

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

Goal 1 (<i>State your proficiency goal</i>): By 2024 HCS will improve the percentage of students scoring proficient or above on state assessments as follows. Reading- Elementary from 55.6% in 2019 to 65.7%; Middle from 64.2% in 2019 to 72.3%; High- from 43.8% in 2019 to 56.6% (*note 2019 ACT; future KPREP for high school level) Math- Elementary 64.4% in 2019 to 72.5%; Middle from 62.5% in 2019 to 71.0%; High- from 36.4% in 2019 to 50.9%. (*note 2019 ACT; future KPREP for high school level)						
Which Strategy 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>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities 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>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities		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.		
Objective	Strategy	Activities to deploy strategy	Measure of Success	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 2021 in reading as follows: Elementary from 55.6% to 57.6% Middle from 64.2% to 65.8% High- from 43.8% to 46.4%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Monitor and evaluate for effectiveness a research-based core literacy series Fountas & Pinnell Classroom that aligns with KAS. Also, continue professional learning among grade levels K-5.	Continue use of district ELA series at all levels; learning trajectory documents	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches		\$1,000,000 General Fund \$250,000 Title I
		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.	Reading trainings, Foundational reading	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning		\$300,000 Title II Part A \$90,000 Title I

		Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals; Instructional Coaches		No funding required
		Continue with annual revision, implementation and monitoring of district literacy plan, state-required school writing plans. This will also include updated literacy plans that schools will incorporate.	Each school has a literacy, which is approved by SBDM Council and has deadline for submission to KDE. Schools monitor implementation	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; District Reading Coordinator; Principals		No funding required
		At the secondary level, reading, including vocabulary skills, will be taught in all classes across content areas.	Lesson plans are reviewed every week at secondary.	Director of Teaching & Learning; Secondary Principals		No funding required
		Implement 120 minutes of direct reading instruction at K-3 and 90 minutes at grades 4-5.	Reading walkthroughs Principal observations Master schedule	Assistant Superintendent of Teaching & Learning; Elementary Principals		No funding required
	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. Accelerated Reader, Headsprout, STAR, Reading A-Z, Leveled Literacy Intervention, Edgenuity, SRA Corrective Reading, SRA Mastery Reading, Heggerty's Phonemic Awareness, Lexia, Benchmark Assessment System, Imagine Learning, Freckle, Reading Plus, etc.) District will financially support, as applicable and as available, district required programs.	Headsprout reports run 3x. Continued observed use of LLI, Heggerty	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Director Instructional Technology; Director of Special Education;		\$100,000 Title I Part A, General Fund

		District 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 walkthroughs; BAS/ RIC given 3x (K-3). District benchmark & ELA assessment given & analyzed through Grade Cam with teachers & instructional coaches	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; 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.	This is ongoing to analyze in data team meetings at all levels. Coaches report to Assistant Superintendent. RIC - compiled & analyzed and shared with principals, by District Reading Coord.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals; Instructional Coaches; Teachers		\$20,000 Title I Part A
	KCWP 4: Review, Analyze and Apply Data	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.	DIT and digital learning coaches meet with STA's/STC's monthly. Digital coaches have scheduled meetings with all teachers. Instructional walkthroughs as evidence and digital coaches' work calendars.	Director of Instructional Technology; Director of Technology		\$300,000 General Fund

	KCWP 5: Design, Align and Deliver Support	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 basis. IC assure through Friday meetings and give reports; school master schedules with RTI blocks	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Director of Special Education; 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 hearing a consistent message with respect to expectations for ERQs.	Writing folders for all elementary teachers with student work as evidence. Middle school submissions of student work samples in Google drive/digital backpacks.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals; Instructional Coaches		No funding required
		District K-5 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 meet 2-3x/year to assess and reflect on reading instruction in schools.	District Reading Coordinator		\$5,000 Title I
		Continue position of District Reading Coordinator to support reading teachers in instructional strategies.	Meets bi-weekly to report to Asst. Supt.	Assistant Superintendent of Teaching & Learning		\$60,000 Title I
		Accelerated Reader program will be used for Kindergarten - 8th 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.	AR going on in all schools; monitor through reports. Professional learning provided by Renaissance Learning.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals; Media Specialists; Teachers		\$20,000 Title I Part A, School Council Funds

