placement and a celebration of individual student success. This process and new system in place is still used today and makes the foundation of our new focus on individual student growth.

The staff is made up of dedicated individuals (13.4 years teaching experience with 46.3% with MA Degree or higher). Regardless of the background or history of the teachers or staff members, they all work very well together for a common goal. More specifically, each staff member is dedicated to make EVERY student successful each year they are enrolled at school with the end goal of making ALL students College and/or Career Ready by the time that they graduate. This can only mean success for our students beyond high school.

School's Purpose

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

Although Hancock County High School is considered to be a small school, the staff takes pride in the fact that it still offers a variety in programs and curriculum. Although larger schools have made significant cuts in programs like the arts and Career & Tech. Ed., students can choose from a wide array of programs at Hancock County High School including; Band and Choir; Musical Theatre and Visual Arts; dual credit and AP; multiple Career & Tech. Ed. Programs, and; Information Technology, Welding and Health Science for dual-credit. This variety enables students to go in just about any direction while in high school in an effort to help them get a jump-start on their future.

The staff has worked hard over the last couple of years to provide our students with the latest 21st Century Skills Education as well as the latest Technology. Hancock Co. High School is very proud in being the first 1:1 school using iPad tablets on Sept. 14, 2011. Since the inaugural launch of this initiative, the staff has worked to integrate more resources that can be used in conjunction with the devices as well as get the students to use them for Collaboration, Communication, Critical Thinking and Creativity in the course of their assignments. We will admit that we have experienced a "pitfall" here and there as we have moved the initiative forward but have quickly remedied the issue through adults working together to find a proactive solution.

The mindset of making change for the best interest of the students that exists among the staff and administration is a cause for pride as well. The fact that the staff, administration and SBDM Council embraces continuous improvement as policies are implemented to stay "one step ahead" is a testament to the professionalism of the adults in the building. We may not always make the right decision producing the results that were initially warranted, but the effort most always sends us in the right direction in the end. Policies like the Reading Class for all non-grade-level readers to get all students reading at grade level prior to graduation, the Freshmen/Sophomore Protocol Policy to reduce failures during the freshmen year and the most recent policies to funnel our most advanced college-bound students into advanced and AP classes as well as the "Purpose, Passion, Play" Project that we have recently devoted our time are all examples of this continuous improvement mindset. With the community, parents and Board Personnel working together to make these initiatives productive will only make for a brighter future for the students at Hancock County High School.

The relationships that are formed at school between the staff and students are a unique feature of Hancock County High School due to the small, rural nature as well as a carry-over of the strong family ties mentioned earlier. Relationships remains the #1 Focus Area for the staff at the start of this school year followed by "LEARNING is greater than teaching" and "Student & Professional Growth". We have determined that everything else will fall into place if these items remain at the top of our list and our efforts on a daily basis.

For relationships, we continue to be proud of the fact that we can get to know the students more personally by the time they graduate and seek measures to differentiate based on the needs of each. Our mentor program is an example of a measure taken to support our most at-risk population in an effort to see them through to graduation by giving the student a positive influence in their life. Relationships make a world of difference in producing a positive culture in schools and the efforts of the staff at Hancock County High School have been a true example.

Before all credit is given to the staff in building relationships, the students deserve their share of recognition. The fact that there exists far fewer problems at Hancock County High School than even in schools similar in size lends credit to the "strong family values" that was mentioned before. Even though we experience drug/alcohol issues from time to time, these occurrences are far fewer than in surrounding schools. The fact that administrators do not have to be on duty during lunch times in the Commons Area is a testament to the overall behavior of the students. This is truly a unique experience for high schools in this day and time.

Just as unique for any school setting is the accepting nature of our student body. Although the population of students is predominantly white, students of other race and nationality are accepted as well as students of various handicapping conditions. Throughout the building, students of all backgrounds and conditions can be seen co-existing and collaborating on academic interests. The overall acceptance of our SY 2015-2016

KDE Comprehensive School Improvement Plan

Hancock County High School

student body is never more apparent than the times we have seen awards given to downs-syndrome students that were decided on by a team and the voting of princess for another student with handicapping conditions at Homecoming. These are just a few examples where the students of Hancock County have shown that no matter where students may come from, their background or condition, they are just as much a part of the school as anyone. When conditions and attitudes like this exist in a school, the educational process is far easier to manage and it gives the stakeholders at Hancock County High school an opportunity to focus on other barriers that need our time and attention.

Notable Achievements and Areas of Improvement

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

The greatest strength area that Hancock Co. High School has outperformed many schools in the state the past two years has been in College & Career Readiness. Since the new Unbridled Learning and Accountability system has been put into effect, Hancock Co. High School has ranked among the top 10% in this area. This is due in large part to the decisions that were made to focus on preparing students for success beyond high school, even before it became a part of accountability at the state level. Between the work of our assistant principal/college & career readiness coordinator, specific math/language arts teachers and the Career/Tech. Ed. Dept., focus is given to individual students in trying to help them reach benchmarks or prepare them for industry/career skills certification. It is due to these efforts that our College & Career Readiness indicator has reached the level that it has.

Primarily due to the CCR score, the overall index of 74.7 at Hancock Co. High School has given us a Proficient rating placing the school at the 88th percentile compared to all high schools in the state. The staff realizes at the same time that we still are not satisfied with the assessment scores. While Novice percentages for Language Arts, Biology and Writing are well below average in our state and region, each department has dedicated themselves to focus on each individual student to help them strengthen their skills and learn concepts so that each student has the opportunity to show adequate growth on assessment. Each department has established SMART goals that indicate student performance increases and each department is dedicated to continue the action steps that will produce results.

One of the main focus areas of the school for the 2016 accountability year is to place more emphasis on student learning than on the teaching of the concepts and skills. This basically means that teachers are thinking outside the box in an effort to engage their students in the learning process and make them take more ownership in their learning. The fundamental idea behind this theory is that the students will learn if they are actively participating. Evidence for success with these strategies will be witnessed with formative and summative assessment data compared to previous year performance. With improved performance on the formative and summative unit assessment, the students have a much better chance of retaining and mastering the content and skills needed to perform well on the End-of-Course, Writing On-Demand and even EPAS assessment.

Two areas that have been indicated as needing most improvement are in reducing Novice in Math and Social Studies while increasing Distinguished rates for Social Studies and Science. Each of these departments has looked at the data and have determined SMART Goals based on improvements that are needed for our students to perform at a level that they are capable. The action steps for each of the departments are the same as indicated above, but each teacher is aware of their part that is needed to make the gains that are necessary.

Additional Information

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

One of the measures we have implemented to help strengthen relationships between staff and students as well as in reducing bullying/harassment among students is in developing a student -driven committee (SAFE - Students And Faculty Engaged). With the efforts of the students and staff on this committee, events are scheduled so that students and faculty can engage in activities that have already shown an improvement in the overall atmosphere at school. Attendance has increased, failure rates have shown decrease and the number of in-school suspensions have dropped as well. We would like to think that these indicators are due in large part to the efforts of the staff and students focusing to improve relationships.

The Special Ed. Staff has also developed a document that will help track each student on their caseload by scoring them in areas that will make them successful citizens beyond high school. This monitoring system gives each student a cumulative score that is based on positive factors that promote learning and healthy lifestyles (high attendance, complete assignments, very little misbehavior, etc.). With this document and tracking system in place, we hope that more of our IEP population experiences success and are promoted at the same or higher rate than the overall population of students. This will give our IEP students a better chance of completing high school with a diploma.

Lastly, the faculty at Hancock Co. High School is very dedicated to the continuous improvement process. This is evidenced based on the continued work and determination to show improvement in a year that the school was labeled Proficient and given an overall 88th percentile rating. It would have been very easy for the staff to revel in the moment, but their dedication and attitude took over to prove that our students can do better. The recent AdvancED Accreditation Review Visit and process in October 2015 also affirms the good measures we have in place to improve to meet the needs of our students and the demands of the 21st Century. As principal of this school, I can attest that the adults in this building are working harder and smarter than I have ever witnessed and I greatly appreciate the professionalism that is currently unfolding.

HCHS Consolidated School Improvement Plan

2016

Overview

Plan Name

HCHS Consolidated School Improvement Plan 2016

Plan Description

Plan revised October-November 2015

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	All Students and Staff at Hancock Co. High School will feel safe AND welcome within the school environment for optimal learning opportunities.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$500
2	All Students at Hancock Co. High School will become college or career ready by the time they graduate.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$3500
3	All freshmen entering Hancock Co. High School will have an opportunity to graduate in four years.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0
4	All students will improve their overall Reading and Math ability so that they reach the college-ready benchmark by the time they graduate.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	All IEP and at-risk students will be given opportunities for success.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
6	Gaps at Hancock Co. High School will be reduced by teachers focusing on the growth of every student based on their ability.	Objectives: 5 Strategies: 3 Activities: 6	Academic	\$200
7	Every member of the Program Review Teams (Arts/Humanities, Writing, Career/Tech Ed and World Language - 2015) commit to help the staff at HCHS focus on areas indicated in the Program Review as needing improvement.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
8	All Teachers at Hancock Co. High School will work to emphasize LEARNING over teaching.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	All students will be exposed to the arts and will be given an opportunity to have an appreciation for individual or multiple art forms.	Objectives: 3 Strategies: 3 Activities: 5	Organizational	\$1000

Goal 1: All Students and Staff at Hancock Co. High School will feel safe AND welcome within the school environment for optimal learning opportunities.

Status	Progress Notes	Created On	Created By
N/A	The overall goal has been achieved for 2015 school year but is a goal we want to continue year after year. Some strategies will show "Completion" or "Met". Some strategies and activities have been added for this current school year.	November 02, 2015	Mr. Richard A Lasley

Measurable Objective 1:

collaborate to address safety concerns indicated by stakeholders on annual surveys given by 01/29/2016 as measured by a 2% increase in the number of parents, students and staff who feel safe at HCHS based on survey data..

Strategy 1:

Addressing School Safety & Culture - As an annual follow-up to the KCSS School Safety Audit report from Dec. 6, 2012, the administration will work to ensure that the daily routine, procedures and drills warrant a safe environment for the students to learn and our staff to work. A higher percentage of Teachers indicated that they agree that the school is safe place to work (93.8% - see AdvancED Staff Survey, 9-2015) and 92% of parents agreed that the school was a safe place for their child to learn (see AdvancED Parent Survey, 9-2015). We will continue the same activities we have implemented in this past year and will continue to survey parents, students and staff to ensure that our strategies are effective.

Category: Management Systems

Research Cited: Learning is possible if the students feel safe in their surroundings.

Activity - SAFE Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the Spring of 2013, the SAFE (Students and Faculty Engaged) Committee was formed for the purpose of strengthening the relationships between staff and students. The committee consists of 5 students, 5 teachers and 1 classified staff member. Throughout the 2015-16 school year, this committee will meet at least quarterly and will devise activities to promote Bully/Harassment Prevention and activities to build/continue a more positive atmosphere between the adults in the building and the students.	Behavioral Support Program	08/05/2015	05/25/2016	\$0	No Funding Required	SAFE Committee, HCHS Staff & Administration , YSC Coordinator

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - Student Mediation Squad	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A "Student Mediation Squad" will be developed using the GT Leadership list as well as the SAFE Committee. This select groups of students will be recognized and trained as school leaders in mediating situations between their peers (with adult guidance). This will enable our students to be trained in how to handle minor situations and to approach their peers who may feel uncomfortable in approaching adults and administration within the office in an effort to resolve conflicts.	Behavioral Support Program	11/24/2015	05/25/2016	\$500	FRYSC	HCHS Administration , SAFE Committee and YSC Coordinator

Measurable Objective 2:

collaborate to make our students feel welcome and continuously strive to improve rapport in the classroom by 05/25/2016 as measured by observation of the overall school culture and in feedback received in annual student, parent and staff surveys.

