Comprehensive School Improvement

Plan

Henry County High School

Henry County

Shannon Sageser, Principal
1120 Eminence Road
New Castle, KY 40050

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Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	See attached data.	HCHS School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Henry County High School had a total of 685 students enrolled and 45 teachers for the 2015-16 school year. 53.28% of students enrolled were qualified for Free/Reduced priced meals. .58% of students were English Language Learners with 11.53% qualifying as students with disabilities. With 84.44% of teachers having 4 or more years of experience, students also had access to 92% of teachers with advanced degrees. Graduating seniors were highly successful with transition to adult life as 97.5% were successful.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

One major challenge the trends showed was percentage of students qualifying for Free/Reduced priced meals. With 53.28% of students qualifying, this creates an awareness of students in the poverty category.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.	Attached are the School Equity Goals.	HCHS Equity Goals

Comprehensive School Improvement Plan

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Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Implementation of the Teacher Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to implement the Teacher Professional Growth and Effectivenes System by 05/13/2016 as measured by teacher observations, peer observations, professional growth, self reflection, student voice, and student growth.

Strategy1:

TPGES Implementation - Through a school-wide collaborative effort, the Teacher Professional Growth and Effectiveness System will be used as a measure for teacher professional growth and effectiveness.

Category: Teacher PGES

Research Cited: State implementation of TPGES.

Activity - PGES Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a part of professional development activities, the PGES framework will be a focus for teacher growth activities.	Professional Learning	08/05/2015	05/13/2016	$0 - No Funding Required	Principals, Teachers

Activity - Student Voice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the student voice initiative from the PGES for student growth.	Professional Learning	08/05/2015	05/13/2016	$0 - No Funding Required	Principals, Teachers

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Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal observations will be performed using the PGES framework.	Professional Learning	08/05/2015	05/13/2016	$0 - No Funding Required	Principals, Teachers

Activity - Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the PGES model for individual professional growth plans.	Professional Learning	08/05/2015	05/13/2016	$0 - No Funding Required	Prinicipals, Teachers

Activity - Self Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the PGES framework for self reflection activities.	Professional Learning	08/05/2015	05/13/2016	$0 - No Funding Required	Principals, Teachers

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will be trained to perform peer observations.	Professional Learning	08/05/2015	05/13/2016	$0 - No Funding Required	Principals Teachers

Activity - Student Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the PGES model for student growth.	Professional Learning	08/05/2015	05/13/2016	$0 - No Funding Required	Principals, Teachers

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the 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?

Shannon Sageser (Principal)

Lisa Huckaby (Teacher)

Austin Hunsaker (Assistant Principal)

Fran Nolin (Teacher)

Sandra McGhee (Parent)

Barney Sutley (Teacher)

Chad White (Parent)

Relationship Building

Overall Rating: 3.57

	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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	**Response**	**Rating**
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	**Response**	**Rating**
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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	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: 3.0

	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.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

	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: 2.57

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
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

	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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 3.0

	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

	Statement or Question	**Response**	**Rating**
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 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.	Proficient

	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 ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

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

Learning Opportunities

Overall Rating: 2.67

	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 the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
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 makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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 parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.0

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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.

As a collective community, we are looking for new ways to improve on the opportunities that our students are engaged. These opportunities are centered on College and Career Readiness. This has led to new relationships with local businesses and post-secondary institutions. Students are fully aware of their role in this high stakes accountability world leading to greater success. Parent involvement is an area of concern. Parents are aware of the opportunities for their student but, are not fully involved in the process. Efforts will continue to be made to increase the involvement of all stakeholders to insure we have collective input for the future of all students at Henry County High School.

Report Summary

Scores By Section

Section Score

SY 2016-2017
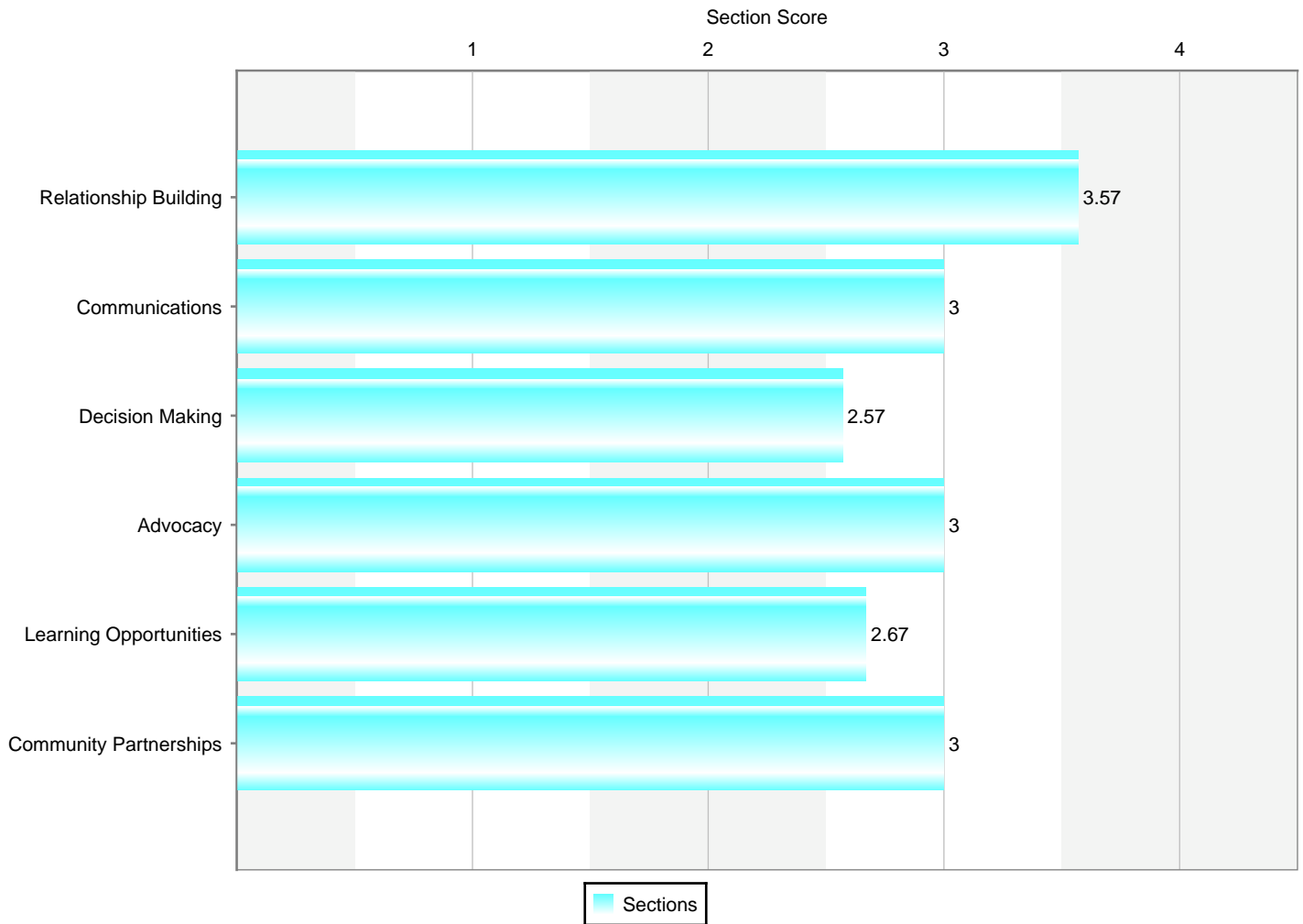
Improvement Plan Stakeholder Involvement

