Comprehensive District Improvement

Plan

Henry County

326 S Main St
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 District 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 District 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 - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District 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 district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district 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 District Equity Data.		District Equity Diagnostic

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

For a small rural district, Henry County has a reasonable count of minority and ELL learners. It is concerning that Henry County does not have more National Board Certified Teachers. This may be a need for recruitment.

After the data analysis is complete, the district 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.

Competition from neighboring districts with higher pay scales makes recruiting a small barrier. Lack of available housing in the district also is a contributor. Henry County Public Schools is also a rural small district with only five schools.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the District Equity Goals 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 district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district 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 District Equity Goals Data.		District Equity Goals 16-17

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District 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 district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

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

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

Goal 1:

All Henry County teachers, principals, and district administrators will become more effective in their professional practice through refinement of the Professional Growth and Effectiveness System.

Measurable Objective 1:

demonstrate a proficiency   by implementing all components of the PGES by 06/01/2017 as measured by staff understanding and documentation in EDS.

Strategy1:

Implementation of PPGES - All principals will participate fully in the Principal Professional Growth and Effectiveness System as monitored by the superintendent and/or assistant superintendent

Category: Principal PGES

Research Cited:

Activity - Self-reflection / PGPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will complete a self-reflection of the KY Principal Standards and will use that data in collaboration with the superintendent to develop an individual Professional Growth Plan	Professional Learning	08/15/2016	11/01/2016	$0 - No Funding Required	Principals Superintendent

Activity - Site visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The superintendent will complete a site visit with each principal at least once per semester to collect evidence through observation and discussion with the principal.	Professional Learning	08/22/2016	04/10/2017	$0 - No Funding Required	Superintendent Principals

Activity - Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will set state and local contribution student growth goals, as well as a working conditions goal, will monitor progress toward these goals, and will determine whether / to what extent they have been achieved.	Professional Learning	08/15/2016	04/10/2017	$0 - No Funding Required	Principals Superintendent

Strategy2:

Implementation of TPGES - All components of the TPGES will be fully implemented and refined.

Category: Professional Learning & Support

Research Cited:

Activity - Teachscape Certification / Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals and district administrators will successfully complete and pass the requirements in Teachscape to certify them as evaluators in the TPGES; those already certified will complete the required calibrations to maintain their expertise	Professional Learning	06/08/2016	08/31/2017	$1625 - Race to the Top	Principals District Administrators

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop a Student Growth Goal for one class, will assess and monitor progress toward the goal, and will assess to determine whether or to what extent the goal is achieved.	Professional Learning	08/15/2016	04/03/2017	$0 - No Funding Required	Teachers Principals

Activity - Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will implement the schedule of mini and full observations as determined in the District Certified Evaluation Plan (CEP). Peer observers will do observations of the peers assigned to them according to the requirements in the CEP.	Professional Learning	08/15/2016	04/10/2017	$1500 - Title II Part A	Principals Peer Observers

Activity - Self-reflections and PGPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete the Framework for Teaching self-reflection in EDS and will use that data as well as other information, in collaboration with their principal /evaluator, to develop their individual Professional Growth goals	Professional Learning	08/15/2016	09/30/2016	$0 - No Funding Required	All teachers Principals Instructional Coaches

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	From the SRC, the GAP data reporting for 15-16 is the only data available. No GAP information in the SCR from 14-15, for 2015-2016 the following schools did not meet their GAP target: Eastern Elementary: Reading: F/R Priced Meals and the non-duplicated gap group Campbellsburg Elementary: Reading: F/R Priced Meals and the non-duplicated gap group New Castle Elementary: Mathematics: F/R Priced Meals, disability with IEP, and non-duplicated gap group	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

The trends that we see are slow upward gains at our middle and high school. Both schools were classified as distinguished, with the middle school still being labeled as year 2 of focus status. Our main concern exists with our elementary schools not making adequate progress and having high novice percentages. Having such high novice percentages warranted novice reduction plans and reaching out to KDE for review of those plans and assistance, which has been given.

Our graduation rate still is far above the state average which tells us that we are "keeping our kids in school" and not just letting them drop out etc. We offer many interventions and options that allow for student success.

Meeting delivery targets at some schools are still a major concern. Again, the middle school and high school met their targets and AMO as well the district...even though our district is still labeled focus, year 2, we are now classified as a proficient and progressing district.

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?

Henry County Middle School and High School both made the classification as distinguished schools this cycle. Even though the middle school is still labeled year 2 of focus we feel that with the instructional strategies being implemented this year that the focus status will be removed. We are aware that the accountability system is in an "overhaul" state, however, we are still moving forward with our data analysis that we are accustomed to. Both the middle and high school have strong best practices in place to continue to move forward and keep their current classifications.

Both our graduation rate and our CCR rate have increased significantly and remains far above that state average. This shows that we are "keeping" our kids in school and providing necessary interventions for them to remain in school. A strength at the high school is tracking our CCR rates and providing students with major opportunities which is provided through our CCR coach.

We are proud of our on-going personalized learning initiative and a 1:1 roll out beginning this year and moving simply being a technology rich district to true personalized learning. This requires a large financial commitment, but our students deserve that.

Our elementary schools are implementing a strong reading and writing curriculum that is already showing major improvements in students' writing.

Opportunities for Improvement

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

1. One major area that needs improving is novice reduction especially at the elementary level. All elementary schools have created a novice reduction plan that has been reviewed at the state level. District administrators met with a representative from KDE to review and make recommendations.

2. Monitoring of novice reduction efforts. Schools have created a plan for monitoring progress or the lack thereof regarding novice students. Schools are "naming and claiming" students identified and providing interventions. District level administrators will be monitoring each school's monitoring system.

3. Increasing the number of students scoring in the proficient and distinguished ranges. Apprentice students have been identified and strands of MAP diagnostic information have been linked to those students. Teachers now have a name with a face and specific standard deficiencies to work one on one with the students.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

All administrators have created monitoring instruments for novice reduction, MAP formative results, rubrics for reading and writing, as well as intervention data and classroom formative assessments. Through PLCs and guided planning student data / results is at the forefront in these sessions. There are monitoring systems in place at the school level. District administrators will be meeting with schools in their PLCs and guided planning sessions to review and make recommendations regarding monitoring systems and data.

Conclusion

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

Our district is really trying to have a laser like focus in achievement areas instead of working in other areas that may not be as student focused as we would like., e.g. focusing on formative assessment results, novice and apprentice scorers, as well as maintaining and pushing our proficient and distinguished students. The high school is really focusing on CCR for all students and preparation efforts. The next steps are really identified throughout this plan in totality.

Comprehensive District Improvement Plan 2016-2017

Overview

Plan Name

 Comprehensive District Improvement Plan 2016-2017

Plan Description

Henry County Public Schools' Comprehensive District Improvement Plan is developed from our district's 5 year Strategic Plan, analysis of current district data, individual school's CSIP, district initiatives, and professional learning for educators.

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	Henry County Public Schools will achieve an adjusted cohort graduation rate of 98% by 2017	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$64625
2	Henry County Public Schools will increase the percentage of students who are college and / or career ready from 79.5 to 82% by 2017.	Objectives: 1 Strategies: 4 Activities: 19	Organizational	$113300
3	Henry County Schools will increase the achievement of students in the non-duplicated GAP group from 30% Proficient/Distinguished to 66% Proficient/Distinguished by 2017.	Objectives: 1 Strategies: 3 Activities: 12	Academic	$46500
4	All Henry County students will demonstrate 80% proficiency in math and reading by 2021 as noted in the district's Strategic Plan	Objectives: 2 Strategies: 2 Activities: 6	Academic	$92000
5	16-17 Henry County Public Schools will implement a systemic approach to innovative teaching and learning to improve student and teacher efficacy and learning to ensure academic excellence for ALL students.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$1000

Goal 1: Henry County Public Schools will achieve an adjusted cohort graduation rate of 98% by 2017

Measurable Objective 1:

collaborate to achieve an adjusted cohort graduation rate of 98.0 by 05/31/2017 as measured by state accountability data.

Strategy 1:

Academic and Career Advising - High school and middle school teachers and staff will utilize the WIN program and each student's Individual Learning Plan (ILP) to assist students in exploring career interests and options and aligning coursework with career interests. Various on line platforms for career exploration will also be utilized. Students course scheduling will include choices in career pathways.

Category: Persistance to Graduation

Activity - WIN and ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to use the WIN program and ILPs to help students align their coursework to their career interests beginning at the 6th grade level and continuing through 12th grade. Schools: Henry County High School, Henry County Middle School	Professional Learning	08/06/2014	05/31/2017	$0	No Funding Required	Middle School Principals High School Principals MS & HS Counselors MS & HS Teaching Staff CCR Coach

Strategy 2:

Interventions for at-risk students - Persistence to Graduation data and other measures will be used to identify students at-risk of dropping out; a variety of interventions will be put in place for any student so identified. The monitoring spreadsheet will be used to track each student's status and progress. All students will be contacted and monitored using the intervention process.

Category: Persistance to Graduation

Activity - Identification of at-risk students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Persistence to Graduation data and other measures will be used to identify students in danger of not graduating on time with their cohort Schools: Henry County High School	Academic Support Program	11/01/2013	05/29/2017	$0	General Fund	High school principals High school counselors CCR coach ICE coordinator

Activity - Credit Recovery Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue and expand the credit recovery program at HCHS, with a full-time coordinator, using online courses, for students at risk of being unable to graduate on time with their cohort. Schools: Henry County High School	Academic Support Program	08/06/2014	05/31/2017	$64625	General Fund	High School Principal ICE Coordinator Credit Recovery Teacher

Goal 2: Henry County Public Schools will increase the percentage of students who are college and / or career ready from 79.5 to 82% by 2017.

Measurable Objective 1:

collaborate to have 82% of high school students college and career ready by 05/31/2017 as measured by state accountability data.

