

HCS 2017-18 Phase II: The Needs Assessment District Diagnostic_10022017_10:13

Phase II: The Needs Assessment District Diagnostic

Henderson County
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TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment 3
ATTACHMENT SUMMARY..... 8

Phase II: The Needs Assessment District Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data results are reviewed and analyzed at district leadership level and school level as results become available. Schools share data with SBDM Councils and staffs and district shares data with school level administration and school board. School leaders and teachers analyze data within weekly PLC meetings. District leadership meets twice monthly and more frequently as needed; SBDM Councils meet monthly and school board meets at least monthly. Meetings are documented through minutes, Google docs; board meetings are streamed live as well. Internal data sources such as individual classroom data, Infinite Campus/SWIS data/AESOP (behavior, attendance, etc.), NWEA MAP data, ACT data, KPREP data, college/career readiness data, graduation rate, district common assessments, surveys from staff and students such as Gallup and Bright Bytes, walkthrough data, MUNIS data, and other data at the school and district level were also used. While this data can show us points in time, trends, and longitudinal information from various perspectives, there are many other aspects of our school system, such as the relationships among students and staff, that are less tangible but definitely have an impact.

ATTACHMENTS

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Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.

-The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

-As a district our middle school students have met delivery targets for 3 consecutive years in math with a 68.1% proficient/distinguished on KPREP in 2017, and improved from baseline of 49.3% in 2013. -Middle school reading for non-duplicated gap group has improved from a baseline of 37.0% in 2013 to 49.6% proficient/distinguished on KPREP in 2017; high school reading for non-duplicated gap group has improved from a baseline of 40.6% to 48.0% in reading based on English II EOC as of 2017. -Elementary math percentage of proficient/distinguished has improved from baseline of 53.8% in 2013 to 61% in 2017 on KPREP. -High school math percentage of proficient/distinguished has improved from baseline of 18.9% in 2013 to 42.3% in 2017 on Algebra II EOC. -Elementary free/reduced percentage of proficient/distinguished in math has improved from baseline of 44.5% to 52.6% in 2017 on KPREP. -Delivery targets for both free/reduced and non-duplicated gap groups were met in 2017 for middle school math as well as for all students, female students and white students. -Middle school female students have improved in math in percentage of proficient/distinguished from a baseline of 51.0% in 2013 to 74.7% in 2017 on KPREP. -Middle school African American students have improved in math in percentage of proficient/distinguished from a baseline of 27.0% in 2013 to 45.3% in 2017 on KPREP; Hispanic students have improved in math from baseline of 49.3% to 63.5% in 2017 on KPREP; free/reduced lunch have improved from baseline of 38.1% to 58.0% in 2017 on KPREP; non-duplicated gap group has improved from 37.8% to 58.1%. -High school female students have improved in percentage of proficient/distinguished from a baseline of 14.0% in 2013 to 43.0% in 2017 on Algebra II EOC. -In science African American students have improved in percentage of proficient/distinguished from a baseline of 13.5% in 2013 to 31.7% in 2017. In social studies middle school students have improved in percentage of proficient/distinguished from a baseline of 54.7% in 2013 to 62.7% in 2017 on KPREP. In elementary social studies Hispanic students have improved in percentage of proficient/distinguished from a baseline of 36.4% to 59.1% in 2017 on KPREP; students with disabilities have improved from baseline of 31.8% to 40.6% in 2017 on KPREP. -In middle school social studies African American students have improved from baseline of 30.3% in 2013 to 50.0% in 2017 on KPREP. -In writing elementary students have improved in percentage of proficient/distinguished from a baseline of 40.8% to 58.4% in 2017 on KPREP. High school students have improved in writing from a baseline of 47.0% to 59.0% in 2017 on KPREP. - In elementary writing African American students have improved in percentage of proficient/distinguished from a baseline of 33.8% to 51.2% in 2017 on KPREP. Free/reduced have improved from 33.% to 51.2%; students with disabilities have improved from 24.4% to 30.4%, and non-duplicated gap group has improved from 33.6% to 50.2%. -In middle school writing Hispanic students have improved in percentage of proficient/distinguished from 35.5% to 44.4% in 2017 on KPREP. -In high school free/reduced students have improved from 32.2% percentage proficient/distinguished in writing to 44.3% in 2017 on KPREP; non-duplicated gap group from 31.7% to 43.6% in 2017. -Based on 2017 ACT data our Hispanic students are above percentages of state in meeting CPE benchmarks in English 52.9% compared to 39.4% for state; 35.3% to 29.2% in math; and 47.1% to 38.5% in reading. Based on 2017 Advanced Placement data we have 53.92% of our students with scores of 3+ on exams as compared to state with 49.71% as well as all sub-populations (male, female, African American, two or more races, free/reduced, and non-duplicated gap groups) with a higher percentage than the state. From the fall of 2015 to spring of 2017 5 percent more of our students are on/above grade level in reading based on MAP from 63% to 68%; in math we have a 7 percent improvement from 64% to 70%. Based on 2017 TELL survey data, 88.8% of staff agree/strongly agree we have community engagement and support; 88.6% agree/strongly agree we have quality school leadership. In 2017 we had 11.8% of new and KTIP (KY Teacher Internship Program) teachers. In 2017 we had 18.4% teacher turnover per Infinite Campus reporting.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

We have identified schools that have not met gap delivery targets for two years and included that in the assurance; for this we will focus on district level priorities/concerns. -Elementary reading scores have become stagnant at 60.2%, 61.2%, and 61.0% proficient/distinguished since 2015 on KPREP. Specific gap groups that are performing well below all students are English learners (25.0% P/D); disability (32.4%). -Middle school reading concerns include African Americans performing at 36.5% P/D on 2017 KPREP; English learners at 12.5% P/D and students with disabilities at 15.3% P/D. -High school reading concerns include African Americans performing at 25.0% P/D and students with disabilities at 16.3% P/D on English II EoC in 2017. -Elementary math concerns include no delivery targets being met for 2016-17. -Middle school math delivery targets were not met for African Americans, Hispanic, EL, or disability in 2017. -At the high school level in math, delivery targets were met for female and white students, but were not met for males, African Americans, free/reduced, disability, or non-duplicated gap groups. -In high school science concerns include no delivery targets being met for 2016-17. -In 2017 elementary social studies, the only group that met delivery target was Hispanic students. No delivery targets were met at middle school level or high school level. -In 2017 only female students and white students met delivery targets in writing; no groups met delivery targets at middle school level, and only female students met delivery target at high school level. As a district our College and Career Readiness dropped from 81.2% in 2016 to 75.6% in 2017. As a district our Graduation Rate dropped from 91.1% in 2016 to 89.8% in 2017 based on 4-year cohort; the only group to meet delivery target was female students.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

See attachment regarding schools and student groups that have not met delivery targets for two years in academic content areas. Between years 2014-2016 our district reduced our budget by \$7 million which has impacted teacher turnover as well as number of new/KTIP teachers. Our reading performance has become somewhat stagnant as reflected in multiple pieces of data at various levels (KPREP, MAP).

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

One of the primary areas of focus for our district is primary reading. We have included district and school leadership, instructional coaches, and classroom teachers in an extensive project which includes research, data analysis, and professional learning. This group has created a district-wide common assessment to be used with all students in grades K-3 throughout the school year to determine specific strengths and areas for improvement with individual students, grade levels, and school/district wide. In addition, a position for a primary reading specialist has been created and filled. We are focusing on the 5 components of reading in instruction, with model teachers demonstrating and videotaping lessons for school/district leadership and teachers. Leadership is monitoring through observations. In addition we are focusing on our gap groups as we know this is an area of need in improving academic performance for all students in all content areas by increasing proficiency. District leadership meets with each school individually to analyze data, keep abreast of current information regarding assessment and accountability and determine areas of strength and need to which the district can provide support and assistance.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Post-secondary readiness is the expectation (tours, careers days); building character within students and creating leaders (Leader in Me process); emphasis on soft skills; community focused; early identification of student needs (special education, gifted, RTI, basic needs); steady progress in math achievement; systematic RTI across all schools; strong literacy foundation; differentiation in classroom instruction; accessible curriculum; a strong bond among all levels (elementary, middle, high, district) - good relationships; nearing completion of new school project (elementary school); use of funds for multiple projects with Nickel Tax funds; district broadening scope of student needs; each school is fostering a culture of ownership; CCR well above state average; sustaining and adding to the achievements as measured by the ACT; use of Math in Focus-- curriculum and alignment; community support and Colonels to College as valuable resources; district provides instructional coaches at each school; professional learning for all teachers and staff; district-wide staff appreciation night with food, games, prizes; district-wide Ultimate Challenge Events among schools to foster relationships through staff engagement and promote health/wellness; use of social media; implementation for 1:1 initiative achieved at grades 5-8 with addition of many technological resources and professional learning opportunities; participation in PIMSER ASSESS grant for new science assessment system with K-8 teachers/administrators; Next Generation Leadership Network participation with P-12 teachers/administrators/instructional coaches and KDE; communication with families and community through social media at school/district levels. To sustain these areas of strength, we will focus on our people and our climate/culture. By embedding continuous professional learning, we will also build capacity within our schools/district and focus on recruitment and retention of quality staff members. We will continue celebrations and recognition as we model transparency and innovation. We know that continued communication and vertical alignment are keys for district improvement as a whole. There is cause to celebrate our academic success as well as our progress in moving to be more technologically innovative. We use social media to "get the word out" about our individual schools. We consistently celebrate our people and their accomplishments and achievements. In addition, we look forward to

the completion of a new elementary school in the fall of 2018. Another opportunity for improvement has been to improve school safety by installing Ident-a-kid software and hardware requiring all visitors to provide photo identification; the software is linked to law enforcement data bases to identify any potential dangers to the school.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Delivery Targets	Identification of schools and groups by content areas that have not met delivery targets for two years.	