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.

The stakeholders involved in improvement plan process included administration, teachers and parents. The SBDM of Henry County High School took the lead role in completing the school's improvement plan. Each stakeholder was responsible for completing and getting input from other stakeholders. The input came from the schools leadership team and PLC department groups. Each group was responsible for setting times for meetings.

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

The stakeholders involved in improvement plan process included administration, teachers and parents. The SBDM of Henry County High School took the lead role in completing the school's improvement plan. Each stakeholder was responsible for completing and getting input from other stakeholders. The input came from the schools leadership team and PLC department groups. Each group was responsible for setting times for meetings.

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 improvement plan was presented to SBDM for approval. The plan will used, for example, by departmental PLC groups on an ongoing basis. The improvement plan included various activities that will be implemented and measured for their effectiveness during implementation.

Phase I - 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?

In analyzing the data, Henry County High School is looking to improve the following:

* Implementation of the Teacher Professional Growth and Effectiveness System.

* Increase the percentage of students who are college and career ready.

* Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group.

* Meet the graduation rate for the 2017 graduating class.

*Increase the combined proficient/distinguished percentage of all students in reading and math.

The data shows we have made great gains in CCR, Graduation Rate, Achievement, and Gap. It shows that we need to continue to focus on our Non-Duplicated Gap Group in both Math and Reading. It has shown we need put literacy as a central focus across content areas.

The data does not tell us what specific tools are best practice for improvement.

Areas of Strengths

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

The data has identified that Henry County High School as Distinguished, Progressing, and High Performing. Henry County High School has shown strengths in College and Career Readiness, Achievement, Program Reviews, and Graduation Rate. We are continuing to build upon implementedactivities that build student success. In the development of the Comprehensive School Improvement Plan, we have planned specific areas to target for continued growth. We will continue to celebrate as a school through student and faculty special recognitions, local newspaper articles, school website postings, and on our wall of honor.

Opportunities for Improvement

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

Henry County High School will continue to improve in all areas of accountability. Specific areas of focus will continue to be placed on Achievement and GAP. We have set our specific goals in our CSIP to target each area of need. This plan has been shared with input from a variety of stakeholders in effort to improve growth and success.

Conclusion

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

Our next steps are to implement the activities in our CSIP. We will continue to monitor and update our intentionally targeted activities to insure student growth and success.

Comprehensive School Improvement Plan 16-17

Overview

Plan Name

Comprehensive School Improvement Plan 16-17

Plan Description

Comprehensive School Improvement Plan 16-17

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	Meet the graduation rate goal of 95.4 for the 2016-2017 school year.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	$60643
2	Increase the percentage of students who are college and career ready.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$0
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group.	Objectives: 2 Strategies: 1 Activities: 10	Academic	$13569
4	Implementation of the Teacher Professional Growth and Effectiveness System	Objectives: 1 Strategies: 1 Activities: 7	Organizational	$0
5	Increase the combined proficient/distinguished percentage of all students in reading and	Objectives: 1 Strategies: 1 Activities: 13	Academic	$25768

Goal 1: Meet the graduation rate goal of 95.4 for the 2016-2017 school year.

Measurable Objective 1:

collaborate to meet the graduation rate of 95.4% by 05/17/2017 as measured by the school report card.

Strategy 1:

Targeted Interventions - Teachers and counselors will work with students to utilize the Individual Learning Plan to align coursework with career interests.

Category: Persistance to Graduation

Research Cited: Individual Learning Plans is a state supported CCR program.

Activity - ILP Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP to align coursework with career interests.	Career Preparation/Orientation	08/10/2016	05/17/2017	$0	No Funding Required	Counselors

Strategy 2:

Career Readiness Pathways - Counselors will organize a College Fair to expose students the various opportunities of post-secondary education.

Category: Career Readiness Pathways

Research Cited: College Fair's are used to introduce and inform student of the college and career opportunities.

Activity - College Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will organize a college fair for students to attend.	Career Preparation/Orientation	09/13/2016	09/13/2016	$300	School Council Funds	Counselors

Strategy 3:

RTT-D kid-FRIENDLy - Through the Race to the Top Grant, a college and career readiness counselor will be provide to assist students in their college and career readiness.

Category: Persistance to Graduation

Research Cited: RTT-D is a federally funded grant.

Activity - College and Career Readiness Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A College and Career Readiness Counselor will assist student in their preperation for college and careers.	Academic Support Program	08/10/2016	05/17/2017	$50000	Race to the Top	Principal, Counselors, Teachers, CCR Counselor

Strategy 4:

Persistence to Graduation - Principals, Counselors, and Teachers will work collaborate to identify at-risk students and plan interventions/credit recovery for persistence to graduation. ODYSSEYWARE credit recovery program will be implemented with at-risk students.

Category: Persistance to Graduation

Research Cited: ODYSSEYWARE is a research based program that has proven to increase learning.

Activity - Credit Recovery Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of a credit recovery program	Academic Support Program	08/10/2016	05/17/2017	$10343	School Council Funds	Principals, Counselors, Teachers

Goal 2: Increase the percentage of students who are college and career ready.