Strategy 1:

Career Preparation - All students will be given a variety of opportunities to broaden their knowledge of careers / career options in order to prepare them for life beyond high school.

Category: Career Readiness Pathways

Activity - KOSSA / Industry certificate awareness and coordination	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school administration and CTE teachers will monitor and coordinate industry certifications and KOSSA tests available to qualified preparatory students to ensure that students are knowledgable about what is available to them / required of them prior to making coursework decisions. Schools: Henry County High School	Career Preparation/Orientation	08/06/2014	05/31/2017	$0	No Funding Required	High school administration CTE staff TEDS coordinator

Activity - Goal Setting for Careers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school staff will meet with students to set individual student goals for achievement and growth based on college and career exploration data information and will work with 7th/8th graders to identify career pathway interests and the HS coursework required to pursue chosen pathways. Schools: Henry County Middle School	Career Preparation/Orientation	08/09/2016	05/31/2017	$0	No Funding Required	Middle School administration and counselor Middle School staff HS CCR Coach

Activity - Job shadowing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at both the middle school and high school will be given purposeful opportunities to job shadow to gain real-world understanding of specific careers. For a set period of time HS students may serve in an intern type capacity. Schools: Henry County High School, Henry County Middle School	Career Preparation/Orientation	08/06/2014	05/31/2017	$0	No Funding Required	MS & HS Principals MS & HS Counselors HS Life 101 teacher CCR Coach YSC director

Activity - Health Sciences Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Health Sciences Program at the high school will be expanded to include the Allied Health Practicum, which can lead to industry certifications and career opportunities in related health fields other than nursing (dental technician, radiology, vet tech, etc.). Schools: Henry County High School	Career Preparation/Orientation	08/06/2014	05/31/2017	$4000	General Fund	High school principal CTE coordinator Health Sciences teacher

Status	Progress Notes	Created On	Created By
In Progress	Studying adding an LPN certification to current health services CNA pathway.	December 12, 2016	Terry Price

Activity - WorkKeys testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All preparatory seniors will be given the WorkKeys assessment. Results will be used to work with students on improving their skills to increase their readiness for specific careers. Schools: Henry County High School	Career Preparation/Orientation	08/06/2014	05/31/2017	$3600	General Fund	High School Principal High School Counselors CTE Coordinator CCR Coach

Activity - iLead Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Henry County will enter into a consortium with 4 other districts to create a regional STEM high school, beginning with freshmen in Fall, 2015. Students will learn in an innovative, problem-based learning environment, with direct involvement of local industry and the opportunity to achieve an Associate's degree from JCTC by the time they graduate. Schools: Henry County High School	Career Preparation/Orientation	01/05/2015	05/31/2017	$75000	General Fund	Superintendent Assistant Superintendent High School Principal High school counselors

Strategy 2:

Academic and Career Advising - Opportunities will be offered at all levels - elementary, middle and high school - to increase student awareness of college and career options and to make clear to students what they need to do to be ready to succeed in either arena by the time they graduate from high school. This will allow students to make informed choices as they move through the educational system and into the world of college and work. Students will be able to visit colleges and career readiness centers

Category: Other - College/Career Readiness

Research Cited: With the growing complexity of the world and the increasing demands of the 21st-century workforce, there is little question that all students should graduate from high school fully prepared for college AND careers. Achieve 2016

Activity - EXPLORE Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school students in grades 6, 7 and 8 will take the EXPLORE assessment each year. The results will be used to set goals with each student for improving in the specific areas in which they did not reach benchmark and to help determine their career interests / capabilities so they can make more informed choices of career pathway and HS coursework. Schools: Henry County Middle School	Academic Support Program	08/06/2014	05/31/2015	$3600	General Fund	Middle School Principals Middle School Counselor Middle School staff

Activity - College Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 5th and 8th grade students in the district will visit one college each year to tour the campus, learn about the programs offered there, and discuss their educational goals with the school staff. Schools: Eastern Elementary School, Henry County Middle School, Campbellsburg Elementary School, New Castle Elementary School	Field Trip	08/06/2014	05/31/2017	$2000	Senate Bill 97 Grant Funding	Middle and elementary school principals Middle and elementary school staff YSC director

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

| The high school will hold a college application week, including a college application night so that students can receive assistance completing a college application as well as have questions answered for them and their parents. All students will complete at least one college application. Students will also receive instruction and mentoring in preparing resumes and job applications from adults in the workforce.

Schools: Henry County High School | Career Preparation/Orientation | 08/06/2014 | 05/31/2017 | $0 | No Funding Required | High School Administration High School Counselors CCR coach YSC director |

Activity - College student visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Former students from each elementary school who have attended or are currently attending college will visit that school to share their experience of college life with all K-5 students, in order to increase young students' awareness and understanding of what college is really like. Schools: Eastern Elementary School, Campbellsburg Elementary School, New Castle Elementary School	Career Preparation/Orientation	08/06/2014	05/31/2017	$2000	Race to the Top	Elementary school administration Elementary school counselors Elementary school teachers FRYSC directors

Strategy 3:

Targeted Assistance - Student results from the COMPASS, ACT, KOSSA, and WorkKeys assessments will be reviewed and monitored. Interventions will be provided for any student who did not meet benchmark in any area. 16-17will have added data from CERT.

Category: Continuous Improvement

Activity - Academic Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school students who did not make benchmark in any area of the ACT / CERT will be identified and offered intervention services. Additional opportunities to reach benchmark on alternative assessments (Compass or KYOTE) will be offered after suitable interventions have taken place. Student progress will be monitored. Schools: Henry County High School	Academic Support Program	08/09/2016	05/31/2017	$8000	School Council Funds	High School Administration High School Counselors High School Staff CCR coach

Activity - CTE Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CTE program area teachers will develop assessments for each pathway to determine students' possibility of success on the pertinent KOSSA and industry certificate assessments and will provide interventions as needed to help each student achieve mastery. Schools: Henry County High School	Academic Support Program	08/06/2014	05/31/2017	$3200	General Fund	High School Administration High School Counselors High School CTE staff CCR coach

Activity - WorkKeys Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and implement intervention strategies for students who do not meet the benchmarks on the WorkKeys assessments. Utilize the WIN program for tutorials and pertinent career information. Students who are ready may take the WorkKeys assessment at any time Schools: Henry County High School	Academic Support Program	08/06/2014	05/31/2017	$3000	General Fund	High School Administration High School Counselors High School Staff CCR coach

Activity - CCR Monitoring Spreadsheet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monitoring spreadsheet will be kept and continually updated and monitored for every high school student tracking both academic and career readiness / progress toward being college / career ready by the time s/he graduates, so that interventions can be offered and coursework adjusted along the way to make this possible. Schools: Henry County High School	Academic Support Program	08/06/2014	05/31/2017	$0	No Funding Required	High school principal High school counselors CCR Coach

Strategy 4:

Parent and Community Awareness and Assistance - Opportunities will be offered at the elementary, middle and high school levels to increase parents' awareness of

college and career readiness requirements / goals and how they and other community members can help support students in their efforts to succeed.

Category: Stakeholder Engagement

Activity - Elementary college information night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary schools will invite representatives from KHEAA to present at a meeting to educate parents on college options and how they can begin now to prepare their child academically and financially to be ready for college by the time they graduate from high school. Schools: Eastern Elementary School, Campbellsburg Elementary School, New Castle Elementary School	Parent Involvement	08/06/2014	05/31/2015	$0	No Funding Required	Elementary Principals CCR coach FRC director

Activity - Middle School EXPLORE night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The middle school will hold three EXPLORE NIGHT events to review EXPLORE test results with 6th, 7th, and 8th grade parents and students, at which time they can begin setting academic and career goals with the child to incorporate in their ILP. High school staff will be available on the 8th grade EXPLORE NIGHT to advise students and parents regarding career pathways and possible high school course choices. Schools: Henry County Middle School	Parent Involvement	08/06/2014	05/31/2015	$0	No Funding Required	Middle School Principals Middle School Counselor Middle School School Principal High School Counselor CCR coach YSC director

Activity - Parent and Community Awareness / Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The district will support communication with all stakeholders through school and district website information, district Facebook page, teacher web pages and blogs, email, home visits, electronic district newsletter and other personal contact as appropriate to keep them informed about college and career readiness efforts, academic successes, etc. The district will also utilize OneCall Now to notify parents of events.

Schools: All Schools | Community Engagement | 08/06/2014 | 05/31/2017 | $8900 | General Fund, USAC Technology | School Administrators All Teachers District Administrators District CIO District PR Liaison |

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members representing a wide range of occupations will meet with small groups of students to describe their jobs, including any required qualifications and the education or training necessary. All 8th and 10th grade students will have an opportunity to choose at least 3 occupations about which they want to learn more in-depth. Schools: Henry County High School, Henry County Middle School	Community Engagement	01/05/2015	05/31/2017	$0	No Funding Required	Middle School and High School Principals Middle School and High School Counselors CCR coach YSC director

Activity - High school FAFSA/KOSSA night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school will host a FAFSA / KOSSA night to review individual results with students and parents, including the implications for career pathway and coursework choices, as well as where the student is in terms of being on track to be college/career ready by graduation. Schools: Henry County High School	Academic Support Program	08/09/2016	05/31/2017	$0	No Funding Required	High school principal / assistant principal High school guidance counselor CCR Coach YSC director

Goal 3: Henry County Schools will increase the achievement of students in the non-duplicated GAP group from 30% Proficient/Distinguished to 66% Proficient/Distinguished by 2017.

Measurable Objective 1:

52% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency by scoring Proficient or Distinguished in Reading by 05/31/2015 as measured by scores on the K-PREP and End of Course state assessments.