HCS 2017-18 CDIP Phase III: The Superintendent Gap Assurance_10022017_12:05

CDIP Phase III: The Superintendent Gap Assurance

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TABLE OF CONTENTS

GAP Target Assurance 3
ATTACHMENT SUMMARY..... 4

CDIP Phase III: The Superintendent Gap Assurance

GAP Target Assurance

As superintendent of the district, I hereby certify that:

- No school in the district has failed to meet its gap target for two (2) consecutive years.
- **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.**

COMMENTS

Please enter your comments below.

See attachment. A. B. Chandler Elementary- Reading (free/reduced, non-duplicated); Math (disability) Bend Gate Elementary- Reading (African American, disability, free/reduced, non-duplicated); Math (African American, disability); Writing (African American, disability, free/reduced, non-duplicated); Social Studies (disability) Cairo Elementary- Reading (disability, free/reduced, non-duplicated); Math (disability, free/reduced, non-duplicated) East Heights Elementary- Reading (disability, free/reduced, non-duplicated); Math (African American, disability, free/reduced, non-duplicated); Writing (disability, free/reduced, non-duplicated); Social Studies (disability, free/reduced, non-duplicated) Jefferson Elementary- Reading (disability); Math (African American, disability); Writing (African American, free/reduced, non-duplicated); Social Studies (African American, free/reduced, non-duplicated) Niagara Elementary- Reading (free/reduced, disability, non-duplicated); Math (free/reduced, disability, non-duplicated) South Heights Elementary- Reading (Hispanic, disability, non-duplicated); Math (African American, Hispanic, free/reduced, disability, non-duplicated); Social Studies (African American, disability) Spottsville Elementary- Reading (disability, free/reduced, non-duplicated); Math (disability) North Middle- Reading (African American, Hispanic, disability, free/reduced, non-duplicated); Math (African American, Hispanic, disability); Writing (African American, disability, free/reduced, non-duplicated); Social Studies (African American, disability, free/reduced, non-duplicated) South Middle- Reading (African American, disability); Math (disability); Writing (African American, disability); Social Studies (disability, free/reduced, non-duplicated) Henderson County High- Reading (African American, disability); Math (African American, disability, free/reduced, non-duplicated); Writing (African American, disability, free/reduced, non-duplicated); Science (African American, disability, free/reduced, non-duplicated)

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Henderson County Schools Gap Targets	The sheet has two tabs; one is by content area, and one is by school.	

School has not met proficiency delivery targets for two years.

Reading	Groups					
	African American	Hispanic	disability	free/reduced	non-duplicated	2017
ABC				x	x	disability
BGT	x		x	x	x	
CAI			x	x	x	
EHS			x	x	x	African American
JEF			x			African American
NIA			x	x	x	free/reduced
SHS		x	x		x	non-duplicated
SPT			x	x	x	free/reduced
NMS	x	x	x	x	x	
SMS	x		x			free/reduced
HCHS	x		x			non-duplicated

Math	Groups					
	African American	Hispanic	disability	free/reduced	non-duplicated	2017
ABC			x			
BGT	x		x			free/reduced
CAI			x	x	x	non-duplicated
EHS	x		x	x	x	
JEF	x		x			
NIA			x	x	x	
SHS	x	x	x	x	x	
SPT			x	x	x	
NMS	x	x	x			free/reduced
SMS	x		x			non-duplicated
HCHS	x		x	x	x	

Writing	Groups					
	African American	Hispanic	disability	free/reduced	non-duplicated	2017
ABC						
BGT	x		x	x	x	
CAI						
EHS			x	x	x	
JEF	x			x	x	disability
NIA						free/reduced
SHS						non-duplicated
SPT						disability
NMS	x		x	x	x	
SMS	x		x			free/reduced
HCHS	x		x	x	x	non-duplicated

Social Studies	Groups					
	African American	Hispanic	disability	free/reduced	non-duplicated	2017
ABC						
BGT			x			free/reduced
CAI					x	non-duplicated
EHS			x	x	x	
JEF	x			x	x	disability
NIA						free/reduced
SHS	x		x			non-duplicated
SPT						non-duplicated
NMS	x		x	x	x	disability
SMS			x	x	x	
HCHS						African American
						free/reduced
						disability
						non-duplicated

Science	Groups					
	African American	Hispanic	disability	free/reduced	non-duplicated	2017
HCHS	x		x	x	x	

School	Reading	Math	Writing	Social Studies	Science
ABC	free/reduced non-duplicated (2017 disability)	disability			NA
BGT	African American disability free/reduced non-duplicated	African American disability (2017 free/reduced non-duplicated)	African American disability free/reduced non-duplicated	disability (2017 free/reduced non-duplicated)	NA
CAI	disability free/reduced non-duplicated	disability free/reduced non-duplicated		non-duplicated	NA
EHS	disability free/reduced non-duplicated (2017 African American)	African American disability free/reduced non-duplicated	disability free/reduced non-duplicated	disability free/reduced non-duplicated	NA
JEF	disability (2017 African American free/reduced non-duplicated)	African American disability	African American free/reduced non-duplicated	African American free/reduced non-duplicated (2017 disability)	NA
NIA	free/reduced disability non-duplicated	free/reduced disability non-duplicated	(2017 free/reduced non-duplicated)	(2017 free/reduced non-duplicated)	NA
SHS	Hispanic disability non-duplicated (2017 free/reduced)	African American Hispanic free/reduced disability non-duplicated		African American disability (2017 non-duplicated)	NA
SPT	disability free/reduced non-duplicated	disability	(2017 disability)	(2017 disability)	NA
NMS	African American Hispanic disability free/reduced non-duplicated	African American Hispanic disability (2017 free/reduced non-duplicated)	African American disability free/reduced non-duplicated	African American disability free/reduced non-duplicated	NA
SMS	African American disability (2017 free/reduced non-duplicated)	disability	African American disability (2017 free/reduced non-duplicated)	disability free/reduced non-duplicated	NA
HCHS	African American disability (2017 free/reduced non-duplicated)	African American disability free/reduced non-duplicated	African American disability free/reduced non-duplicated	(2017 African American disability free/reduced non-duplicated)	African American disability free/reduced non-duplicated

HCS 2017 CDIP Phase II: Equitable Access to Effective Educators District Diagnostic_10022017_09:49

CDIP Phase, II: Equitable Access to Effective Educators District Diagnostic

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TABLE OF CONTENTS

Equitable Access to Effective Educators District Diagnostic 3
ATTACHMENT SUMMARY 5

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Equitable Access to Effective Educators District Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed district data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive District Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

The district data chart provides an overall picture for us at each school and reinforces what we are seeing in student performance for our gap students. Please see attachment for identification of schools and student groups who have not met performance delivery targets for two years. Several of our schools have new leadership within the past 3 years. Our numbers of low socio-economic students continues to increase annually. Because of balancing our budget and restoring our contingency fund from 2014-2016, we have a higher number of inexperienced teachers and more teacher turnover.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Barriers and Root Causes:

Identify your district's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the district. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

One barrier we face is finding certified teachers in the areas of special education and secondary math and science; this barrier is not just a local issue. Another barrier is recruiting and retaining teachers of diversity; these barriers exist due to the number of collegiate students pursuing education as a degree and competing with an urban area (Evansville, IN) for staff. An additional barrier is the current "unknown" regarding legislation for educators' pension benefits which will result in loss of experienced teachers who are eligible to retire as well as discouragement to current teachers who may leave the profession due to the instability and uncertainty along with those currently in college choosing not to go into education because of the lack of security.