Strategy 1:

Addressing School Culture - As an annual follow-up to the KCSS School Safety Report of Dec. 2012, the administration will work with the staff to conduct annual surveys and get feedback from our staff and students on the overall culture of the school. The staff will consciously work to improve the rapport in their classrooms and work to make their students feel welcome in order to breakdown barriers to learning.

Category: Management Systems

Research Cited: Learning is possible when the students feel welcome and a positive rapport exists with the teachers/adults in their classrooms

Activity - Relationships – Focus Area #1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will consciously work to maintain a positive relationship with their students and promote a culture for learning in their classroom.	Behavioral Support Program	08/05/2015	05/25/2016	\$0	No Funding Required	HCHS Administration and Staff

Activity - Adults Greeting Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Hancock County High School

Based on results from the AdvancED Student Survey from August 2015, the adults will be making more of a concerted effort to greet our students while on Bus Duty, Commons Area Duty, Parking Lot Duty and will follow-through with expectations to greet students at the door in the hallways between classes and at Break.	Behavioral Support Program	11/18/2015	05/25/2016	\$0	No Funding Required	HCHS Administration and Staff
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Goal 2: All Students at Hancock Co. High School will become college or career ready by the time they graduate.**Measurable Objective 1:**

collaborate to increase the percent of students who are considered college or career ready to 75% by 05/25/2016 as measured by College & Career Readiness Report.

Strategy 1:

Differentiated CCR Assistance - The College & Career Readiness Coordinator and specific teachers will start each year with a list of students who have not reached the college readiness status and will work to improve each student's CCR status by the end of the year.

Category: Career Readiness Pathways

Research Cited: Individual instruction meets the needs of students.

Activity - College & Career Readiness Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR Coordinator and Math Teachers will work with students individually or in small groups using programs like IXL where students can work on skills at their own pace and based on their own skill level. The goal in doing this is to increase the CCR status for each student by the end of the school year.	Career Preparation/Orientation	09/02/2015	05/25/2016	\$0	No Funding Required	CCR Coordinator and Math Teachers

Activity - College & Career Readiness English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Hancock County High School

CCR Coordinator and English Teachers will identify students' specific skills improvement areas and work with students once a week on these key skills to improve their CCR standing.	Academic Support Program, Career Preparation/Orientation	08/19/2015	05/25/2016	\$0	No Funding Required	CCR Coordinator and English Teachers
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Strategy 2:

Increase KOSSA and Arts Completers - The CTE department as well as the Arts/Humanities department will work together and with scheduling personnel to assure pathway info is accurate giving students opportunity to complete a CTE or Arts career pathway.

Category: Career Readiness Pathways

Research Cited: Career pathways provide students for better chance at future success.

Activity - KOSSA Completers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE Department Members will designate students who are intending to or have potential to complete a career pathway for the 2015-16 school year.	Career Preparation/Orientation	01/06/2016	04/29/2016	\$0	No Funding Required	Career & Tech Ed. Department, CCR Coordinator, Guidance Counselor

Activity - Industry-Based Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CTE Department and CCR Coordinator will work to get teachers certified to be able to teach courses that lead to the offering of Industry-Based Exams for our students (MOS, IC3, MNA, etc.).	Career Preparation/Orientation	11/18/2015	05/25/2016	\$1000	Perkins	CCR Coordinator and CTE Department

Strategy 3:

ASVAB Exam - The ASVAB Exam will be offered once each semester for students who are considering the military upon graduation. The CCR Coordinator and the Guidance Counselor will set this up accordingly with the ASVAB Military Personnel.

KDE Comprehensive School Improvement Plan

Hancock County High School

Category:

Research Cited: Students need to be offered multiple avenues to pursue.

Activity - ASVAB Exam	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ASVAB will be given at least once per year - students will be identified for this exam based on performance on other assessments or it will be offered for students seeking military after high school.	Career Preparation/Orientation	01/04/2016	04/29/2016	\$0	No Funding Required	CCR Coordinator and Guidance Counselor

Strategy 4:

College Ready Awareness - Core Content Teachers will collaborate with the CCR Coordinator to determine which students at each grade-level have not reached the college-readiness status (based on EPAS assessment available). Each department will be responsible to try to work with groups of students in class or, at a minimum, schedule the students according to their assessment scores so that they have a better chance for success and can move on to the next grade level appropriately.

Category: Persistence to Graduation

Research Cited: Individualized instruction gives students better chance for success.

Activity - EPAS Assessment Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Guidance Counselor, CCR Coordinator and Administration will set up practice PLAN (for 9th) and ACT (for 10th) exams once in September and once by the end of April to give the students plenty of exposure on the exam in an effort to help them time themselves more efficiently and allow them to be more comfortable with the assessment as well as provide data for teachers to determine growth measures.	Academic Support Program	08/05/2015	04/29/2016	\$1500	District Funding	CCR Coordinator and Guidance Counselor

Activity - College Ready Awareness per Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Hancock County High School

Core teachers will embed skills assessments and strategies to help students improve their core skills needed to be successful on college and career readiness exams. Teachers may use practice assessments in order to gauge progress and inform instruction, but must limit the use of practice EPAS exams to 2 for a semester class and 3 for a year long class in order to help reduce the number of students who feel over-assessed.	Academic Support Program	08/05/2015	05/25/2016	\$500	District Funding	Core Content Teachers and HS Administration
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Activity - Science ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Science Department will incorporate consistent use of data-based questioning, scientific reasoning skills, and increased focus on scientific literacy across all science courses in order to increase student success on ACT style questions.	Academic Support Program	11/18/2015	05/25/2016	\$0	No Funding Required	Science Department and CCR Coordinator

Activity - STAMP Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAMP test will be offered to students in Spanish II. They will be responsible for the \$25 cost of the test. The results of the test can be used by the student to fulfill the World Language requirement of Western Kentucky University at present and other universities in the future. The results will also be used to make students aware of their level of language acquisition based on the ACTFL and Kentucky Standard of Proficiency Pyramid.	Academic Support Program	01/04/2016	04/29/2016	\$500	General Fund	Arts & Humanities Department and CCR Coordinator

Activity - Science Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity for differentiated Science Pathways based on student interest, and college/career plans. This will allow each individual student to experience the most applicable science courses.	Career Preparation/Orientation	01/04/2016	05/25/2016	\$0	No Funding Required	Science Department, CCR Coordinator and Guidance Counselor

Goal 3: All freshmen entering Hancock Co. High School will have an opportunity to graduate in four years.

Measurable Objective 1:

collaborate to increase the freshman graduation rate from 93.5 to 96.1 by 05/25/2016 as measured by the Unbridled Learning Formula.

Strategy 1:

At-risk Student Identifier - Students who are at-risk of not graduating on time will be identified so that interventions or counseling may be applied as necessary to better increase each student's opportunities for success.

Category: Persistence to Graduation

Research Cited: Individualized instruction gives students a better chance for success.

Activity - At-risk Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All identified at-risk students will be assigned to an adult who will be sure to check in on the student and have positive interactions in an effort to break-down barriers and keep the students focused on their education.	Behavioral Support Program	11/18/2015	05/25/2016	\$0	No Funding Required	Dean of Students and Assigned Staff

Activity - Conferences with Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will set up Parent Conferences with any student who has made the "At Risk Identifier" for two months in a row or more. These meetings will be held at times that teachers are available to join or covers will be made available for teachers to stop by and add their input for what the individual students need.	Parent Involvement	11/18/2015	05/25/2016	\$0	No Funding Required	HCHS Administration and Staff

Strategy 2:

KDE Comprehensive School Improvement Plan

Hancock County High School

9th Grade Expectations. - All teachers of 9th Grade Students will work together and develop HW and Grading expectations before the start of the school year. The purpose for this is to ease our students with the transition from 8th to 9th grade especially and to also find methods to reduce the number of missing assignments and failed classes. Part of the expectations for both grade levels will also include a communication plan to keep the parents aware of concerns for their child's progress..

Category: Learning Systems

Research Cited: Students of parents who are kept informed and involved in a child's education have a better chance of success.

Activity - 9th Grade HW/Grading Expectations.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the summer of 2014, the freshmen level teachers met and devised a HW and Grading system in place to make for a smoother transition into HS. This system calls for the core areas to work together and only require HW on specific days of the week so that the students are not overloaded and have more opportunities to experience success/reduce failures.	Academic Support Program	08/05/2015	05/25/2016	\$0	No Funding Required	9th Grade Teachers & Administration

Activity - Common Grading System per Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Teachers in each department met during the summer of 2014 to determine an equitable and fair system of grading and assigning HW. Each department devised their own policy and each member agreed to follow the policy throughout the school year in order to be more uniform about the expectations within the department.	Academic Support Program	08/05/2015	05/25/2016	\$0	No Funding Required	Each Department & Individual Teachers

Strategy 3:

Programs Added - Programs will be added at HCHS when enough desire by students is indicated for the program and funding/staffing is made available for the program to exist. Programs like Welding, Maintenance, Aeronautics, etc. will be made available to increase the opportunities for students to find their area of interest. These programs will lead to industry or career certification by the time students graduate.

Category: Career Readiness Pathways

Research Cited: Students will remain in school if they find a reason to be there.

Activity - Industry Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Hancock County High School

The school and district administration will continue to be outreach partners with industry and Owensboro Community Technical College to increase programs that will be helpful to our students and community.	Career Preparation/Orientation	08/05/2015	06/30/2016	\$0	Other	District Administration & High School Administration , YSC Coordinator
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Goal 4: All students will improve their overall Reading and Math ability so that they reach the college-ready benchmark by the time they graduate.**Measurable Objective 1:**

collaborate to increase the combined Reading and Math K-PREP scores from 44.4 to 58.5 by 05/25/2016 as measured by 2015-2016 End-of-Course Assessments..

Strategy 1:

Disaggregate Data - Core Teachers will look at the data from the previous year's EOC assessment to determine which subgroups our students underperformed and which students underperformed in general. The department will develop goals to achieve and plans for the department to reach those goals. Each member of the department will agree to follow the plan based on their particular grade level so that individual student performance will increase.

Category: Continuous Improvement

Research Cited: Data supported decisions have the most influence on student achievement

Activity - Goals/Plans per Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Core Department will determine goals for achievement that are needed as well as plans for each department member to help reach those goals.	Academic Support Program	10/21/2015	05/25/2016	\$0	No Funding Required	Core Content Teachers and Administration

Activity - Remediate Novice & Apprentice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Hancock County High School

After the teachers in each of the Core Departments have identified the students who are performing at the Novice level (in preparation for Algebra II, English 10, Biology, US History and for ACT), a schedule will be devised to work individually or in small groups with students during LEAD or other Remediation Time scheduled starting in January to strengthen their foundation of skills and understanding of concepts for the subject area.	Academic Support Program	01/04/2016	05/25/2016	\$0	No Funding Required	Core Teachers & HCHS Administration
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Goal 5: All IEP and at-risk students will be given opportunities for success.**Measurable Objective 1:**

collaborate to Increase student achievement for all student groups in the Hancock County High School so that the achievement gap closes and the overall gap score improves by having 20 apprentice students move up to at least the proficient rating by 05/25/2016 as measured by the 2016 Kentucky State Accountability Profile.