		Continue activities to promote literacy among families such as Brain Bus, Imagination Library promotion, family literacy nights, book walks, Halloween story time, #HCS Reads, Babies Need Words, Read 20 challenges, etc.	Babies Need Words Literacy Nights at all schools - Title 1 binders as evidence	District Reading Coordinator; Public Information Officer; Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning		\$15,000 Title I
		Conduct RTI sessions with individual students or small student groups as identified by data (EasyCBM, STAR math, MAP, common assessments, observation or administrator observation).	RTI schedules in schools.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Director of Special Education; Principals		\$900,000 Title I
Objective 2: HCS will improve the percentage of students scoring proficient or above on state assessments by 2021 in math as follows: Elementary from 64.4% to 66.0% Middle from 62.5% to 64.2% High- from 36.4% to 39.3%	KCWP 5: Design, Align and Deliver Support KCWP 1: Design and Deploy Standards	Continue position of District Math Coordinator to work with all levels in improving math instruction and student achievement.	District Math Coordinator submits schedule and work calendar with weekly meetings.	Director of Teaching & Learning		\$60,000 Title I
		Conduct RTI sessions with individual students or small groups as identified by data (EasyCBM, MAP, common assessments, teacher observation or administrator observation).	RTI schedules and team meetings in schools.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Director of Special Education; Principals		\$300,000 Title I
		District will evaluate for effectiveness K-8 Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Will meet with district 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; Director of Teaching & Learning; District Math Coordinator		\$90,000 General Fund

		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.	Director of Teaching & Learning; Principals		\$200,000 General Fund
		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. Instructional coaches must provide agendas & teachers surveys.	Director 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.	Content area professional learning	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning		\$33,000 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.	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Instructional Coaches		No funding required
	KCWP 4: Review, Analyze and Apply Data KCWP 3: Design and Deliver Assessment Literacy	Formative district math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	K-5 done 3x yearly & analyzed, report given to teacher on trends in gr. level meetings by instructional coaches. 9-12 every unit analyzed. 6-8 each school gives own formatives and analyze at school level	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; District Math Coordinator; Instructional Coaches		\$5,000 Title 1
		Data from analysis of student work will be used to inform instruction and assessment.	Regularly scheduled grade level or content area meetings with instructional coaches/department leads	Assistant Superintendent of Teaching & Learning; Principals; Director of Teaching & Learning District Math Coordinator; Instructional Coaches		No funding required

	KCWP 6: Establishing Learning Culture and Environment	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; District Math Coordinator;		\$15,000 Title 1 Parent Involvement funds
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2: Separate Academic Indicator

<p>Goal 2 (<i>State your separate academic indicator goal</i>): By 2024 HCS will improve the percentage of students scoring proficient or above on state assessments as follows.</p> <p>Writing- Elementary from 45.6 to 58.0%; Middle from 31.5% to 47.1%; High from 62.6% to 71.1%.</p> <p>Science- Elementary from 34.2% to 49.2%; Middle from 29.5% to 45.5%; High from 31.9% to 47.4%.</p> <p>Social Studies - Elementary from 58.7% to 68.1%; Middle from 58.3% to 67.8%; high not applicable at this time.</p>		
<p>Which Strategy 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">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	<p>Which Activities 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">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	<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
Objective 1 HCS will improve the percentage of students scoring proficient or above on state assessments by 2021 in writing as follows: Elementary from 45.6% to 48.1% Middle from 31.5% to 34.6% High from 62.6% to 64.3%.	KCWP 5: Design, Align and Deliver Support	Continue evidence-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning		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. (include writing)	Each school has a literacy & writing plan, which has deadline for submission to KDE.	District Reading Coordinator		No funding required
		District benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	All ELA assess are common assessments 3-12	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals		\$5,000 Title 1