Status	Progress Notes	Created On	Created By
Not Met	This is a current focus as found in individual schools Novice Reduction Plans.	December 19, 2016	Terry Price

Strategy 1:

Identification: Name and Claim - Schools will identify individual students who have not yet reached proficiency in reading and math on interim and/or state assessments and will provide targeted interventions and opportunities for content enhancement for these identified students. Data will be collected and each student's progress monitored to check for improvement / effectiveness of the interventions.

Category: Continuous Improvement

Activity - Identify students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will analyze data from interim and state assessments to identify students who are not yet proficient in reading and math and will set up a system of interventions to support those students in improving their achievement. Schools: All Schools	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	Principals Instructional Coaches Guidance Counselors Teachers

Activity - Data monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Each school will develop a system for monitoring data collected for individual students identified as not yet proficient in reading and math, including regular meetings to review the data to check for improvement and effectiveness of the interventions utilized. Schools: All Schools	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	Principals Instructional coaches Guidance Counselors Teachers School Psychologist

Status	Progress Notes	Created On	Created By
In Progress	We are continuing this activity due to our in-depth work with analyzing quality data points in many more areas than originally noted.	December 19, 2016	Terry Price

Activity - Spreadsheet monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will create and monitor a spreadsheet containing a variety of data tracking the progress of every student toward being college/career ready by the time they graduate. Data appropriate to each grade level will be determined and continually updated. Schools: All Schools	Academic Support Program	01/05/2015	05/31/2015	$0	No Funding Required	Principals Counselors Assistant Superintendent / CO support

Strategy 2:

Targeted Interventions - Once students who are not yet proficient in reading and math have been identified, schools will develop a variety of interventions that can be targeted to a student's specific needs,.

Category: Continuous Improvement

Activity - Elementary - content enhancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Elementary special education teachers will align student needs with computer-based programs (e.g. LearnZillion, Dreambox, iReady) for individual practice / instruction during the school day as well as during morning and afternoon transitional times to increase achievement in reading and math. Moby Max, an individually prescribed software program, will be utilized at all three elementary schools. Schools: Eastern Elementary School, Campbellsburg Elementary School, New Castle Elementary School	Academic Support Program	01/05/2015	05/31/2015	$1500	GRECC Race to the Top	Elementary special education teachers Elementary principals

Activity - Middle School - extra content support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school special education teachers will use student data in reading and math to design and implement additional instruction to pre-teach the standards with extra work time beyond the regular, co-taught content class using a prescribed weekly schedule to lead to greater understanding and mastery of content, Schools: Henry County Middle School	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	Middle school special education teachers Middle school principals DoSE

Activity - High School - teacher assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A full-time high school special education teacher is assigned to ICE to provide Specially Designed Instruction for students in credit recovery and in-school suspension. Schools: Henry County High School	Academic Support Program	08/06/2014	05/31/2015	$0	No Funding Required	High school special education teacher High school principals ICE coordinator

Activity - Content informational reading program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

High school special education and regular education teachers will use the ACHIEVE 3000 content literacy program to differentiate content -based informational reading materials both as an instructional tool to teach comprehension skills and to give all students access to content information through text. This program will be used as an intervention tool and in co-taught classes. All components will be used in high school resource reading and English classes, as well as all Biology / End-of-Course classes. Schools: Henry County High School	Academic Support Program	08/06/2014	05/31/2015	$9000	District Funding, IDEA, School Council Funds	High school special education and regular education teachers High school principals Director of Special Education

Activity - Afterschool tutoring at Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Afterschool tutoring in Reading and Math will be offered to students who are identified as needing additional support in those areas. Schools: Henry County Middle School	Academic Support Program	10/13/2014	05/15/2015	$5000	GRECC Race to the Top	Middle School Principal Middle School teachers YSC director

Strategy 3:

Professional Learning for GAP closure - All teachers, including special education teachers, will receive training in a variety of instructional strategies designed to enable them to differentiate instruction to meet the diverse learning needs of their students.

Category: Continuous Improvement

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from every school will receive training in Thinking Strategies, a PEBC program offered through OVEC. These strategies focus on metacognition and on helping students take ownership of their learning. Strategies are learned to push students to high levels of thought and understanding, while differentiating so that all students may be successful. Schools: All Schools	Professional Learning	08/06/2014	05/31/2015	$27000	Title II Part A	Teachers Principals

Status	Progress Notes		Created On	Created By
Completed	2 additional cohorts of teachers have been trained and are beginning implementation. 1 cohort is implementing the math workshop model		December 19, 2016	Terry Price

Activity - Professional Learning - ACHIEVE 3000	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and regular education teachers will be trained to use the ACHIEVE 3000 program to differentiate content-based literacy instruction for students in co-taught, intervention, and resource classes, as well as how to use the Lexiled materials available to differentiate readability levels of informational text for students in all content classes. Schools: Henry County High School	Professional Learning	08/06/2014	05/31/2015	$2000	School Council Funds, Grant Funds	High school teachers High school principals Director of Special Education

Activity - Co-Teaching for Gap Closure - CT4GC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative teams of high school teachers (one special education teacher with co-taught class regular education partner) will be trained in the Continuous Classroom Improvement model through the CT4GC grant. These teams will implement the model, utilizing the plan-do-study-act (pdsa) cycle, in their co-taught classes, then will share the model with other collaborative teams in the school and district. Schools: Henry County High School	Professional Learning	08/06/2014	05/31/2015	$2000	Grant Funds	Co-teaching teams of teachers Director of Special Education

Status	Progress Notes		Created On	Created By
Completed			December 19, 2016	Terry Price

Activity - PDSA at the Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers at the middle school will be trained in the System for Continuous Improvement utilizing the PDSA cycle in their classes. Schools: Henry County Middle School	Professional Learning	11/10/2014	05/31/2015	$0	No Funding Required	Middle school principal Middle school teachers Director of Special Education

Goal 4: All Henry County students will demonstrate 80% proficiency in math and reading by 2021 as noted in the district's Strategic Plan

Measurable Objective 1:

80% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency by 2021 as noted in the district's Strategic Plan in Reading by 01/01/2021 as measured by 2017 and further years KPREP Unbridled Learning results.

Strategy 1:

Assessment / Monitoring - Students will be assessed using various formative assessments in order to gain data points to monitor for student progression

Category: Continuous Improvement

Activity - MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students. Schools: Eastern Elementary School, Henry County Middle School, Campbellsburg Elementary School, New Castle Elementary School	Academic Support Program	08/18/2016	05/31/2017	$24500	General Fund	Teachers Administrators Coaches Asst. Superintendent

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

| Students will be assessed using the Development Reading Assessment. This assessment provides a specific data point and allows the teacher to see where students are having troubles and in what literacy component. Instructional modifications then will occur from the use of this data.

Schools: Eastern Elementary School, Campbellsburg Elementary School, New Castle Elementary School | Academic Support Program | 08/11/2016 | 05/31/2017 | $0 | No Funding Required | Teachers Coaches |

Activity - Lucy Calkins Reading/Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin implementation in the Lucy Calkins Reading and Writing instructional practices. In this instructional program teachers gauge students' improvement progression with the use of rubrics aligned with components of the reading and writing program. Schools: Eastern Elementary School, Henry County Middle School, Campbellsburg Elementary School, New Castle Elementary School	Academic Support Program	08/12/2016	05/31/2017	$15000	General Fund	Teachers Administrators Coaches Asst. Superintendent

Measurable Objective 2:

80% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency 80% proficiency by 2021 as noted in the district's Strategic Plan in Mathematics by 01/01/2021 as measured by 2017 and further years KPREP Unbridled Learning results.

Strategy 1:

Assessment [Formative] - Teachers will use a variety of formative assessments and professional learning opportunities to assess instructional levels of students.

Category: Continuous Improvement

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

| Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students.

Schools: Eastern Elementary School, Henry County Middle School, Campbellsburg Elementary School, New Castle Elementary School | Academic Support Program | 08/18/2016 | 05/31/2017 | $24500 | General Fund | Teachers Administrators Coaches Asst. Superintendent |

Activity - WIN and ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By using the WIN assessment, high school staff can analyze literacy issues that may be present for high school students. The ILP is used for career choice/inventory/interest. Teachers can then assist students in the areas of appropriate informational reading. Schools: Henry County High School	Academic Support Program	08/22/2016	05/31/2017	$20000	GRECC Race to the Top	Administrators Teachers CCR coach Guidance Counselors

Activity - CERT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CERT is an ACT like assessment that will assist students in understanding the ACT as well as identify content areas of need. From the generated reports, teachers can assist students in the areas of reading and mathematics where needed. Schools: Henry County High School	Academic Support Program	08/22/2016	05/31/2017	$8000	School Council Funds	Administrators Teachers CCR Coach Counselors

Goal 5: 16-17 Henry County Public Schools will implement a systemic approach to innovative teaching and learning to improve student and teacher efficacy and learning to ensure academic excellence for ALL students.

Measurable Objective 1:

collaborate to create and engage all teachers in focused professional learning aligned with district and school goals as well as areas of person need for professional growth by 06/01/2017 as measured by district observation, professional learning opportunities provided, and educator professional growth goals and plan.

Strategy 1:

District Instructional Round Walkthroughs - This strategy will be focused Instructional Round Walkthroughs by district staff and all administrators. The instructional rounds will be focused on a problem of practice. The problem of practice selected by the school will be the target focus with a set of question look fors. Upon completion of the rounds, administrators will then chart strengths/weaknesses associated with the identified problem of practice. The administrative group will then discuss possible strategies for improvement to provide the school.

Category: Professional Learning & Support

Research Cited: Instructional Rounds in Education is intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and districts need to do to support it. Harvard Graduate School of Education

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Rounds Schools: All Schools	Academic Support Program, Professional Learning	08/22/2016	05/10/2017	$0	No Funding Required	Assistant Superintendent / CAO / Superintendent / all district administrators

Strategy 2:

Personalized Learning - Personalized learning can take many forms. Teachers have begun an on-going training related to instructional practices to personalize learning. For three years the district has been a part of the Race to The Top grant. The district has utilized Communities of Practice to begin the implementation of personalized learning. Personalized learning opportunities for students include blended learning, 1:1 Chromebook utilization, Google Classroom, Student Choice / Voice as a part of design thinking, self paced lessons in mathematics, PBL, and PEBC workshop model work.