ATTACHMENTS

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Goal Setting:

Complete the District Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CDIP. How are the concerns that have surfaced in the District Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CDIP goal(s)?

- If so, insert the associated CDIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CDIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

Goals are set on the District Equity Measure tab within the Equity Workbook. These are addressed through our strategic plan and are attached.

ATTACHMENTS

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Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded 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 educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the district in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into district planning.

NOTE: Attachments Optional

The strategies and activities are in our strategic plan instead of our CDIP. Please see attachments.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 HCS Gap Targets	Same document in Gap Assurance	
 HCS Strategic Plan Booklet	The booklet provides the process and stakeholders involved in the creation, development, and monitoring of our district's strategic plan.	
 HCS Strategic Plan Overview	Condensed version of strategic plan with specific goals, mission/vision, and core values.	
 Henderson County District Equitable Access Data	Data for district on provided spreadsheet.	

Schools	Students Enrolled	Certified Teachers	# of Minority Students	% of Minority Students	# of Certified Minority Teachers	% of Certified Minority Teachers	# of Assistant Principals and Assistant Principals	% of Minority Principals and Assistant Principals	# of Students Experiencing Poverty (Free/Reduced Price Meals)	% of Students Experiencing Poverty (Free/Reduced Price Meals)	# of English Learners	% of English Learners	# of Students with Disabilities	% of Students with Disabilities	# of Teachers that are teaching one or more courses out-of-field	% of Teachers that are teaching one or more courses out-of-field	# of K-12, new 10 years experience), or emergency certified	% of K-12, new 10 years experience), or emergency certified	# of Teachers with 1-3 years of experience	% of Teachers with 1-3 years of experience	# of Teachers with 4 or more years of experience	% of Teachers with 4 or more years of experience	# of Principals and Assistant Principals with 1-5 years of experience	Percentage of Teacher Turnover	Schools MUST choose at least one of the following equity indicators to analyze effective educators.	% of National Board Certified Teachers	% of Teachers with advanced degrees?
A. B. Chandler	821	26	60	18%	0	0.00%	0	0.00%	198	61.68%	3	0.93%	71	22.12%	0	0.00%	2	7.69%	3	11.54%	23	88.46%	0	16.70%	Do Not Enter Data	0.00%	84.62%
Bend Gate	513	35	156	30%	0	0.00%	0	0.00%	331	64.52%	16	3.12%	100	19.49%	0	0.00%	0	0.00%	5	14.29%	30	85.71%	0	10.52%	Do Not Enter Data	2.80%	94.29%
Cairo	309	22	44	14%	0	0.00%	0	0.00%	189	61.17%	3	0.97%	47	15.21%	0	0.00%	2	9.09%	7	31.82%	15	68.18%	1	33.30%	Do Not Enter Data	0.00%	81.82%
East Heights	573	38	116	20%	1	2.63%	0	0.00%	327	57.07%	16	2.79%	84	14.66%	0	0.00%	5	13.16%	13	34.21%	25	65.79%	0	17.50%	Do Not Enter Data	5.20%	65.79%
Jefferson	340	26	138	41%	1	3.85%	0	0.00%	307	90.29%	22	6.47%	48	14.12%	0	0.00%	2	7.69%	11	42.31%	15	57.69%	0	22.60%	Do Not Enter Data	3.80%	76.92%
Niagara	301	21	18	6%	0	0.00%	0	0.00%	119	39.53%	6	1.99%	36	11.96%	0	0.00%	1	4.75%	6	28.57%	15	71.43%	0	13.00%	Do Not Enter Data	0.00%	80.95%
South Heights	529	35	188	36%	5	14.29%	0	0.00%	457	86.39%	13	2.46%	105	19.85%	0	0.00%	5	14.29%	15	42.86%	20	57.14%	0	15.40%	Do Not Enter Data	0.00%	60.00%
Spottsville	443	30	45	10%	0	0.00%	0	0.00%	332	52.37%	7	1.58%	75	16.93%	0	0.00%	0	0.00%	6	20.00%	24	80.00%	0	11.80%	Do Not Enter Data	6.70%	80.00%
North Middle	819	53	134	16%	2	3.77%	0	0.00%	481	58.73%	8	0.98%	106	12.94%	0	0.00%	9	16.98%	17	32.08%	36	67.92%	0	26.70%	Do Not Enter Data	5.60%	69.31%
South Middle	794	55	187	24%	2	3.64%	0	0.00%	445	56.05%	9	1.13%	98	12.34%	0	0.00%	4	7.27%	21	38.18%	34	61.82%	0	24.00%	Do Not Enter Data	1.80%	68.00%
Henderson County High	2086	134	377	18%	3	2.24%	0	0.00%	1014	48.61%	23	1.10%	219	10.50%	0	0.00%	11	8.23%	34	25.37%	100	74.63%	0	15.20%	Do Not Enter Data	5.20%	82.58%
TOTAL / DISTRICT AVERAGE	7028	475	1463	21%	14	2.76%	0	0.00%	4100	61.49%	126	2.14%	989	15.47%	0	0.00%	0	0.00%	138	29.20%	337	70.80%	1	18.79%	Do Not Enter Data	0.00%	77.26%

Measures	2016-2017 Baseline	2017-2018	2018-2019	2019-2020
Working Conditions -- Managing Student Conduct	78.60%	80.00%	82.00%	84.00%
Working Conditions -- Community Engagement and Support	88.80%	89.00%	90.00%	91.00%
Working Conditions -- School Leadership	88.60%	89.00%	90.00%	91.00%
Percentage of New and KTIP Teachers	11.80%	11.00%	10.00%	10.00%
Percentage of Teacher Turnover	18.40%	17.00%	16.00%	15.00%
Additional District Measures (Optional)				
Example: Overall Effectiveness of Teachers and Leaders (not required)				
Example: Student Achievement (SGG, MSGP, Other district measures) (not required)				

HCS 2017-18 Phase III: Executive Summary for Districts_10022017_12:05

Phase III: Executive Summary for Districts

Henderson County
Marganna Stanley
1805 Second St
Henderson, Kentucky, 42420
United States of America

Target Completion Date: 01/01/2018
Last Modified: 11/28/2017
Status: Locked

TABLE OF CONTENTS

Executive Summary 3
ATTACHMENT SUMMARY 7

Phase III: Executive Summary for Districts

Executive Summary

Description of the District

Describe the district 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 district serves?

Located on the southern bank of the Ohio River in northwest Kentucky, Henderson County Schools educates 7535 students from preschool through Grade 14. 1,158 certified and classified staff (601 classified; 557 certified) support this endeavor throughout Henderson County on 13 school campuses, including an early learning center, 8 elementary schools, 2 middle schools, one comprehensive high school which also houses a career and technical education center, and one alternative learning center for kindergarten through twelfth grade students including a performance-based program as well. Henderson County Schools, the only public school district in the county, has four elementary schools located within the city and four located throughout the county, representing the rural areas of Henderson. Henderson County, a "Work Ready Community," partners with Henderson County Schools to advance the career and technical education program. Henderson County Schools is proud to partner with the committed citizens of this community through such organizations as a United Way partnership to host two Toyota Born Learning Academies, the partnership of the career and technical education center with Henderson's industry and businesses, and Henderson Community College for dual credit courses.

DISTRICT PROFILE ENROLLMENT 7,528 60% Free and Reduced Lunch 14.7% Disability 78% White; 9% African American; 8% Multi-racial; 4% Hispanic; <1% Asian; <1% Native Hawaiian/ Other Pacific Islander; <1% American Indian/Alaskan Native

SCHOOL ENROLLMENT AB Chandler Elementary 311 Bend Gate Elementary 493 Cairo Elementary 307 Central Academy 177 East Heights Elementary 557 Jefferson Elementary 340 Niagara Elementary 298 South Heights Elementary 522 Spottsville Elementary 432 North Middle 809 South Middle 785 Henderson County High 2037 TBJ Early Learning Center 467

Percentage of Teachers with Masters Degrees: 77% Percentage of Teachers with a Rank I Degree (30 hours beyond a Master's Degree): 31% Beginning Teacher's Salary: \$35,699 Total Operating Budget \$95,119,043 Transportation: Buses cover 7,000 miles daily. Henderson County Schools employs 557 certified employees and 601 classified employees. Staff: Males 236 Females 922 Race (of those who specified): Hispanic/ Latino 7 White 1104 African American 45 Asian 3 American Indian/Alaskan Native 0 Pacific Islander 1

Community Demographics Henderson, Kentucky has a population of 28,757 people according to the 2010 US Census. The racial makeup of the city is 84.1% White; 11.8% Black or African American; 0.18% Native American; 0.7% Asian; 0.01% Pacific Islander; 0.58% from other races; and 1.04% from two or more races. Hispanics or Latinos of any race are 1.27% of the population. Of the 11,693 households in Henderson, 29.8% have children under the age of 18 living with them; 45.5% included married couples living together; 14.1% have a female householder with no husband present; and 36.8% are non-families. The age distribution is 23.5% under the age of 18; 9.2% from 18 to 24; 29.5% from 25 to 44; 22.5% from 45 to 64; and 15.3% who are 65 years of age or older. The median age in Henderson is 37 years. For every 100 females there are 89.3 males. For every 100 females age 18 and over, there are 85.3 males. The median income for a household in the city is \$35,790, and the median income for a family is \$45,250. Males have a median income of \$37,494 versus \$27,588 for females. The per capita income for the city is \$23,288. About 13.2% of families and 16.5% of the population are below the poverty line, including 24.6% of those under age 18 and 11.3% of those age 65 or over.

