

# Comprehensive Improvement Plan for Districts

## Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required 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 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.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, 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

| <p><b>Goal 1 (State your proficiency goal):</b> HCS will improve the percentage of students scoring proficient or above on state assessments by 2021 as follows.</p> <p><b>Reading-</b> Elementary from 61.3% to 77.6%; Middle from 64.4% to 74.6%; High- increase the percentage of students meeting ACT benchmark from 48.7% to 58.7%</p> <p><b>Math-</b> Elementary 62.7% to 76.9%; Middle from 66.3% to 74.7%; High- increase the percentage of students meeting ACT benchmark from 43.0% to 53.0%.</p>   |  |  |  |  |                                  |                                  |
|---|--|--|--|--|----------------------------------|----------------------------------|
| <p>Which <b>Strategy</b> will the 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></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul> |  | <p>Which <b>Activities</b> will the 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></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul> |  | <p>In the following chart, 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.</p> |                                  |                                  |
| Objective   | Strategy   | Activities to deploy strategy  | Measure of Success   | Person(s) Responsible  | Progress Monitoring Date & Notes | Funding                          |
| <p><b>Objective 1:</b> HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 in <b>reading</b> as follows:</p> <p>Elementary from 61.3% to 66.3%</p> <p>Middle from 64.4% to 69.4%</p> <p>High- increase percentage of students meeting ACT benchmark from 48.7% to 53.7%</p>  | <p><a href="#">KCWP 1: Design and Deploy Standards</a></p> <p><a href="#">KCWP 2: Design and Deliver Instruction</a></p> | <p>Monitor and evaluate for effectiveness a common research-based <u>core literacy series</u> that aligns with KAS. Also, continue professional learning among grade levels K-5 so that full implementation and fidelity of instructional program can occur.</p>   | <p>Continue use of district ELA series at all levels</p>   | <p>Assistant Superintendent of District Relations &amp; Operations; Principals; Instructional Coaches</p>  |                                  |                                  |
|   |  | <p>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. Conduct collaborative professional learning with teachers among schools.</p>   | <p>Smekens AP Trainings, MIF Training, Reading Trainings, Science Training, Social Studies - Inquiry Model, Foundational reading, NGSS</p> | <p>Assistant Superintendent of Teaching &amp; Learning</p>   |                                  | <p>\$300,000 Title II Part A</p> |

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|  |  |  | Sec - Aug. 2018<br>content Work Days,<br>Aug. 2017   |  |  |  |
|  |  | Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.   |  | Assistant<br>Superintendent of<br>District Relations &<br>Operations; Assistant<br>Superintendent of<br>Teaching & Learning;<br>Principals;<br>Instructional Coaches                             |  | No<br>funding<br>required                          |
|  |  | Continue with annual revision, implementation and monitoring of district literacy plan. This will also include updated literacy plans that schools will incorporate.   | Each school has a literacy & writing plan.   | District Reading Coordinator   |  | No<br>funding<br>required                          |
|  |  | At the secondary level, reading, including vocabulary skills, will be taught in all classes across content areas.  | Lesson plans are renewed every week at secondary.  | Assistant<br>Superintendent of<br>Teaching & Learning;<br>Secondary Principals   |  | No<br>funding<br>required                          |
|  |  | Implement 120 minutes of direct reading instruction at K-3 and 90 minutes at grades 4-5.   | Reading WT<br>Principal ob.<br>Master Schedule.  | Assistant<br>Superintendent of<br>District Relations &<br>Operations;<br>Elementary Principals   |  | No<br>funding<br>required                          |
|  | <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a> | 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, Saxon Phonics, Heggerty's Phonemic Awareness, etc.) District will financially support, as applicable and as available, district required programs. | Read 180 reports. Headsprout reports run 3x. Purchased Saxon, LLI Heggerty for all schools, continued observed use of Saxon, LLI, Heggarty | Assistant<br>Superintendent of<br>Teaching & Learning;<br>Director Instructional Technology; Director of Special Education; Assistant<br>Superintendent of<br>District Relations &<br>Operations |  | \$100,000<br>Title I<br>Part A,<br>General<br>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.   | Reading WT<br>RIC given 3x (K-3). District BM & ELA assessment given & analyzed through Grade Cam 6-12, with teachers &                    | Assistant<br>Superintendent of<br>Teaching & Learning;<br>Assistant<br>Superintendent of<br>District Relations &   |  | No<br>funding<br>required                          |
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|  |   |  | instructional coaches   | Operations;<br>Instructional Coaches  |  |   |
|  |   | Benchmark and scrimmage assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.   | BM & scrimmages given 3-8 at least 2x year & analyzed with ICoaches & teachers.   | Assistant Superintendent of Teaching and Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches         |  | No funding required                           |
|  | <a href="#">KCWP 4: Review, Analyze and Apply Data</a>    | Using GradeCam and Reading Inventory Continuum, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.  | This is ongoing. MS & HS use GC every 2 weeks and analyze in data team meetings. Coaches report to Assistant Superintendent. RIC - compiled & analyzed and shared with principals, by District Reading Coord. | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations ;Principals; Instructional Coaches; Teachers |  | \$20,000 School Council Funds, Title I Part A |
|  | <a href="#">KCWP 5: Design, Align and Deliver Support</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  |  | \$30,000 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).  | RTI is scheduled in every school on a daily/weekly bases. IC assure through Friday meetings and give reports  | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals                                  |  | \$900,000 Title I                             |
|  |   | Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions with classes at all levels to make sure students in 3rd-8th grades are  |   | Assistant Superintendent of Teaching & Learning;  |  | No funding required                           |
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|  |   | hearing a consistent message with respect to expectations for ERQs.   |  | Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches   |  |   |
|  |   | Continue district reading committee, led by district reading coordinator, to evaluate effectiveness of programs and processes in order to improve reading achievement and number of students reading on grade level.  | Reading Committee will continue to meet to give reports of reading progress in school.   | District Reading Coordinator   |  | \$5,000 Title I                               |
|  |   | Continue position of District Reading Coordinator to support reading teachers in instructional strategies.  | Meets weekly to report to Asst. Supt.  | Assistant Superintendent of Teaching & Learning  |  | \$60,000 General Fund                         |
|  |   | 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. | AR going on in all schools AR360 - used at HCHS reading strategies class. PL was provided by Ren. Learn training last year in Dec. 2017    | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Media Specialists; Teachers                          |  | \$20,000 Title I Part A, School Council Funds |
|  |   | District observations and walkthroughs of reading instruction at elementary level. Observation of 16 model teachers & videos made. WT - were ongoing all year.  |  | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Director of Special Education; Principals; Instructional Coaches |  | No funding required                           |
|  | <a href="#">KCWP 6: Establishing Learning Culture and Environment</a> | Continue activities to promote literacy among families such as Brain Bus, Imagination Library promotion, Prime Time Reading, family literacy nights, #HCS Reads, Babies Need Words, Read 20 challenges, etc.  | Babies Need Words - S. Smith visits 50 business. Prime Time was fall of 2018 - 6 weeks Literacy Nights at all schools - Title 1 binders as | District Reading Coordinator; Public Information Officer; Assistant Superintendent of Teaching & Learning; Assistant Superintendent of   |  | \$15,000 Title 1 district                     |