Strategy 1:

At-risk Interventions - At-risk and Special Education students will be identified early each semester and provided assistance and/or extra time in order to complete work needed to be successful in the classroom. Collab teachers will spend individual time with each student on their case-load, as needed, for the students to be more successful in their classes.

Category: Integrated Methods for Learning

Research Cited: Individual Instruction allows for better chance of student success

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers and Regular Classroom Teachers will collaborate to identify students who are at-risk of failing and not graduating on-time. These students will be helped and given more time to complete work as needed.	Academic Support Program	11/18/2015	05/25/2016	\$0	No Funding Required	IEP Staff, Regular Classroom Teachers and Administration

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - Motivating IEP Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Special Ed. Dept. Members will work to ensure that each student in their case-load is properly motivated to perform at his/her potential on any form of assessment. Each department member will determine the needs of the student and find ways to reduce barriers leading up to the day of assessment.	Behavioral Support Program	11/18/2015	05/25/2016	\$0	No Funding Required	Special Ed. Staff

Activity - Incentive-based Success Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each special education student will have an Incentive-based Success Model that fits their needs. The scale used will focus on, but will not be limited to, these 5 core areas: attendance, student IEP Goal or benchmark, credits earned that year, GPA, Growth from ACT/PLAN/Explore. These areas, as well as others, will promote a baseline that will nurture student success inside and outside the classroom.	Academic Support Program	11/18/2015	05/25/2016	\$0	No Funding Required	Special Ed. Teachers

Activity - Survey Regular Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A survey will be sent to the regular classroom teachers to inquire how they can use the special education teachers in their classrooms to meet the needs of the students. The goal from this activity is to maximize the motivation in the IEP students and keep them engaged in the classroom.	Academic Support Program	11/18/2015	05/25/2016	\$0	No Funding Required	Special Ed. Teachers

Goal 6: Gaps at Hancock Co. High School will be reduced by teachers focusing on the growth of every student based on their ability.

KDE Comprehensive School Improvement Plan

Hancock County High School

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in English Language Arts by 05/25/2016 as measured by EPAS assessment OR other more suitable assessment results.

(shared) Strategy 1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0	No Funding Required	All Core Content Staff

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0	No Funding Required	Core Departments

Measurable Objective 2:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in Mathematics by 05/25/2016 as measured by EPAS Assessment results.

(shared) Strategy 1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0	No Funding Required	All Core Content Staff

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0	No Funding Required	Core Departments

Strategy 2:

11th Grade Math Support - Current 11th Grade students will be identified in each math teacher's classroom. Each of the students will be given material and learning opportunities that will better prepare the students for ACT Math success.

Category: Integrated Methods for Learning

Research Cited: Best Practice Teaching Strategies

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - 11th Grade Math Student Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Math Teacher will identify current 11th grade students in their classroom and ensure that the students have been given the content and strategies that will ensure their success on the Junior ACT in March 2016.	Academic Support Program	10/21/2015	05/25/2016	\$0	No Funding Required	Math Teachers

Activity - Geometry Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current 11th Grade Math Students (especially those NOT currently taking Geometry) will be given Geometry concepts and strategies that will allow them potential for success on the Junior ACT given in March 2016.	Academic Support Program	10/21/2015	03/16/2016	\$0	No Funding Required	Math Teachers

Measurable Objective 3:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in Science by 05/25/2016 as measured by EPAS Assessment results OR other authentic assessment.

(shared) Strategy 1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0	No Funding Required	All Core Content Staff

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0	No Funding Required	Core Departments

Measurable Objective 4:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in Social Studies by 05/25/2016 as measured by EPAS Assessment results OR other authentic assessment.

(shared) Strategy 1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0	No Funding Required	All Core Content Staff

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0	No Funding Required	Core Departments

Measurable Objective 5:

A 10% decrease of All Students will demonstrate a proficiency by increasing their understanding of concepts to perform above the Novice Level in Social Studies by 05/25/2016 as measured by 26% or fewer Novice on the 2016 US History EOC Exam..

Strategy 1:

Student Conferences - Social Studies teachers will meet with each individual student to let them know the level that they are performing in class and in EOC assessment. Students will be encouraged to attend after-school tutoring if they are not performing at a level they are capable. Student interventions will be based on their overall average on classroom assessments.

Category: Integrated Methods for Learning

Research Cited: Differentiated support

Activity - Interventions for Under-performing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies Teachers will work with students after school on designated days of the week to ensure the student's continued success in the classroom.	Academic Support Program	10/15/2014	05/01/2015	\$200	Other	Social Studies Teachers

Activity - After-school Study Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will offer after-school study sessions to help students who have been identified by the department as being Novice level on a sample EOC Exam to strengthen their understanding of the concepts to be successful on the actual EOC exam in US History given as their final exam.	Academic Support Program	11/11/2015	05/25/2016	\$0	No Funding Required	Social Studies Department

Goal 7: Every member of the Program Review Teams (Arts/Humanities, Writing, Career/Tech Ed and World Language - 2015) commit to help the staff at HCHS focus on areas indicated in the

Program Review as needing improvement.

Measurable Objective 1:

collaborate to improve in areas of need as indicated in the Program Review Self-assessment from Spring 2015 by 05/25/2016 as measured by the Program Review Self-Assessment for our current year.

Strategy 1:

Program Review Meetings - Members of the Program Review Teams (consisting of 1 person per department) will work together at least 3 times during the year to ensure that the staff are aware of items needing improvement. Faculty Meeting times and/or Early Release times will be used if it is deemed necessary to communicate needs to the faculty.

Category: Professional Learning & Support

Research Cited: Communicating to ensure that all factions are aware of needs and work to improve those needs.

Activity - Program Review - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Program Review Leaders will get together and develop a training session for all staff members to go over Program Review Needs Improvement Areas from the previous year, develop rubrics for use during the scoring process and remind everyone the methods of sharing evidence. This meeting will take place by the end of the first semester.	Professional Learning	10/21/2015	05/25/2016	\$0	No Funding Required	Program Review Leaders and Principal

Strategy 2:

PR Committee Training and Conferences - Program Review Leaders will provide a training session for new faculty members on the panel going over the Definition of Program Review, the process for Program Review at HCHS, what evidence looks like and go over our scores from the previous year.

Category: Professional Learning & Support

Research Cited: Professional Development - Professional Learning Teams

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - PR Individual Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Leaders will set up individual conferences with each member on their PR Committee once all committees have been established for the school year. The purpose for these individual conferences is to ensure that evidence shared by each member of the committee is current and that the committee member knows the process. These individual conferences will take the place of at least one of the three required meetings for the year and will take place during the planning time for each teacher on the committee. Administration will provide coverage for any PR Leader to be able to have these meetings. The purpose for these meetings is to be a little more deliberate and intentional about our process for PR and to ensure that everyone on the committee is on the same page.	Professional Learning	11/09/2014	05/20/2015	\$0	No Funding Required	Program Review Leaders & Administration

Activity - PR Committee Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Program Review Leaders will be sure to train any new teachers in the building or new teachers on their PR committee to ensure they know the process we use for Program Review at HCHS, the scores from the previous year and any area that we have indicated needs improvement.	Professional Learning	10/21/2015	12/11/2015	\$0	No Funding Required	Program Review Leaders and Principal

Goal 8: All Teachers at Hancock Co. High School will work to emphasize LEARNING over teaching.**Measurable Objective 1:**

collaborate to focus on teaching to the different learning styles in an effort to maximize student engagement and retention/mastery of concepts/skills by 05/25/2016 as measured by students performing at a higher level on formative/summative assessments as well as End-of-Course and College-Ready assessments.

Strategy 1:

LEARNING > teaching - Teachers will work together within departments and even grade levels to determine the best-practice teaching strategies that will maximize student engagement within the classroom and mastery of the material.

Category: Learning Systems

Research Cited: Best Practice Teaching

Activity - Engaged Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate within departments and across disciplines to develop curriculum and instruction that focuses on students' retention of priority standards and skills, including 21st century essential skills, through a variety of innovative instructional strategies, including, but not limited to: project-based learning, flipped learning, inquiry-based instruction, etc.	Academic Support Program	11/18/2015	05/25/2016	\$0	No Funding Required	All Teachers

Goal 9: All students will be exposed to the arts and will be given an opportunity to have an appreciation for individual or multiple art forms.**Measurable Objective 1:**

complete a portfolio or performance by showcasing the multiple art forms within the school building by 05/20/2015 as measured by student reflection or analysis of the performances and products they have viewed through an on-line survey..

Strategy 1:

Arts Carousel 1 - The Arts & Humanities department will collaborate to provide a showcase of individual visual artwork as well as performing arts performances to the entire student body. The "carousel" will be arranged for smaller group settings where students can have more of an impact for the art forms. The purpose of the activity to not only to share an appreciation for the art forms but to also encourage other students who have the talents to consider taking courses that would foster their own growth in this area.

Category: Integrated Methods for Learning

Research Cited: More exposure to the arts teaches student to be more well-rounded

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - Arts Carousel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts & Humanities department will collaborate to organize the Arts Carousel and schedule a date during the school year for the event to take place.	Academic Support Program	10/15/2014	04/29/2015	\$0	No Funding Required	Arts & Humanities Dept.

Activity - Outside Performers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts & Humanities Dept. will work to include outside performing groups or individuals to participate in the Arts Carousel. This will help our students realize the potential for pursuing arts careers.	Community Engagement	10/15/2014	04/29/2015	\$500	School Council Funds	Arts & Humanities Dept.

Measurable Objective 2:

collaborate to bring in outside community groups to perform for our students so that they are shown examples of successful citizens who have pursued arts careers by 05/25/2016 as measured by as measured by outside performance individuals or groups participating in the Arts Carousel as well as visiting individual classrooms.

Strategy 1:

Outside Performance Groups - Outside arts performance groups and individuals will be brought in the school to expose our arts-gifted and general population students to people achieving successful art careers. This will enable our own students to realize their potential in pursuing careers in areas they have shown talent for the arts.

Category: Integrated Methods for Learning

Research Cited: Relevancy

Activity - Arts Carousel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Outside performing groups will be invited to participate and perform for our students in the Arts Carousel.	Community Engagement	11/04/2015	05/25/2016	\$500	School Council Funds	Arts & Humanities Dept. and HS Administration

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Outside arts performers and groups will be invited to individual arts classrooms to make relevant connections for our students to see the potential for following a career in the arts.	Community Engagement	10/21/2015	05/25/2016	\$0	No Funding Required	Arts & Humanities Dept.

Measurable Objective 3:

collaborate to create an Arts Spotlight section on the HCHS website to highlight what past graduates are doing in the arts by 05/25/2016 as measured by the spotlight section being added by the end of the first semester and updated at least once per semester after that.

Strategy 1:

Arts Spotlight on Website - The members of the Arts & Humanities Dept. will work together to add an "Arts Spotlight" where alumni from HCHS who have chosen to pursue careers in the arts are featured. The purpose for this is for our arts-gifted students to realize the potential that is out there for students from Hancock Co. pursuing careers in the arts and make goal-setting more authentic for them. This will hopefully give our students more motivation to continue their pursuit for arts-related career pathways.

Category: Career Readiness Pathways

Research Cited: Authentic examples of hometown success makes it more relevant for current students.