Percent Male Full Time Staff 20.32% Percent Female Full Time Staff 79.68% Percent Male Part Time Staff 35.02% Percent Female Full Time Staff 64.98% Percent Male Total Staff 24.46% Percent Female Total Staff 75.54% Percent Hispanic/Latino 0.40% Percent White 94.75% Percent Black/African American 4.62% Percent Asian 0.17% Percent American Indian/Alaskan Native 0.06% Henderson

has several unique features. The community of Henderson, Kentucky, is in a tri-state area with Illinois and Indiana; the metropolitan area of Evansville, IN, is only 13 miles away on the northern side of the Ohio River and offers a variety of opportunities for students and citizens, including two Division I universities and a technical community college. In addition, Henderson has a community college and a regional campus for Murray State University. Henderson is also home to Audubon State Park and the Preston Fine Arts Center (located on the campus of Henderson Community College). The primary industries in Henderson are manufacturing, trade, transportation, utilities, and service. One challenge our school system has had to address is in regards to our budget; from 2014 - 2016 we cut over \$3 million dollars in order to meet guidelines and restore our contingency fund. This has caused a reduction in staff, both certified and classified. A positive outcome of tremendous benefit is that our community passed a nickel tax in November 2015. With those monies, we are building a new elementary school to replace the current structure in the community of Spottsville, which will open in the fall of 2018 and also installed LED lighting in several facilities to reduce costs and maintenance. Future plans are to build a new elementary school for Jefferson Elementary as well.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the district embodies its purpose through its program offerings and expectations for students.

Members of the Board of Education meet at least annually to set goals for the District. Periodically, the Board of Education assesses the progress of each goal and makes modifications as needed. At every board meeting, the goals are placed in front of each board member to remind each of them when making decisions. All decisions are tied to at least one goal during the decision making process. Mission Statement The Mission of the Henderson County Schools is to provide extraordinary educational opportunities for every student. Vision Statement The vision of Henderson County Schools is to excel as a national innovative leader in education. Core Values *Authentic Service to All *Excellence in All We Do *Inspire Human Greatness *Genuine Relationships are the foundation of everything we do *Cultivate a community where character matters *Own the Outreach *Be the change agent During the 2015-16 school year, our board of education updated our mission. Led by our Superintendent, our stakeholders also revisited our vision statement and provided input through community forums, student forums, and surveys. In addition, during the 2015-16 school year our superintendent led the creation of our strategic plan to work towards the vision statement; this process included asking students, parents, community members, and school staff for their input. Students were asked these questions: "What is critical to your success after high school?" and "What things in your school help you achieve excellence, explore opportunities, and realize your potential?" We asked our parents and community members, "What three words should describe Henderson County Schools in 2020?" Several community forums were held where these questions were asked: "What do we want HCS to look like in 2020?" "What reputation would it have?" "What contributions would it make to our students and community?" "It is 2020...we have achieved our vision. In what ways do we look different?" The result establishes a focus for all departments which work in unity to achieve our vision. With this strategic plan, we are taking action by accelerating a shift in funding, priorities, and programs system wide to improve outcomes for our students. Our focus is in 5 areas, each driven by one of the Board of Education goals. Outline of Strategic Plan 1. Henderson County Schools will prepare all students to be post-secondary ready. 2. Henderson County Schools will create future-ready leaders defining Henderson County as a community with the highest level of integrity and innovation. 3. Henderson County Schools will ensure a strong financial structure that guarantees excellence through creativity and innovation. 4. Henderson County Schools will seamlessly partner

with families and community organizations through targeted outreach and engagement. 5. Henderson County Schools will sustain an exemplary staff by creating a dynamic and compassionate culture. Our school system embodies its purpose through a variety of program offerings from preschool through high school in the areas of academics, career and technical pathways, gifted education, special education, co-curricular and extra-curricular activities, athletics, EL programs, and our homeless/migrant program. Many of our schools are Leader in Me schools, and all of our schools use the Positive Behavior and Interventions System (PBIS).

ATTACHMENTS

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Notable Achievements and Areas of Improvement

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

Henderson County Schools continually works to create a standard of excellence throughout every school. Throughout the district, student-centered learning is creating an atmosphere of achievement. Henderson County Schools built the first stand-alone preschool in the state and through preschool curriculum and partnerships with community agencies like Toyota Born Learning, is creating opportunities for every child from birth to age four to develop an appetite for education. Seven elementary schools received Leader in Me grants to work toward becoming a Franklin Covey Lighthouse School, of which three elementary schools already are. At the high school level, 1,119 of the 2,037 enrolled are involved with the career and technical education center, which is in the top 10% of centers in Kentucky and offers all fifteen pathways. The high school also offers 13 dual credit courses and 19 advanced placement courses. For the 2017-18 school year, HCHS has a new pathway and School of Fine Arts to which students apply and audition. Our district provides a K-12 alternative school as well as a performance-based program for our students who want to graduate and need a different mode to do so. Our graduation rate for 2017 as a district was 89.7, and 75.6% of our students are college and/or career ready, ten percent more than the state. All of these achievements are predicated on the intentional focus of Henderson County School staff on rigor. Through curriculum and instruction, benchmark testing through MAP, Cambridge assessments, and common formative/summative assessments, the bar is set for achievement and success. Another strength of our school system is our Response to Intervention programs at all levels. Comprehensive high school programming offers diversity in education for students. This includes advanced placement and dual/college credit opportunities as well as career and technical educational opportunities in the classroom and through the co-operative program with community businesses. In addition each of our schools has an instructional coach who works with teachers on instructional strategies, data analysis, and professional learning. Instructional time is dedicated to the advancement of students, from the district's commitment to full-day kindergarten for 14 years now to 90 minutes of direct reading instruction at elementary schools and 90 minutes of direct math instruction at the elementary and middle schools. Through RTI (Response to Intervention) and analysis of student work, all students receive individual learning opportunities. Several years ago the district added 10 minutes to each elementary and high school instructional day and 15 minutes to each middle school instructional day to create banked time. Students attend 175 instructional days; the banked time is used in case of inclement weather. Henderson County Schools understands the importance of post-secondary readiness and has implemented a number of programs to advance that initiative, including Operation Preparation, the College Bound Plan, and college coaches. Through the career and technical education center, 15 pathways offer students a variety of options for college or career. With the addition of the School of Fine Arts, an additional pathway has been created to meet student needs. Through alternative programming, dropout prevention and truancy diversion programs, and staff dedicated to attendance initiatives, Henderson County Schools continues to

focus on the whole child and individual student needs to overcome barriers to student success. The professional learning of staff dedicated to the education of Henderson students is key to creating an atmosphere of success. Henderson County Schools offers 24 hours of professional development to certified staff along with Professional Learning Community (PLC) training. In addition professional learning is embedded throughout the school year at the school and district levels as needed. New teachers also participate in additional professional learning opportunities provided by the district. For two years, staff have worked with KDE through Next Generation Leadership Network to create a district-wide professional learning protocol and plan to build capacity. In 2014, Henderson County Schools began a district-wide journey by implementing the CATCH (Coordinated Approach to Children's Health) Program at each school. Nutrition and activity curriculum has been woven into the entire school day, developing healthy habits for each child. As we promote physical activity and healthy food choices for our students, families, and community, we are fortunate to partner with the CATCH organization, Methodist Hospital, Healthy Henderson Coalition, and a local Subway franchisee. Bully prevention activities are also implemented in the schools, working to create a safe environment for every student. Intentional focus on technology will strengthen the digital literacy of all students. Teachers have professional learning opportunities so they may learn how to define, understand and deliver digital learning. Our Board of Education supports our advancements in technology through grant opportunities for teachers as well as a long-range plan to move to 1:1. Access to textbooks, in both hard copy and electronic copy, is a challenge faced year after year as funding shrinks. For 2017-18, all classrooms in grades 5 - 8 are 1:1; our technology department continues to meet the needs of our teachers through professional learning, and the plan to expand 1:1 will continue in grades 9-12 for 2018-19. Henderson County Schools will continue to improve the transition process from each level beginning in preschool through transition to life beyond high school. The district will strengthen its relationship with the community and continue to promote parental involvement. As we move forward, Henderson County Schools will need to update or replace its facilities, increase cultural competency, and expand technology innovation.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