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|  |   |   | evidence, Nat. Geographic Photo Ark project in Jan. 219 - Mar. 2019   | District Relations & Operations   |  |                               |
| <b>Objective 2:</b> HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 in <b>math</b> as follows:<br>Elementary from 62.7% to 67.7%<br>Middle from 66.3% to 71.3%<br>High- increase percentage of students meeting ACT benchmark from 43.0% to 48.0% | <a href="#">KCWP 5: Design, Align and Deliver Support</a> | 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. | AM, MIF scheduled. Math Coordinator did all grade 2 Math observations. IXL - purchased for H.S, SMS, NMS. Aimsweb - purchased and used all licenses for PM. Math Coor. will meet with all elem. principals. | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Director of Instructional Technology; District Math Coordinator |  | \$70,000<br>Title I<br>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.).  | IXL - purchased for HS, SMS, and NMS  | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Director of Instructional Technology                            |  | \$5,000<br>Title I<br>Part A  |
|  |   | District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.   | SM & AM - will request IC to give report on their use in Friday meetings.   | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Director of Instructional Technology; District Math Coordinator |  | \$20,000<br>Title I<br>Part A |
|  |   | Conduct RTI sessions with individual students or small student groups as identified by data (MAP, common assessments, observation or administrator observation).  | RTI schedules in schools.   | Assistant Superintendent of Teaching & Learning; Principals   |  | \$900,000<br>Title I          |

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|  |  | Continue position of District Math Coordinator to work with all levels in improving math instruction and student achievement.  |  | Assistant Superintendent of Teaching & Learning   |  | \$60,000 General Fund    |
|  | <a href="#">KCWP 1: Design and Deploy Standards</a>            | District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.  | Will meet with distric Math Coordinator for weekly reports on MIF & Sec. Math. Math Coordinator will meet with all secondary math teacher groups weekly to guide math instruction. | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; District Math Coordinator |  | \$90,000 General Fund    |
|  | <a href="#">KCWP 2: Design and Deliver Instruction</a>         | Students in grades 6-8 will receive 84 minutes of daily math instruction. Students in K-5 will receive 90 minutes of daily math instruction (60 minutes Math in Focus; 30 minutes Calendar Math).  | School schedules & coaches report on Fridays.  | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals                |  | \$200,000 General Fund   |
|  | <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a> | Continue to enhance and refine middle and high school common summative and formative assessments within units. District benchmarks and common assessments will be administered to monitor curriculum implementation to inform instruction and measure achievement. | Content work days. IC must provide agendas & teachers surveys.   | Assistant Superintendent of Teaching & Learning; Secondary Principals; Instructional Coaches  |  | No funding required      |
|  |  | Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, math strategies, and academic vocabulary in instructional practice.  | Increased rigor of Alg I, ELA - Gr 9 assessments on teacher work day in middle of year.  | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations;                           |  | \$33,058 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; Assistant Superintendent of District Relations &                                       |  | No funding required      |
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|  |   |  |   | Operations;<br>Instructional Coaches   |  |   |
|  | <a href="#">KCWP 4: Review, Analyze and Apply Data</a>                | Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement. | K-12 - K-5 done 4x yearly & analyzed on Fridays, report given to teacher on trends in gr. level meetings by instructional coaches. 9-12 every unit analyzed. 6-8 done every unit & analyzed in data team meetings weekly. | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; District Math Coordinator; Instructional Coaches             |  | \$5,000<br>Title 1                              |
|  |   | Data from analysis of student work will be used to inform instruction and assessment.  | EL - Reading, math, science.<br>MS - Reading, math, Science, & Social Studies   | Assistant Superintendent of Teaching & Learning; Principals; Assistant Superintendent of District Relations & Operations; District Math Coordinator; Instructional Coaches |  | No funding required                             |
|  | <a href="#">KCWP 6: Establishing Learning Culture and Environment</a> | Continue family nights in math for elementary schools.   | All Elementary did Math nights. Title 1 binder evidence & reports from coaches, and evidence of purchase orders.  | Assistant Superintendent of Teaching & Learning; Principals; Assistant Superintendent of District Relations & Operations; District Math Coordinator;                       |  | \$15,000<br>Title 1<br>Parent Involvement funds |