		Benchmark assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.	Will hold 2 benchmarks at MS; elementary 3 district common assessments grades 3-5	Assistant Superintendent of Teaching & Learning; Principals; Director of Teaching & Learning; Instructional coaches		No funding required
	KCWP 3: Design and Deliver Assessment Literacy	Monitor writing opportunities for students through the collection of student work samples.	Done at school. Principals/instructional coaches monitor.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals		No funding required
		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; Director 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. Ensure this occurs with new staff.	Coaches report this is taught & some model.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals		No funding required
	KCWP 4: Review, Analyze and Apply Data	At the secondary level, reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in constructed responses for classroom teachers, especially new staff, to improve student achievement.	Teacher Leader training	Director of Teaching & Learning; Secondary Principals		\$3,000 Title 1
	KCWP 2: Design and Deliver Instruction	Using GradeCam for common formative and summative assessment analysis to inform instruction, assessment, and student achievement.	GradeCam reports. Coaches reports.	Director of Teaching & Learning; Secondary Principals		\$15,000 Title I
		Secondary schools conduct weekly RTI sessions with individual student or small student groups as identified by data	Secondary name/claim - 2x weekly per coaches	Director of Teaching & Learning; Secondary Principals		No funding required

<p>Objective 2</p> <p>HCS will improve the percentage of students scoring proficient or above on state assessments by 2021 in science as follows:</p> <p>Elementary from 34.2% to 37.2%</p> <p>Middle from 29.5% to 32.7%</p> <p>High- from 31.9% to 35.0%.</p>	KCWP 4: Review, Analyze and Apply Data	Data from analysis of student work will be used to inform instruction and assessment.	Schools will analyze TCTs Gr. K-5 in grade level meeting on trends; analyze TCT at 6-12 for 3x.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals		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.	DIT and digital learning coaches meet with STA's/STC's monthly. Digital coaches have scheduled meetings with all teachers. SAMR walkthroughs as evidence and digital coaches' work calendars.	District Technology Coordinator; District Instructional Technology Coordinator; Digital Literacy Coaches		\$300,000 General Fund
		District will monitor and provide resources, as available and as needed, for implementation of programs for science such as Mystery Science (K-5), Science Alive (3, 4, 7), and Generation Genius (K-5).	Mystery Science for K-5 pacing guide. Science Alive resources for Gr. 3-4	Assistant Superintendent of Teaching & Learning		\$19,000 General Fund
		STEAM activities/Makers Space exploration through media centers.	Balance STEAM materials and book selection based on standards within library time at elementary.	Director Instructional Technology; Digital Literacy Coaches; Media Specialists		\$100,000 General Fund
	KCWP 5: Design, Align and Deliver Support	District supports and provides resources for Student Technology Leadership Program clubs for K-12 schools.	Dir Inst Tech and digital coaches work calendars and schedules; student participation in STLP has grown tremendously.	Director Instructional Technology; Digital Coaches		\$20,000 General Fund
		Identify evidenced-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy; peer observations within schools and in other schools.	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals		No funding required

<p>Objective 3: HCS will improve the percentage of students scoring proficient or above on state assessments by 2021 in social studies as follows: Elementary from 58.7% to 60.6% Middle from 58.3% to 60.2% High- not applicable.</p>	KCWP 2: Design and Deliver Instruction	Continue ongoing professional learning with high school teachers aligned with KAS that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice.	Content area professional learning	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning		\$33,000 Title II Part A
		Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	HCHS instructional coach monitors ELA/Social Studies student work.	Director of Teaching & Learning; 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.)	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals		No funding required
		District benchmarks will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Using History Alive for elementary 5 th grade teachers; secondary teachers already have; principals will monitor implementation and effectiveness through lesson plans, observations, and student work.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals		\$5,000 Title 1
	KCWP 5: Design, Align and Deliver Support	Benchmark assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.	Will hold 2 benchmarks at middle school; 2 at elementary	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals		No funding required
		GradeCam data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Will hold 2 scrimmages at middle school; 2 at elementary	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals		No funding required