Measurable Objective 1:

collaborate to reach the goal of 85% of graduating seniors will be college and/or career ready by 05/17/2017 as measured by college and/or career readiness.

Strategy 1:

KOSSA/Industry Certification Test Preperation - Teachers will develop assessments for each CTE program to determine chances of success on KOSSA and Industry Certification assessments.

Category: Career Readiness Pathways

Research Cited: KOSSA is a KDE skills standards assessment.

Activity - KOSSA/Industry Certification Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and update KOSSA and industry certifications available to preparatory students.	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	CTE Teachers, Counselors, Principals

Strategy 2:

At-Risk Intervention - Teachers will identify students who are at-risk of not achieving ACT benchmarks and will develop activites to enhance student learning.

Category: Continuous Improvement

Research Cited: ACT is a KDE supported assessment.

Activity - ATTACK Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR Readiness Counselor will identify at-risk students to provide small group and individual instruction on the ACT, KYOTE, COMPASS, and WorkKeys assessments.	Academic Support Program	08/17/2016	05/17/2017	$0	No Funding Required	CCR Counselor, Teachers, Principals

Activity - College Application Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a college application week where all seniors apply to college.	Career Preparation/Orientation	10/24/2016	10/28/2016	$0	No Funding Required	Counselors, Principals, Teachers

Activity - WIN Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE, Life 101 and Transitions teachers will use WIN Leaning software to provided enrichment for CCR standards.	Academic Support Program	08/10/2016	05/17/2017	$0	Race to the Top	Teachers, Principals, CCRC

Strategy 3:

DATA Analyzing - HCHS Leadership Team will analyze the school's effectiveness and set goals for improvement.

Category: Continuous Improvement

Research Cited: "DATA RETREAT" is a registered service of Cooperative Educational Service Agency7, Green Bay, Wisconsin.

Activity - DATA Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HCHS Staff will analyze school data to focus school improvement.	Policy and Process	08/10/2016	05/17/2017	$0	No Funding Required	Principal, Teachers, Counselors, CCR Counselor

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group.

Measurable Objective 1:

52% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency level in Mathematics by 05/17/2017 as measured by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32% to 52%..

(shared) Strategy 1:

GAP Proficiency - Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Category: Continuous Improvement

Research Cited: Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Activity - ACT Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop ACT type questions as formative assessment items	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Teachers, Principals

Activity - CTE Applied Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career and Technical Teachers will provide applied learning through the use of Math/Lanuage Arts lessons through CTE classes.	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Teachers, Principals

Activity - CT4GC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Teachers, Principals, Special Education Director

Activity - Enrichment Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students in their classes extended activities in preparation and support of: EOC's, Reading Goals, Math Goal, KOSSA, WorkKeys, etc.	Academic Support Program	10/10/2016	05/17/2017	$0	No Funding Required	Teachers, Principals

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement reading interventions that specifically target special needs students through the use of various software tools. (Read/Write Gold,READ 180, Achieve 3000)	Technology	08/10/2016	05/17/2017	$13569	District Funding	Teachers, Principals

Activity - Literacy NIght	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher provide activites based on books to promote student interest in reading/literacy.	Extra Curricular	11/10/2016	11/10/2016	$0	No Funding Required	Teachers, Media Specialist

Activity - Monday Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet every Monday for PLC meetings during each planning period to focus on Gap Reduction in Reading and Math.	Academic Support Program	08/15/2016	05/15/2017	$0	No Funding Required	Principals, Teachers

Activity - District Literacy Inititive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Administration will conduct walk-throughs and establish individual school literacy committees to improve literacy.	Academic Support Program	08/17/2016	05/17/2017	$0	No Funding Required	District Adminstration, Teachers

Activity - 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of a school 30-60-90 day plan for overall improvement.	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Principals

Activity - Student Support Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and tutor students individually in reading, math, and EOC areas.	Academic Support Program	10/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Measurable Objective 2:

52% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency level in Reading by 05/17/2017 as measured by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32% to 52%.

(shared) Strategy 1:

GAP Proficiency - Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Category: Continuous Improvement

Research Cited: Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Activity - ACT Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop ACT type questions as formative assessment items	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Teachers, Principals

Activity - CTE Applied Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career and Technical Teachers will provide applied learning through the use of Math/Lanuage Arts lessons through CTE classes.	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Teachers, Principals

Comprehensive School Improvement Plan

Henry County High School

Activity - CT4GC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Teachers, Principals, Special Education Director

Activity - Enrichment Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students in their classes extended activities in preparation and support of: EOC's, Reading Goals, Math Goal, KOSSA, WorkKeys, etc.	Academic Support Program	10/10/2016	05/17/2017	$0	No Funding Required	Teachers, Principals

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement reading interventions that specifically target special needs students through the use of various software tools. (Read/Write Gold,READ 180, Achieve 3000)	Technology	08/10/2016	05/17/2017	$13569	District Funding	Teachers, Principals

Activity - Literacy NIght	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher provide activites based on books to promote student interest in reading/literacy.	Extra Curricular	11/10/2016	11/10/2016	$0	No Funding Required	Teachers, Media Specialist

Activity - Monday Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet every Monday for PLC meetings during each planning period to focus on Gap Reduction in Reading and Math.	Academic Support Program	08/15/2016	05/15/2017	$0	No Funding Required	Principals, Teachers

Activity - District Literacy Inititive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Administration will conduct walk-throughs and establish individual school literacy committees to improve literacy.	Academic Support Program	08/17/2016	05/17/2017	$0	No Funding Required	District Administration, Teachers

Activity - 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of a school 30-60-90 day plan for overall improvement.	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Principals

Activity - Student Support Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Identify and tutor students individually in reading, math, and EOC areas.	Academic Support Program	10/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Goal 4: Implementation of the Teacher Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to implement the Teacher Professional Growth and Effectivenes System by 05/17/2017 as measured by teacher observations, peer observations, professional growth, self reflection, student voice, and student growth.

Strategy 1:

TPGES Implementation - Through a school-wide collaborative effort, the Teacher Professional Growth and Effectiveness System will be used as a measure for teacher professional growth and effectiveness.