NA

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

HCS 2017-18 Phase III: Goal Builder for Districts_11102017_12:04

Phase III: Goal Builder for Districts

Henderson County
Marganna Stanley
1805 Second St
Henderson, Kentucky, 42420
United States of America

Last Modified: 01/05/2018
Status: Open

TABLE OF CONTENTS

Comprehensive School Improvement Plan	3
ATTACHMENT SUMMARY	4

Phase III: Goal Builder for Districts

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

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

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

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

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

Upload your completed Goal Builder in the attachment area below:

You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

Our district improvement plan process has included a full-day meeting with stakeholders from the community; board of education; district and school administration; certified and classified employees; SBDM Council teachers and parents; and students. The group reviewed district data; discussed the strategic plan, mission/vision, and core values; assessed strengths and areas for growth; and reviewed last year's plan for revisions. In addition, district leadership collaborated on funding sources and responsible staff. The plan will be monitored and progress notes added.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 HCS DIP 2017-18 Goal Builder	Attached	

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

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

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

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

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

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your **Proficiency Goal**

Goal 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 as follows. Reading- Elementary from 61.0% to 77.6%; Middle from 59.7% to 74.6%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 52.2% to 57.2% Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7% Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18. Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019. Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
Objective	Strategy	Activities to deploy strategy	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in reading as follows:	KCWP 1: Design and Deploy Standards	Monitor and evaluate for effectiveness a common research-based core literacy series that aligns with KAS. Also, continue professional learning among grade levels K-5 so that full implementation and fidelity of instructional program can occur.	Assistant Superintendent of Teaching & Learning; Instructional Coaches		\$50000 General Fund

Goal 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 as follows. Reading- Elementary from 61.0% to 77.6%; Middle from 59.7% to 74.6%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 52.2% to 57.2% Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7% Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18. Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019. Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.				
Elementary from 61.0% to 72.7% Middle from 59.7% to 69.5% High- increase percentage of students meeting ACT benchmark from 52.2% to 57.2%		Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice. Also provide professional development on writing process, on-demand writing, writing to publish, writing to learn and writing to demonstrate learning. Conduct collaborative professional learning with teachers among schools.	Assistant Superintendent of Teaching & Learning	\$300000 Title II Part A
		Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Assistant Superintendent of Instructional Coaches	No funding required
		Continue with annual revision, implementation and monitoring of district literacy plan. This will also include updated literacy plans that schools will incorporate.	Assistant Superintendent of Teaching & Learning	No funding required
		At the secondary level, reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in writing for classroom teachers to improve student achievement.	Assistant Superintendent of Secondary Principals	No funding required
		Implement 120 minutes of direct reading instruction at K-3 and 90 minutes at grades 4-5.	Assistant Superintendent of Elementary Principals	No funding required
		District will continue monitoring research-based supplemental reading and intervention materials to be used district wide. (i.e. AR, Headsprout,	Assistant Superintendent of Teaching & Learning;	\$150000 Title I Part A, General Fund
		KCWP 3: Design and Deliver		

Goal 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 as follows. Reading- Elementary from 61.0% to 77.6%; Middle from 59.7% to 74.6%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 52.2% to 57.2% Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7% Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18. Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019. Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.				
Assessment Literacy	STAR, Reading A-Z, LLI, Read 180, System 44, Compass Odyssey, SRA Corrective Reading, SRA Mastery Reading, Failure Free Reading, Master the Code, Sing/Spell/Read/Write, etc.) District will financially support, as applicable and as available, district required programs.	Director Instructional Technology; Director of Special Education		
	District benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement. Reading Inventory Continuum (K-3) administration minimum three times per year.	Assistant Superintendent of Teaching & Learning; Instructional Coaches		No funding required
	Benchmark and scrimmage assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.	Assistant Superintendent of Teaching and Learning; Principals; Instructional Coaches		No funding required
	Using GradeCam and Reading Inventory Continuum, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches; Teachers		\$20000 School Council Funds, Title I Part A
	Continue technology support and maintenance for hardware and software that supports a future ready classroom. Director of instructional technology will continue to provide support and embedded professional learning for teachers.	Director of Instructional Technology; Director of Technology		\$300000 eRATE, General Fund
	Conduct weekly RTI sessions with individual student or small student groups as identified by	Assistant Superintendent of		\$900000 Title I

Goal 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 as follows. Reading- Elementary from 61.0% to 77.6%; Middle from 59.7% to 74.6%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 52.2% to 57.2% Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7% Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18. Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019. Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.				
		data (MAP, common assessments, RIC, teacher observation, or administrative observation).	Teaching & Learning; Principals	
			Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches	No funding required
			Assistant Superintendent of Teaching & Learning	\$5000 Title I
			Assistant Superintendent of Teaching & Learning; Director of Assessment & Accountability; Principals; Instructional Coaches; Teachers	\$5000 Grant Funds
			Assistant Superintendent of Teaching & Learning	\$60000 General Fund
		Create position of District Reading Coordinator to support reading teachers in instructional strategies.	Assistant Superintendent of Teaching & Learning	\$20000 Title I Part A, School Council Funds
		Accelerated Reader program will be used for Kindergarten - 8th grade students to supplement and support reading instruction as part of ELA curriculum; Accelerated Reader 360 will be used in grades 9-10 in Reading Strategies courses; professional learning will also be provided. Students must have a minimum of 80% accuracy.	Assistant Superintendent of Teaching & Learning; Principals; Media Specialists; Teachers	

Goal 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 as follows. Reading- Elementary from 61.0% to 77.6%; Middle from 59.7% to 74.6%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 52.2% to 57.2% Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7% Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18. Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019. Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.				
Objective 2: HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in math as follows: Elementary from 61.0% to 72.3% Middle from 68.1% to 69.6% High- increase percentage of students meeting ACT benchmark from 43.7% to 48.7%	KCWP 5: Design, Align and Deliver Support	District observations and walkthroughs of reading instruction at elementary level.	Assistant Superintendent of Teaching & Learning; Director of Special Education; Principals; Instructional Coaches	No funding required
		District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, Coach, STAR Math, Compass Odyssey, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Prodigy math, IXL) District will financially support, as applicable and as available, district required programs.	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology	\$70000 Title I Part A
		District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, IXL, etc.).	Assistant Superintendent of Teaching & Learning	\$5000 Title I Part A
		District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Assistant Superintendent of Teaching & Learning; Principals	\$20000 Title I Part A
		Conduct RTI sessions with individual students or small student groups as identified by data (MAP, common assessments, observation or administrator observation).	Assistant Superintendent of Teaching & Learning; Principals	\$900000 Title I
	KCWP 1: Design and Deploy Standards	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Assistant Superintendent of Teaching & Learning;	\$80000 General Fund

Goal 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 as follows.

Reading- Elementary from 61.0% to 77.6%; Middle from 59.7% to 74.6%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 52.2% to 57.2%

Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7%

Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18.

Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019.

Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.