Activity - Arts Spotlight	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts & Humanities Dept. will agree to feature at least one HCHS graduate who is pursuing an arts career per semester. The department will discuss who this graduate should be through their monthly meetings and share the information with the Asst. Principal so that he can get the Spotlight Section added to the HCHS Website.	Career Preparation/Orientation	11/18/2015	05/25/2016	\$0	No Funding Required	Arts & Humanities Dept. and Asst. Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College Ready Awareness per Teacher	Core teachers will embed skills assessments and strategies to help students improve their core skills needed to be successful on college and career readiness exams. Teachers may use practice assessments in order to gauge progress and inform instruction, but must limit the use of practice EPAS exams to 2 for a semester class and 3 for a year long class in order to help reduce the number of students who feel over-assessed.	Academic Support Program	08/05/2015	05/25/2016	\$500	Core Content Teachers and HS Administration
EPAS Assessment Practice	The Guidance Counselor, CCR Coordinator and Administration will set up practice PLAN (for 9th) and ACT (for 10th) exams once in September and once by the end of April to give the students plenty of exposure on the exam in an effort to help them time themselves more efficiently and allow them to be more comfortable with the assessment as well as provide data for teachers to determine growth measures.	Academic Support Program	08/05/2015	04/29/2016	\$1500	CCR Coordinator and Guidance Counselor
Total						\$2000

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Industry Partnership	The school and district administration will continue to be outreach partners with industry and Owensboro Community Technical College to increase programs that will be helpful to our students and community.	Career Preparation/Orientation	08/05/2015	06/30/2016	\$0	District Administration & High School Administration , YSC Coordinator
Interventions for Under-performing	Social Studies Teachers will work with students after school on designated days of the week to ensure the student's continued success in the classroom.	Academic Support Program	10/15/2014	05/01/2015	\$200	Social Studies Teachers
Total						\$200

FRYSC

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Mediation Squad	A "Student Mediation Squad" will be developed using the GT Leadership list as well as the SAFE Committee. This select groups of students will be recognized and trained as school leaders in mediating situations between their peers (with adult guidance). This will enable our students to be trained in how to handle minor situations and to approach their peers who may feel uncomfortable in approaching adults and administration within the office in an effort to resolve conflicts.	Behavioral Support Program	11/24/2015	05/25/2016	\$500	HCHS Administration , SAFE Committee and YSC Coordinator
Total						\$500

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review - Early Release	The Program Review Leaders will get together and develop a training session for all staff members to go over Program Review Needs Improvement Areas from the previous year, develop rubrics for use during the scoring process and remind everyone the methods of sharing evidence. This meeting will take place by the end of the first semester.	Professional Learning	10/21/2015	05/25/2016	\$0	Program Review Leaders and Principal
At-risk Student Support	All identified at-risk students will be assigned to an adult who will be sure to check in on the student and have positive interactions in an effort to break-down barriers and keep the students focused on their education.	Behavioral Support Program	11/18/2015	05/25/2016	\$0	Dean of Students and Assigned Staff
Arts Carousel	The Arts & Humanities department will collaborate to organize the Arts Carousel and schedule a date during the school year for the event to take place.	Academic Support Program	10/15/2014	04/29/2015	\$0	Arts & Humanities Dept.
Arts Spotlight	The Arts & Humanities Dept. will agree to feature at least one HCHS graduate who is pursuing an arts career per semester. The department will discuss who this graduate should be through their monthly meetings and share the information with the Asst. Principal so that he can get the Spotlight Section added to the HCHS Website.	Career Preparation/Orientation	11/18/2015	05/25/2016	\$0	Arts & Humanities Dept. and Asst. Principal
College & Career Readiness English	CCR Coordinator and English Teachers will identify students' specific skills improvement areas and work with students once a week on these key skills to improve their CCR standing.	Academic Support Program, Career Preparation/Orientation	08/19/2015	05/25/2016	\$0	CCR Coordinator and English Teachers
Interventions	Special Education Teachers and Regular Classroom Teachers will collaborate to identify students who are at-risk of failing and not graduating on-time. These students will be helped and given more time to complete work as needed.	Academic Support Program	11/18/2015	05/25/2016	\$0	IEP Staff, Regular Classroom Teachers and Administration

KDE Comprehensive School Improvement Plan

Hancock County High School

Engaged Learning	Teachers will collaborate within departments and across disciplines to develop curriculum and instruction that focuses on students' retention of priority standards and skills, including 21st century essential skills, through a variety of innovative instructional strategies, including, but not limited to: project-based learning, flipped learning, inquiry-based instruction, etc.	Academic Support Program	11/18/2015	05/25/2016	\$0	All Teachers
College & Career Readiness Math	CCR Coordinator and Math Teachers will work with students individually or in small groups using programs like IXL where students can work on skills at their own pace and based on their own skill level. The goal in doing this is to increase the CCR status for each student by the end of the school year.	Career Preparation/Orientation	09/02/2015	05/25/2016	\$0	CCR Coordinator and Math Teachers
Conferences with Parents	Administration will set up Parent Conferences with any student who has made the "At Risk Identifier" for two months in a row or more. These meetings will be held at times that teachers are available to join or covers will be made available for teachers to stop by and add their input for what the individual students need.	Parent Involvement	11/18/2015	05/25/2016	\$0	HCHS Administration and Staff
Relationships – Focus Area #1	The teachers will consciously work to maintain a positive relationship with their students and promote a culture for learning in their classroom.	Behavioral Support Program	08/05/2015	05/25/2016	\$0	HCHS Administration and Staff
After-school Study Sessions	Social Studies teachers will offer after-school study sessions to help students who have been identified by the department as being Novice level on a sample EOC Exam to strengthen their understanding of the concepts to be successful on the actual EOC exam in US History given as their final exam.	Academic Support Program	11/11/2015	05/25/2016	\$0	Social Studies Department
Classroom Intervention Strategies	Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0	All Core Content Staff
Goals/Plans per Department	Each Core Department will determine goals for achievement that are needed as well as plans for each department member to help reach those goals.	Academic Support Program	10/21/2015	05/25/2016	\$0	Core Content Teachers and Administration
Adults Greeting Students	Based on results from the AdvancED Student Survey from August 2015, the adults will be making more of a concerted effort to greet our students while on Bus Duty, Commons Area Duty, Parking Lot Duty and will follow-through with expectations to greet students at the door in the hallways between classes and at Break.	Behavioral Support Program	11/18/2015	05/25/2016	\$0	HCHS Administration and Staff
Science Pathways	Students will have the opportunity for differentiated Science Pathways based on student interest, and college/career plans. This will allow each individual student to experience the most applicable science courses.	Career Preparation/Orientation	01/04/2016	05/25/2016	\$0	Science Department, CCR Coordinator and Guidance Counselor

KDE Comprehensive School Improvement Plan

Hancock County High School

Motivating IEP Students	The Special Ed. Dept. Members will work to ensure that each student in their case-load is properly motivated to perform at his/her potential on any form of assessment. Each department member will determine the needs of the student and find ways to reduce barriers leading up to the day of assessment.	Behavioral Support Program	11/18/2015	05/25/2016	\$0	Special Ed. Staff
PR Committee Training	The Program Review Leaders will be sure to train any new teachers in the building or new teachers on their PR committee to ensure they know the process we use for Program Review at HCHS, the scores from the previous year and any area that we have indicated needs improvement.	Professional Learning	10/21/2015	12/11/2015	\$0	Program Review Leaders and Principal
Common Grading System per Department	The Teachers in each department met during the summer of 2014 to determine an equitable and fair system of grading and assigning HW. Each department devised their own policy and each member agreed to follow the policy throughout the school year in order to be more uniform about the expectations within the department.	Academic Support Program	08/05/2015	05/25/2016	\$0	Each Department & Individual Teachers
PR Individual Teacher Conferences	Program Review Leaders will set up individual conferences with each member on their PR Committee once all committees have been established for the school year. The purpose for these individual conferences is to ensure that evidence shared by each member of the committee is current and that the committee member knows the process. These individual conferences will take the place of at least one of the three required meetings for the year and will take place during the planning time for each teacher on the committee. Administration will provide coverage for any PR Leader to be able to have these meetings. The purpose for these meetings is to be a little more deliberate and intentional about our process for PR and to ensure that everyone on the committee is on the same page.	Professional Learning	11/09/2014	05/20/2015	\$0	Program Review Leaders & Administration
Remediate Novice & Apprentice	After the teachers in each of the Core Departments have identified the students who are performing at the Novice level (in preparation for Algebra II, English 10, Biology, US History and for ACT), a schedule will be devised to work individually or in small groups with students during LEAD or other Remediation Time scheduled starting in January to strengthen their foundation of skills and understanding of concepts for the subject area.	Academic Support Program	01/04/2016	05/25/2016	\$0	Core Teachers & HCHS Administration
11th Grade Math Student Support	Each Math Teacher will identify current 11th grade students in their classroom and ensure that the students have been given the content and strategies that will ensure their success on the Junior ACT in March 2016.	Academic Support Program	10/21/2015	05/25/2016	\$0	Math Teachers
Geometry Focus	Current 11th Grade Math Students (especially those NOT currently taking Geometry) will be given Geometry concepts and strategies that will allow them potential for success on the Junior ACT given in March 2016.	Academic Support Program	10/21/2015	03/16/2016	\$0	Math Teachers

KDE Comprehensive School Improvement Plan

Hancock County High School

Science ACT Prep	The Science Department will incorporate consistent use of data-based questioning, scientific reasoning skills, and increased focus on scientific literacy across all science courses in order to increase student success on ACT style questions.	Academic Support Program	11/18/2015	05/25/2016	\$0	Science Department and CCR Coordinator
KOSSA Completers	CTE Department Members will designate students who are intending to or have potential to complete a career pathway for the 2015-16 school year.	Career Preparation/Orientation	01/06/2016	04/29/2016	\$0	Career & Tech Ed. Department, CCR Coordinator, Guidance Counselor
Incentive-based Success Models	Each special education student will have an Incentive-based Success Model that fits their needs. The scale used will focus on, but will not be limited to, these 5 core areas: attendance, student IEP Goal or benchmark, credits earned that year, GPA, Growth from ACT/PLAN/Explore. These areas, as well as others, will promote a baseline that will nurture student success inside and outside the classroom.	Academic Support Program	11/18/2015	05/25/2016	\$0	Special Ed. Teachers
Novice/Non-Benchmark Remediation	Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0	Core Departments
ASVAB Exam	The ASVAB will be given at least once per year - students will be identified for this exam based on performance on other assessments or it will be offered for students seeking military after high school.	Career Preparation/Orientation	01/04/2016	04/29/2016	\$0	CCR Coordinator and Guidance Counselor
9th Grade HW/Grading Expectations.	During the summer of 2014, the freshmen level teachers met and devised a HW and Grading system in place to make for a smoother transition into HS. This system calls for the core areas to work together and only require HW on specific days of the week so that the students are not overloaded and have more opportunities to experience success/reduce failures.	Academic Support Program	08/05/2015	05/25/2016	\$0	9th Grade Teachers & Administration
Survey Regular Teachers	A survey will be sent to the regular classroom teachers to inquire how they can use the special education teachers in their classrooms to meet the needs of the students. The goal from this activity is to maximize the motivation in the IEP students and keep them engaged in the classroom.	Academic Support Program	11/18/2015	05/25/2016	\$0	Special Ed. Teachers

KDE Comprehensive School Improvement Plan

Hancock County High School

SAFE Committee	In the Spring of 2013, the SAFE (Students and Faculty Engaged) Committee was formed for the purpose of strengthening the relationships between staff and students. The committee consists of 5 students, 5 teachers and 1 classified staff member. Throughout the 2015-16 school year, this committee will meet at least quarterly and will devise activities to promote Bully/Harassment Prevention and activities to build/continue a more positive atmosphere between the adults in the building and the students.	Behavioral Support Program	08/05/2015	05/25/2016	\$0	SAFE Committee, HCHS Staff & Administration , YSC Coordinator
Classroom Visits	Outside arts performers and groups will be invited to individual arts classrooms to make relevant connections for our students to see the potential for following a career in the arts.	Community Engagement	10/21/2015	05/25/2016	\$0	Arts & Humanities Dept.
Total						\$0