Category: Professional Learning & Support

Research Cited: State implementation of TPGES

Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal observations will be performed using the PGES framework	Professional Learning	08/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers will be trained to perform peer observations	Professional Learning	08/10/2016	05/17/2017	$0	No Funding Required	Principals Teachers

Activity - Professional Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the PGES model for individual professional growth plans.	Professional Learning	08/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Activity - Self Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the PGES framework for self reflection activities.	Professional Learning	08/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Activity - Student Voice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the student voice initiative from the PGES for student growth.	Professional Learning	08/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Activity - Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the PGES model for student growth.	Professional Learning	08/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Activity - PGES Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of professional development activities, the PGES framework will be a focus for teacher growth activities.	Professional Learning	08/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Goal 5: Increase the combined proficient/distinguished percentage of all students in reading and

Measurable Objective 1:

62% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of proficient/distinguished level in Reading and in Mathematics by 05/17/2017 as measured by K-PREP End-of-Course.

Strategy 1:

Literacy/Math Initiative - As part of the Literacy/Math Initiative, teachers will place more emphasis on reading and mathematics skills across all content areas to increase student proficiency.

Category: Continuous Improvement

Research Cited: Literacy Initiatives

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development to share findings of the Data review and priority needs asreas in reading will be shared with all staff.	Professional Learning	08/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Activity - Monday Meetings/PLC Literacy Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities to focus on content literacy and reading skills.	Academic Support Program	08/15/2016	05/15/2017	$0	No Funding Required	Principals, Teachers

Activity - ATTAK Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Armed to Tackle ACT and KYOTE (ATTAK) Team will identify seniors who have not met benchmark and tutor for proficiency.	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Principal, Teachers, CCRC

Activity - Achieve 3000	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Achieve 3000 will be used in Transition and English classes and introduced across all content areas. | Academic Support Program, Technology | 08/10/2016 | 05/17/2017 | $13568 | District Funding | Principals, Teachers |

Activity - CERT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CERT testing will be used to determine individual student proficiency in reading and math.	Academic Support Program	08/10/2016	05/17/2017	$12000	District Funding	Principal, Teachers

Activity - LDC Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be implemented to focus on the LDC model across all content areas.	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Activity - Enrichment Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment Period will be used to focus on reading/math strategies and reading/math proficiency improvement across all content areas.	Direct Instruction	08/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Activity - CT4GC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Teachers, Principals, Special Education Director

Activity - KASC EOC Vocabulary Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of EOC specific vocabulary across contents through the use of the KASC tools.	Academic Support Program	08/10/2016	05/17/2017	$200	District Funding	Principals, Teachers

Activity - District Literacy Initive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Administration will conduct classroom walk-throughs and teacher interviews to gage literacy implementation across the district. School based literacy committees will be formed to address each schools individual needs.	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	District Administration, Teachers

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

30-60-90 Day Plan developed and implemented for school improvement.	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Principals

Activity - Guided Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided Planning with all EOC Teachers.	Academic Support Program	08/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Activity - Student Support Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students and tutors students individually for reading, math, and EOC support.	Academic Support Program	10/10/2016	05/17/2017	$0	No Funding Required	Principals, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College Fair	Counselors will organize a college fair for students to attend.	Career Preparation/Orientation	09/13/2016	09/13/2016	$300	Counselors
Credit Recovery Program	Implementation of a credit recovery program	Academic Support Program	08/10/2016	05/17/2017	$10343	Principals, Counselors, Teachers
				Total	$10643	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy NIght	Teacher provide activites based on books to promote student interest in reading/literacy.	Extra Curricular	11/10/2016	11/10/2016	$0	Teachers, Media Specialist
DATA Focus	HCHS Staff will analyze school data to focus school improvement.	Policy and Process	08/10/2016	05/17/2017	$0	Principal, Teachers, Counselors, CCR Counselor
CT4GC	Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0	Teachers, Principals, Special Education Director
Student Voice	Teachers will use the student voice initiative from the PGES for student growth.	Professional Learning	08/10/2016	05/17/2017	$0	Principals, Teachers
Observations	Principal observations will be performed using the PGES framework	Professional Learning	08/10/2016	05/17/2017	$0	Principals, Teachers
Peer Observations	Select teachers will be trained to perform peer observations	Professional Learning	08/10/2016	05/17/2017	$0	Principals Teachers
Student Support Team	Identify students and tutors students individually for reading, math, and EOC support.	Academic Support Program	10/10/2016	05/17/2017	$0	Principals, Teachers

Enrichment Period	Teachers will provide students in their classes extended activities in preparation and support of: EOC's, Reading Goals, Math Goal, KOSSA, WorkKeys, etc.	Academic Support Program	10/10/2016	05/17/2017	$0	Teachers, Principals
Enrichment Period	Enrichment Period will be used to focus on reading/math strategies and reading/math proficiency improvement across all content areas.	Direct Instruction	08/10/2016	05/17/2017	$0	Principals, Teachers
30-60-90 Day Plan	Creation of a school 30-60-90 day plan for overall improvement.	Academic Support Program	08/10/2016	05/17/2017	$0	Principals
Monday Meetings/PLC Literacy Focus	Professional Learning Communities to focus on content literacy and reading skills.	Academic Support Program	08/15/2016	05/15/2017	$0	Principals, Teachers
ATTAK Team	Armed to Tackle ACT and KYOTE (ATTAK) Team will identify seniors who have not met benchmark and tutor for proficiency.	Academic Support Program	08/10/2016	05/17/2017	$0	Principal, Teachers, CCRC
30-60-90 Day Plan	30-60-90 Day Plan developed and implemented for school improvement.	Academic Support Program	08/10/2016	05/17/2017	$0	Principals
District Literacy Initive	District Administration will conduct classroom walk-throughs and teacher interviews to gage literacy implementation across the district. School based literacy committees will be formed to address each schools individual needs.	Academic Support Program	08/10/2016	05/17/2017	$0	District Administration, Teachers
CT4GC	Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0	Teachers, Principals, Special Education Director
Professional Development	Professional Development to share findings of the Data review and priority needs asreas in reading will be shared with all staff.	Professional Learning	08/10/2016	05/17/2017	$0	Principals, Teachers
KOSSA/Industry Certification Review	Review and update KOSSA and industry certifications available to preparatory students.	Academic Support Program	08/10/2016	05/17/2017	$0	CTE Teachers, Counselors, Principals
ATTACK Team	CCR Readiness Counselor will identify at-risk students to provide small group and individual instruction on the ACT, KYOTE, COMPASS, and WorkKeys assessments.	Academic Support Program	08/17/2016	05/17/2017	$0	CCR Counselor, Teachers, Principals
Student Support Team	Identify and tutor students individually in reading, math, and EOC areas.	Academic Support Program	10/10/2016	05/17/2017	$0	Principals, Teachers
PGES Professional Development	As a part of professional development activities, the PGES framework will be a focus for teacher growth activities.	Professional Learning	08/10/2016	05/17/2017	$0	Principals, Teachers
ILP Alignment	Utilize the ILP to align coursework with career interests.	Career Preparation/Orientation	08/10/2016	05/17/2017	$0	Counselors