			District Math Coordinator		
KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Students in grades 6-8 will receive 84 minutes of daily math instruction.	Assistant Superintendent of Teaching & Learning; Principals	\$200000 General Fund		
	Continue to enhance and refine middle and high school common summative and formative assessments within units	Assistant Superintendent of Teaching & Learning; Secondary Principals; Instructional Coaches	No funding required		
	Provide ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking and Academic Vocabulary in instructional practice.	Assistant Superintendent of Teaching & Learning	\$33058 Title II Part A		
	Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy; peer observations within schools and in other schools.	Assistant Superintendent of Instructional Coaches	No funding required		
KCWP 4: Review, Analyze and Apply Data	Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Assistant Superintendent of Instructional Coaches	No funding required		
	Data from analysis of student work will be used to inform instruction and assessment.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches	No funding required		

Goal 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 as follows. Reading- Elementary from 61.0% to 77.6%; Middle from 59.7% to 74.6%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 52.2% to 57.2% Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7% Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18. Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019. Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.				
Objective 3: HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in science as follows: baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, field test administration 2017-18	<u>KCWP 3:</u> <u>Design and Deliver Assessment Literacy</u>	Science teachers in grades K-12 will have students complete at least two Through Course Tasks (TCT's); teachers will collaborate through PLC process to analyze student work to inform instruction.	Assistant Superintendent of Teaching & Learning; Director of Assessment & Accountability; Principals	No funding required
		Sample student work from TCT's will be provided to KDE upon request.	Director of Assessment & Accountability; Building Assessment Coordinators	No funding required
	<u>KCWP 2:</u> <u>Design and Deliver Instruction</u>	Teacher leaders participate in second year of PIMSER ASSESS cohort professional learning to create and implement Classroom Embedded Assessments (CEA's) with KDE and school level observations to provide feedback. School/district administrators participate in second year of PIMSER ASSESS cohort.	Assistant Superintendent of Teaching & Learning; Director of Assessment & Accountability; Principals	\$5000 PIMSER Grant
		Schools will evaluate science curriculum and resources for instructional purposes.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches	No funding required
Objective 4: HCS will improve the percentage of students scoring proficient	<u>KCWP 2:</u> <u>Design and</u>	District provided professional learning with KDE coaches on inquiry-based strategies	Assistant Superintendent of Teaching & Learning	\$10000 Title II

Goal 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 as follows. Reading- Elementary from 61.0% to 77.6%; Middle from 59.7% to 74.6%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 52.2% to 57.2% Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7% Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18. Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019. Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.					
or above on state assessments by 2018 in social studies as follows: Elementary from 69.8% to 78.0% Middle from 62.7% to 72.8% High- field test administration in 2019	Deliver Instruction	Middle schools culturally collaborating through use of technology 1:1 devices.	Director of Instructional Technology; Director of Technology	\$300000 General Fund, eRate	
Objective 5: HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in writing as follows: Elementary from 58.4% to 64.5% Middle from 39.5% to 65.1% High from 59.0% to 68.2%	KCWP 3: Design and Deliver Assessment Literacy	Monitor writing opportunities for students through the collection of student work samples.	Assistant Superintendent of Teaching & Learning; Principals	No funding required	
	KCWP 2: Design and Deliver Instruction	At the secondary level, reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in writing for classroom teachers to improve student achievement.	Assistant Superintendent of Teaching & Learning; Secondary Principals	No funding required	
		Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches	No funding required	

2: Gap

State your **Gap Goal**

Goal 2: HCS will improve the percentage of students within the following gap groups scoring proficient or above on state assessments by 2019 as follows.

Reading

- Elementary for Hispanics from 50.6% to 71.6%; for English learners from 25.0% to 67.1%; for low socio-economic status from 52.9% to 73.3%; for students with disabilities from 32.4% to 66.6%; for non-duplicated gap from 52.7% to 73.4%
- Middle for African Americans from 36.5% to 63.5%; for Hispanics from 59.6% to 71.4%; for English learners from 12.5% to 50.0%; for low socio-economic status from 49.5% to 68.7%; for students with disabilities from 15.3% to 58.5%; for non-duplicated gap from 49.6% to 68.5%
- High- Students will take field test in 2018.

Math

- Elementary for Hispanics from 48.1% to 72.5%; for English learners from 28.1% to 71.2%; for low socio-economic status from 52.6% to 72.3%; for students with disabilities from 31.2% to 64.5%; for non-duplicated gap from 51.9% to 72.3%
- Middle for African Americans from 45.3% to 63.5%; for Hispanics from 63.5% to 74.7%; for English learners from 37.5% to 62.5%; for low socio-economic status from 58.0% to 69.1%; for students with disabilities from 21.1% to 57.1%; for non-duplicated gap from 58.1% to 68.9%
- High- Students will take field test in 2018.

Science

- Elementary- Baseline will be established in 2017-18.
- Middle- Baseline will be established in 2017-18.
- High- Baseline will be established 2018-19; field test administration 2017-18.

Social studies

- Elementary for African Americans from 39.0% to 74.1%; for Hispanics from 59.1% to 68.2%; for students with disabilities from 40.6% to 65.9%; for non-duplicated gap from 58.7% to 77.1%
- Middle for African Americans from 50.0% to 65.2%; for low socio-economic status from 52.4% to 71.7%; for students with disabilities from 13.1% to 59.7%; for non-duplicated gap group from 52.4% to 71.3%
- High- field test administration in 2018-19

Writing (Note: In 2017, only grade 8 at middle school and only grade 11 at high school levels were assessed.)

- Elementary for African Americans from 51.2% to 66.9%; for low socio-economic status from 51.2% to 66.6%; for students with disabilities from 30.4% to 62.2%; for non-duplicated gap from 50.2% to 66.8%
- Middle for African Americans from 27.3% to 65.3%; for Hispanics from 44.4% to 67.8%; for low socio-economic status from 28.9% to 65.6%; for students with disabilities from 1.6% to 55.9%; for non-duplicated gap group from 28.7% to 65.6%
- High for African Americans from 31.6% to 62.2%; for low socio-economic status from 44.3% to 66.1%; for students with disabilities from 15.2% to 56.0%; for non-duplicated gap from 43.6% to 65.9%

Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
Objective	Strategy	Activities to deploy strategy	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: HCS will improve the percentage of students	KCWP 2: Design and	District will continue to ensure that each school implements research-based strategies and curriculum to	Assistant Superintendent of Teaching & Learning;		\$900000 Title I

within the following gap groups scoring proficient or above on state assessments by 2018 as follows. Reading - Elementary for Hispanics from 50.6% to 65.9%; for English learners from 25.0% to 60.5%; for low socio-economic status from 52.9% to 67.9%; for students with disabilities from 32.4% to 59.9%; for non-duplicated gap from 52.7% to 68.1% - Middle for African Americans from 36.5% to 56.2%; for Hispanics from 59.6% to 65.7%; for English learners from 12.5% to 40.0%; for low socio-economic status from 49.5% to 62.4%; for students with disabilities from 15.3% to 50.2%; for non-duplicated gap from 49.6% to 62.2%	Deliver Instruction	address needs of gap and tier status students. Schools will submit for review current RTI plans; district RTI plan will be reviewed and updated.	Director of Special Education		
		District will provide a universal benchmark assessment system and progress monitoring system for tier status students. District will review programs for effectiveness and impact. Current programs: MAP, AIMSweb	Assistant Superintendent of Teaching & Learning; Director of Special Education	\$60000 Title I	
		All schools will conduct RTI sessions regularly with individual students or small student groups as identified by data (MAP, common assessments, KPREP, RIC, teacher or administrative observation).	Assistant Superintendent of Teaching & Learning; Principals	\$900000 Title I	
		Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy. K-3 walkthroughs and reading block observations; district reading coordinator will support this process.	Assistant Superintendent of Teaching & Learning; Director of Special Education; Instructional Coaches; District Reading Coordinator	\$60000 General Fund	
	KCWP 3: Design and Deliver Assessment Literacy	Formative district and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Assistant Superintendent of Teaching & Learning;	No funding required	
	KCWP 4: Review, Analyze and Apply Data	High school flexible grouping for RTI services will be based on data collected up to 4 times per year.	Assistant Superintendent of Teaching & Learning; High School Principal	No funding required	

- High- Students will take field test in 2018. Math - Elementary for Hispanics from 48.1% to 67.0%; for English learners from 28.1% to 65.4%; for low socio-economic status from 52.6% to 66.7%; for students with disabilities from 31.2% to 57.3%; for non-duplicated gap from 51.9% to 66.7% - Middle for African Americans from 45.3% to 56.2%; for Hispanics from 63.5% to 69.6%; for English learners from 37.5% to 55.0%; for low socio-economic status from 58.0% to 62.9%; for students with disabilities from 21.1% to 48.5%; for non-duplicated gap from 58.1% to 62.7%	KCWP 5: Design, Align and Deliver Support	Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology; Principals		No funding required
		AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs Tier 3 in grades K-5.	Assistant Superintendent of Teaching & Learning; Director of Special Education		\$6000 Title I
		Special Education program (with emphasis on co-teaching model) will be implemented with continued monitoring and teacher development and support.	Director of Special Education; Principals		\$2000 IDEA B
		District level Gifted and Talented plan to provide direct GT instruction and general education teacher support for GT identified students.	Assistant Superintendent of Teaching & Learning; Gifted/Talented Coordinator; GT Teachers		\$300000 Gifted/Talented Funds, General Fund
		All schools will continue implementation of a comprehensive behavior RTI system that includes PBIS, TIC, Mental Health First Aid, parent workshops, crisis counseling, Collaborative Partners, behavior charts, etc. As new employees are hired, they will receive comprehensive training in the positive behavior model PBIS (Positive Behavior Intervention System) provided by the school PBIS coach/team.	Assistant Superintendent of Teaching & Learning; Director of Special Education; Principals		\$1000 IDEA B \$5500 Special Education \$21000 Special Education General Add-On
		All students who meet the criteria for homelessness will be provided resources and services as required	Assistant Superintendent of		\$15000 Title I McKinney-Vento