2: Separate Academic Indicator

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| <p>Goal 2 (<i>State your separate academic indicator goal</i>):</p> <p><b>By 2023 Writing</b>- Percentage of students scoring proficient/distinguished will increase in elementary from 34.7% to 70.4%; middle from 50.5% to 71.0%; high from 53.0% to 73.5%.</p> <p><b>By 2023 Science</b>- Percentage of students scoring proficient/distinguished will increase in elementary from 32.1% to 65.0%; middle from 22.2% to 50.0%; high baseline established this year.</p> <p><b>By 2023 Social Studies</b> - Percentage of students scoring proficient/distinguished will increase in elementary from 58.9% to 82.0%; middle from 61.8% to 78.0%; high not applicable.</p>  |  |  |
| <p>Which <b>Strategy</b> will the 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>)</p> <ul style="list-style-type: none"><li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li><li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li><li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul> | <p>Which <b>Activities</b> will the 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>)</p> <ul style="list-style-type: none"><li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul> | <p>In the following chart, 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.</p> |

| Objective  | Strategy  | Activities to Deploy Strategy   | Measure of Success                           | Person(s) Responsible   | Progress Monitoring Date & Notes | Funding             |
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| Objective 1<br>HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in <b>writing</b> as follows:<br>Elementary (by 2019) from 34.7% to 50.0%<br>Middle (by 2019) from 50.5% to 58.0%<br>High (by 2019)- increase percentage of students meeting ACT benchmark from 53.1% to 60.0% | <a href="#">KCWP 5: Design, Align and Deliver Support</a> | Provide professional learning 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. | Abell & Atherton PL for Gr. 3 - HS. training | Assistant Superintendent of Teaching & Learning   |                                  | \$3,000 Title 1     |
|  |   | Continue evidence-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.  |  | Assistant Superintendent of Teaching & Learning;<br>Assistant Superintendent of District Relations & Operations |                                  | No funding required |
|  |   | Continue with annual revision, implementation and monitoring of district literacy plan. This will also include updated literacy   |  | District Reading Coordinator  |                                  | No funding required |

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|  |  | plans that schools will incorporate. (include writing)  |  |   |  |                     |
|  |  | Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy; peer observations within schools and in other schools.   | Found reading was focus. Continue training in 5 components of reading. | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals                        |  | No funding required |
|  | <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a> | District benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.   | All ELA assess are common assessments 6-12                             | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals                        |  | \$5,000 Title 1     |
|  |  | Benchmark and scrimmage assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.  | Will hold 2 scrimmages at MS   | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional coaches |  | No funding required |
|  |  | Monitor writing opportunities for students through the collection of student work samples.  | Done at school. Principals said they would monitor.                    | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals                        |  | No funding required |
|  | <a href="#">KCWP 4: Review, Analyze and Apply Data</a>         | Data from analysis of student work will be used to inform instruction and assessment.   | Data Teams meeting reports from coaches & coaches calendars.           | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals                        |  | No funding required |
|  | <a href="#">KCWP 2: Design and Deliver Instruction</a>         | 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. | Coaches report this is taught & some model.                            | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals                        |  | No funding required |

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|   |   | 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. | Abell & Atherton training.  | Assistant Superintendent of Teaching & Learning; Secondary Principals  |  | \$3,000 Title 1     |
| Objective 2<br>(by 2018-2019) HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in <b>science</b> as follows:<br>Elementary from 32.1% to 39%<br>Middle from 22.2% to 30%<br>High- baseline established this year. | <a href="#">KCWP 4: Review, Analyze and Apply Data</a>    | Secondary using GradeCam and science data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.   | GC reports.<br>Coaches reports.   | Assistant Superintendent of Teaching & Learning; Secondary Principals  |  | \$15,000 Title I    |
|   |   | Conduct weekly RTI sessions with individual student or small student groups as identified by data (common assessments, teacher observation, or administrative observation).  | PLT - 2x weekly per coaches reports at HS distribution list.  | Assistant Superintendent of Teaching & Learning; Secondary Principals  |  | No funding required |
|   |   | Data from analysis of student work will be used to inform instruction and assessment.  |   | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals |  | No funding required |
|   |   | Science teachers in grades K-12 will have students complete Through Course Tasks (TCT's); teachers will collaborate through PLC process to analyze student work to inform instruction.   | Will analyze a TCT Gr. K-5 report back to teachers in grade level meeting on trends. Met with Science committee 3x; analyze TCT at 6-12 for 3x. | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals |  | No funding required |
|   | <a href="#">KCWP 5: Design, Align and Deliver Support</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  |   | District Technology Coordinator; District Instructional Technology Coordinator; Digital Literacy Coaches                 |  | No funding required |