Comprehensive School Improvement Plan

Henry County High School

ACT Formative Assessment	Teachers will develop ACT type questions as formative assessment items	Academic Support Program	08/10/2016	05/17/2017	$0	Teachers, Principals
LDC Model	Professional Development will be implemented to focus on the LDC model across all content areas.	Academic Support Program	08/10/2016	05/17/2017	$0	Principals, Teachers
Monday Meetings	Teachers will meet every Monday for PLC meetings during each planning period to focus on Gap Reduction in Reading and Math.	Academic Support Program	08/15/2016	05/15/2017	$0	Principals, Teachers
Professional Growth	Teachers will use the PGES model for individual professional growth plans.	Professional Learning	08/10/2016	05/17/2017	$0	Principals, Teachers
Self Reflection	Teachers will use the PGES framework for self reflection activities.	Professional Learning	08/10/2016	05/17/2017	$0	Principals, Teachers
College Application Week	Establish a college application week where all seniors apply to college.	Career Preparation/Orientation	10/24/2016	10/28/2016	$0	Counselors, Principals, Teachers
Student Growth	Teachers will implement the PGES model for student growth.	Professional Learning	08/10/2016	05/17/2017	$0	Principals, Teachers
District Literacy Inititive	District Administration will conduct walk-throughs and establish individual school literacy committees to improve literacy.	Academic Support Program	08/17/2016	05/17/2017	$0	District Administration, Teachers
Guided Planning	Guided Planning with all EOC Teachers.	Academic Support Program	08/10/2016	05/17/2017	$0	Principals, Teachers
CTE Applied Learning	Career and Technical Teachers will provide applied learning through the use of Math/Lanuage Arts lessons through CTE classes.	Academic Support Program	08/10/2016	05/17/2017	$0	Teachers, Principals
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention	Implement reading interventions that specifically target special needs students through the use of various software tools. (Read/Write Gold,READ 180, Achieve 3000)	Technology	08/10/2016	05/17/2017	$13569	Teachers, Principals
Achieve 3000	Achieve 3000 will be used in Transition and English classes and introduced across all content areas.	Academic Support Program, Technology	08/10/2016	05/17/2017	$13568	Principals, Teachers
KASC EOC Vocabulary Tool	Implementation of EOC specific vocabulary across contents through the use of the KASC tools.	Academic Support Program	08/10/2016	05/17/2017	$200	Principals, Teachers
CERT	CERT testing will be used to determine individual student proficiency in reading and math.	Academic Support Program	08/10/2016	05/17/2017	$12000	Principal, Teachers

	Total	$39337

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career Readiness Counseling	A College and Career Readiness Counselor will assist student in their preperation for college and careers.	Academic Support Program	08/10/2016	05/17/2017	$50000	Principal, Counselors, Teachers, CCR Counselor
WIN Learning	CTE, Life 101 and Transitions teachers will use WIN Leaning software to provided enrichment for CCR standards.	Academic Support Program	08/10/2016	05/17/2017	$0	Teachers, Principals, CCRC
				Total	$50000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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	Teachers continue to work in Professional Learning Communities to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students	

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	We have implemented an enrichment period to provide additional help for struggling students. Teachers are continuing to be trained in Thinking Strategies for student growth. We have also purchased HAWKS learning program for struggling math students and Achieve 3000 for struggling readers. We have implemented the use of CERT for ACT preparation.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We continue to develop our school culture around teacher support. All teachers are invited to be members of our Leadership Committee. It is our philosophy that all teachers have opportunity to input their thoughts for student growth. As opportunities open, we continue to interview and higher highly qualified individuals.	

Comprehensive School Improvement Plan

Henry County High School

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

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

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

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

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.	Yes		

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

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

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

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

Comprehensive School Improvement Plan

Henry County High School

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	www.henry.kyschools.us	

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

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

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

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

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

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

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

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

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

Phase II - 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:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group.

Measurable Objective 1:

52% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency level in Reading by 05/17/2017 as measured by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32% to 52%.

Strategy1:

GAP Proficiency - Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Category: Continuous Improvement

Research Cited: Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Activity - CT4GC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals, Special Education Director

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement reading interventions that specifically target special needs students through the use of various software tools. (Read/Write Gold,READ 180, Achieve 3000)	Technology	08/10/2016	05/17/2017	$13569 - District Funding	Teachers, Principals

Activity - Enrichment Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students in their classes extended activities in preparation and support of: EOC's, Reading Goals, Math Goal, KOSSA, WorkKeys, etc.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - Student Support Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and tutor students individually in reading, math, and EOC areas.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - District Literacy Inititive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Administration will conduct walk-throughs and establish individual school literacy committees to improve literacy.	Academic Support Program	08/17/2016	05/17/2017	$0 - No Funding Required	District Administration, Teachers

Activity - Monday Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet every Monday for PLC meetings during each planning period to focus on Gap Reduction in Reading and Math.	Academic Support Program	08/15/2016	05/15/2017	$0 - No Funding Required	Principals, Teachers

Activity - CTE Applied Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career and Technical Teachers will provide applied learning through the use of Math/Lanuage Arts lessons through CTE classes.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of a school 30-60-90 day plan for overall improvement.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals

Activity - ACT Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop ACT type questions as formative assessment items	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - Literacy NIght	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher provide activites based on books to promote student interest in reading/literacy.	Extra Curricular	11/10/2016	11/10/2016	$0 - No Funding Required	Teachers, Media Specialist

Measurable Objective 2:

52% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency level in Mathematics by 05/17/2017 as measured by

increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32% to 52%..