• High- Students will take field test in 2018. Science • Elementary- Baseline will be established in 2017-18. • Middle- Baseline will be established in 2017-18. • High- Baseline will be established 2018-19; field test administration 2017-18. Social studies • Elementary for African Americans from 39.0% to 68.9%; for Hispanics from 59.1% to 61.8%; for students with disabilities from 40.6% to 59.1%; for non-duplicated gap from 58.7% to 72.5% • Middle for African Americans from 50.0% to 58.2%; for low socio-economic status from 52.4% to 66.0%; for students with disabilities from		by the Title X, Part C -McKinney-Vento Homeless Education Assistance Improvement Act. Tutoring, referral to health services, obtaining pertinent student records and helping parents understand rights and linking them to local services. ESS funds, including daytime waivers, will be used to enhance reading and math achievement for identified low-performing students.	District Relations and Operations	\$277000 ESS Grant
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13.1% to 51.6%; for non-duplicated gap group from 52.4% to 65.6% • High- field test administration in 2018-19 Writing (Note: In 2017, only grade 8 at middle school and only grade 11 at high school levels were assessed.) • Elementary for African Americans from 51.2% to 60.3%; for low socio-economic status from 51.2% to 59.9%; for students with disabilities from 30.4% to 54.6%; for non-duplicated gap from 50.2% to 60.2% • Middle for African Americans from 27.3% to 58.4%; for Hispanics from 44.4% to 61.3%; for low socio-economic status from 28.9% to 58.7%; for students with disabilities from 1.6% to 47.1%; for non-duplicated gap					
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group from 28.7% to 58.6% High for African Americans from 31.6% to 54.6%; for low socio-economic status from 44.3% to 59.3%; for students with disabilities from 15.2% to 47.2%; for non-duplicated gap from 43.6% to 59.0%				
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3: Graduation rate

State your **Graduation rate Goal**

Goal 3: HCS will improve graduation rate from 89.7% to 94.7% by 2020. (Note: Proposed calculation for graduation rate will be an average of 4-year and 5-year cohorts.)				
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		

Goal 3: HCS will improve graduation rate from 89.7% to 94.7% by 2020. (Note: Proposed calculation for graduation rate will be an average of 4-year and 5-year cohorts.)

KCWP 6: Establishing Learning Culture and Environment	Objective 1: HCS will improve graduation rate from 89.7% in 2017 to 93.0% in 2018.	KCWP 4: Review, Analyze and Apply Data	KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Activities to deploy strategy	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
		KCWP 4: Review, Analyze and Apply Data	Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents.		Assistant Superintendent of Teaching & Learning; Principals; Guidance Counselors		No funding required
			Review career pathways with middle school students so they can make good elective choices when entering high school. Review career pathway information to ensure high school students are aware of the course opportunities (i.e. college application week, KHEAA activities, dual credit, AP and college classes).		Assistant Superintendent of Teaching & Learning; Secondary Principals; Guidance Counselors		No funding required
		KCWP 2: Design and Deliver Instruction	Career and Technical Education will continue to offer courses in all 15 career pathways so that students can pursue a variety of career majors and earn industry certificates and/or become KOSSA certified.		Assistant Superintendent of Teaching & Learning; High School Principal; CTE Unit Principal		\$900000 Perkins Funds, General Fund
		KCWP 5: Design, Align and Deliver Support	Run weekly Early Warning Tool report in IC to identify who is most at risk. Meet with a team to		Assistant Superintendent of Teaching & Learning;		No funding required

Goal 3: HCS will improve graduation rate from 89.7% to 94.7% by 2020. (Note: Proposed calculation for graduation rate will be an average of 4-year and 5-year cohorts.)				
		develop targeted interventions to prevent students from dropping out.	Assistant Superintendent of Administration; High School Administration	
	KCWP 6: Establishing Learning Culture and Environment	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	Assistant Superintendent of Teaching & Learning; Principals	No funding required

4: Growth

State your **Growth Goal**

Goal 4:					
- As determined by Senate Bill 1 guidelines and definitions for growth, 100% percent of students in grades 4 through 8 will make growth in reading and math on state assessments by 2030. - Based on spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities				
Objective	Strategy	Activities to deploy strategy	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: As determined by Senate Bill 1 guidelines and definitions for growth, 75% of students in grades 4	KCWP 1: Design and Deploy Standards	Monitor and evaluate for effectiveness a common research-based core literacy series that aligns with KAS. Also, continue professional learning among	Assistant Superintendent of Teaching & Learning;		\$50000 General Fund

Goal 4: - As determined by Senate Bill 1 guidelines and definitions for growth, 100% percent of students in grades 4 through 8 will make growth in reading and math on state assessments by 2030. - Based on spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.				
through 8 will make growth in reading on state assessments. Based on 2018 spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5%. Grade 1- from 61% to 66% Grade 2- from 47% to 52% Grade 3- from 47% to 52% Grade 4- from 58% to 63% Grade 5- from 55% to 60% Grade 6- from 43% to 48% Grade 7- from 62% to 67% Grade 8- from 65% to 70% By spring 2018 74% of K students will make growth from fall to spring in reading, an increase of 5% from 69% in 2017.		grade levels K-5 so that full implementation and fidelity of instructional program can occur. Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice. Also provide professional development on writing process, on-demand writing, writing to publish, writing to learn and writing to demonstrate learning. Conduct collaborative professional learning with teachers among schools. Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Instructional Coaches Assistant Superintendent of Teaching & Learning;	\$300000 Title II Part A
		Continue with annual revision, implementation and monitoring of district literacy plan that meets the requirements of Senate Bill 1. This will also include updated literacy plans that schools will incorporate. At the secondary level, reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in writing for classroom teachers to improve student achievement. Implement 120 minutes of direct reading instruction at K-3 and 90 minutes at grades 4-5.	Assistant Superintendent of Teaching & Learning; Instructional Coaches Assistant Superintendent of Teaching & Learning Assistant Superintendent of Teaching & Learning; Secondary Principals Assistant Superintendent of Teaching & Learning;	No funding required No funding required No funding required No funding required

Goal 4:

- As determined by Senate Bill 1 guidelines and definitions for growth, 100% percent of students in grades 4 through 8 will make growth in reading and math on state assessments by 2030.
- Based on spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

			Elementary Principals		
	KCWP 3: Design and Deliver Assessment Literacy	District will continue monitoring research-based supplemental reading and intervention materials to be used district wide. (i.e. AR, Headsprout, STAR, Reading A-Z, LLI, Read 180, System 44, Compass Odyssey, SRA Corrective Reading, SRA Mastery Reading, Failure Free Reading, Master the Code, Sing/Spell/Read/Write, etc.) District will financially support, as applicable and as available, district required programs.	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology; Director of Special Education	\$150000 Title I Part A, General Fund	
		District benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement. Reading Inventory Continuum (K-3) administration minimum three times per year.	Assistant Superintendent of Teaching & Learning; Instructional Coaches	No funding required	
		Benchmark and scrimmage assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches	No funding required	
	KCWP 4: Review, Analyze and Apply Data	Using GradeCam and Reading Inventory Continuum, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Assistant Superintendent of Teaching & Learning; Principals Instructional Coaches; Teachers	\$20000 School Council Funds, Title I Part A	

Goal 4:

- As determined by Senate Bill 1 guidelines and definitions for growth, 100% percent of students in grades 4 through 8 will make growth in reading and math on state assessments by 2030.
- Based on spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

<u>KCWP 5:</u> <u>Design, Align</u> <u>and Deliver</u> <u>Support</u>	Continue technology support and maintenance for hardware and software that supports a future ready classroom. Director of instructional technology will continue to provide support and embedded professional learning for teachers.	Director of Technology; Director of Instructional Technology	\$300000 eRATE, General Fund
	Conduct weekly RTI sessions with individual student or small student groups as identified by data (MAP, common assessments, RIC, teacher observation, or administrative observation).	Assistant Superintendent of Teaching & Learning; Principals	No funding required
	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches	No funding required
	Create a district reading committee to evaluate effectiveness of programs and processes in order to improve reading achievement and number of students reading on grade level.	Assistant Superintendent of Teaching & Learning;	No funding required
	District team of administrators and instructional coaches will collaborate with KDE consultants to determine professional learning process to build capacity.	Assistant Superintendent of Teaching & Learning;	\$5000 Grant Funds
	Create position of District Reading Coordinator to support reading teachers in instructional strategies.	Assistant Superintendent of Teaching & Learning;	\$60000 General Fund
	AR program will be used for Kindergarten - 12th grade students to supplement and support reading	Assistant Superintendent of	\$15000