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|  |  | embedded professional learning for teachers.   |   |  |                             |                     |
|  |  | District will monitor and provide resources, as available and as needed, for implementation of programs for science such as Mystery Science and Science Alive.   | Purchased MS for all Gr. 4 & 7. Created MS passing quede, cross correlated NGSS standards auth MS. Will purchase Science Alive resource for Gr. 4 | Assistant Superintendent of Teaching & Learning  |                             | \$5,000 Title 1     |
|  |  | STEM activities/Makers Space exploration through media centers.  | Place STEM Makerspace materials in all media centers  | Director Instructional Technology; Digital Literacy Coaches; Media Specialists   |                             | \$100,000           |
|  |  | District supports and provides resources for STLP clubs for K-12 schools.  |   | Director Instructional Technology; Digital Literacy Coaches  |                             | ?                   |
|  | <a href="#">KCWP 2: Design and Deliver Instruction</a> | Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions with specified classes at all levels to make sure students in 4th-8th grades are hearing a consistent message with respect to expectations for ERQs |   | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals |                             | No funding required |
|  |  | Identify evidenced-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; Assistant Superintendent of District Relations & Operations; Principals |                             | No funding required |
|  |  | Mystery Science will be taught K-8 as specified in District pacing guide.  | Monitor MS instruction through observations.  | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals | Conducted 2 science PL days | \$4,000 Title 1     |
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|  |  |  | Have coaches report.                     |   |  |   |
| <p>Objective 3 (2018-2019):<br/>HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in <b>social studies</b> as follows:<br/>Elementary from 58.9% to 70.0%<br/>Middle from 61.8% to 65.0%<br/>High N/A</p> | <a href="#">KCWP 5: Design, Align and Deliver Support</a>  | 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. |  | Assistant Superintendent of Teaching & Learning;<br>Assistant Superintendent of District Relations & Operations; Principals |  | No funding required                           |
|  |  | Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.   |  | Assistant Superintendent of Teaching & Learning;<br>Assistant Superintendent of District Relations & Operations; Principals |  | No funding required                           |
|  |  | District will monitor and provide resources, as available and as needed, for implementation of programs for social studies (i.e. Social Studies Alive, History Alive, etc.)                            | Purchased HA                             | Assistant Superintendent of Teaching & Learning;<br>Assistant Superintendent of District Relations & Operations; Principals |  | \$5,000 Title 1                               |
|  | <ul style="list-style-type: none"> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul> | District benchmarks will be administered to monitor curriculum implementation, inform instruction and measure achievement.   |  | Assistant Superintendent of Teaching & Learning;<br>Assistant Superintendent of District Relations & Operations; Principals |  | 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.   | See earlier notes                        | Assistant Superintendent of Teaching & Learning;<br>Assistant Superintendent of District Relations & Operations; Principals |  | No funding required                           |
|  |  | GradeCam and Reading Inventory Continuum data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.                         | See earlier notes                        | Assistant Superintendent of Teaching & Learning;<br>Assistant Superintendent of District Relations & Operations; Principals |  | \$20,000 School Council Funds, Title I Part A |
|  |  | Continue to enhance and refine middle and high school common summative and formative assessments within units  | Always done on district content PD days. | Assistant Superintendent of Teaching & Learning;<br>Assistant Superintendent of District Relations &                        |  | No funding required                           |

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|  |  |   |  | Operations; Principals; Instructional Coaches   |  |                              |
|  |  | Formative district benchmarks for secondary will be administered to monitor curriculum implementation, inform instruction and measure achievement.  | Required every 3 weeks.  | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches |  | No funding required          |
|  |  | 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.                    |  | District Technology Coordinator; District Instructional Technology Coordinator; Digital Literacy Coaches  |  | \$300000 eRATE, General Fund |
|  |  | Data from analysis of student work will be used to inform instruction and assessment.   |  | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches |  | No funding required          |
|  |  | For secondary conduct weekly RTI sessions with individual student or small student groups as identified by data (common assessments, teacher observation, or administrative observation).   | 6-8 have RTI built in schedule daily. 9-12 - PLT twice weekly. Monitor distribution list | Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches  |  | No funding required          |
|  | <ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul> | Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions with specified classes to make sure students in 5th-8th grades are hearing a consistent message with respect to expectations for ERQs. | Lesson plans   | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches |  | No funding required          |
|  |  | Identify research-based instructional strategies and use coaching strategies to increase  |  | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of  |  | No funding required          |

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|  |  | teacher effectiveness/efficacy;<br>peer observations within schools<br>and in other schools. |   | District Relations &<br>Operations; Principals;<br>Instructional Coaches      |  |                        |
|  |  | Middle schools culturally<br>collaborating through use of<br>technology 1:1 devices.         | Continue tech<br>walkthroughs on a<br>cycle in all schools. | District Instructional<br>Technology Coordinator;<br>Digital Literacy Coaches |  | No funding<br>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 2021 as follows.

**Reading**

- Elementary for African Americans from 37.1% to 52.1%; Hispanics from 53.8% to 68.8%; for English learners from 51.1% to 66.1%; for low socio-economic status from 52.9% to 67.9%; for students with disabilities from 30.0% to 45.0%; for two or more races from 61.0% to 76.0%.
- Middle for African Americans from 37.9% to 52.9%; for Hispanics from 52.8% to 67.8%; for English learners from 25.0% to 40.0%; for low socio-economic status from 53.8% to 68.8%; for students with disabilities from 15.0% to 30.0%; for two or more races from 59.6% to 74.6%.
- High for African Americans from 41.7% to 56.7%; for two or more races from 40.7% to 55.7%; for low socio-economic status from 40.7% to 55.7%; for students with disabilities from 5.6% to 20.6%.

**Math**

- Elementary for African Americans from 35.7% to 50.7%; Hispanics from 60.3% to 75.3%; for English learners from 55.3% to 70.3%; for low socio-economic status from 55.2% to 70.2%; for students with disabilities from 28.8% to 43.8%; for two or more races from 55.3% to 70.3%
- Middle for African Americans from 43.6% to 58.6%; for Hispanics from 62.3% to 77.3%; for English learners from 30.0% to 45.0%; for low socio-economic status from 56.5% to 71.5%; for students with disabilities from 17.6% to 32.6%; two or more races from 55.0% to 70.0%.
- High- African Americans from 25.0% to 40.0%; two or more races from 31.0% to 46.0%; low socio-economic status from 29.7% to 44.7%; students with disabilities from 0.0% to 15.0%.

**Science**

- Elementary- Baselines established in 2017-18. For African Americans from 15.1% to 30.1%; for Hispanics from 16.7% to 31.7%; for two or more races from 23.4% to 38.4%; for English learners from 21.4% to 36.4%; for low socio-economic status from 26.8% to 41.8%; for students with disabilities from 13.7% to 28.7%.
- Middle- Baselines established in 2017-18. For African Americans from 2.0% to 17.0%; for Hispanics from 7.1% to 22.1%; for two or more races from 7.5% to 22.5%; for low socio-economic status from 15.2% to 30.2%; for students with disabilities from 3.1% to 18.1%.
- High- Baseline will be established 2018-19.