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Industry-Based Exams	The CTE Department and CCR Coordinator will work to get teachers certified to be able to teach courses that lead to the offering of Industry-Based Exams for our students (MOS, IC3, MNA, etc.).	Career Preparation/Orientation	11/18/2015	05/25/2016	\$1000	CCR Coordinator and CTE Department
Total						\$1000

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Arts Carousel	Outside performing groups will be invited to participate and perform for our students in the Arts Carousel.	Community Engagement	11/04/2015	05/25/2016	\$500	Arts & Humanities Dept. and HS Administration
Outside Performers	The Arts & Humanities Dept. will work to include outside performing groups or individuals to participate in the Arts Carousel. This will help our students realize the potential for pursuing arts careers.	Community Engagement	10/15/2014	04/29/2015	\$500	Arts & Humanities Dept.
Total						\$1000

General Fund

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

KDE Comprehensive School Improvement Plan

Hancock County High School

STAMP Test	The STAMP test will be offered to students in Spanish II. They will be responsible for the \$25 cost of the test. The results of the test can be used by the student to fulfill the World Language requirement of Western Kentucky University at present and other universities in the future. The results will also be used to make students aware of their level of language acquisition based on the ACTFL and Kentucky Standard of Proficiency Pyramid.	Academic Support Program	01/04/2016	04/29/2016	\$500	Arts & Humanities Department and CCR Coordinator
Total						\$500

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

We received individual student reports on Adequate Growth for Reading/Math, benchmark for ACT/Plan, AP results for 2015, etc. prior to the October 2 official School Report Card data. For this, we determine which students are already at benchmark for college-readiness and which students demonstrated adequate growth from the previous year.

The data reviewed from the School Report Card gave us detail as to what percent of our students are still performing at Novice, Apprentice, etc. and how these percentages have increased or decreased from prior years - also, in comparison with State and Regional averages.

The data reviewed did not tell us which students performed at an actual level they were capable. The teachers all got together in their departments to discuss which students they felt performed at their level, which ones under-performed and which ones over-performed.

Areas of Strengths

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

Areas of Strength:

High Distinguished % in English 10 EOC - continue in-class efforts to make 9th and 10th grade Language Arts students aware of content and skills needed to perform on the English 10 EOC.

Jr. ACT Composite - Continue in-class efforts to embed more ACT-type strategies within regular course content. Have students work ACT-type problems with explanation from teachers. Offer more after-school study sessions leading up to each National ACT given.

Low Novice % in Writing/On-Demand - although the state picks the ABSOLUTE WORST TIME to give the On-Demand to our 10th and 11th grade students (within days prior to EOC, AP exams and regular Final Exams), we will continue to emphasize writing in not only our Language Arts classes, but our other content area classes. The more writing practice our students have, the better.

Low Novice % and High Distinguished % in Language Mechanics from PLAN data - continue specific grammar skills building in Language Arts classes.

College & Career Readiness - continue the work of our Asst. Principal/College-Career Readiness Coordinator to work directly with teachers in the classroom and to identify students who have not reached benchmark before their senior year (also throughout the year).

Celebrating a rewarding AdvancED Accreditation Review Visit from October 27/28, 2015.

Opportunities for Improvement

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

Areas of Improvement:

Gap Scores - Special Ed. Collaboration teachers are working directly with regular ed. teachers to find ways the IEP students can be successful in the classroom and on assessment. The Special Ed. Department has developed a Progress Monitoring document where specific details that contribute to student success (attendance, discipline, work habits, attitude, etc.) is tracked throughout the year.

Growth Scores - continue the work to support students in the classroom to improve ACT strategies. Our goal is to increase a minimum of 2.0 points from PLAN to ACT for EACH group (longitudinal). Even though the ACT and State of Kentucky no longer supports the use of PLAN at the 10th grade level, we are still assessing our students and use the data to meet our needs. Students need to understand a variety of approaches to working these types of problems and in reading comprehension,

Novice percentages in Algebra II EOC need to decrease - the Math Department read the "5 Practices" book last Fall by Margaret Smith/Mary Stein and participated in a book study. The department is working to get the students more engaged in the learning process and to increase the students confidence in working/understanding math. Remove the focus on teaching students PROCEDURE and more focus on understanding the math.

Novice and Distinguished percentages in US History EOC need to improve - The department is working to change the expectations in the regular classroom and on regular assessment. The students will be expected to perform better on regular assessment and the teachers will do a better job exposing the students to the content they need to be successful. Like the Math Dept., the Social Studies Department will work to get the students more engaged in the learning process by using Project-Based Learning or other 21st Century Learning strategies.

Overall, the staff is working to reform our 9th thru 12th educational experience for our students with concerted efforts toward our "Purpose, Passion, Play" project. With this project, we are working to make the learning experiences in ALL our classrooms more meaningful, try to get our students to understand their purpose for a HS education as early as 9th Grade by developing plans to follow Pathways AND provide more opportunities in the junior and senior year to gain experience through internships, coops, practicums or shadowing. With this reform, we hope that the motivation to complete the high school experience in ALL our students improves and the struggle to get students to perform daily in the classroom decreases.

Conclusion

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

Our teachers work hard every day and take a vested interest in the data that represents our school and our student's abilities. Although we have much to be proud of in our hard work and efforts thus far, the teachers see areas that they feel need to improve and have developed the ideas mentioned earlier and the items we are updating in our school improvement plan.

Next Steps? The teachers are already implementing the strategies that we discussed on our Oct. 19, 2015 Professional Learning Day. We also will continue to work on implementing our "Purpose, Passion, Play" project to reform our high school educational process.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Gaps at Hancock Co. High School will be reduced by teachers focusing on the growth of every student based on their ability.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in English Language Arts by 05/25/2016 as measured by EPAS assessment OR other more suitable assessment results.

Strategy1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Departments

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	All Core Content Staff

Measurable Objective 2:

A 10% decrease of All Students will demonstrate a proficiency by increasing their understanding of concepts to perform above the Novice Level in Social Studies by 05/25/2016 as measured by 26% or fewer Novice on the 2016 US History EOC Exam..

KDE Comprehensive School Improvement Plan

Hancock County High School

Strategy1:

Student Conferences - Social Studies teachers will meet with each individual student to let them know the level that they are performing in class and in EOC assessment. Students will be encouraged to attend after-school tutoring if they are not performing at a level they are capable. Student interventions will be based on their overall average on classroom assessments.

Category: Integrated Methods for Learning

Research Cited: Differentiated support

Activity - Interventions for Under-performing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies Teachers will work with students after school on designated days of the week to ensure the student's continued success in the classroom.	Academic Support Program	10/15/2014	05/01/2015	\$200 - Other	Social Studies Teachers

Activity - After-school Study Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will offer after-school study sessions to help students who have been identified by the department as being Novice level on a sample EOC Exam to strengthen their understanding of the concepts to be successful on the actual EOC exam in US History given as their final exam.	Academic Support Program	11/11/2015	05/25/2016	\$0 - No Funding Required	Social Studies Department

Measurable Objective 3:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in Social Studies by 05/25/2016 as measured by EPAS Assessment results OR other authentic assessment.

Strategy1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	All Core Content Staff

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Departments

Measurable Objective 4:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in Science by 05/25/2016 as measured by EPAS Assessment results OR other authentic assessment.

Strategy1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	All Core Content Staff

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Departments

Measurable Objective 5:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in Mathematics by 05/25/2016 as measured by EPAS Assessment results.

Strategy1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine

KDE Comprehensive School Improvement Plan

Hancock County High School

strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	All Core Content Staff

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Departments

Strategy2:

11th Grade Math Support - Current 11th Grade students will be identified in each math teacher's classroom. Each of the students will be given material and learning opportunities that will better prepare the students for ACT Math success.

Category: Integrated Methods for Learning

Research Cited: Best Practice Teaching Strategies

Activity - Geometry Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Current 11th Grade Math Students (especially those NOT currently taking Geometry) will be given Geometry concepts and strategies that will allow them potential for success on the Junior ACT given in March 2016.	Academic Support Program	10/21/2015	03/16/2016	\$0 - No Funding Required	Math Teachers

Activity - 11th Grade Math Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Math Teacher will identify current 11th grade students in their classroom and ensure that the students have been given the content and strategies that will ensure their success on the Junior ACT in March 2016.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	Math Teachers

Goal 2:

All Teachers at Hancock Co. High School will work to emphasize LEARNING over teaching.

KDE Comprehensive School Improvement Plan

Hancock County High School

Measurable Objective 1:

collaborate to focus on teaching to the different learning styles in an effort to maximize student engagement and retention/mastery of concepts/skills by 05/25/2016 as measured by students performing at a higher level on formative/summative assessments as well as End-of-Course and College-Ready assessments.

Strategy1:

LEARNING > teaching - Teachers will work together within departments and even grade levels to determine the best-practice teaching strategies that will maximize student engagement within the classroom and mastery of the material.

Category: Learning Systems

Research Cited: Best Practice Teaching

Activity - Engaged Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate within departments and across disciplines to develop curriculum and instruction that focuses on students' retention of priority standards and skills, including 21st century essential skills, through a variety of innovative instructional strategies, including, but not limited to: project-based learning, flipped learning, inquiry-based instruction, etc.	Academic Support Program	11/18/2015	05/25/2016	\$0 - No Funding Required	All Teachers

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

Goal 1:

All Students at Hancock Co. High School will become college or career ready by the time they graduate.

Measurable Objective 1:

collaborate to increase the percent of students who are considered college or career ready to 75% by 05/25/2016 as measured by College & Career Readiness Report.

Strategy1:

Differentiated CCR Assistance - The College & Career Readiness Coordinator and specific teachers will start each year with a list of students who have not reached the college readiness status and will work to improve each student's CCR status by the end of the year.

Category: Career Readiness Pathways

Research Cited: Individual instruction meets the needs of students.

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - College & Career Readiness Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Coordinator and Math Teachers will work with students individually or in small groups using programs like IXL where students can work on skills at their own pace and based on their own skill level. The goal in doing this is to increase the CCR status for each student by the end of the school year.	Career Preparation/ Orientation	09/02/2015	05/25/2016	\$0 - No Funding Required	CCR Coordinator and Math Teachers

Activity - College & Career Readiness English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Coordinator and English Teachers will identify students' specific skills improvement areas and work with students once a week on these key skills to improve their CCR standing.	Career Preparation/ Orientation Academic Support Program	08/19/2015	05/25/2016	\$0 - No Funding Required	CCR Coordinator and English Teachers

Goal 2:

All students will improve their overall Reading and Math ability so that they reach the college-ready benchmark by the time they graduate.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores from 44.4 to 58.5 by 05/25/2016 as measured by 2015-2016 End-of-Course Assessments..

Strategy1:

Disaggregate Data - Core Teachers will look at the data from the previous year's EOC assessment to determine which subgroups our students underperformed and which students underperformed in general. The department will develop goals to achieve and plans for the department to reach those goals. Each member of the department will agree to follow the plan based on their particular grade level so that individual student performance will increase.