Strategy1:

GAP Proficiency - Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Category: Continuous Improvement

Research Cited: Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Activity - CTE Applied Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career and Technical Teachers will provide applied learning through the use of Math/Lanuage Arts lessons through CTE classes.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - Literacy NIght	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher provide activites based on books to promote student interest in reading/literacy.	Extra Curricular	11/10/2016	11/10/2016	$0 - No Funding Required	Teachers, Media Specialist

Activity - Monday Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet every Monday for PLC meetings during each planning period to focus on Gap Reduction in Reading and Math.	Academic Support Program	08/15/2016	05/15/2017	$0 - No Funding Required	Principals, Teachers

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement reading interventions that specifically target special needs students through the use of various software tools. (Read/Write Gold,READ 180, Achieve 3000)	Technology	08/10/2016	05/17/2017	$13569 - District Funding	Teachers, Principals

Activity - 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of a school 30-60-90 day plan for overall improvement.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals

Activity - CT4GC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals, Special Education Director

Activity - Enrichment Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students in their classes extended activities in preparation and support of: EOC's, Reading Goals, Math Goal, KOSSA, WorkKeys, etc.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - ACT Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop ACT type questions as formative assessment items	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - District Literacy Inititive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Administration will conduct walk-throughs and establish individual school literacy committees to improve literacy.	Academic Support Program	08/17/2016	05/17/2017	$0 - No Funding Required	District Administration, Teachers

Activity - Student Support Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and tutor students individually in reading, math, and EOC areas.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group.

Measurable Objective 1:

52% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency level in Mathematics by 05/17/2017 as measured by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32% to 52%..

Strategy1:

GAP Proficiency - Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Category: Continuous Improvement

Research Cited: Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Comprehensive School Improvement Plan

Henry County High School

Activity - CTE Applied Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career and Technical Teachers will provide applied learning through the use of Math/Lanuage Arts lessons through CTE classes.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - Literacy NIght	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher provide activites based on books to promote student interest in reading/literacy.	Extra Curricular	11/10/2016	11/10/2016	$0 - No Funding Required	Teachers, Media Specialist

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement reading interventions that specifically target special needs students through the use of various software tools. (Read/Write Gold,READ 180, Achieve 3000)	Technology	08/10/2016	05/17/2017	$13569 - District Funding	Teachers, Principals

Activity - 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of a school 30-60-90 day plan for overall improvement.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals

Activity - Enrichment Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students in their classes extended activities in preparation and support of: EOC's, Reading Goals, Math Goal, KOSSA, WorkKeys, etc.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - Monday Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet every Monday for PLC meetings during each planning period to focus on Gap Reduction in Reading and Math.	Academic Support Program	08/15/2016	05/15/2017	$0 - No Funding Required	Principals, Teachers

Activity - CT4GC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals, Special Education Director

Activity - Student Support Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and tutor students individually in reading, math, and EOC areas.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - ACT Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop ACT type questions as formative assessment items	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - District Literacy Inititive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Administration will conduct walk-throughs and establish individual school literacy committees to improve literacy.	Academic Support Program	08/17/2016	05/17/2017	$0 - No Funding Required	District Administration, Teachers

Measurable Objective 2:

52% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency level in Reading by 05/17/2017 as measured by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32% to 52%.

Strategy1:

GAP Proficiency - Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Category: Continuous Improvement

Research Cited: Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Activity - Literacy NIght	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher provide activites based on books to promote student interest in reading/literacy.	Extra Curricular	11/10/2016	11/10/2016	$0 - No Funding Required	Teachers, Media Specialist

Activity - 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of a school 30-60-90 day plan for overall improvement.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals

Activity - ACT Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop ACT type questions as formative assessment items	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Comprehensive School Improvement Plan

Henry County High School

Activity - District Literacy Inititive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Administration will conduct walk-throughs and establish individual school literacy committees to improve literacy.	Academic Support Program	08/17/2016	05/17/2017	$0 - No Funding Required	District Administration, Teachers

Activity - Student Support Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and tutor students individually in reading, math, and EOC areas.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement reading interventions that specifically target special needs students through the use of various software tools. (Read/Write Gold,READ 180, Achieve 3000)	Technology	08/10/2016	05/17/2017	$13569 - District Funding	Teachers, Principals

Activity - Monday Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet every Monday for PLC meetings during each planning period to focus on Gap Reduction in Reading and Math.	Academic Support Program	08/15/2016	05/15/2017	$0 - No Funding Required	Principals, Teachers

Activity - CT4GC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals, Special Education Director

Activity - Enrichment Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students in their classes extended activities in preparation and support of: EOC's, Reading Goals, Math Goal, KOSSA, WorkKeys, etc.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - CTE Applied Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career and Technical Teachers will provide applied learning through the use of Math/Lanuage Arts lessons through CTE classes.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Goal 2:

Increase the combined proficient/distinguished percentage of all students in reading and

Measurable Objective 1:

62% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of proficient/distinguished level in Reading and in Mathematics by 05/17/2017 as measured by K-PREP End-of-Course.

Strategy1:

Literacy/Math Initiative - As part of the Literacy/Math Initiative, teachers will place more emphasis on reading and mathematics skills across all content areas to increase student proficiency.

Category: Continuous Improvement

Research Cited: Literacy Initiatives

Activity - KASC EOC Vocabulary Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of EOC specific vocabulary across contents through the use of the KASC tools.	Academic Support Program	08/10/2016	05/17/2017	$200 - District Funding	Principals, Teachers

Activity - District Literacy Initive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Administration will conduct classroom walk-throughs and teacher interviews to gage literacy implementation across the district. School based literacy committees will be formed to address each schools individual needs.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	District Administration, Teachers

Activity - LDC Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be implemented to focus on the LDC model across all content areas.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - CT4GC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals, Special Education Director

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development to share findings of the Data review and priority needs asreas in reading will be shared with all staff.	Professional Learning	08/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Comprehensive School Improvement Plan

Henry County High School

Activity - ATTAK Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Armed to Tackle ACT and KYOTE (ATTAK) Team will identify seniors who have not met benchmark and tutor for proficiency.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principal, Teachers, CCRC

Activity - Monday Meetings/PLC Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities to focus on content literacy and reading skills.	Academic Support Program	08/15/2016	05/15/2017	$0 - No Funding Required	Principals, Teachers

Activity - Achieve 3000	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Achieve 3000 will be used in Transition and English classes and introduced across all content areas.	Technology Academic Support Program	08/10/2016	05/17/2017	$13568 - District Funding	Principals, Teachers

Activity - Student Support Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students and tutors students individually for reading, math, and EOC support.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 Day Plan developed and implemented for school improvement.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals

Activity - Enrichment Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment Period will be used to focus on reading/math strategies and reading/math proficiency improvement across all content areas.	Direct Instruction	08/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided Planning with all EOC Teachers.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - CERT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CERT testing will be used to determine individual student proficiency in reading and math.	Academic Support Program	08/10/2016	05/17/2017	$12000 - District Funding	Principal, Teachers

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:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group.