**Social studies**

- Elementary for Hispanics from 65.6% to 80.6%; for two or more races from 45.2% to 60.2%; for English learners from 25.0% to 40.0%; for low socio-economic status from 50.9% to 65.9%.
- Middle for African Americans from 28.0% to 43.0%; for Hispanics from 47.4% to 62.4%; for two or more races from 52.6% to 67.6%; for low socio-economic status from 52.2% to 67.2%; for students with disabilities from 11.7% to 26.7%

**Writing**

- Elementary for African Americans from 12.5% to 27.5%; for Hispanics from 21.9% to 36.9%; for two or more races from 31.0% to 46.0%; for English learners from 18.2% to 33.2%; for low socio-economic status from 22.2% to 37.2%; for students with disabilities from 2.9% to 17.9%.
- Middle for African Americans from 28.0% to 43.0%; for Hispanics from 47.4% to 62.4%; for two or more races from 42.1% to 57.1%; for English learners from 37.5% to 52.5%; for low socio-economic status from 44.1% to 59.1%; for students with disabilities from 5.0% to 20.0%.
- High for African Americans from 36.6% to 51.6%; for Hispanics from 56.5% to 71.5%; for two or more races from 50.0% to 65.0%; for low socio-economic status from 43.0% to 58.0%; for students with disabilities from 5.1% to 20.1%.



| <p>Which <b>Strategy</b> 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></p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul> |  | <p>Which <b>Activities</b> 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></p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul> |  | <p>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.</p> |                                  |                       |
|--|--|--|--|--|----------------------------------|-----------------------|
| Objective  | Strategy   | Activities to deploy strategy  | Measure of Success                               | Person(s) Responsible  | Progress Monitoring Date & Notes | Funding               |
| <p><b>Objective 1:</b><br/>HCS will improve the percentage of students within the following gap groups scoring proficient or above on state assessments by 2018 as follows.<br/>Reading</p> <ul style="list-style-type: none"> <li>Elementary for African Americans from 37.1% to 42.1%; Hispanics from 53.8% to 58.8%; for English learners from 51.1% to 56.1%; for low socio-economic status from 52.9% to 57.9%; for students with</li> </ul>  | <a href="#">KCWP 2: Design and Deliver Instruction</a> | District will continue to ensure that each school implements research-based strategies and curriculum to address needs of gap and tier status students. Schools will submit for review current RTI plans; district RTI plan will be reviewed and updated. To ensure consistency lead interventionists will meet quarterly to discuss process/successes/concerns/needs and ensure consistent instruction across transitions.  | Saxon, LLI, Heggarty, Title 1 plan through GMAP. | Assistant Superintendent of Teaching & Learning; Director of Special Education   |                                  | \$900,000 Title I     |
|  |  | 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  | MAP, every coach reports analysis of MAP data.   | Assistant Superintendent of Teaching & Learning; Director of Special Education   |                                  | \$60,000 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  |                                  | \$900,000 Title I     |
|  |  | Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy. K-5 walkthroughs and reading  | Every walk through also                          | Assistant Superintendent of Teaching & Learning;   |                                  | \$60,000 General Fund |

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| <p>disabilities from 30.0% to 35.0%; for two or more races from 61.0% to 66.0%.</p> <ul style="list-style-type: none"> <li>Middle for African Americans from 37.9% to 42.9%; for Hispanics from 52.8% to 57.8%; for English learners from 25.0% to 30.0%; for low socio-economic status from 53.8% to 58.8%; for students with disabilities from 15.0% to 20.0%; for two or more races from 59.6% to 64.6%.</li> <li>High for African Americans from 41.7% to 46.7%; for two or more races from 40.7% to 45.7%; for low socio-economic status from 40.7% to 45.7%; for students with disabilities from 5.6% to 10.6%.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Elementary for African Americans from 35.7% to</li> </ul> |  | observations including special education; district reading coordinator will support this process.  | included coaching with principal & IC   | Director of Special Education; Instructional Coaches; District Reading Coordinator   |  |                     |
|  |  | Tier 1 core instruction will ensure 80% of students will master grade level standards as evidenced by assessment data.   |   | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations   |  | Funding             |
|  | <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a> | Formative district and ELA common assessments grades 3-12 will be administered to monitor curriculum implementation, inform instruction and measure achievement. | See earlier notes.                      | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations   |  | No funding required |
|  | <a href="#">KCWP 4: Review, Analyze and Apply Data</a>         | 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 |
|  |  | Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.            | GC used 6-12 on all common assessments. | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Director of Instructional Technology; Principals |  | No funding required |
|  |  | AIMSweb/STAR will be used to monitor student progress for those in RTI programs in grades K-5.   | Monitor 2000 Aimsweb entries.           | Assistant Superintendent of Teaching & Learning; Director of Special Education   |  | \$6,000 Title I     |
|  | <a href="#">KCWP 5: Design, Align and Deliver Support</a>      | 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  |  | \$2,000 IDEA B      |

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| <p><b>40.7%; Hispanics from 60.3% to 65.3%; for English learners from 55.3% to 60.3%; for low socio-economic status from 55.2% to 60.2%; for students with disabilities from 28.8% to 33.8%; for two or more races from 55.3% to 60.3%</b></p> <ul style="list-style-type: none"> <li><b>Middle for African Americans from 43.6% to 48.6%; for Hispanics from 62.3% to 67.3%; for English learners from 30.0% to 35.0%; for low socio-economic status from 56.5% to 61.5%; for students with disabilities from 17.6% to 22.6%; two or more races from 55.0% to 60.0%.</b></li> <li><b>High- African Americans from 25.0% to 30.0%; two or more races from 31.0% to 36.0%; low socio-economic</b></li> </ul> |  | District level Gifted and Talented plan to provide direct GT instruction and general education teacher support for GT identified students.  | GT teachers teach K-8 & provide consultation. School schedules & GT schedules                         | Assistant Superintendent of Teaching & Learning; Gifted/Talented Coordinator; GT Teachers  |  | \$300,000 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; Assistant Superintendent of District Relations & Operations; Director of Special Education; Principals |  | \$1000 IDEA B<br>\$5500 Special Education<br>\$21000 Special Education General Add-On<br><br>?? |
|   |  | All students who meet the criteria for homelessness will be provided resources and services as required 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.  |   | Assistant Superintendent of District Relations and Operations  |  | \$28, 000 Title 1   |
|   |  | ESS funds, including daytime waivers, will be used to enhance reading and math achievement for identified low-performing students.  | Monitor ESS program through written plans, ESS timesheets, waiver documentation, PLP tab date entries | Assistant Superintendent of Teaching & Learning; Principals  |  | \$277,000 ESS Grant   |
|   |  | Review and update district behavior RTI procedures.   | Work with SPED dept. & coaches. Updated documents will be shared with school teams.                   | Director of Special Education; Assistant Superintendent of Teaching and Learning   |  | No funding required   |
|   |  | District collaboration with KDE coaches to support identified TSI schools.  | Evidence of meeting & training & TSI coaching documents.  | Superintendent; Assistant Superintendent of Teaching & Learning; Director of Special   |  | No funding required   |