Category: Learning Systems

Research Cited: Personalized learning is instruction that offers pedagogy, curriculum, and learning environments to meet the individual student's needs. The experience is tailored to learning preferences and the specific interests of different learners. Personalised learning aims to provide a more tailored education for every

learner. It begins with an in-depth understanding of each learner's needs, and then seeks to provide relevant and challenging opportunities that support them as they progress in their learning and development. National College for Teaching and Learning

Activity - Google Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers trained on beginner level to advanced level Google Classroom utilization Schools: All Schools	Academic Support Program, Professional Learning	03/02/2015	01/01/2018	$1000	Race to the Top	All district administrators and all teachers

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a part of the districts three year work with Communities of Practice, teachers [as a choice] worked on learning the components of project based learning. Many teachers have implemented project based learning activities within their classrooms. Schools: All Schools	Academic Support Program, Professional Learning	08/17/2016	01/01/2018	$0	No Funding Required	All administrators and teachers who chose to professionally learn about PBL

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent and Community Awareness / Communication	The district will support communication with all stakeholders through school and district website information, district Facebook page, teacher web pages and blogs, email, home visits, electronic district newsletter and other personal contact as appropriate to keep them informed about college and career readiness efforts, academic successes, etc. The district will also utilize OneCall Now to notify parents of events.	Community Engagement	08/06/2014	05/31/2017	$5600	School Administrators All Teachers District Administrators District CIO District PR Liaison
				Total	$5600	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College student visits	Former students from each elementary school who have attended or are currently attending college will visit that school to share their experience of college life with all K-5 students, in order to increase young students' awareness and understanding of what college is really like.	Career Preparation/Orientation	08/06/2014	05/31/2017	$2000	Elementary school administration Elementary school counselors Elementary school teachers FRYSC directors
Google Classroom	All teachers trained on beginner level to advanced level Google Classroom utilization	Academic Support Program, Professional Learning	03/02/2015	01/01/2018	$1000	All district administrators and all teachers
				Total	$3000	

Title II Part A

Comprehensive District Improvement Plan

Henry County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Strategies	Teachers from every school will receive training in Thinking Strategies, a PEBC program offered through OVEC. These strategies focus on metacognition and on helping students take ownership of their learning. Strategies are learned to push students to high levels of thought and understanding, while differentiating so that all students may be successful.	Professional Learning	08/06/2014	05/31/2015	$27000	Teachers Principals
				Total	$27000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning - ACHIEVE 3000	Special education and regular education teachers will be trained to use the ACHIEVE 3000 program to differentiate content-based literacy instruction for students in co-taught, intervention, and resource classes, as well as how to use the Lexiled materials available to differentiate readability levels of informational text for students in all content classes.	Professional Learning	08/06/2014	05/31/2015	$1000	High school teachers High school principals Director of Special Education
Co-Teaching for Gap Closure - CT4GC	Collaborative teams of high school teachers (one special education teacher with co-taught class regular education partner) will be trained in the Continuous Classroom Improvement model through the CT4GC grant. These teams will implement the model, utilizing the plan-do-study-act (pdsa) cycle, in their co-taught classes, then will share the model with other collaborative teams in the school and district.	Professional Learning	08/06/2014	05/31/2015	$2000	Co-teaching teams of teachers Director of Special Education
				Total	$3000	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content informational reading program	High school special education and regular education teachers will use the ACHIEVE 3000 content literacy program to differentiate content -based informational reading materials both as an instructional tool to teach comprehension skills and to give all students access to content information through text. This program will be used as an intervention tool and in co-taught classes. All components will be used in high school resource reading and English classes, as well as all Biology / End-of-Course classes.	Academic Support Program	08/06/2014	05/31/2015	$3500	High school special education and regular education teachers High school principals Director of Special Education
				Total	$3500	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Afterschool tutoring at Middle School	Afterschool tutoring in Reading and Math will be offered to students who are identified as needing additional support in those areas.	Academic Support Program	10/13/2014	05/15/2015	$5000	Middle School Principal Middle School teachers YSC director
WIN and ILP	By using the WIN assessment, high school staff can analyze literacy issues that may be present for high school students. The ILP is used for career choice/inventory/interest. Teachers can then assist students in the areas of appropriate informational reading.	Academic Support Program	08/22/2016	05/31/2017	$20000	Administrators Teachers CCR coach Guidance Counselors
Elementary - content enhancement	Elementary special education teachers will align student needs with computer-based programs (e.g. LearnZillion, Dreambox, iReady) for individual practice / instruction during the school day as well as during morning and afternoon transitional times to increase achievement in reading and math. Moby Max, an individually prescribed software program, will be utilized at all three elementary schools.	Academic Support Program	01/05/2015	05/31/2015	$1500	Elementary special education teachers Elementary principals
				Total	$26500	

Senate Bill 97 Grant Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College Visits	All 5th and 8th grade students in the district will visit one college each year to tour the campus, learn about the programs offered there, and discuss their educational goals with the school staff.	Field Trip	08/06/2014	05/31/2017	$2000	Middle and elementary school principals Middle and elementary school staff YSC director
				Total	$2000	

General Fund

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

Lucy Calkins Reading/Writing	Teachers will begin implementation in the Lucy Calkins Reading and Writing instructional practices. In this instructional program teachers gauge students' improvement progression with the use of rubrics aligned with components of the reading and writing program.	Academic Support Program	08/12/2016	05/31/2017	$15000	Teachers Administrators Coaches Asst. Superintendent
CTE Interventions	The CTE program area teachers will develop assessments for each pathway to determine students' possibility of success on the pertinent KOSSA and industry certificate assessments and will provide interventions as needed to help each student achieve mastery.	Academic Support Program	08/06/2014	05/31/2017	$3200	High School Administration High School Counselors High School CTE staff CCR coach
Credit Recovery Program	Continue and expand the credit recovery program at HCHS, with a full-time coordinator, using online courses, for students at risk of being unable to graduate on time with their cohort.	Academic Support Program	08/06/2014	05/31/2017	$64625	High School Principal ICE Coordinator Credit Recovery Teacher
iLead Academy	Henry County will enter into a consortium with 4 other districts to create a regional STEM high school, beginning with freshmen in Fall, 2015. Students will learn in an innovative, problem-based learning environment, with direct involvement of local industry and the opportunity to achieve an Associate's degree from JCTC by the time they graduate.	Career Preparation/Orientation	01/05/2015	05/31/2017	$75000	Superintendent Assistant Superintendent High School Principal High school counselors
EXPLORE Assessments	Middle school students in grades 6, 7 and 8 will take the EXPLORE assessment each year. The results will be used to set goals with each student for improving in the specific areas in which they did not reach benchmark and to help determine their career interests / capabilities so they can make more informed choices of career pathway and HS coursework.	Academic Support Program	08/06/2014	05/31/2015	$3600	Middle School Principals Middle School Counselor Middle School staff
MAP	Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students.	Academic Support Program	08/18/2016	05/31/2017	$24500	Teachers Administrators Coaches Asst. Superintendent

Health Sciences Program	The Health Sciences Program at the high school will be expanded to include the Allied Health Practicum, which can lead to industry certifications and career opportunities in related health fields other than nursing (dental technician, radiology, vet tech, etc.).	Career Preparation/Orientation	08/06/2014	05/31/2017	$4000	High school principal CTE coordinator Health Sciences teacher
WorkKeys Interventions	Identify and implement intervention strategies for students who do not meet the benchmarks on the WorkKeys assessments. Utilize the WIN program for tutorials and pertinent career information. Students who are ready may take the WorkKeys assessment at any time	Academic Support Program	08/06/2014	05/31/2017	$3000	High School Administration High School Counselors High School Staff CCR coach
Parent and Community Awareness / Communication	The district will support communication with all stakeholders through school and district website information, district Facebook page, teacher web pages and blogs, email, home visits, electronic district newsletter and other personal contact as appropriate to keep them informed about college and career readiness efforts, academic successes, etc. The district will also utilize OneCall Now to notify parents of events.	Community Engagement	08/06/2014	05/31/2017	$3300	School Administrators All Teachers District Administrators District CIO District PR Liaison
Identification of at-risk students	Persistence to Graduation data and other measures will be used to identify students in danger of not graduating on time with their cohort	Academic Support Program	11/01/2013	05/29/2017	$0	High school principals High school counselors CCR coach ICE coordinator
MAP	Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students.	Academic Support Program	08/18/2016	05/31/2017	$24500	Teachers Administrators Coaches Asst. Superintendent
WorkKeys testing	All preparatory seniors will be given the WorkKeys assessment. Results will be used to work with students on improving their skills to increase their readiness for specific careers.	Career Preparation/Orientation	08/06/2014	05/31/2017	$3600	High School Principal High School Counselors CTE Coordinator CCR Coach
				Total	$224325	