		Continue to enhance and refine middle and high school common summative and formative assessments within units	GradeCam reports. Secondary Coaches reports.	Director of Teaching & Learning; Principals; Instructional Coaches		\$20,000 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.	DIT and digital learning coaches meet with STA's/STC's monthly. Digital coaches have scheduled meetings with all teachers. Walkthroughs as evidence and digital coaches' work calendars.	District Technology Coordinator; District Instructional Technology Coordinator; Digital Literacy Coaches		No funding required
		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; Director of Teaching & Learning; Principals; Instructional Coaches		\$300,000 General Fund
		For secondary conduct weekly RTI sessions with individual student or small student groups as identified by data (common assessments, teacher observation, or administrative observation).	Grades 6-8 have RTI built in schedule daily. 9-12 - PLT twice weekly. Monitor distribution list	Director of Teaching & Learning; Principals; Instructional Coaches		No funding required
		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; Director of Teaching & Learning; Principals; Instructional Coaches		No funding required
		Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy; peer observations within schools and in other schools.	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Director 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 2024 as follows.	
Reading	<ul style="list-style-type: none">● Elementary for African Americans from 30.8% to 46.5%; Hispanics from 48.8% to 60.4%; for English learners plus monitored from 39.2% to 53.0%; for low socio-economic status from 48.6% to 60.3%; for students with disabilities from 27.5% to 44.0%; for two or more races from 46.6% to 58.7%.● Middle for African Americans from 46.1% to 58.4%; for Hispanics from 56.1% to 66.1%; for English learners plus monitored from 24.1% to 41.4%; for low socio-economic status from 55.4% to 65.5%; for students with disabilities from 23.4% to 40.8%; for two or more races from 57.0% to 66.8%.● High for African Americans from 22.2% to 39.9%; Hispanics from 30.8% to 46.5%; for English learners plus monitored from 0% to 22.7%; for low socio-economic status from 33.2% to 48.4%; for students with disabilities from 9.4% to 30.0%.
Math	<ul style="list-style-type: none">● Elementary for African Americans from 42.7% to 55.7%; Hispanics from 52.4% to 63.2%; for English learners plus monitored from 47.1% to 59.1%; for low socio-economic status from 58.8% to 68.2%; for students with disabilities from 31.8% to 47.3%; for two or more races from 60.3% to 69.3%.● Middle for African Americans from 42.6% to 55.6%; for Hispanics from 56.1% to 66.1%; for English learners plus monitored from 31.0% to 46.7%; for low socio-economic status from 52.0% to 62.9%; for students with disabilities from 16.7% to 35.6%; two or more races from 54.4% to 64.8%.● High- African Americans from 13.6% to 33.2%; for English learners plus monitored from 0% to 22.7%; two or more races from 20.0% to 38.2%; low socio-economic status from 25.5% to 42.4%; students with disabilities from 3.8% to 25.7%.
Science	<ul style="list-style-type: none">● Elementary- for African Americans from 5.0% to 26.6%; for Hispanics from 29.2% to 45.3%; for two or more races from 26.4% to 43.1%; for English learners plus monitored from 35.7% to 50.3%; for low socio-economic status from 26.1% to 42.9%; for students with disabilities from 15.2% to 34.5%.● Middle- for African Americans from 11.6% to 31.7%; for two or more races from 16.7% to 35.6%; for low socio-economic status from 20.8% to 38.8%; for students with disabilities from 7.9% to 28.8%● High- for African Americans from 18.2% to 36.8% for two or more races from 14.8% to 34.2%; for English learners plus monitored from 0% to 22.7%; for low socio-economic status from 21.9% to 39.7%; for students with disabilities from 8.9% to 29.6%.
Social studies	<ul style="list-style-type: none">● Elementary for African Americans from 36.4% to 50.9%; for Hispanics from 45.2% to 57.7%; for two or more races from 54.2% to 64.6%; for English learners from 50.0% to 61.4%; for low socio-economic status from 52.3% to 63.1%; for students with disabilities from 18.3% to 36.9%.● Middle for African Americans from 40.8% to 54.3%; for Hispanics from 47.6% to 59.5%; for two or more races from 66.7% to 74.3%; for low socio-economic status from 48.3% to 60.1%; for students with disabilities from 16.1% to 35.2%
Writing	<ul style="list-style-type: none">● Elementary for African Americans from 25.5% to 42.4%; for Hispanics from 29.0% to 45.1%; for two or more races from 43.8% to 56.6%; for English learners from 22.2% to 39.9%; for low socio-economic status from 39.3% to 53.1%; for students with disabilities from 22.0% to 39.7%.● Middle for African Americans from 18.4% to 36.9%; for Hispanics from 19.0% to 37.4%; for two or more races from 35.9% to 50.5%; for low socio-economic status from 22.7% to 40.3%; for students with disabilities from 11.3% to 31.5%.