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| <p>status from 29.7% to 34.7%; students with disabilities from 0.0% to 5.0%.</p> <p>Science</p> <ul style="list-style-type: none"><li>● Elementary- Baselines established in 2017-18. For African Americans from 15.1% to 20.1%; for Hispanics from 16.7% to 21.7%; for two or more races from 23.4% to 28.4%; for English learners from 21.4% to 26.4%; for low socio-economic status from 26.8% to 31.8%; for students with disabilities from 13.7% to 18.7%.</li><li>● Middle- Baselines established in 2017-18. For African Americans from 2.0% to 7.0%; for Hispanics from 7.1% to 12.1%; for two or more races from 7.5% to 12.5%; for low socio-economic status from 15.2% to 20.2%; for students with</li></ul> |  |  |  | Education; Assistant Superintendent of District Relations & Operations; Director of Special Education; Director of Assessment & Accountability |  |  |
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| <div>disabilities from 3.1% to 8.1%.<ul style="list-style-type: none"><li>● High- Baseline will be established 2018-19.</li></ul></div> <div>Social studies<ul style="list-style-type: none"><li>● Elementary for Hispanics from 65.6% to 70.6%; for two or more races from 45.2% to 50.2%; for English learners from 25.0% to 30.0%; for low socio-economic status from 50.9% to 55.9%.</li><li>● Middle for African Americans from 28.0% to 33.0%; for Hispanics from 47.4% to 52.4%; for two or more races from 52.6% to 57.6%; for low socio-economic status from 52.2% to 57.2%; for students with disabilities from 11.7% to 66.7%</li></ul></div> <div>Writing (Note: In 2017, only grade 8 at middle school and only grade 11 at high school levels were assessed.)</div> |  |  |  |  |  |  |
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| <ul style="list-style-type: none"><li>• <b>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%</b></li><li>• <b>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 group from 28.7% to 58.6%</b></li><li>• <b>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%</b></li></ul> |  |  |  |  |  |  |
|--|--|--|--|--|--|--|



3: Graduation rate

State your Graduation rate Goal

| Goal 3: HCS will improve graduation rate from 89.9% to 94.7% by 2021.  |  |   |   |   |                                  |          |
|--|--|---|---|---|----------------------------------|----------|
| Which <b>Strategy</b> 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> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul> |  | Which <b>Activities</b> 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> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul> |   | 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   | Measure of Success  | Person(s) Responsible   | Progress Monitoring Date & Notes | Funding  |
| Objective 1: HCS will improve graduation rate from 89.9% in 2018 to 91.0% in 2019.   | <a href="#">KCWP 4: Review, Analyze and Apply Data</a> | Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents. Career cruising   | Have a SMS - 98%, NMS - 100%, HCHS - 94% for 2017-18, Will monitor for 2018-19.   | Assistant Superintendent of Teaching & Learning; Principals; Guidance Counselors  |                                  | \$10,000 |
|  |  | 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).   | Middle school visits to HCH, HCHS counselor to middle schools 2x. Career cruising | Assistant Superintendent of Teaching & Learning; Secondary Principals; Guidance Counselors  |                                  | \$10,000 |



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|  | <a href="#">KCWP 2: Design and Deliver Instruction</a>                | 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 end of pathway certified.  | Course book   | Assistant Superintendent of Teaching & Learning; High School Principal; CTE Unit Principal  |  | \$900000 Perkins Funds, General Fund |
|  | <a href="#">KCWP 5: Design, Align and Deliver Support</a>             | Run monthly Early Warning Tool report in IC to identify who is most at risk. Meet with a team to develop targeted interventions to prevent students from dropping out.   |   | Assistant Superintendent of Teaching & Learning; Assistant Superintendent of Administration; High School Administration   |  | No funding required                  |
|  | <a href="#">KCWP 6: Establishing Learning Culture and Environment</a> | 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.             | CTE tours, CTE parent night, CTE community open house | Assistant Superintendent of Teaching & Learning; Principals   |  | No funding required                  |
|  |   | Building a Better Graduate process began in 2017-18 school year with representation from all stakeholder groups to determine 5 world class skills: collaboration, communication, innovation, critical thinking, and initiative. Definitions, rubrics, and activities to demonstrate in P-12 will be created and implemented. |   | Superintendent; Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches; Teachers |  | No funding required                  |