School Council Funds

Comprehensive District Improvement Plan

Henry County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Interventions	High school students who did not make benchmark in any area of the ACT / CERT will be identified and offered intervention services. Additional opportunities to reach benchmark on alternative assessments (Compass or KYOTE) will be offered after suitable interventions have taken place. Student progress will be monitored.	Academic Support Program	08/09/2016	05/31/2017	$8000	High School Administration High School Counselors High School Staff CCR coach
Professional Learning - ACHIEVE 3000	Special education and regular education teachers will be trained to use the ACHIEVE 3000 program to differentiate content-based literacy instruction for students in co-taught, intervention, and resource classes, as well as how to use the Lexiled materials available to differentiate readability levels of informational text for students in all content classes.	Professional Learning	08/06/2014	05/31/2015	$1000	High school teachers High school principals Director of Special Education
Content informational reading program	High school special education and regular education teachers will use the ACHIEVE 3000 content literacy program to differentiate content -based informational reading materials both as an instructional tool to teach comprehension skills and to give all students access to content information through text. This program will be used as an intervention tool and in co-taught classes. All components will be used in high school resource reading and English classes, as well as all Biology / End-of-Course classes.	Academic Support Program	08/06/2014	05/31/2015	$3500	High school special education and regular education teachers High school principals Director of Special Education
CERT	CERT is an ACT like assessment that will assist students in understanding the ACT as well as identify content areas of need. From the generated reports, teachers can assist students in the areas of reading and mathematics where needed.	Academic Support Program	08/22/2016	05/31/2017	$8000	Administrators Teachers CCR Coach Counselors
				Total	$20500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content informational reading program	High school special education and regular education teachers will use the ACHIEVE 3000 content literacy program to differentiate content -based informational reading materials both as an instructional tool to teach comprehension skills and to give all students access to content information through text. This program will be used as an intervention tool and in co-taught classes. All components will be used in high school resource reading and English classes, as well as all Biology / End-of-Course classes.	Academic Support Program	08/06/2014	05/31/2015	$2000	High school special education and regular education teachers High school principals Director of Special Education

		Total	$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
DRA	Students will be assessed using the Development Reading Assessment. This assessment provides a specific data point and allows the teacher to see where students are having troubles and in what literacy component. Instructional modifications then will occur from the use of this data.	Academic Support Program	08/11/2016	05/31/2017	$0	Teachers Coaches
KOSSA / Industry certificate awareness and coordination	High school administration and CTE teachers will monitor and coordinate industry certifications and KOSSA tests available to qualified preparatory students to ensure that students are knowledgable about what is available to them / required of them prior to making coursework decisions.	Career Preparation/Orientation	08/06/2014	05/31/2017	$0	High school administration CTE staff TEDS coordinator
Spreadsheet monitoring	Each school will create and monitor a spreadsheet containing a variety of data tracking the progress of every student toward being college/career ready by the time they graduate. Data appropriate to each grade level will be determined and continually updated.	Academic Support Program	01/05/2015	05/31/2015	$0	Principals Counselors Assistant Superintendent / CO support
Data monitoring	Each school will develop a system for monitoring data collected for individual students identified as not yet proficient in reading and math, including regular meetings to review the data to check for improvement and effectiveness of the interventions utilized.	Academic Support Program	08/06/2014	05/31/2015	$0	Principals Instructional coaches Guidance Counselors Teachers School Psychologist
High School - teacher assignment	A full-time high school special education teacher is assigned to ICE to provide Specially Designed Instruction for students in credit recovery and in-school suspension.	Academic Support Program	08/06/2014	05/31/2015	$0	High school special education teacher High school principals ICE coordinator
PDSA at the Middle School	All teachers at the middle school will be trained in the System for Continuous Improvement utilizing the PDSA cycle in their classes.	Professional Learning	11/10/2014	05/31/2015	$0	Middle school principal Middle school teachers Director of Special Education

Project Based Learning	As a part of the districts three year work with Communities of Practice, teachers [as a choice] worked on learning the components of project based learning. Many teachers have implemented project based learning activities within their classrooms.	Academic Support Program, Professional Learning	08/17/2016	01/01/2018	$0	All administrators and teachers who chose to professionally learn about PBL
Identify students	Schools will analyze data from interim and state assessments to identify students who are not yet proficient in reading and math and will set up a system of interventions to support those students in improving their achievement.	Academic Support Program	08/06/2014	05/31/2015	$0	Principals Instructional Coaches Guidance Counselors Teachers
CCR Monitoring Spreadsheet	A monitoring spreadsheet will be kept and continually updated and monitored for every high school student tracking both academic and career readiness / progress toward being college / career ready by the time s/he graduates, so that interventions can be offered and coursework adjusted along the way to make this possible.	Academic Support Program	08/06/2014	05/31/2017	$0	High school principal High school counselors CCR Coach
Middle School EXPLORE night	The middle school will hold three EXPLORE NIGHT events to review EXPLORE test results with 6th, 7th, and 8th grade parents and students, at which time they can begin setting academic and career goals with the child to incorporate in their ILP. High school staff will be available on the 8th grade EXPLORE NIGHT to advise students and parents regarding career pathways and possible high school course choices.	Parent Involvement	08/06/2014	05/31/2015	$0	Middle School Principals Middle School Counselor Middle School School Principal High School Counselor CCR coach YSC director
Goal Setting for Careers	Middle school staff will meet with students to set individual student goals for achievement and growth based on college and career exploration data information and will work with 7th/8th graders to identify career pathway interests and the HS coursework required to pursue chosen pathways.	Career Preparation/Orientation	08/09/2016	05/31/2017	$0	Middle School administration and counselor Middle School staff HS CCR Coach
Middle School - extra content support	Middle school special education teachers will use student data in reading and math to design and implement additional instruction to pre-teach the standards with extra work time beyond the regular, co-taught content class using a prescribed weekly schedule to lead to greater understanding and mastery of content,	Academic Support Program	08/06/2014	05/31/2015	$0	Middle school special education teachers Middle school principals DoSE

Operation Preparation	Community members representing a wide range of occupations will meet with small groups of students to describe their jobs, including any required qualifications and the education or training necessary. All 8th and 10th grade students will have an opportunity to choose at least 3 occupations about which they want to learn more in-depth.	Community Engagement	01/05/2015	05/31/2017	$0	Middle School and High School Principals Middle School and High School Counselors CCR coach YSC director
WIN and ILP	Teachers will be trained to use the WIN program and ILPs to help students align their coursework to their career interests beginning at the 6th grade level and continuing through 12th grade.	Professional Learning	08/06/2014	05/31/2017	$0	Middle School Principals High School Principals MS & HS Counselors MS & HS Teaching Staff CCR Coach
Instructional Rounds	Instructional Rounds	Academic Support Program, Professional Learning	08/22/2016	05/10/2017	$0	Assistant Superintendent / CAO / Superintendent / all district administrators
High school FAFSA/KOSSA night	High school will host a FAFSA / KOSSA night to review individual results with students and parents, including the implications for career pathway and coursework choices, as well as where the student is in terms of being on track to be college/career ready by graduation.	Academic Support Program	08/09/2016	05/31/2017	$0	High school principal / assistant principal High school guidance counselor CCR Coach YSC director
Job shadowing	Students at both the middle school and high school will be given purposeful opportunities to job shadow to gain real-world understanding of specific careers. For a set period of time HS students may serve in an intern type capacity.	Career Preparation/Orientation	08/06/2014	05/31/2017	$0	MS & HS Principals MS & HS Counselors HS Life 101 teacher CCR Coach YSC director

College and Career Applications Week	The high school will hold a college application week, including a college application night so that students can receive assistance completing a college application as well as have questions answered for them and their parents. All students will complete at least one college application. Students will also receive instruction and mentoring in preparing resumes and job applications from adults in the workforce.	Career Preparation/Orientation	08/06/2014	05/31/2017	$0		High School Administration High School Counselors CCR coach YSC director
Elementary college information night	Elementary schools will invite representatives from KHEAA to present at a meeting to educate parents on college options and how they can begin now to prepare their child academically and financially to be ready for college by the time they graduate from high school.	Parent Involvement	08/06/2014	05/31/2015	$0		Elementary Principals CCR coach FRC director
				Total	$0		

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent and Community Awareness / Communication	The district will support communication with all stakeholders through school and district website information, district Facebook page, teacher web pages and blogs, email, home visits, electronic district newsletter and other personal contact as appropriate to keep them informed about college and career readiness efforts, academic successes, etc. The district will also utilize OneCall Now to notify parents of events.	Community Engagement	08/06/2014	05/31/2017	$8900	School Administrators All Teachers District Administrators District CIO District PR Liaison
Identify students	Schools will analyze data from interim and state assessments to identify students who are not yet proficient in reading and math and will set up a system of interventions to support those students in improving their achievement.	Academic Support Program	08/06/2014	05/31/2015	$0	Principals Instructional Coaches Guidance Counselors Teachers
Data monitoring	Each school will develop a system for monitoring data collected for individual students identified as not yet proficient in reading and math, including regular meetings to review the data to check for improvement and effectiveness of the interventions utilized.	Academic Support Program	08/06/2014	05/31/2015	$0	Principals Instructional coaches Guidance Counselors Teachers School Psychologist
Thinking Strategies	Teachers from every school will receive training in Thinking Strategies, a PEBC program offered through OVEC. These strategies focus on metacognition and on helping students take ownership of their learning. Strategies are learned to push students to high levels of thought and understanding, while differentiating so that all students may be successful.	Professional Learning	08/06/2014	05/31/2015	$27000	Teachers Principals
Spreadsheet monitoring	Each school will create and monitor a spreadsheet containing a variety of data tracking the progress of every student toward being college/career ready by the time they graduate. Data appropriate to each grade level will be determined and continually updated.	Academic Support Program	01/05/2015	05/31/2015	$0	Principals Counselors Assistant Superintendent / CO support

Comprehensive District Improvement Plan

Henry County

Instructional Rounds	Instructional Rounds	Academic Support Program, Professional Learning	08/22/2016	05/10/2017	$0	Assistant Superintendent / CAO / Superintendent / all district administrators
Google Classroom	All teachers trained on beginner level to advanced level Google Classroom utilization	Academic Support Program, Professional Learning	03/02/2015	01/01/2018	$1000	All district administrators and all teachers
Project Based Learning	As a part of the districts three year work with Communities of Practice, teachers [as a choice] worked on learning the components of project based learning. Many teachers have implemented project based learning activities within their classrooms.	Academic Support Program, Professional Learning	08/17/2016	01/01/2018	$0	All administrators and teachers who chose to professionally learn about PBL
				Total	$36900	