- High for African Americans from 45.5% to 57.9%; for Hispanics from 46.2% to 58.4%; for two or more races from 55.6% to 65.7%; for English learners plus monitored from 25.0% to 42.0%; for low socio-economic status from 50.9% to 62.1%; for students with disabilities from 14.3% to 33.8%.

<p>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></p> <ul style="list-style-type: none"> • 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 	<p>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></p> <ul style="list-style-type: none"> • 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 	<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>Objective 1: HCS will improve the percentage of students within the following gap groups scoring proficient or above on state assessments by 2021 as follows. Reading</p> <ul style="list-style-type: none"> • Elementary for African Americans from 30.8% to 33.9%; Hispanics from 48.8% to 51.1%; for English learners plus monitored from 39.2% to 42.0%; for 	<p>KCWP 2: Design and Deliver Instruction</p>	<p>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.</p>	<p>LLI, Heggerty, IXL, Reading Plus, BAS, Lexia; Title 1 plan through GMAP.</p>	<p>Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Director of Special Education</p>		<p>\$900,000 Title I</p>
		<p>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, EZ-CBM</p>	<p>MAP, every coach reports analysis of MAP data.</p>	<p>Assistant Superintendent of Teaching & Learning; Director of Assessment & Accountability; Director of Special Education</p>		<p>\$60,000 Title I</p>

<p>low socio-economic status from 48.6% to 50.9%; for students with disabilities from 27.5% to 30.8%; for two or more races from 46.6% to 49.0%.</p> <ul style="list-style-type: none"> Middle for African Americans from 46.1% to 48.6%; for Hispanics from 56.1% to 58.1%; for English learners plus monitored from 24.1% to 27.6%; for low socio-economic status from 55.4% to 57.4%; for students with disabilities from 23.4% to 26.9%; for two or more races from 57.0% to 59.0%. High for African Americans from 22.2% to 25.7%; for Hispanics from 30.8% to 33.9%; for English learners plus monitored from 9.0% to 4.5%; for low socio-economic 		All schools will conduct RTI sessions regularly with individual students or small student groups as identified by data (MAP, common assessments, KPREP, RIC, BAS, teacher or administrative observation).	RTI is scheduled in every school on a daily/weekly basis. school master schedules with RTI blocks	Assistant Superintendent of Teaching & Learning; Director 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 observations including special education; district reading coordinator will support this process.	Walkthroughs and coaching with principal & inst coach	Assistant Superintendent of Teaching & Learning; Director of Special Education; Director of Instructional Technology; Instructional Coaches; District Reading Coordinator		\$60,000 General Fund
		Tier 1 core instruction K-8 will ensure 80% of students will master grade level standards as evidenced by assessment data.	MAP data; district common assessments; school common formative assessments	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning		\$47 million General Fund, Title funds, state grants
		Use Imagine Learning web-based program with English Learners levels 3 and below K-12 for improving reading, writing, speaking, and listening skills through language and literacy and math.	Program reports; student performance on WIDA ACCESS	Director of Assessment & Accountability; EL teachers		\$13,500 Title III
		Rosetta Stone (English) for EL newcomers grades 6-12 will be used to acquire skills in reading, writing, listening, and speaking. (3-year contract)	Program reports; student performance on WIDA ACCESS	Director of Assessment & Accountability; EL teachers		\$7200 Title III
		Regional English Learners Network (GRREC) for professional learning. (4 days throughout school year)	Professional learning strategies taught to others and implemented in classrooms	Director of Assessment & Accountability; EL teachers		\$1000 Title III