Measurable Objective 1:

52% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency level in Reading by 05/17/2017 as measured by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32% to 52%.

Strategy1:

GAP Proficiency - Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Category: Continuous Improvement

Research Cited: Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Activity - Literacy NIght	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher provide activites based on books to promote student interest in reading/literacy.	Extra Curricular	11/10/2016	11/10/2016	$0 - No Funding Required	Teachers, Media Specialist

Activity - Monday Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet every Monday for PLC meetings during each planning period to focus on Gap Reduction in Reading and Math.	Academic Support Program	08/15/2016	05/15/2017	$0 - No Funding Required	Principals, Teachers

Activity - CT4GC	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals, Special Education Director

Activity - 30-60-90 Day Plan	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Creation of a school 30-60-90 day plan for overall improvement.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals

Activity - Student Support Team	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Identify and tutor students individually in reading, math, and EOC areas.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - Enrichment Period	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Teachers will provide students in their classes extended activities in preparation and support of: EOC's, Reading Goals, Math Goal, KOSSA, WorkKeys, etc.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - CTE Applied Learning	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Career and Technical Teachers will provide applied learning through the use of Math/Lanuage Arts lessons through CTE classes.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - Reading Intervention	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Implement reading interventions that specifically target special needs students through the use of various software tools. (Read/Write Gold,READ 180, Achieve 3000)	Technology	08/10/2016	05/17/2017	$13569 - District Funding	Teachers, Principals

Activity - District Literacy Inititive	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
District Administration will conduct walk-throughs and establish individual school literacy committees to improve literacy.	Academic Support Program	08/17/2016	05/17/2017	$0 - No Funding Required	District Administration, Teachers

Activity - ACT Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop ACT type questions as formative assessment items	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Measurable Objective 2:

52% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency level in Mathematics by 05/17/2017 as measured by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32% to 52%..

Strategy1:

GAP Proficiency - Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Category: Continuous Improvement

Research Cited: Teachers will work collectively to develop differentiated instructional activities to reduce the GAP proficiency ratings in the non-duplicated gap group.

Activity - District Literacy Inititive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Administration will conduct walk-throughs and establish individual school literacy committees to improve literacy.	Academic Support Program	08/17/2016	05/17/2017	$0 - No Funding Required	District Administration, Teachers

Activity - CTE Applied Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career and Technical Teachers will provide applied learning through the use of Math/Lanuage Arts lessons through CTE classes.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement reading interventions that specifically target special needs students through the use of various software tools. (Read/Write Gold,READ 180, Achieve 3000)	Technology	08/10/2016	05/17/2017	$13569 - District Funding	Teachers, Principals

Activity - Literacy NIght	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher provide activites based on books to promote student interest in reading/literacy.	Extra Curricular	11/10/2016	11/10/2016	$0 - No Funding Required	Teachers, Media Specialist

Activity - Enrichment Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students in their classes extended activities in preparation and support of: EOC's, Reading Goals, Math Goal, KOSSA, WorkKeys, etc.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

Activity - Monday Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet every Monday for PLC meetings during each planning period to focus on Gap Reduction in Reading and Math.	Academic Support Program	08/15/2016	05/15/2017	$0 - No Funding Required	Principals, Teachers

Activity - Student Support Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and tutor students individually in reading, math, and EOC areas.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of a school 30-60-90 day plan for overall improvement.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals

Activity - CT4GC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals, Special Education Director

Activity - ACT Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop ACT type questions as formative assessment items	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals

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

Goal 1:

Meet the graduation rate goal of 95.4 for the 2016-2017 school year.

Measurable Objective 1:

collaborate to meet the graduation rate of 95.4% by 05/17/2017 as measured by the school report card.

Strategy1:

Persistence to Graduation - Principals, Counselors, and Teachers will work collaborate to identify at-risk students and plan

interventions/credit recovery for persistence to graduation. ODYSSEYWARE credit recovery program will be implemented with at-risk

students.

Category: Persistance to Graduation

Research Cited: ODYSSEYWARE is a research based program that has proven to increase learning.

Activity - Credit Recovery Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of a credit recovery program	Academic Support Program	08/10/2016	05/17/2017	$10343 - School Council Funds	Principals, Counselors, Teachers

Strategy2:

RTT-D kid-FRIENDLy - Through the Race to the Top Grant, a college and career readiness counselor will be provide to assist students in their college and career readiness.

Category: Persistance to Graduation

Research Cited: RTT-D is a federally funded grant.

Activity - College and Career Readiness Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A College and Career Readiness Counselor will assist student in their preperation for college and careers.	Academic Support Program	08/10/2016	05/17/2017	$50000 - Race to the Top	Principal, Counselors, Teachers, CCR Counselor

Strategy3:

Career Readiness Pathways - Counselors will organize a College Fair to expose students the various opportunities of post-secondary education.

Category: Career Readiness Pathways

Research Cited: College Fair's are used to introduce and inform student of the college and career opportunities.

Activity - College Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will organize a college fair for students to attend.	Career Preparation/ Orientation	09/13/2016	09/13/2016	$300 - School Council Funds	Counselors

Strategy4:

Targeted Interventions - Teachers and counselors will work with students to utilize the Individual Learning Plan to align coursework with career interests.

Category: Persistance to Graduation

Research Cited: Individual Learning Plans is a state supported CCR program.

Activity - ILP Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the ILP to align coursework with career interests.	Career Preparation/ Orientation	08/10/2016	05/17/2017	$0 - No Funding Required	Counselors

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

Goal 1:

Increase the percentage of students who are college and career ready.

Measurable Objective 1:

collaborate to reach the goal of 85% of graduating seniors will be college and/or career ready by 05/17/2017 as measured by college and/or career readiness.

Strategy1:

DATA Analyzing - HCHS Leadership Team will analyze the school's effectiveness and set goals for improvement.