Category: Continuous Improvement

Research Cited: Data supported decisions have the most influence on student achievement

Activity - Goals/Plans per Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Core Department will determine goals for achievement that are needed as well as plans for each department member to help reach those goals.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	Core Content Teachers and Administration

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - Remediate Novice & Apprentice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After the teachers in each of the Core Departments have identified the students who are performing at the Novice level (in preparation for Algebra II, English 10, Biology, US History and for ACT), a schedule will be devised to work individually or in small groups with students during LEAD or other Remediation Time scheduled starting in January to strengthen their foundation of skills and understanding of concepts for the subject area.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Teachers & HCHS Administration

Goal 3:

Gaps at Hancock Co. High School will be reduced by teachers focusing on the growth of every student based on their ability.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in English Language Arts by 05/25/2016 as measured by EPAS assessment OR other more suitable assessment results.

Strategy1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Departments

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	All Core Content Staff

Measurable Objective 2:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in Mathematics by 05/25/2016 as

KDE Comprehensive School Improvement Plan

Hancock County High School

measured by EPAS Assessment results.

Strategy1:

11th Grade Math Support - Current 11th Grade students will be identified in each math teacher's classroom. Each of the students will be given material and learning opportunities that will better prepare the students for ACT Math success.

Category: Integrated Methods for Learning

Research Cited: Best Practice Teaching Strategies

Activity - Geometry Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Current 11th Grade Math Students (especially those NOT currently taking Geometry) will be given Geometry concepts and strategies that will allow them potential for success on the Junior ACT given in March 2016.	Academic Support Program	10/21/2015	03/16/2016	\$0 - No Funding Required	Math Teachers

Activity - 11th Grade Math Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Math Teacher will identify current 11th grade students in their classroom and ensure that the students have been given the content and strategies that will ensure their success on the Junior ACT in March 2016.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	Math Teachers

Strategy2:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	All Core Content Staff

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Departments

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gaps at Hancock Co. High School will be reduced by teachers focusing on the growth of every student based on their ability.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in Mathematics by 05/25/2016 as measured by EPAS Assessment results.

Strategy1:

11th Grade Math Support - Current 11th Grade students will be identified in each math teacher's classroom. Each of the students will be given material and learning opportunities that will better prepare the students for ACT Math success.

Category: Integrated Methods for Learning

Research Cited: Best Practice Teaching Strategies

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - 11th Grade Math Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Math Teacher will identify current 11th grade students in their classroom and ensure that the students have been given the content and strategies that will ensure their success on the Junior ACT in March 2016.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	Math Teachers

Activity - Geometry Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Current 11th Grade Math Students (especially those NOT currently taking Geometry) will be given Geometry concepts and strategies that will allow them potential for success on the Junior ACT given in March 2016.	Academic Support Program	10/21/2015	03/16/2016	\$0 - No Funding Required	Math Teachers

Strategy2:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	All Core Content Staff

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Departments

Measurable Objective 2:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in Science by 05/25/2016 as measured by EPAS Assessment results OR other authentic assessment.

Strategy1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on

KDE Comprehensive School Improvement Plan

Hancock County High School

these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	All Core Content Staff

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Departments

Measurable Objective 3:

A 10% decrease of All Students will demonstrate a proficiency by increasing their understanding of concepts to perform above the Novice Level in Social Studies by 05/25/2016 as measured by 26% or fewer Novice on the 2016 US History EOC Exam..

Strategy1:

Student Conferences - Social Studies teachers will meet with each individual student to let them know the level that they are performing in class and in EOC assessment. Students will be encouraged to attend after-school tutoring if they are not performing at a level they are capable. Student interventions will be based on their overall average on classroom assessments.

Category: Integrated Methods for Learning

Research Cited: Differentiated support

Activity - Interventions for Under-performing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies Teachers will work with students after school on designated days of the week to ensure the student's continued success in the classroom.	Academic Support Program	10/15/2014	05/01/2015	\$200 - Other	Social Studies Teachers

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - After-school Study Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will offer after-school study sessions to help students who have been identified by the department as being Novice level on a sample EOC Exam to strengthen their understanding of the concepts to be successful on the actual EOC exam in US History given as their final exam.	Academic Support Program	11/11/2015	05/25/2016	\$0 - No Funding Required	Social Studies Department

Measurable Objective 4:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in Social Studies by 05/25/2016 as measured by EPAS Assessment results OR other authentic assessment.

Strategy1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Departments

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	All Core Content Staff

Measurable Objective 5:

100% of All Students will demonstrate a proficiency by showing adequate growth based on their skill level in English Language Arts by 05/25/2016 as measured by EPAS assessment OR other more suitable assessment results.

Strategy1:

Data Nest - Teachers will invest time to access data and individual student scores to collaboratively (within departments) determine strategies to help students improve this year based on their ability level using the Data Nest or the cumulative EPAS document. Based on these strategies, students will improve. Teachers will develop their own Growth Goals based on these Goals and Action Plans based on SY 2015-2016

KDE Comprehensive School Improvement Plan

Hancock County High School

these strategies.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Novice/Non-Benchmark Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers within the Core Departments will make a schedule to work with students identified as NOT meeting Benchmark on the most recent EPAS assessment starting in January through LEAD class or other Remediation time scheduled. Each student will be worked with individually or in small groups to help strengthen their skills within the subject area and concepts needed to be successful on assessment.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Departments

Activity - Classroom Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will help guide their students in class based on strategies developed by the department to maximize each student's success.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	All Core Content Staff

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

Goal 1:

All freshmen entering Hancock Co. High School will have an opportunity to graduate in four years.

Measurable Objective 1:

collaborate to increase the freshman graduation rate from 93.5 to 96.1 by 05/25/2016 as measured by the Unbridled Learning Formula.

Strategy1:

9th Grade Expectations. - All teachers of 9th Grade Students will work together and develop HW and Grading expectations before the start of the school year. The purpose for this is to ease our students with the transition from 8th to 9th grade especially and to also find methods to reduce the number of missing assignments and failed classes. Part of the expectations for both grade levels will also include a communication plan to keep the parents aware of concerns for their child's progress..

Category: Learning Systems

Research Cited: Students of parents who are kept informed and involved in a child's education have a better chance of success.

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - Common Grading System per Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Teachers in each department met during the summer of 2014 to determine an equitable and fair system of grading and assigning HW. Each department devised their own policy and each member agreed to follow the policy throughout the school year in order to be more uniform about the expectations within the department.	Academic Support Program	08/05/2015	05/25/2016	\$0 - No Funding Required	Each Department & Individual Teachers

Activity - 9th Grade HW/Grading Expectations.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the summer of 2014, the freshmen level teachers met and devised a HW and Grading system in place to make for a smoother transition into HS. This system calls for the core areas to work together and only require HW on specific days of the week so that the students are not overloaded and have more opportunities to experience success/reduce failures.	Academic Support Program	08/05/2015	05/25/2016	\$0 - No Funding Required	9th Grade Teachers & Administration

Strategy2:

Programs Added - Programs will be added at HCHS when enough desire by students is indicated for the program and funding/staffing is made available for the program to exist. Programs like Welding, Maintenance, Aeronautics, etc. will be made available to increase the opportunities for students to find their area of interest. These programs will lead to industry or career certification by the time students graduate.

Category: Career Readiness Pathways

Research Cited: Students will remain in school if they find a reason to be there.

Activity - Industry Partnership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school and district administration will continue to be outreach partners with industry and Owensboro Community Technical College to increase programs that will be helpful to our students and community.	Career Preparation/ Orientation	08/05/2015	06/30/2016	\$0 - Other	District Administration & High School Administration, YSC Coordinator

Strategy3:

At-risk Student Identifier - Students who are at-risk of not graduating on time will be identified so that interventions or counseling may be applied as necessary to better increase each student's opportunities for success.

Category: Persistence to Graduation

Research Cited: Individualized instruction gives students a better chance for success.

Activity - Conferences with Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will set up Parent Conferences with any student who has made the "At Risk Identifier" for two months in a row or more. These meetings will be held at times that teachers are available to join or covers will be made available for teachers to stop by and add their input for what the individual students need.	Parent Involvement	11/18/2015	05/25/2016	\$0 - No Funding Required	HCHS Administration and Staff

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - At-risk Student Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All identified at-risk students will be assigned to an adult who will be sure to check in on the student and have positive interactions in an effort to break-down barriers and keep the students focused on their education.	Behavioral Support Program	11/18/2015	05/25/2016	\$0 - No Funding Required	Dean of Students and Assigned Staff

Goal 2:

All students will improve their overall Reading and Math ability so that they reach the college-ready benchmark by the time they graduate.

Measurable Objective 1:

collaborate to increase the combined Reading and Math K-PREP scores from 44.4 to 58.5 by 05/25/2016 as measured by 2015-2016 End-of-Course Assessments..

Strategy1:

Disaggregate Data - Core Teachers will look at the data from the previous year's EOC assessment to determine which subgroups our students underperformed and which students underperformed in general. The department will develop goals to achieve and plans for the department to reach those goals. Each member of the department will agree to follow the plan based on their particular grade level so that individual student performance will increase.

Category: Continuous Improvement

Research Cited: Data supported decisions have the most influence on student achievement

Activity - Remediate Novice & Apprentice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After the teachers in each of the Core Departments have identified the students who are performing at the Novice level (in preparation for Algebra II, English 10, Biology, US History and for ACT), a schedule will be devised to work individually or in small groups with students during LEAD or other Remediation Time scheduled starting in January to strengthen their foundation of skills and understanding of concepts for the subject area.	Academic Support Program	01/04/2016	05/25/2016	\$0 - No Funding Required	Core Teachers & HCHS Administration

Activity - Goals/Plans per Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Core Department will determine goals for achievement that are needed as well as plans for each department member to help reach those goals.	Academic Support Program	10/21/2015	05/25/2016	\$0 - No Funding Required	Core Content Teachers and Administration

Goal 3:

All IEP and at-risk students will be given opportunities for success.

KDE Comprehensive School Improvement Plan

Hancock County High School

Measurable Objective 1:

collaborate to Increase student achievement for all student groups in the Hancock County High School so that the achievement gap closes and the overall gap score improves by having 20 apprentice students move up to at least the proficient rating by 05/25/2016 as measured by the 2016 Kentucky State Accountability Profile.

Strategy1:

At-risk Interventions - At-risk and Special Education students will be identified early each semester and provided assistance and/or extra time in order to complete work needed to be successful in the classroom. Collab teachers will spend individual time with each student on their case-load, as needed, for the students to be more successful in their classes.

Category: Integrated Methods for Learning

Research Cited: Individual Instruction allows for better chance of student success

Activity - Motivating IEP Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Special Ed. Dept. Members will work to ensure that each student in their case-load is properly motivated to perform at his/her potential on any form of assessment. Each department member will determine the needs of the student and find ways to reduce barriers leading up to the day of assessment.	Behavioral Support Program	11/18/2015	05/25/2016	\$0 - No Funding Required	Special Ed. Staff

Activity - Incentive-based Success Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each special education student will have an Incentive-based Success Model that fits their needs. The scale used will focus on, but will not be limited to, these 5 core areas: attendance, student IEP Goal or benchmark, credits earned that year, GPA, Growth from ACT/PLAN/Explore. These areas, as well as others, will promote a baseline that will nurture student success inside and outside the classroom.	Academic Support Program	11/18/2015	05/25/2016	\$0 - No Funding Required	Special Ed. Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Teachers and Regular Classroom Teachers will collaborate to identify students who are at-risk of failing and not graduating on-time. These students will be helped and given more time to complete work as needed.	Academic Support Program	11/18/2015	05/25/2016	\$0 - No Funding Required	IEP Staff, Regular Classroom Teachers and Administration

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - Survey Regular Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A survey will be sent to the regular classroom teachers to inquire how they can use the special education teachers in their classrooms to meet the needs of the students. The goal from this activity is to maximize the motivation in the IEP students and keep them engaged in the classroom.	Academic Support Program	11/18/2015	05/25/2016	\$0 - No Funding Required	Special Ed. Teachers

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

Goal 1:

All Students at Hancock Co. High School will become college or career ready by the time they graduate.