<p>Math</p> <ul style="list-style-type: none"> status from 33.2% to 36.2%; for students with disabilities from 9.4% to 13.5%. Elementary for African Americans from 42.7% to 45.3%; Hispanics from 52.4% to 54.6%; for English learners from 47.1% to 49.5%; for low socio-economic status from 58.8% to 60.7%; for students with disabilities from 31.8% to 34.9%; for two or more races from 60.3% to 62.1%. Middle for African Americans from 42.6% to 45.2%; for Hispanics from 56.1% to 58.1%; for English learners plus monitored from 31.0% to 34.1%; for low socio-economic status from 52.0% to 54.2%; for 		Ellevation program used to monitor English Learners Program Service Plans (PSPs), assessment data, meeting information, goals, and progress. Includes platform, implementation, and online professional learning.	Data in Ellevation uploaded daily from Infinite Campus	Director of Assessment & Accountability; EL teachers; gen ed teachers		\$6900 Title I \$3000 Title III
		Implement culturally responsive teaching through school mentor programs, school-wide training for cultural responsiveness, and minority teacher recruitment plan.	Documentation of professional learning; school mentoring programs; documentation on teacher recruitment and numbers of diverse teacher population; Larry Bell professional learning (SMS); book studies	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Director of Human Resources; School Principals		\$5000 Title II
	KCWP 3: Design and Deliver Assessment Literacy	Formative district and ELA common assessments grades 3-12 will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Will hold 2 scrimmages at middle school; 2 at elementary	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning		No funding required
	KCWP 4: Review, Analyze and Apply Data	Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	GradeCam used K-12 on all common assessments.	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology; Principals; Director of Teaching & Learning		No funding required

<p>students with disabilities from 16.7% to 20.5%; two or more races from 54.4% to 56.5%.</p> <ul style="list-style-type: none"> High- African Americans from 13.6% to 17.5%; two or more races from 20.0% to 23.6%; for Hispanics from 23.1% to 26.6%; for English learners plus monitored from 0.0% to 4.5%; for low socio-economic status from 25.5% to 28.9%; students with disabilities from 3.8% to 8.2%. <p>Science</p> <ul style="list-style-type: none"> Elementary- For African Americans from 5.0% to 9.3%; for Hispanics from 29.2% to 32.4%; for two or more races from 26.4% to 29.7%; for English learners plus monitored from 35.7% to 38.6%; for 		EasyCBM/STAR will be used to monitor student progress for those in RTI programs in grades K-8.	EZ-CBM reports; STAR reports	Assistant Superintendent of Teaching & Learning; Director of Special Education		\$6,000 Title I
		Special Education program (with emphasis on co-teaching model) will be implemented with continued monitoring and teacher development and support.	Professional learning ongoing; walkthroughs for monitoring; analysis and monitoring of student placement/services through IC reports	Director of Special Education; Principals		\$2,000 IDEA B
	KCWP 5: Design, Align and Deliver Support	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	Director 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.	Professional learning on de-escalation, TIC; behavior RTI protocols revised; Project AWARE director coordinates monthly Collaborative Partners meetings; all schools implement PBIS	Assistant Superintendent of Teaching & Learning; Director of Special Education; Director of Special Education; AWARE Project Director; District Social Worker; Principals		\$75000 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 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.	Monthly list of students who receive services; district homeless coordinator's work schedule	Assistant Superintendent of Teaching & Learning; Director of Pupil Personnel; Homeless Coordinator		\$28,000 Title 1