New Castle Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College Visits	All 5th and 8th grade students in the district will visit one college each year to tour the campus, learn about the programs offered there, and discuss their educational goals with the school staff.	Field Trip	08/06/2014	05/31/2017	$2000	Middle and elementary school principals Middle and elementary school staff YSC director
College student visits	Former students from each elementary school who have attended or are currently attending college will visit that school to share their experience of college life with all K-5 students, in order to increase young students' awareness and understanding of what college is really like.	Career Preparation/Orientation	08/06/2014	05/31/2017	$2000	Elementary school administration Elementary school counselors Elementary school teachers FRYSC directors
Elementary college information night	Elementary schools will invite representatives from KHEAA to present at a meeting to educate parents on college options and how they can begin now to prepare their child academically and financially to be ready for college by the time they graduate from high school.	Parent Involvement	08/06/2014	05/31/2015	$0	Elementary Principals CCR coach FRC director

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary - content enhancement	Elementary special education teachers will align student needs with computer-based programs (e.g. LearnZillion, Dreambox, iReady) for individual practice / instruction during the school day as well as during morning and afternoon transitional times to increase achievement in reading and math. Moby Max, an individually prescribed software program, will be utilized at all three elementary schools.	Academic Support Program	01/05/2015	05/31/2015	$1500	Elementary special education teachers Elementary principals
MAP	Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students.	Academic Support Program	08/18/2016	05/31/2017	$24500	Teachers Administrators Coaches Asst. Superintendent
DRA	Students will be assessed using the Development Reading Assessment. This assessment provides a specific data point and allows the teacher to see where students are having troubles and in what literacy component. Instructional modifications then will occur from the use of this data.	Academic Support Program	08/11/2016	05/31/2017	$0	Teachers Coaches
MAP	Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students.	Academic Support Program	08/18/2016	05/31/2017	$24500	Teachers Administrators Coaches Asst. Superintendent
Lucy Calkins Reading/Writing	Teachers will begin implementation in the Lucy Calkins Reading and Writing instructional practices. In this instructional program teachers gauge students' improvement progression with the use of rubrics aligned with components of the reading and writing program.	Academic Support Program	08/12/2016	05/31/2017	$15000	Teachers Administrators Coaches Asst. Superintendent
				Total	$69500	

Henry County Middle School

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

WIN and ILP	Teachers will be trained to use the WIN program and ILPs to help students align their coursework to their career interests beginning at the 6th grade level and continuing through 12th grade.	Professional Learning	08/06/2014	05/31/2017	$0	Middle School Principals High School Principals MS & HS Counselors MS & HS Teaching Staff CCR Coach
Goal Setting for Careers	Middle school staff will meet with students to set individual student goals for achievement and growth based on college and career exploration data information and will work with 7th/8th graders to identify career pathway interests and the HS coursework required to pursue chosen pathways.	Career Preparation/Orientation	08/09/2016	05/31/2017	$0	Middle School administration and counselor Middle School staff HS CCR Coach
EXPLORE Assessments	Middle school students in grades 6, 7 and 8 will take the EXPLORE assessment each year. The results will be used to set goals with each student for improving in the specific areas in which they did not reach benchmark and to help determine their career interests / capabilities so they can make more informed choices of career pathway and HS coursework.	Academic Support Program	08/06/2014	05/31/2015	$3600	Middle School Principals Middle School Counselor Middle School staff
College Visits	All 5th and 8th grade students in the district will visit one college each year to tour the campus, learn about the programs offered there, and discuss their educational goals with the school staff.	Field Trip	08/06/2014	05/31/2017	$2000	Middle and elementary school principals Middle and elementary school staff YSC director
Middle School EXPLORE night	The middle school will hold three EXPLORE NIGHT events to review EXPLORE test results with 6th, 7th, and 8th grade parents and students, at which time they can begin setting academic and career goals with the child to incorporate in their ILP. High school staff will be available on the 8th grade EXPLORE NIGHT to advise students and parents regarding career pathways and possible high school course choices.	Parent Involvement	08/06/2014	05/31/2015	$0	Middle School Principals Middle School Counselor Middle School School Principal High School Counselor CCR coach YSC director

Job shadowing	Students at both the middle school and high school will be given purposeful opportunities to job shadow to gain real-world understanding of specific careers. For a set period of time HS students may serve in an intern type capacity.	Career Preparation/Orientation	08/06/2014	05/31/2017	$0	MS & HS Principals MS & HS Counselors HS Life 101 teacher CCR Coach YSC director
Operation Preparation	Community members representing a wide range of occupations will meet with small groups of students to describe their jobs, including any required qualifications and the education or training necessary. All 8th and 10th grade students will have an opportunity to choose at least 3 occupations about which they want to learn more in-depth.	Community Engagement	01/05/2015	05/31/2017	$0	Middle School and High School Principals Middle School and High School Counselors CCR coach YSC director
Middle School - extra content support	Middle school special education teachers will use student data in reading and math to design and implement additional instruction to pre-teach the standards with extra work time beyond the regular, co-taught content class using a prescribed weekly schedule to lead to greater understanding and mastery of content,	Academic Support Program	08/06/2014	05/31/2015	$0	Middle school special education teachers Middle school principals DoSE
Afterschool tutoring at Middle School	Afterschool tutoring in Reading and Math will be offered to students who are identified as needing additional support in those areas.	Academic Support Program	10/13/2014	05/15/2015	$5000	Middle School Principal Middle School teachers YSC director
PDSA at the Middle School	All teachers at the middle school will be trained in the System for Continuous Improvement utilizing the PDSA cycle in their classes.	Professional Learning	11/10/2014	05/31/2015	$0	Middle school principal Middle school teachers Director of Special Education
MAP	Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students.	Academic Support Program	08/18/2016	05/31/2017	$24500	Teachers Administrators Coaches Asst. Superintendent

MAP	Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students.	Academic Support Program	08/18/2016	05/31/2017	$24500	Teachers Administrators Coaches Asst. Superintendent
Lucy Calkins Reading/Writing	Teachers will begin implementation in the Lucy Calkins Reading and Writing instructional practices. In this instructional program teachers gauge students' improvement progression with the use of rubrics aligned with components of the reading and writing program.	Academic Support Program	08/12/2016	05/31/2017	$15000	Teachers Administrators Coaches Asst. Superintendent
				Total	$74600	

Henry County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WIN and ILP	Teachers will be trained to use the WIN program and ILPs to help students align their coursework to their career interests beginning at the 6th grade level and continuing through 12th grade.	Professional Learning	08/06/2014	05/31/2017	$0	Middle School Principals High School Principals MS & HS Counselors MS & HS Teaching Staff CCR Coach
KOSSA / Industry certificate awareness and coordination	High school administration and CTE teachers will monitor and coordinate industry certifications and KOSSA tests available to qualified preparatory students to ensure that students are knowledgable about what is available to them / required of them prior to making coursework decisions.	Career Preparation/Orientation	08/06/2014	05/31/2017	$0	High school administration CTE staff TEDS coordinator
College and Career Applications Week	The high school will hold a college application week, including a college application night so that students can receive assistance completing a college application as well as have questions answered for them and their parents. All students will complete at least one college application. Students will also receive instruction and mentoring in preparing resumes and job applications from adults in the workforce.	Career Preparation/Orientation	08/06/2014	05/31/2017	$0	High School Administration High School Counselors CCR coach YSC director

Academic Interventions	High school students who did not make benchmark in any area of the ACT / CERT will be identified and offered intervention services. Additional opportunities to reach benchmark on alternative assessments (Compass or KYOTE) will be offered after suitable interventions have taken place. Student progress will be monitored.	Academic Support Program	08/09/2016	05/31/2017	$8000	High School Administration High School Counselors High School Staff CCR coach
CTE Interventions	The CTE program area teachers will develop assessments for each pathway to determine students' possibility of success on the pertinent KOSSA and industry certificate assessments and will provide interventions as needed to help each student achieve mastery.	Academic Support Program	08/06/2014	05/31/2017	$3200	High School Administration High School Counselors High School CTE staff CCR coach
WorkKeys Interventions	Identify and implement intervention strategies for students who do not meet the benchmarks on the WorkKeys assessments. Utilize the WIN program for tutorials and pertinent career information. Students who are ready may take the WorkKeys assessment at any time	Academic Support Program	08/06/2014	05/31/2017	$3000	High Schcool Administration High School Counselors High School Staff CCR coach
Identification of at-risk students	Persistence to Graduation data and other measures will be used to identify students in danger of not graduating on time with their cohort	Academic Support Program	11/01/2013	05/29/2017	$0	High school principals High school counselors CCR coach ICE coordinator
Credit Recovery Program	Continue and expand the credit recovery program at HCHS, with a full-time coordinator, using online courses, for students at risk of being unable to graduate on time with their cohort.	Academic Support Program	08/06/2014	05/31/2017	$64625	High School Principal ICE Coordinator Credit Recovery Teacher
Job shadowing	Students at both the middle school and high school will be given purposeful opportunities to job shadow to gain real-world understanding of specific careers. For a set period of time HS students may serve in an intern type capacity.	Career Preparation/Orientation	08/06/2014	05/31/2017	$0	MS & HS Principals MS & HS Counselors HS Life 101 teacher CCR Coach YSC director
Health Sciences Program	The Health Sciences Program at the high school will be expanded to include the Allied Health Practicum, which can lead to industry certifications and career opportunities in related health fields other than nursing (dental technician, radiology, vet tech, etc.).	Career Preparation/Orientation	08/06/2014	05/31/2017	$4000	High school principal CTE coordinator Health Sciences teacher