Category: Continuous Improvement

Research Cited: "DATA RETREAT" is a registered service of Cooperative Educational Service Agency7, Green Bay, Wisconsin.

Activity - DATA Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HCHS Staff will analyze school data to focus school improvement.	Policy and Process	08/10/2016	05/17/2017	$0 - No Funding Required	Principal, Teachers, Counselors, CCR Counselor

Strategy2:

At-Risk Intervention - Teachers will identify students who are at-risk of not achieving ACT benchmarks and will develop activites to enhance student learning.

Category: Continuous Improvement

Research Cited: ACT is a KDE supported assessment.

Activity - WIN Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE, Life 101 and Transitions teachers will use WIN Leaning software to provided enrichment for CCR standards.	Academic Support Program	08/10/2016	05/17/2017	$0 - Race to the Top	Teachers, Principals, CCRC

Activity - ATTACK Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Readiness Counselor will identify at-risk students to provide small group and individual instruction on the ACT, KYOTE, COMPASS, and WorkKeys assessments.	Academic Support Program	08/17/2016	05/17/2017	$0 - No Funding Required	CCR Counselor, Teachers, Principals

Activity - College Application Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a college application week where all seniors apply to college.	Career Preparation/ Orientation	10/24/2016	10/28/2016	$0 - No Funding Required	Counselors, Principals, Teachers

Strategy3:

KOSSA/Industry Certification Test Preperation - Teachers will develop assessments for each CTE program to determine chances of success on KOSSA and Industry Certification assessments.

Category: Career Readiness Pathways

Research Cited: KOSSA is a KDE skills standards assessment.

Activity - KOSSA/Industry Certification Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and update KOSSA and industry certifications available to preparatory students.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	CTE Teachers, Counselors, Principals

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

Goal 1:

Increase the combined proficient/distinguished percentage of all students in reading and

Measurable Objective 1:

62% of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of proficient/distinguished level in Reading and in Mathematics by 05/17/2017 as measured by K-PREP End-of-Course.

Strategy1:

Literacy/Math Initiative - As part of the Literacy/Math Initiative, teachers will place more emphasis on reading and mathematics skills across all content areas to increase student proficiency.

Category: Continuous Improvement

Research Cited: Literacy Initiatives

Activity - Enrichment Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment Period will be used to focus on reading/math strategies and reading/math proficiency improvement across all content areas.	Direct Instruction	08/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Comprehensive School Improvement Plan

Henry County High School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development to share findings of the Data review and priority needs asreas in reading will be shared with all staff.	Professional Learning	08/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30-60-90 Day Plan developed and implemented for school improvement.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals

Activity - District Literacy Initive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Administration will conduct classroom walk-throughs and teacher interviews to gage literacy implementation across the district. School based literacy committees will be formed to address each schools individual needs.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	District Administration, Teachers

Activity - KASC EOC Vocabulary Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of EOC specific vocabulary across contents through the use of the KASC tools.	Academic Support Program	08/10/2016	05/17/2017	$200 - District Funding	Principals, Teachers

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided Planning with all EOC Teachers.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - Monday Meetings/PLC Literacy Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities to focus on content literacy and reading skills.	Academic Support Program	08/15/2016	05/15/2017	$0 - No Funding Required	Principals, Teachers

Activity - Student Support Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify students and tutors students individually for reading, math, and EOC support.	Academic Support Program	10/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - CT4GC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-Teaching for Gap Closure Initiative	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Teachers, Principals, Special Education Director

Activity - LDC Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be implemented to focus on the LDC model across all content areas.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principals, Teachers

Activity - ATTAK Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Armed to Tackle ACT and KYOTE (ATTAK) Team will identify seniors who have not met benchmark and tutor for proficiency.	Academic Support Program	08/10/2016	05/17/2017	$0 - No Funding Required	Principal, Teachers, CCRC

Activity - Achieve 3000	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Achieve 3000 will be used in Transition and English classes and introduced across all content areas.	Technology Academic Support Program	08/10/2016	05/17/2017	$13568 - District Funding	Principals, Teachers

Activity - CERT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CERT testing will be used to determine individual student proficiency in reading and math.	Academic Support Program	08/10/2016	05/17/2017	$12000 - District Funding	Principal, Teachers

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?

Henry County High School is located in the heart of Kentucky's Bluegrass. With a student population of 684, we strive to make student success our business. Henry County High School is working to build a true learning community of students and adults committed to being lifelong learners. Good improvement has been made in all tested content areas, percentage of juniors meeting all four ACT benchmark scores, and increase the number of career ready students. The mission of answering four critical questions continues: What do we want students to learn? How do we know they learned it? How will we respond if they do not? How will we respond if they do? A brief answer is posting of congruent learning targets, use formative assessments to measure learning and drive instruction and provide intervention and extension of learning. Teachers meet weekly to improve targets, assessments and instruction in order to create a more successful learning environment. Seniors explore career opportunities, analyze community needs and provide a solution to promote civic responsibility as young citizens of Henry County.

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.

Our mission is to ensure that all students of Henry County High School have the opportunity to reach high academic performance and creativity, independent thinking, physical well-being, and social and vocational skills through a cooperative effort of home, school and community so that they may be productive members of society. Our goals are firmly rooted in moving students toward their goals in life. Henry County High school strives to engage students in learning, starting one student at a time. The Henry County High School family has a top notch student body, a caring, creative, and committed staff, supportive parents, and a fantastic community that promotes learning. It is our goal to continue moving HCHS forward in the 21st Century. This can be done through helping students discover their potential and provided avenues to achieve it. We are dedicated to continuing a strong tradition devoted to teaching students to be prompt, prepared, polite, produce, participate, and positive attitude. It is through those six core values that we strive to build the foundation of our student's future. It is only together that we can achieve unlimited personal and academic growth.

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.

HCHS recently celebrated being classified as Distinguished/Progressing in the category of a High Performing School. HCHS continues to make improvements in Achievement, Gap, College and Career Readiness, and Graduation Rate. It is our continual goal to improve our overall academic achievement on the End of Course exams. Specific focus is being placed on GAP areas. A literacy focus is being addressed across the content areas.

Additional Information

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

Henry County High School is committed to ensure that all students, regardless of socioeconomic status, have access to a variety of courses dedicated to promote student learning and the ability to pursue post-secondary education and/or the job field with equal success.