<div>low socio-economic status from 26.1% to 29.5%; for students with disabilities from 15.2% to 19.1%.<ul style="list-style-type: none">● Middle- For African Americans from 11.6% to 15.6%; for two or more races from 16.7 to 20.5%; for low socio-economic status from 20.8% to 24.4%; for students with disabilities from 7.9 to 12.1.● High-for African Americans from 18.2% to 21.9%; for two or more races from 14.8% to 18.7%; for English learners plus monitored from 9.% to 4.5%; for low socio-economic status from 21.9% to 25.5%; for students with disabilities from 8.9% to 13.0%.</div> <div>Social studies<ul style="list-style-type: none">● Elementary for African Americans</div>		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	Director of Teaching & Learning; Principals		\$275,000 ESS Grant

<p>from 36.4% to 39.3%; for Hispanics from 45.2% to 47.7%; for two or more races from 54.2% to 56.3%; for English learners plus monitored from 50.0% to 52.3%; for low socio-economic status from 52.3% to 54.5%; for students with disabilities from 18.3% to 22.0%.</p> <ul style="list-style-type: none">● Middle for African Americans from 40.8% to 43.5%; for Hispanics from 47.6% to 50.0%; for two or more races from 66.7% to 68.2%; for low socio-economic status from 48.3% to 50.7%; for students with disabilities from 16.1% to 19.9% <p>Writing:</p> <ul style="list-style-type: none">● Elementary for African Americans from 25.5 to 28.9%; for Hispanics from 29.0% to 32.2%; for						
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<p>two or more races from 43.8% to 46.4%; for English learners plus monitored from 22.2% to 25.7%; for low socio-economic status from 39.3% to 42.1%; for students with disabilities from 22.0% to 25.5%.</p> <ul style="list-style-type: none">• Middle for African Americans from 18.4% to 22.1%; for Hispanics from 19.0% to 22.7%; for two or more races from 35.9% to 38.8%; for low socio-economic status from 22.7% to 26.2%; for students with disabilities from 11.3% to 15.3%;• High for African Americans from 45.5% to 48.0%; for Hispanics from 46.2% to 48.6%; for two or more races from 55.6% to 57.6%; for English learners plus monitored from 25.0% to 28.4%; for low socio-economic						
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status from 50.9% to 53.1%; for students with disabilities from 14.3% to 18.2%.						
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3: Graduation rate

State your Graduation rate Goal

Goal 3: HCS will improve graduation rate from 90.5% in 2020 to 91.7% by 2024.						
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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: 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	Measure of Success	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: HCS will improve graduation rate from 90.5% in 2020 to 91.1% in 2021 as based on long-term goals set by KDE.	KCWP 4: Review, Analyze and Apply Data	Ensure all 6th-12th grade students complete yearly components of HCS ILP. Review ILP with students quarterly and parents.	Will monitor by school for completion	Director 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 HCHS, HCHS counselors to middle schools 2x. Individual Learning Plans (ILPs)	Director of Teaching & Learning; Secondary Principals; Guidance Counselors		\$10,000

	KCWP 2: Design and Deliver Instruction	Career and Technical Education will continue to offer courses in all 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; enrollment in career majors	Director of Teaching & Learning; High School Principal; CTE Unit Principal		\$900000 Perkins Funds, General Fund
	KCWP 5: Design, Align and Deliver Support	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.	IC report; team meets monthly; reduction in dropout rate	Director of Teaching & Learning; Assistant Superintendent of Administration; High School Administration		No funding required
	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. Financial literacy for students and parents. Field and Main Bank financial literacy program with HCHS.	CTE tours, CTE parent night, CTE community open house	Director of Teaching & Learning; Principals		No funding required
		Building a Better Graduate 5 world class skills: collaboration, communication, innovation, critical thinking, and initiative. Definitions, rubrics, and activities to demonstrate in P-12 implemented and students use digital backpacks for evidence of each skills; students in grades 5, 8, and 12 present defenses of skills for transition to next level of learning.	P-12 implementing activities using definitions/rubrics for collaboration, critical thinking, communication. Student evidence will be collected by all teachers in BaBG folders; grades 5, 8, 12 defenses; implementation of authentic learning	Superintendent; Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches; Teachers		\$24000 General Fund