Goal 4:

- As determined by Senate Bill 1 guidelines and definitions for growth, 100% percent of students in grades 4 through 8 will make growth in reading and math on state assessments by 2030.
- Based on spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

- As determined by Senate Bill 1 guidelines and definitions for growth, 100% percent of students in grades 4 through 8 will make growth in reading and math on state assessments by 2030.
- Based on spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

			instruction as part of ELA curriculum; professional learning will also be provided. Students must have a minimum of 80% accuracy.	Teaching & Learning; Principals; Media Specialists; Teachers	Title I Part A, School Council Funds
			District observations and walkthroughs of reading instruction at elementary level.	Assistant Superintendent of Teaching & Learning; Director of Special Education; Elementary Principals; Instructional Coaches	No funding required
Objective 2: As determined by Sentate Bill 1 guidelines and definitions for growth, 75% of students in grades 4 through 8 will make growth in math on state assessments. Based on 2018 spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5%. Grade 1- from 63% to 68% Grade 2- from 41% to 46% Grade 3- from 53% to 58% Grade 4- from 60% to 65%	KCWP 5: Design, Align and Deliver Support	District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, Coach, STAR Math, COMPASS, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Prodigy math, IXL) District will financially support, as applicable and as available, district required programs.	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology	\$100000 Title I Part A	
		District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, IXL, etc.).	Assistant Superintendent of Teaching & Learning;	\$40000 Title I Part A	
		District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	Assistant Superintendent of Teaching & Learning; Principals	\$48135 Title I Part A	
		Conduct RTI sessions with individual students or small student groups as identified by data (MAP,	Assistant Superintendent of	No funding required	

Goal 4:

- As determined by Senate Bill 1 guidelines and definitions for growth, 100% percent of students in grades 4 through 8 will make growth in reading and math on state assessments by 2030.
- Based on spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

Grade 5- from 58% to 63%		common assessments, observation or administrator observation).	Teaching & Learning; Principals	
Grade 6- from 42% to 47%				
Grade 7- from 70% to 75%	KCWP 1: Design and Deploy Standards	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Assistant Superintendent of Teaching & Learning; District Math Coordinator	\$80000 General Fund
Grade 8- from 58% to 63%				
By spring 2018 81% of K students will make growth from fall to spring in reading, an increase of 5% from 76% in 2017.	KCWP 2: Design and Deliver Instruction	Students in grades 6-8 will receive 84 minutes of daily math instruction.	Assistant Superintendent of Teaching & Learning; Principals	No funding required
	KCWP 3: Design and Deliver Assessment Literacy	Continue to enhance and refine middle and high school curriculum to go beyond current common summative assessments in core subjects to refine common formative assessments within units	Assistant Superintendent of Teaching & Learning; District Math Coordinator; Secondary Principals; Instructional Coaches	No funding required
		Provide ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking and Academic Vocabulary in instructional practice.	Assistant Superintendent of Teaching & Learning;	\$33058 Title II Part A
		Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy; peer observations within schools and in other schools.	Assistant Superintendent of Teaching & Learning; Instructional Coaches	No funding required

Goal 4: - As determined by Senate Bill 1 guidelines and definitions for growth, 100% percent of students in grades 4 through 8 will make growth in reading and math on state assessments by 2030. - Based on spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.				
	KCWP 4: Review, Analyze and Apply Data	Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Assistant Superintendent of Teaching & Learning; Instructional Coaches	No funding required
		Data from analysis of student work will be used to inform instruction and assessment.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches	No funding required

5: Transition readiness

State your **Transition readiness Goal**

Goal 5: - As determined by Senate Bill 1 guidelines and definitions for Transition Readiness by 2030, 100% of 5th grade students will be transition ready for middle school; 100% of 8th grade students will be transition ready for high school; 100% of high school students will be transition ready. - By 2020 HCS will increase percentage of students scoring kindergarten ready according to Brigrance data from 50.0% in 2016 to 65%.		
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> KCWP 1: Design and Deploy Standards	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Goal 5: - As determined by Senate Bill 1 guidelines and definitions for Transition Readiness by 2030, 100% of 5th grade students will be transition ready for middle school; 100% of 8th grade students will be transition ready for high school; 100% of high school students will be transition ready. - By 2020 HCS will increase percentage of students scoring kindergarten ready according to Brigrance data from 50.0% in 2016 to 65%.				
KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Activities to deploy strategy		
Objective	Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: In 2018 as defined by KDE, 65% of 5 th graders will be transition ready; 60% of 8 th graders will be transition ready; 80.6% of high school students will be transition ready, an increase of 5% from 2017	KCWP 6: Establishing Learning Culture and Environment	All schools will promote the importance of transition readiness as an attainable goal through increased opportunities (i.e. college/industry tours, college/career speakers, college spirit days, etc.) and through participation in the district College Bound Plan.	Assistant Superintendent of Teaching & Learning; Multicultural Coordinator; Multicultural Community Liaison	\$10500 General Fund
	Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	Assistant Superintendent of Teaching & Learning;		No funding required

Goal 5:

- As determined by Senate Bill 1 guidelines and definitions for Transition Readiness by 2030, 100% of 5th grade students will be transition ready for middle school; 100% of 8th grade students will be transition ready for high school; 100% of high school students will be transition ready.
- By 2020 HCS will increase percentage of students scoring kindergarten ready according to Brigrance data from 50.0% in 2016 to 65%.

			Principals; Teachers		
		Small group conferencing for all middle school and high school students within a high interest area.	Assistant Superintendent of Teaching & Learning; Secondary Principals; Secondary Guidance Counselors		No funding required
KCWP 5: Design, Align and Deliver Support		Implement a model for comprehensive school advising that best meets the needs of the students. By collaborating with teachers, community and parents, clear, measurable expectations will be set to assure an effective college and career advising program is in place.	Assistant Superintendent of Teaching & Learning; Secondary Principals		No funding required
		Promote dual credit to all students who meet transition readiness benchmarks to enhance students' learning and opportunities.	Assistant Superintendent of Teaching & Learning;		\$1500 General Fund
		Implement activities and strategies outlined in the College and Career Bound Plan.	Assistant Superintendent of Teaching & Learning; High School Principals; High School Counselors		\$10500 General Fund
		Transition visits at critical times for students at Pre-K to K; 5 th to 6 th , and 8 th to 9 th for all schools.	Assistant Superintendent of Teaching &		\$10500 General Fund

Goal 5:

- As determined by Senate Bill 1 guidelines and definitions for Transition Readiness by 2030, 100% of 5th grade students will be transition ready for middle school; 100% of 8th grade students will be transition ready for high school; 100% of high school students will be transition ready.
- By 2020 HCS will increase percentage of students scoring kindergarten ready according to Brigrance data from 50.0% in 2016 to 65%.

	KCWP 4: Review, Analyze and Apply Data	HCHS analyze AP data to determine student access and performance on AP exams. HCHS examine NMSI research on best-practice and implement as suggested, with the intention of assuring AP program remains strong and that more students gain access and succeed in AP program.	Learning; Principals; Counselors		No funding required
		Schools will run Persistence to Graduation (PTG) tool from Infinite Campus to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Using this report, a team will work with teachers, parents and other stakeholders in implementing and monitoring interventions.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of Administration; High School Administration		No funding required
		Schools analyze data to determine gaps in instructional programming for students.	Assistant Superintendent of Teaching & Learning; Director of Assessment & Accountability; Principals		No funding required
	KCWP 2: Design and Deliver Instruction	Opportunities for middle school students to earn high school credits in English and math.	Assistant Superintendent of Teaching & Learning		\$180000 General Fund
		Early college opportunities for high school students with Henderson Community College.	Assistant Superintendent of Teaching &		\$1500 General Fund

Goal 5: - As determined by Senate Bill 1 guidelines and definitions for Transition Readiness by 2030, 100% of 5th grade students will be transition ready for middle school; 100% of 8th grade students will be transition ready for high school; 100% of high school students will be transition ready. - By 2020 HCS will increase percentage of students scoring kindergarten ready according to Brigrance data from 50.0% in 2016 to 65%.					
Objective 2: In 2018, 55% of students will be kindergarten ready according to Brigrance.			Learning; High School Administration		
	KCWP 5: Design, Align and Deliver Support	Transition visits at critical times for students at Pre-K to K; 5th to 6th, and 8th to 9th for all schools.	Assistant Superintendent of Teaching & Learning; Principals; Counselors		\$10500 General Fund
	KCWP 6: Establishing Learning Culture and Environment	Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	Assistant Superintendent of Teaching & Learning; Principals; Teachers		No Funding Required