4: Growth  
State your Growth Goal

| Goal 4: <ul style="list-style-type: none"><li>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.</li><li>Based on spring MAP data by 2021, the percentage of students at each grade level 1-8 making spring-to-spring growth will increase by 15% in reading and math. By 2021 100% of K students will make growth from fall to spring in reading and math; as of spring 2018 76% of students made growth in reading and 86% made growth in math.</li></ul>   |   |   |                    |   |                                  |                          |
|--|---|---|--------------------|---|----------------------------------|--------------------------|
| Which <b>Strategy</b> 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> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul> |   | Which <b>Activities</b> 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> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul> |                    | 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   | Measure of Success | 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 through 8 will make growth in reading on state assessments in 2019. Based on 2019 spring MAP reading data, the percentage of students at each grade level 1-8   | <a href="#">KCWP 1: Design and Deploy Standards</a> | Monitor and evaluate for effectiveness a common research-based core literacy series that aligns with KAS. Also, continue professional learning among grade levels pre K-8 so that full implementation and fidelity of instructional program can occur. Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.   |                    | Assistant Superintendent of Teaching & Learning; Instructional Coaches  |                                  | \$50000 General Fund     |
|  |   | 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   |                    | Assistant Superintendent of Teaching & Learning;  |                                  | \$300000 Title II Part A |

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| <p>making growth from spring 2018 will increase by 5%.<br/> Grade 1- from 62% to 67%<br/> Grade 2- from 47% to 52%<br/> Grade 3- from 54% to 59%<br/> Grade 4- from 52% to 57%<br/> Grade 5- from 52% to 57%<br/> Grade 6- from 43% to 48%<br/> Grade 7- from 48% to 53%<br/> Grade 8- from 59% to 64%</p> <p>By spring 2019 82% of K students will make growth from fall to spring in reading, an increase of 6% from 76% in 2018.</p> |  | collaborative professional learning with all teachers among schools.  |  |  |  |  |
|   |  | 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.   |  | 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 Teaching & Learning; Secondary Principals  |  | No funding required                            |
|   |  | Implement a minimum of 120 minutes of ELA instruction at K-3 and 90 minutes at grades 4-5. Implement a minimum of 84 minutes of ELA instruction at grades 6-8.  |  | Assistant Superintendent of Teaching & Learning; Elementary and Middle School Principals                             |  | No funding required                            |
|   | <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a> | 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, IXL, Master the Code, Saxon Phonics, Imagine Learning (EL), 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<br>Title I<br>Part A,<br>General Fund |
|   |  | District benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement. Reading Inventory Continuum (pre 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                            |
|   |  | Implement use of Imagine Learning with EL students and monitor impact and effectiveness with data.  |  | Assistant Superintendent of District Relations & Operations; EL teachers   |  | \$19500<br>Title III                           |
|   | <a href="#">KCWP 4: Review, Analyze and Apply Data</a>         | Using GradeCam and Reading Inventory Continuum, data from common formative and summative assessment analysis will be  |  | Assistant Superintendent of  |  | \$20000  |
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|  |   | used to inform instruction, assessment, and student achievement.  |   | Teaching & Learning; Principals Instructional Coaches; Teachers                            |  | School Council Funds, Title I Part A          |
|  | <a href="#">KCWP 5: Design, Align and Deliver Support</a> | Continue technology support and maintenance for hardware and software that supports a future ready classroom. Director of Instructional Technology and digital literacy coaches will continue to provide support and embedded professional learning for teachers.                         |   | Director of Technology; Director of Instructional Technology; Digital Literacy Coaches     |  | \$300000 eRATE, General Fund                  |
|  |   | Conduct weekly RTI sessions with individual student or small student groups (preK-8) as identified by data (MAP, common assessments, RIC, teacher observation, or administrative observation), including federally identified demographic gap groups.                                     |   | 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                           |
|  |   | District Reading Coordinator will facilitate 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; District Reading Coordinator              |  | No funding required                           |
|  |   | District team of administrators and school principals will collaborate with KDE consultants to improve student performance among identified federally-defined gap groups.   | Coaching to attend continuous Improvement training. | Assistant Superintendent of Teaching & Learning;   |  | No funding required                           |
|  |   | AR/AR 360 program will be used for Kindergarten - 12th grade students to supplement and support reading instruction as part of ELA curriculum; professional learning will also be provided. Students must have a minimum of 80% accuracy.   | Monitor with AR reports.                            | Assistant Superintendent of Teaching & Learning; Principals; Media Specialists; Teachers   |  | \$15,000 Title I Part A, School Council Funds |
|  |   | District observations and formative walkthroughs of reading instruction at elementary level, including special education.   |   | Assistant Superintendent of Teaching & Learning; Director of Special Education; Elementary |  | No funding required                           |
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|   |  |  |  | Principals; Instructional Coaches   |  |                               |
| <p>Objective 2: As determined by Senate Bill 1 guidelines and definitions for growth, 75% of students in grades 4 through 8 will make growth in math on state assessments in 2019. Based on 2019 spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2018 will increase by 5%.<br/> Grade 1- from 62% to 67%<br/> Grade 2- from 35% to 40%<br/> Grade 3- from 54% to 58%<br/> Grade 4- from 47% to 52%<br/> Grade 5- from 55% to 60%<br/> Grade 6- from 39% to 44%<br/> Grade 7- from 57% to 62%<br/> Grade 8- from 55% to 60%</p> <p>By spring 2019 90% of K students will make growth from fall to spring in reading, an increase of 4% from 86% in 2018.</p> | <a href="#">KCWP 5: Design, Align and Deliver Support</a>      | <p>District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, STAR Math, COMPASS, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Prodigy math, IXL) and programs for math fact fluency (IXL, FASTTMath). District will financially support, as applicable and as available, district required programs.</p> <p>Conduct RTI sessions with individual students or small student groups, including federally identified gap groups, as identified by data (MAP, common assessments, observation or administrator observation).</p> |  | Assistant Superintendent of Teaching & Learning; Director of Instructional Technology                                   |  | \$100000<br>Title I<br>Part A |
|   | <a href="#">KCWP 1: Design and Deploy Standards</a>            | 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  |  | No funding required           |
|   | <a href="#">KCWP 2: Design and Deliver Instruction</a>         | Students in grades 6-8 will receive a minimum 84 minutes of daily math instruction. Students in grades K-5 will receive a minimum of 90 minutes of daily math instruction.   |  | Assistant Superintendent of Teaching & Learning; Principals   |  | No funding required           |
|   | <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a> | Continue to enhance and refine middle and high school math curriculum to go beyond current common summative assessments and refine common formative assessments within units   | Continue emphasis this year. Increase our # of appropriate formatives in content | 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<br>Title II<br>Part A |
|   |  | Continue using evidence-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           |
|   | <a href="#">KCWP 4: Review, Analyze and Apply Data</a>         | Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement in grades K-8 and high school.   | Monitor Math assessments schedule.   | Assistant Superintendent of Teaching & Learning; Instructional Coaches  |  | No funding required           |