Measurable Objective 1:

collaborate to increase the percent of students who are considered college or career ready to 75% by 05/25/2016 as measured by College & Career Readiness Report.

Strategy1:

Differentiated CCR Assistance - The College & Career Readiness Coordinator and specific teachers will start each year with a list of students who have not reached the college readiness status and will work to improve each student's CCR status by the end of the year.

Category: Career Readiness Pathways

Research Cited: Individual instruction meets the needs of students.

Activity - College & Career Readiness Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Coordinator and Math Teachers will work with students individually or in small groups using programs like IXL where students can work on skills at their own pace and based on their own skill level. The goal in doing this is to increase the CCR status for each student by the end of the school year.	Career Preparation/ Orientation	09/02/2015	05/25/2016	\$0 - No Funding Required	CCR Coordinator and Math Teachers

Activity - College & Career Readiness English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Coordinator and English Teachers will identify students' specific skills improvement areas and work with students once a week on these key skills to improve their CCR standing.	Academic Support Program Career Preparation/ Orientation	08/19/2015	05/25/2016	\$0 - No Funding Required	CCR Coordinator and English Teachers

Strategy2:

ASVAB Exam - The ASVAB Exam will be offered once each semester for students who are considering the military upon graduation. The CCR Coordinator and the Guidance Counselor will set this up accordingly with the ASVAB Military Personnel.

KDE Comprehensive School Improvement Plan

Hancock County High School

Category:

Research Cited: Students need to be offered multiple avenues to pursue.

Activity - ASVAB Exam	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ASVAB will be given at least once per year - students will be identified for this exam based on performance on other assessments or it will be offered for students seeking military after high school.	Career Preparation/ Orientation	01/04/2016	04/29/2016	\$0 - No Funding Required	CCR Coordinator and Guidance Counselor

Strategy3:

Increase KOSSA and Arts Completers - The CTE department as well as the Arts/Humanities department will work together and with scheduling personnel to assure pathway info is accurate giving students opportunity to complete a CTE or Arts career pathway.

Category: Career Readiness Pathways

Research Cited: Career pathways provide students for better chance at future success.

Activity - KOSSA Completers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE Department Members will designate students who are intending to or have potential to complete a career pathway for the 2015-16 school year.	Career Preparation/ Orientation	01/06/2016	04/29/2016	\$0 - No Funding Required	Career & Tech Ed. Department, CCR Coordinator, Guidance Counselor

Activity - Industry-Based Exams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CTE Department and CCR Coordinator will work to get teachers certified to be able to teach courses that lead to the offering of Industry-Based Exams for our students (MOS, IC3, MNA, etc.).	Career Preparation/ Orientation	11/18/2015	05/25/2016	\$1000 - Perkins	CCR Coordinator and CTE Department

Strategy4:

College Ready Awareness - Core Content Teachers will collaborate with the CCR Coordinator to determine which students at each grade-level have not reached the college-readiness status (based on EPAS assessment available). Each department will be responsible to try to work with groups of students in class or, at a minimum, schedule the students according to their assessment scores so that they have a better chance for success and can move on to the next grade level appropriately.

Category: Persistence to Graduation

Research Cited: Individualized instruction gives students better chance for success.

Activity - Science ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Science Department will incorporate consistent use of data-based questioning, scientific reasoning skills, and increased focus on scientific literacy across all science courses in order to increase student success on ACT style questions.	Academic Support Program	11/18/2015	05/25/2016	\$0 - No Funding Required	Science Department and CCR Coordinator

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - Science Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity for differentiated Science Pathways based on student interest, and college/career plans. This will allow each individual student to experience the most applicable science courses.	Career Preparation/ Orientation	01/04/2016	05/25/2016	\$0 - No Funding Required	Science Department, CCR Coordinator and Guidance Counselor

Activity - College Ready Awareness per Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will embed skills assessments and strategies to help students improve their core skills needed to be successful on college and career readiness exams. Teachers may use practice assessments in order to gauge progress and inform instruction, but must limit the use of practice EPAS exams to 2 for a semester class and 3 for a year long class in order to help reduce the number of students who feel over-assessed.	Academic Support Program	08/05/2015	05/25/2016	\$500 - District Funding	Core Content Teachers and HS Administration

Activity - STAMP Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAMP test will be offered to students in Spanish II. They will be responsible for the \$25 cost of the test. The results of the test can be used by the student to fulfill the World Language requirement of Western Kentucky University at present and other universities in the future. The results will also be used to make students aware of their level of language acquisition based on the ACTFL and Kentucky Standard of Proficiency Pyramid.	Academic Support Program	01/04/2016	04/29/2016	\$500 - General Fund	Arts & Humanities Department and CCR Coordinator

Activity - EPAS Assessment Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Guidance Counselor, CCR Coordinator and Administration will set up practice PLAN (for 9th) and ACT (for 10th) exams once in September and once by the end of April to give the students plenty of exposure on the exam in an effort to help them time themselves more efficiently and allow them to be more comfortable with the assessment as well as provide data for teachers to determine growth measures.	Academic Support Program	08/05/2015	04/29/2016	\$1500 - District Funding	CCR Coordinator and Guidance Counselor

Goal 2:

All IEP and at-risk students will be given opportunities for success.

Measurable Objective 1:

collaborate to Increase student achievement for all student groups in the Hancock County High School so that the achievement gap closes and the overall gap score improves by having 20 apprentice students move up to at least the proficient rating by 05/25/2016 as measured by the 2016 Kentucky State Accountability Profile.

KDE Comprehensive School Improvement Plan

Hancock County High School

Strategy1:

At-risk Interventions - At-risk and Special Education students will be identified early each semester and provided assistance and/or extra time in order to complete work needed to be successful in the classroom. Collab teachers will spend individual time with each student on their case-load, as needed, for the students to be more successful in their classes.

Category: Integrated Methods for Learning

Research Cited: Individual Instruction allows for better chance of student success

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Teachers and Regular Classroom Teachers will collaborate to identify students who are at-risk of failing and not graduating on-time. These students will be helped and given more time to complete work as needed.	Academic Support Program	11/18/2015	05/25/2016	\$0 - No Funding Required	IEP Staff, Regular Classroom Teachers and Administration

Activity - Survey Regular Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A survey will be sent to the regular classroom teachers to inquire how they can use the special education teachers in their classrooms to meet the needs of the students. The goal from this activity is to maximize the motivation in the IEP students and keep them engaged in the classroom.	Academic Support Program	11/18/2015	05/25/2016	\$0 - No Funding Required	Special Ed. Teachers

Activity - Incentive-based Success Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each special education student will have an Incentive-based Success Model that fits their needs. The scale used will focus on, but will not be limited to, these 5 core areas: attendance, student IEP Goal or benchmark, credits earned that year, GPA, Growth from ACT/PLAN/Explore. These areas, as well as others, will promote a baseline that will nurture student success inside and outside the classroom.	Academic Support Program	11/18/2015	05/25/2016	\$0 - No Funding Required	Special Ed. Teachers

Activity - Motivating IEP Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Special Ed. Dept. Members will work to ensure that each student in their case-load is properly motivated to perform at his/her potential on any form of assessment. Each department member will determine the needs of the student and find ways to reduce barriers leading up to the day of assessment.	Behavioral Support Program	11/18/2015	05/25/2016	\$0 - No Funding Required	Special Ed. Staff

KDE Comprehensive School Improvement Plan

Hancock County High School

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

Goal 1:

Every member of the Program Review Teams (Arts/Humanities, Writing, Career/Tech Ed and World Language - 2015) commit to help the staff at HCHS focus on areas indicated in the Program Review as needing improvement.

Measurable Objective 1:

collaborate to improve in areas of need as indicated in the Program Review Self-assessment from Spring 2015 by 05/25/2016 as measured by the Program Review Self-Assessment for our current year.

Strategy1:

Program Review Meetings - Members of the Program Review Teams (consisting of 1 person per department) will work together at least 3 times during the year to ensure that the staff are aware of items needing improvement. Faculty Meeting times and/or Early Release times will be used if it is deemed necessary to communicate needs to the faculty.

Category: Professional Learning & Support

Research Cited: Communicating to ensure that all factions are aware of needs and work to improve those needs.

Activity - Program Review - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Program Review Leaders will get together and develop a training session for all staff members to go over Program Review Needs Improvement Areas from the previous year, develop rubrics for use during the scoring process and remind everyone the methods of sharing evidence. This meeting will take place by the end of the first semester.	Professional Learning	10/21/2015	05/25/2016	\$0 - No Funding Required	Program Review Leaders and Principal

Strategy2:

PR Committee Training and Conferences - Program Review Leaders will provide a training session for new faculty members on the panel going over the Definition of Program Review, the process for Program Review at HCHS, what evidence looks like and go over our scores from the previous year.

Category: Professional Learning & Support

Research Cited: Professional Development - Professional Learning Teams

Activity - PR Committee Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Program Review Leaders will be sure to train any new teachers in the building or new teachers on their PR committee to ensure they know the process we use for Program Review at HCHS, the scores from the previous year and any area that we have indicated needs improvement.	Professional Learning	10/21/2015	12/11/2015	\$0 - No Funding Required	Program Review Leaders and Principal

KDE Comprehensive School Improvement Plan

Hancock County High School

Activity - PR Individual Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Leaders will set up individual conferences with each member on their PR Committee once all committees have been established for the school year. The purpose for these individual conferences is to ensure that evidence shared by each member of the committee is current and that the committee member knows the process. These individual conferences will take the place of at least one of the three required meetings for the year and will take place during the planning time for each teacher on the committee. Administration will provide coverage for any PR Leader to be able to have these meetings. The purpose for these meetings is to be a little more deliberate and intentional about our process for PR and to ensure that everyone on the committee is on the same page.	Professional Learning	11/09/2014	05/20/2015	\$0 - No Funding Required	Program Review Leaders & Administration

KDE Assurances - School

KDE Comprehensive School Improvement Plan

Hancock County High School

Introduction

KDE Assurances - School

KDE Comprehensive School Improvement Plan

Hancock County High School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	More than for a typical year. We just went through an AdvancED Review Team visit October 27 & 28. We went through the self-assessment, stakeholder interviews, etc.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Project-based Learning training the past 4 years and recently had a district-wide training and investigation of Standards-Based Grading.	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Project-based Learning and other 21st Century Teaching strategies.	

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	Title I eligible but no funds.	

KDE Comprehensive School Improvement Plan

Hancock County High School

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	All staff members were involved in the school improvement process.	