WorkKeys testing	All preparatory seniors will be given the WorkKeys assessment. Results will be used to work with students on improving their skills to increase their readiness for specific careers.	Career Preparation/Orientation	08/06/2014	05/31/2017	$3600	High School Principal High School Counselors CTE Coordinator CCR Coach
Operation Preparation	Community members representing a wide range of occupations will meet with small groups of students to describe their jobs, including any required qualifications and the education or training necessary. All 8th and 10th grade students will have an opportunity to choose at least 3 occupations about which they want to learn more in-depth.	Community Engagement	01/05/2015	05/31/2017	$0	Middle School and High School Principals Middle School and High School Counselors CCR coach YSC director
High School - teacher assignment	A full-time high school special education teacher is assigned to ICE to provide Specially Designed Instruction for students in credit recovery and in-school suspension.	Academic Support Program	08/06/2014	05/31/2015	$0	High school special education teacher High school principals ICE coordinator
Content informational reading program	High school special education and regular education teachers will use the ACHIEVE 3000 content literacy program to differentiate content -based informational reading materials both as an instructional tool to teach comprehension skills and to give all students access to content information through text. This program will be used as an intervention tool and in co-taught classes. All components will be used in high school resource reading and English classes, as well as all Biology / End-of-Course classes.	Academic Support Program	08/06/2014	05/31/2015	$9000	High school special education and regular education teachers High school principals Director of Special Education
Professional Learning - ACHIEVE 3000	Special education and regular education teachers will be trained to use the ACHIEVE 3000 program to differentiate content-based literacy instruction for students in co-taught, intervention, and resource classes, as well as how to use the Lexiled materials available to differentiate readability levels of informational text for students in all content classes.	Professional Learning	08/06/2014	05/31/2015	$2000	High school teachers High school principals Director of Special Education

Co-Teaching for Gap Closure - CT4GC	Collaborative teams of high school teachers (one special education teacher with co-taught class regular education partner) will be trained in the Continuous Classroom Improvement model through the CT4GC grant. These teams will implement the model, utilizing the plan-do-study-act (pdsa) cycle, in their co-taught classes, then will share the model with other collaborative teams in the school and district.	Professional Learning	08/06/2014	05/31/2015	$2000	Co-teaching teams of teachers Director of Special Education
CCR Monitoring Spreadsheet	A monitoring spreadsheet will be kept and continually updated and monitored for every high school student tracking both academic and career readiness / progress toward being college / career ready by the time s/he graduates, so that interventions can be offered and coursework adjusted along the way to make this possible.	Academic Support Program	08/06/2014	05/31/2017	$0	High school principal High school counselors CCR Coach
iLead Academy	Henry County will enter into a consortium with 4 other districts to create a regional STEM high school, beginning with freshmen in Fall, 2015. Students will learn in an innovative, problem-based learning environment, with direct involvement of local industry and the opportunity to achieve an Associate's degree from JCTC by the time they graduate.	Career Preparation/Orientation	01/05/2015	05/31/2017	$75000	Superintendent Assistant Superintendent High School Principal High school counselors
High school FAFSA/KOSSA night	High school will host a FAFSA / KOSSA night to review individual results with students and parents, including the implications for career pathway and coursework choices, as well as where the student is in terms of being on track to be college/career ready by graduation.	Academic Support Program	08/09/2016	05/31/2017	$0	High school principal / assistant principal High school guidance counselor CCR Coach YSC director
WIN and ILP	By using the WIN assessment, high school staff can analyze literacy issues that may be present for high school students. The ILP is used for career choice/inventory/interest. Teachers can then assist students in the areas of appropriate informational reading.	Academic Support Program	08/22/2016	05/31/2017	$20000	Administrators Teachers CCR coach Guidance Counselors
CERT	CERT is an ACT like assessment that will assist students in understanding the ACT as well as identify content areas of need. From the generated reports, teachers can assist students in the areas of reading and mathematics where needed.	Academic Support Program	08/22/2016	05/31/2017	$8000	Administrators Teachers CCR Coach Counselors
				Total	$202425	

Eastern Elementary School

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

College Visits	All 5th and 8th grade students in the district will visit one college each year to tour the campus, learn about the programs offered there, and discuss their educational goals with the school staff.	Field Trip	08/06/2014	05/31/2017	$2000	Middle and elementary school principals Middle and elementary school staff YSC director
College student visits	Former students from each elementary school who have attended or are currently attending college will visit that school to share their experience of college life with all K-5 students, in order to increase young students' awareness and understanding of what college is really like.	Career Preparation/Orientation	08/06/2014	05/31/2017	$2000	Elementary school administration Elementary school counselors Elementary school teachers FRYSC directors
Elementary college information night	Elementary schools will invite representatives from KHEAA to present at a meeting to educate parents on college options and how they can begin now to prepare their child academically and financially to be ready for college by the time they graduate from high school.	Parent Involvement	08/06/2014	05/31/2015	$0	Elementary Principals CCR coach FRC director
Elementary - content enhancement	Elementary special education teachers will align student needs with computer-based programs (e.g. LearnZillion, Dreambox, iReady) for individual practice / instruction during the school day as well as during morning and afternoon transitional times to increase achievement in reading and math. Moby Max, an individually prescribed software program, will be utilized at all three elementary schools.	Academic Support Program	01/05/2015	05/31/2015	$1500	Elementary special education teachers Elementary principals
MAP	Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students.	Academic Support Program	08/18/2016	05/31/2017	$24500	Teachers Administrators Coaches Asst. Superintendent
DRA	Students will be assessed using the Development Reading Assessment. This assessment provides a specific data point and allows the teacher to see where students are having troubles and in what literacy component. Instructional modifications then will occur from the use of this data.	Academic Support Program	08/11/2016	05/31/2017	$0	Teachers Coaches

Comprehensive District Improvement Plan

Henry County

MAP	Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students.	Academic Support Program	08/18/2016	05/31/2017	$24500	Teachers Administrators Coaches Asst. Superintendent
Lucy Calkins Reading/Writing	Teachers will begin implementation in the Lucy Calkins Reading and Writing instructional practices. In this instructional program teachers gauge students' improvement progression with the use of rubrics aligned with components of the reading and writing program.	Academic Support Program	08/12/2016	05/31/2017	$15000	Teachers Administrators Coaches Asst. Superintendent
				Total	$69500	

Campbellsburg Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College Visits	All 5th and 8th grade students in the district will visit one college each year to tour the campus, learn about the programs offered there, and discuss their educational goals with the school staff.	Field Trip	08/06/2014	05/31/2017	$2000	Middle and elementary school principals Middle and elementary school staff YSC director
College student visits	Former students from each elementary school who have attended or are currently attending college will visit that school to share their experience of college life with all K-5 students, in order to increase young students' awareness and understanding of what college is really like.	Career Preparation/Orientation	08/06/2014	05/31/2017	$2000	Elementary school administration Elementary school counselors Elementary school teachers FRYSC directors
Elementary college information night	Elementary schools will invite representatives from KHEAA to present at a meeting to educate parents on college options and how they can begin now to prepare their child academically and financially to be ready for college by the time they graduate from high school.	Parent Involvement	08/06/2014	05/31/2015	$0	Elementary Principals CCR coach FRC director

Elementary - content enhancement	Elementary special education teachers will align student needs with computer-based programs (e.g. LearnZillion, Dreambox, iReady) for individual practice / instruction during the school day as well as during morning and afternoon transitional times to increase achievement in reading and math. Moby Max, an individually prescribed software program, will be utilized at all three elementary schools.	Academic Support Program	01/05/2015	05/31/2015	$1500	Elementary special education teachers Elementary principals
MAP	Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students.	Academic Support Program	08/18/2016	05/31/2017	$24500	Teachers Administrators Coaches Asst. Superintendent
DRA	Students will be assessed using the Development Reading Assessment. This assessment provides a specific data point and allows the teacher to see where students are having troubles and in what literacy component. Instructional modifications then will occur from the use of this data.	Academic Support Program	08/11/2016	05/31/2017	$0	Teachers Coaches
MAP	Students will be assessed a minimum of three times per year using MAP assessment. Teachers/coaches/administrators will analyze student data scores to gain information on individual students' instruction levels. Furthermore, the analysis will allow for teachers to gauge progress and to tailor specific instructional practices to individual students.	Academic Support Program	08/18/2016	05/31/2017	$24500	Teachers Administrators Coaches Asst. Superintendent
Lucy Calkins Reading/Writing	Teachers will begin implementation in the Lucy Calkins Reading and Writing instructional practices. In this instructional program teachers gauge students' improvement progression with the use of rubrics aligned with components of the reading and writing program.	Academic Support Program	08/12/2016	05/31/2017	$15000	Teachers Administrators Coaches Asst. Superintendent
				Total	$69500	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes	Via Title I Parent Compact / Parent Meetings / and District Policy	

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

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes	Exit survey has been developed this year. Exit interviews will also take place.	

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

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

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data complied through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	N/A		

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

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

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

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

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

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes	All schools are Title I Part A eligible	

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

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

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A	There are no neglected institutions in our district.	

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	N/A	There are no neglected institutions in our district.	

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	N/A	All schools are Title I schools in our district. Needs of homeless children and youth are addressed through FRYSC funds and local organizations (Judy Lea Foundation)	

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than $500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	N/A	Our allocation is less than $500,000	

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	N/A	No services are provided to private schools in the district	

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	N/A	We are not a district of innovation	

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - Compliance and Accountability - Districts

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

All Henry County teachers, principals, and district administrators will become more effective in their professional practice through implementation of the Professional Growth and Effectiveness System.

Measurable Objective 1:

demonstrate a proficiency   by implementing all components of the PGES by 06/01/2017 as measured by staff understanding and documentation in EDS.

Strategy1:

Revision of Certified Evaluation Plan - The district CEP committee will reconvene to revisit the CEP in order to make any necessary changes, including the addition of OPGES.