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|  |  | 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 |
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5: Transition readiness

State your *Transition readiness* **Goal**

| <div>Goal 5:<ul style="list-style-type: none"><li>As determined by Senate Bill 1 guidelines and definitions for Transition Readiness by 2030, 100% of high school students will be transition ready.</li><li>By 2021 HCS will increase percentage of students scoring kindergarten ready according to Brigance data from % in 2018 to 65%.</li><li>By 2021 100% of 4-year-old preschoolers will meet benchmark skills on HCS Pre-Reading Inventory Continuum.</li></ul></div>  |   |   |   |  |                                  |                       |
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| <div>Which <b>Strategy</b> 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><ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul></div> |   | <div>Which <b>Activities</b> 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><ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul></div> |   | <div>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.</div> |                                  |                       |
| Objective  | Strategy  | Activities to deploy strategy   | Measure of Success  | Person(s) Responsible  | Progress Monitoring Date & Notes | Funding               |
| Objective 1: In 2019 as defined by KDE, 75% of high school students will be transition ready, an increase of 7% from 2018.   | <ul style="list-style-type: none"><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul> | 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.) emphasized by Equity Resource Council and through student participation in completion of graduation plans and ILPs.   | Will design & communicate new Transition Readiness & New Graduation requirements to all stakeholders. | Assistant Superintendent of Teaching & Learning; Multicultural Coordinator; Multicultural Community Liaison  |                                  | \$10,500 General Fund |
|  |   | Communicate with students and parents to inform them of the need for academic interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.  | RTI letter sent to all parents whose children receive intervention.                                   | Assistant Superintendent of Teaching & Learning;   |                                  | No funding required   |

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|  |   |  |   | Principals;<br>Teachers  |  |                       |
|  |   | Small group conferencing for all middle school and high school students within a high interest area.   | GT teacher/counselor monitor through Newland who meets w/GT staff reg.                  | Assistant Superintendent of Teaching & Learning; Secondary Principals; Secondary Guidance Counselors |  | No funding required   |
|  | <ul style="list-style-type: none"> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> </ul> | 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 to enhance students' learning and opportunities.   | Will monitor & record # of dual credit.   | Assistant Superintendent of Teaching & Learning;   |  | No funding required   |
|  |   | Implement activities and strategies outlined in the College and Career Bound Plan.   | Frequent meeting w/ HS staff - Amber Thomas   | Assistant Superintendent of Teaching & Learning; High School Principals; High School Counselors      |  | No funding required   |
|  |   | Transition visits at critical times for students at Pre-K to K; 5 <sup>th</sup> to 6 <sup>th</sup> , and 8 <sup>th</sup> to 9 <sup>th</sup> for all schools.   |   | Assistant Superintendent of Teaching & Learning; Principals; Counselors                              |  | \$10,500 General Fund |
|  | <ul style="list-style-type: none"> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>    | 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. | Monitored y meetings with Thompson and Tilly & required of all AP reports & pass rates. | Assistant Superintendent of Teaching & Learning; High School Principal                               |  | No funding required   |



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|   |   | 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    |
|   | <ul style="list-style-type: none"> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>                | Opportunities for middle school students to earn high school credits in English and math.  |  | Assistant Superintendent of Teaching & Learning   |  | \$180,000 General Fund |
|   |   | Early college opportunities for high school students with Henderson Community College or Madisonville Community College.   | Continue collaboration with HCC & MCC to increase dual credit opportunities. | Assistant Superintendent of Teaching & Learning; High School Administration   |  | No fundings required   |
| Objective 2: In 2018, 55% of students will be kindergarten ready according to Brigance. | <ul style="list-style-type: none"> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> </ul>             | Transition visits at critical times for students at Pre-K to K; 5 <sup>th</sup> to 6 <sup>th</sup> , and 8 <sup>th</sup> to 9 <sup>th</sup> for all schools.   |  | Assistant Superintendent of Teaching & Learning; Principals; Counselors   |  | \$10,500 General Fund  |
|   | <ul style="list-style-type: none"> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul> | 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.   | Letter to parents  | Assistant Superintendent of Teaching & Learning; Principals; Teachers   |  | No Funding Required    |

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| Objective 3: In 2019, 70% of 4-year-old preschoolers will meet benchmarks on HCS Pre-RIC, an improvement of 7% from 2018 (63%). | <ul style="list-style-type: none"><li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li><li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li></ul> | All preschool classrooms will conduct RTI sessions regularly with individual students or small student groups as identified by data (TSG, DIAL-4, P-RIC, teacher created assessments, teacher or administrator observations).  |  | Assistant Superintendent of Teaching & Learning; Preschool administration; preschool teachers  |  | No Funding Required |
|   |   | Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness and efficacy. District and school will conduct preschool walkthroughs and literacy observations.  |  | Assistant Superintendent of Teaching & Learning; Director of Special Education; District Reading Coordinator; Preschool administration |  | No Funding Required |
|   |   | All preschool classrooms will have “push in” times twice monthly for 30 minutes from administrative and grant staff, allowing a 3:1 ratio (students/adult) to focus on early literacy skills as determined by data (TSG, DIAL-4, P-RIC, teacher created assessments, teacher or administrator observations). |  |  |  |                     |