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	N/A	No verb in the sentence above. The school staff is completing the process to revise the school improvement plan (CSIP).	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Yes, but we are not a Title 1 School.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

KDE Comprehensive School Improvement Plan

Hancock County High School

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	No Title I Funding.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	N/A	No Title 1	

KDE Comprehensive School Improvement Plan

Hancock County High School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.hancock.k12.ky.us/school_home.aspx?schoolID=1	

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	No Title 1	

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

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

KDE Comprehensive School Improvement Plan

Hancock County High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A		

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A	No Title 1	

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

The Missing Piece

Introduction

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

Stakeholders

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

Brad Goodall, Assistant Principal

Tom Magan, Guidance Counselor

Mike Orr, Dean of Students

Laura Szefi, Media Center Specialist & SBDM Teacher Member

Emily Shown, Teacher and SBDM Member

Jeff Kessans, Special Ed. Dept. Chair

Relationship Building

Overall Rating: 2.86

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

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

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

Communications

Overall Rating: 2.86

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

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

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

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

KDE Comprehensive School Improvement Plan

Hancock County High School

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

Decision Making

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

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

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

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

KDE Comprehensive School Improvement Plan

Hancock County High School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

KDE Comprehensive School Improvement Plan

Hancock County High School

Advocacy

Overall Rating: 2.5

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 1.17

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Some student work of various levels is exhibited in the classroom.	Novice

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

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

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

Community Partnerships

Overall Rating: 2.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

We answered all questions honestly and I involved ALL the stakeholders I listed in the first section of "the Missing Piece". I would rather respond to this refection with the following than to answer the suggested questions:

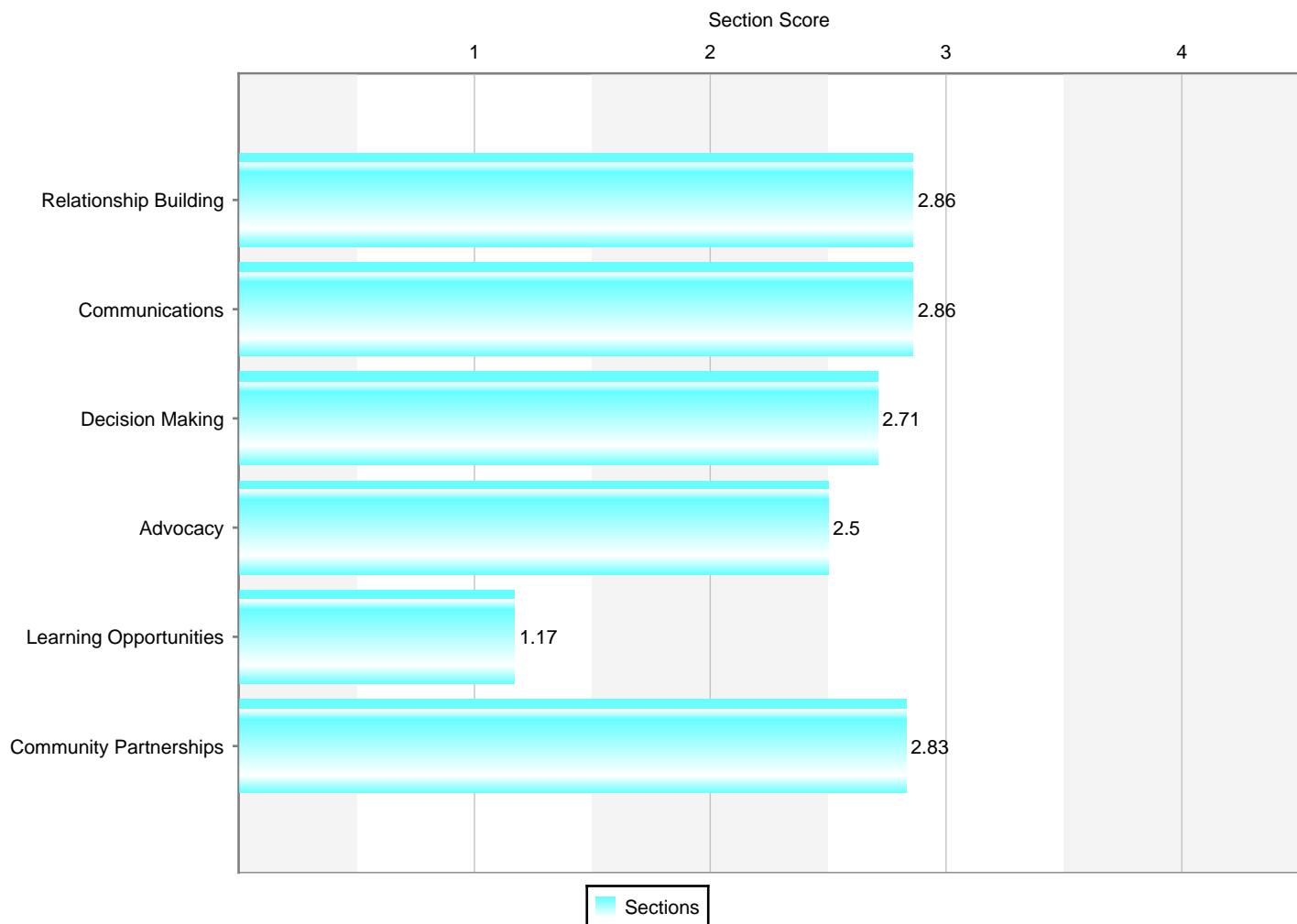
I am extremely disappointed and disgusted that the state is taking the course of action that they have with the School Improvement Plan process. Because there are schools in the state who do NOT answer questions honestly and do NOT have systems in place for continuous school improvement, the rest of us have to suffer and take precious TIME out of things that we really should be doing like helping teachers in the classroom meet the needs of our students. The Teachers in this building are the most professional bunch of individuals that I have had the pleasure of working with in 26 years. The vast majority of them put more pressure and expectations on themselves than I could ever ask as a principal. We also continuously assess ourselves and look for areas of improvement and ways that we can make our students more successful.

We have just completed an AdvancED Accreditation Visit on October 27th and 28th. It was a very rewarding process for the leadership and staff at Hancock Co. High School. We are taking the information shared in the Exit Report and we are working on adding items to our School Improvement plan as well as our daily routines and procedures. The Review Team did an excellent job getting us the data and information we need to move forward. On the contrary, the LEVEL that many of these questions asked in the "the Missing Piece" is as FAR from reality as I can imagine. Here are just a few examples:

The closest we have ever come to increasing the percentage of our parents participating in SBDM elections was two years ago when we employed the use of an on-line survey ballot. Even then, we only had 80+ responses out of 470 or more families. KASC has since told us the on-line ballots are not allowed. We now have the PTO meetings after school like we have before where 5 to 10 parents show up to vote. Getting parents to participate in Parent-Teacher Conferences took bribery from us to offer 10 percentage points on one exam of their child's (in one class) if the parent engaged in conferences. By doing this, we are still at a maximum of 150 or so families joining us (out of 500 this year). Before this policy was initiated, we were lucky if we had 20 parents join us (all of students with All "A"'s or "B"'s). We love our parents and the vast majority of them support us and our efforts, but we all lack time to manage the level of participation that the state would expect us.

We do not offer Advocacy training for ALL of our parents but do ensure that all parents are aware of their rights. If any of them ask about training, we would put it together. I could go on and on...

It's a shame that the School Improvement process has reached this level of work. I will be putting several more hours into this process in the next few days (many hours of my own time) just so I can get this complete enough that it will be approved through our SBDM at the next meeting. I am very proud to say that the educators in this building work very hard to constantly improve the level of learning that takes place every day. We're not perfect by any stretch of the imagination. However, just because our method of school improvement efforts does not fit the "model" suggested by the state or anywhere else does not make us wrong in what we do.

Report Summary**Scores By Section**

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Improvement is a continual process at Hancock County High School. The Departments (Language Arts, Math, Social Studies, Science, Arts/Humanities, Career & Tech Ed. and Special Ed.) meet monthly and make decisions based on current initiatives that we have in place. If any changes are deemed necessary, the departments will bring this to the attention of the administration.

Data is also accessed at the time that it is available. The departments and the administration use the data to determine if current strategies and initiatives are working that allow our students to perform at the highest level they are capable.

Throughout the year, surveys are used to get the input of the parents and students on items like student safety, college-career readiness as well as other programs that we offer at Hancock Co. High School. The results of the surveys are discussed among faculty and staff (as a group and/or in departments) and it is determined whether changes should be made based on the results and feedback from our stakeholders. For this current year, we had access to even more data based on our Stakeholder Feedback Surveys from the AdvancED Review Team process. Surveys were conducted in September 2015 and follow-up surveys were given to students in early October 2015. Once improvement needs are determined by the school personnel, the SBDM Council consisting of parents, teachers, classified personnel, students and principal discuss the recommendations made by the departments and make decisions based on the best interest of the school population.

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

The seven departments use all available data at the beginning of October to determine if any changes are needed to plans or policies that we currently have in place or if new policies or plans need to be developed. We look at the current Consolidated School Improvement Plan to determine what needs to be revised or added based on the data that we have in hand. After the departments make their suggestions, the parents, students and administration within the SBDM Council are involved in discussion and approving of those changes.

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

The final approved CSIP is shared among faculty and staff to ensure that everyone knows anything that may have changed from the "rough draft" version that was developed by the end of October and submitted to the SBDM Council to approve. The CSIP is likewise sent out to our parents via e-mail or made available on the Hancock Co. High School website for those parents who do not have e-mail. Parents are invited to join us for monthly SBDM meetings for any concerns or questions that they may have regarding the improvement plan. Parents are always welcome to stop by the school or call anytime they have questions as well.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

KDE Comprehensive School Improvement Plan

Hancock County High School

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		Emergency Response Plan 2016

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	August 12, 2015 - minutes of meeting attached.	SBDM Minutes - Aug.2015

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	August 12, 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Yes - before each school year begins.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	Opening Day - August 4, 2015	Opening Day Agenda-Aug.2015

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	When the original EMP was written.	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Hancock County High School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Not sure of the date - the school was built in 1972.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire - 8/12 and 8/21 Tornado - 8/31 Earthquake - 8/20 and 8/25 Lockdown - 8/24	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of "highly qualified" to "high effective".

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Student motivation and engagement

What sources of data were used to determine the barriers?

Survey data

What are the root causes of those identified barriers?

Students not making the connection of the 9-12 education and what plans they have next after graduation. Also, low achievement in the past for some of our students has diminished their self-confidence.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

We have high quality teachers in the school. They work hard to try innovative approaches to teaching to captivate our students and engage them in the learning process.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

We do not have many minority students in the building (less than 5%) and we do not have 'ineffective' or 'out-of-field' teachers for this school year. Otherwise, we do not assign teachers we have based on student ability or socio-economic status.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

To be perfectly honest, I should not have to be spending the majority of my time behind this desk filling out these ineffective and irrelevant reports. My teachers need me to be in their classrooms.

WE DON'T NEED DATA to make student assignment decisions! We don't have ineffective teachers nor out-of-field teachers! It's sad to think that ALL schools are forced to complete reports that are completely irrelevant to our needs!

Once again, we do NOT assign teachers based on student socio-economic status.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

We have a good school and a supportive district that naturally draws effective teachers to apply for open positions. That is all the recruitment strategies we need.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

We post positions early (upon knowing a resignation or retirement is in writing) so that we have the first chance at interviewing pool of teachers available for certain subject areas. When we can, we have two parts of the interview process where the candidates come in and teach a lesson to our students. This process has enabled us to hire the best qualified candidate for science on 2 different occasions before other schools have the opportunity to interview.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Effective teachers want to work in good schools with other effective teachers. That is the only incentive we provide.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

We mentor first year teachers whether they are interns or not. We pair up new teachers with another teacher from their department. Our teachers take care of each other.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

These issues are addressed individually by the administration when there is a teacher that is overall "Developing" or "Ineffective". An administrator will work directly with that teacher and suggest PD that would help the teacher in the areas identified as Growth Needed. In extreme cases, the administrator will develop a Corrective Action Plan with the teacher. We did not have any teachers in either category last year.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Our TELL Survey results show higher than state and even district averages for a vast majority of the questions. We address these results as a faculty and go over areas where we need the most work. Some of the items we indicate as trends are reflected in the Consolidated School Improvement Plan. Professional Development concerns that are highlighted in the TELL Survey are addressed as well.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

See our Consolidated School Improvement Plan for 2015-16.