Category: Professional Learning & Support

Research Cited:

Activity - CEP revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CEP committee will reconvene to make any recommended changes regarding documentation via CIITS or by using Google Docs.	Professional Learning	01/02/2017	07/03/2017	$0 - No Funding Required	Assistant Superintendent Principals and teachers on the CEP Committee

Strategy2:

Implementation of PPGES - All principals will participate fully in the Principal Professional Growth and Effectiveness System as monitored by the superintendent and/or assistant superintendent

Category: Principal PGES

Research Cited:

Activity - Site visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The superintendent will complete a site visit with each principal at least once per semester to collect evidence through observation and discussion with the principal.	Professional Learning	08/22/2016	04/10/2017	$0 - No Funding Required	Superintendent Principals

Comprehensive District Improvement Plan

Henry County

Activity - Self-reflection / PGPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will complete a self-reflection of the KY Principal Standards and will use that data in collaboration with the superintendent to develop an individual Professional Growth Plan	Professional Learning	08/15/2016	11/01/2016	$0 - No Funding Required	Principals Superintendent

Activity - Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will set state and local contribution student growth goals, as well as a working conditions goal, will monitor progress toward these goals, and will determine whether / to what extent they have been achieved.	Professional Learning	08/15/2016	04/10/2017	$0 - No Funding Required	Principals Superintendent

Strategy3:

Implementation of TPGES - All components of the TPGES will be fully implemented.

Category: Professional Learning & Support

Research Cited:

Activity - Teachscape Certification / Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals and district administrators will successfully complete and pass the requirements in Teachscape to certify them as evaluators in the TPGES; those already certified will complete the required calibrations to maintain their expertise	Professional Learning	06/08/2016	08/31/2017	$1625 - Race to the Top	Principals District Administrators

Activity - Self-reflections and PGPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete the Framework for Teaching self-reflection in EDS and will use that data as well as other information, in collaboration with their principal /evaluator, to develop their individual Professional Growth goals	Professional Learning	08/15/2016	09/30/2016	$0 - No Funding Required	All teachers Principals Instructional Coaches

Activity - Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will implement the schedule of mini and full observations as determined in the District Certified Evaluation Plan (CEP). Peer observers will do observations of the peers assigned to them according to the requirements in the CEP.	Professional Learning	08/15/2016	04/10/2017	$1500 - Title II Part A	Principals Peer Observers

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop a Student Growth Goal for one class, will assess and monitor progress toward the goal, and will assess to determine whether or to what extent the goal is achieved.	Professional Learning	08/15/2016	04/03/2017	$0 - No Funding Required	Teachers Principals

Measurable Objective 2:

collaborate to increase instructional best practices in the classrooms by 05/05/2017 as measured by by analyzing building instructional round walkthroughs.

Strategy1:

Planning - The building principal [along with instructional coach input if necessary] will plan their walkthrough by identifying a problem of practice for the group to observe during the walkthrough.

Category: Continuous Improvement

Research Cited:

Activity - Debrief	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyzing walkthrough observation notes to discuss the identified PoP and instructional strategies.	Academic Support Program Professional Learning	08/22/2016	04/20/2017	$0 - No Funding Required	District Administrators Superintendent Assistant Superintendent

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

(per district Strategic Plan) Henry County Public Schools will communicate and engage students, staff, parents, and the broader community to enable the district to reach its mission

Measurable Objective 1:

collaborate to ensure that all stakeholders defined in the goal establish a baseline score on a community perception and engagement survey [TELL] a 5% annual improvement through 2019 as measure by survey results by 05/31/2019 as measured by Survey [TELL] or Val-Ed results.

Strategy1:

Practice implementation - In order to be prepared to fully implement the PGES in 2014-15, all teachers, principals, and district administrators will need opportunities to apply what they have learned about the system in practice.

Category:

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration of the TELL or VAL-Ed surveys	Parent Involvement Community Engagement Other - All Stakeholders Surveyed	04/03/2017	05/31/2017	$1000 - District Funding	District Staff

Activity - Community Notification of District Successes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community members, students, staff, etc. will be provided with district successes through the addition of a large message board in the HS gym.	Community Engagement Parent Involvement	12/12/2016	08/24/2018	$10000 - Other	District Staff

Executive Summary

Introduction

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

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

Description of the School System

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

Henry County is a geographically large (289 square miles), sparsely populated rural area in north central Kentucky situated within the "golden triangle" bounded by Louisville, Lexington, and Cincinnati . The population, as reported in the latest census, is 15,416, of which 92.5% are white, non-Hispanic. There has been very slow growth in total population in the last ten years; this trend is expected to continue. The age group categories show a projected decline in the percentage of children and young adults living in the county over the next several years.

The county contains several small towns with relatively few businesses. Many residents commute to workplaces outside the county. The school district continues to be the largest employer. The largest town, Eminence, is the major industrial area within the boundaries of the county with three manufacturing plants, as well as its own P-12 independent school district. The remaining businesses and industries in the county are located throughout the area, with most clustered near the other towns. Agriculture, once dominant in the area, is on the decline. Only a few county farmers dominate most of the crops grown in Henry County such as corn, soy beans, and tobacco.

The Henry County School District maintains four campuses comprising six schools, with a total enrollment of approximately 2,100 students. The county seat, New Castle, is home to four of the schools. Henry County High School (enrollment 684) and Henry County Middle School (enrollment 496) share a site just outside New Castle. New Castle Elementary School (enrollment 340), located within the city limits, shares its building with the Early Childhood Center (enrollment 123), which offers Preschool and Head Start services for children from all areas of the district. Campbellsburg Elementary School (enrollment 366) is located in the town of the same name in the northern area of the county. Eastern Elementary School (enrollment 207) sits in a rural area in the eastern part of the county near the town of Bethlehem.

Although Eastern Elementary is the smallest of the schools in number of students, its enrollment area covers over half the county geographically and has grown during 2016-2017 by 20 students.. Demographic data indicate that 5.8% of the district's students are of minority ethnicity, with 4.3% Hispanic/Latino and 1.3% Black/African American. The remaining percentage is scattered among the other race classification categories. The numbers for staff indicate approximately 2% minority. The rate of students qualifying for free or reduced meals has increased over the last several years and is currently 56.3%.

System's Purpose

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

The mission Empowering leaders and life-long learners for an ever-changing world.

Vision: A district of educational excellence, the pride of our community.

The district has set a goal that all students will be college and/or career ready when they graduate from the Henry County Public Schools. This goal requires focus on strong curriculum at every level; effective, developmentally-appropriate instructional practices and strategies; dedicated staff; community and parent support and involvement; and a variety of enriching programs to develop the whole student.

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Notable Achievements and Areas of Improvement

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

Facilities have been improved throughout the district over the last few years. Additions at Henry County High School and New Castle Elementary, construction of the new Early Childhood Center, and recent facility improvements at Campbellsburg Elementary provide the inviting, up-to-date learning environments that will enable students to achieve to their maximum potential.

The district has designated a school employee to act as energy manager for the district to monitor expenses, recommend improvements, and other energy saving measures. These improvements will make the school environments more conducive to learning, while improving energy efficiency and saving a considerable amount of money that can be used to improve instruction and student achievement. Currently, five of five school sites are designated with Energy STAR status, making Henry County rank high in the state in energy efficiency.

The district maintains a focus on recruiting and retaining the most effective and highly qualified staff. Currently, 10 teachers are national board certified, and many others are pursuing advanced degrees and certifications.

Henry County District strives to prepare students for the world in which they will live and work in the future and to ensure they have the skills necessary to be successful in a world of continuous technological advances. The district adopted a Bring Your Own Device initiative to utilize the technology already readily available to students in a time of limited district resources. Staff, students, and parents have noted that this effort has expanded students' opportunities to maximize the potential of technology to enrich their understanding. Students at all levels have opportunities for blended learning in a variety of formats. We continue to explore ways in which technology may be used to support and enhance student learning.

Henry County Schools, together with 21 other districts in the Ohio Valley Education Cooperative (OVEC) and Green River Regional Education Cooperative (GRREC), continue to implement the components of a $41 million Race-to-the-Top District (RTT-D) federal grant. The focus of the grant over the remaining year and a half will be continuing to work toward personalization of learning for every student. Each school has developed an Innovation Snapshot plan to set a vision for where the school will be in 5 years, detailing implementation of the specific innovative practices that will make that vision a reality. Teachers involved in the Communities of Practice within the grant are developing their own classrooms as laboratory classrooms to be opened as exemplars of a specific innovation for others to visit. Our focus during this final year of the grant will be on building sustainability so that the initiatives begun with this support will continue to grow and improve for years to come.

Henry County Public Schools has been labeled a Focus District because our students in the non-duplicated gap group have scored in the lowest 10% in the state. We have implemented a variety of measures to support these students to be more academically successful. Our first strategy is to identify all students, especially those in the non-duplicated gap group, who are at risk for failure or are struggling academically in order to provide individualized interventions for them (name them and claim them). Systems for tracking progress along the way have been set up in every school in the form of spreadsheets which are constantly updated with pertinent data and are accessible to all teachers and administrators. MAP testing is used as a screening assessment for RtI and is administered 3 times each year for monitoring of improvement longitudinally. Three-tiered levels of Response to Intervention are in -place in all schools and progress is monitored regularly (usually weekly) using AimsWeb, with monthly meetings between school personnel and the district school psychologist to discuss the data and individual students' progress. All schools have implemented Plan Do Study Act (PDSA) in at least some classrooms, with plans to

expand to more classrooms each year. The high school has also implemented an SST program in which special ed teachers meet with all students identified (see above) weekly to monitor their progress in attendance, behavior, and academics.

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Additional Information

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

Students in Henry County are working very hard and schools are implementing some innovative educational opportunities such as personalized learning. The district's initiative to inform the community about our amazing students and their successes can be found publicized through various media. Our Facebook page, Twitter posts, and website continuously update and celebrate our students' accomplishments and activities in which they are involved.. The district website is: www.henry.kyschools.us

We are currently implementing the district Strategic Plan and giving progress updates on a monthly basis.

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