4: Growth
State your *Growth Goal*

<p>Goal 4:</p> <ul style="list-style-type: none">As determined by Senate Bill 1 guidelines and definitions for growth, by 2024 HCS will increase the percent of students in grades 4 through 8 making growth in reading from 70.9% in 2019 to 77.4% and in math from 75.5% in 2019 to 81.0% on state assessments.Based on spring MAP data by 2024, the percentage of students at each grade level 1-8 making spring-to-spring growth will increase by 15% (3% each year) in reading and math. By 2024 100% of K students will make growth from fall to spring in reading and math; as of spring 2019 86% of kindergarten students made growth in reading and 89% made growth in math.							
<p>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>)</p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		<p>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>)</p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		<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
Objective 1: As determined by Senate Bill 1 guidelines and definitions for growth, HCS will increase percentage of students in grades 4 through 8 making growth in reading on state	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 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.		Continue use of district ELA series at all levels. Foundational reading, Secondary - content Work Days, Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Instructional Coaches		\$50000 General Fund

<p>assessments from 70.9% in 2019 to 72.2% in 2021. Based on 2021 spring MAP reading data, the percentage of students at each grade level 1-8 making growth from spring 2019 will increase by 3%.</p> <p>Grade 1- from 56% to 59% Grade 2- from 50% to 53% Grade 3- from 52% to 55% Grade 4- from 49% to 52% Grade 5- from 60% to 63% Grade 6- from 51% to 54% Grade 7- from 52% to 55% Grade 8- from 68% to 71%</p> <p>By spring 2021, 89% of K students will make growth from fall to spring in reading, an increase of 3% from 86% in 2019.</p>			Agendas/sign in sheets from sessions.			
		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 all teachers among schools.	Continue use of district ELA series at all levels. Foundational reading, Secondary content Work Days, Monitored through instructional walkthroughs in schools by district and school administration. Agendas/sign in sheets from sessions.	Assistant Superintendent of Teaching & Learning; Director 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.	Each school has a literacy & writing plan, which has deadline for submission to KDE.	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning		No funding required
		At the secondary level, reading strategies, including vocabulary skills, will be taught in all classes across content areas.	content work days	Director 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.	Elementary master schedules; middle school master schedules	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Elementary and Middle School Principals		No funding required

	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, Edgenuity, SRA Corrective Reading, SRA Mastery Reading, IXL, Imagine Learning (EL), Heggerty's Phonemic Awareness, Lexia, Reading Plus, etc.) District will financially support, as applicable and as available, district required programs.	Usage/progress on student performance reports submitted to district administration quarterly; instructional walkthroughs	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology; Director of Special Education		\$150,000 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 (pre K-3) administration minimum two times per year. BAS (Benchmark Assessment System) for K 2x/yr; 1 st 3x/yr and 2 nd minimum 2x/yr. Benchmark and scrimmage assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.	Elementary 2x; middle school 2x; RIC data; gradecam reports; lesson plans; instructional walkthroughs; BAS running records; middle school formative assessments every 3 weeks; elementary weekly formative assessments	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Instructional Coaches		No funding required
		Implement use of Imagine Learning with EL students and monitor impact and effectiveness with data.	Reports of student progress/growth analyzed at least quarterly at school/district level	Director of Assessment & Accountability; EL teachers		\$19500 Title III
	KCWP 4: Review, Analyze and Apply Data	Using GradeCam and Reading Inventory Continuum and BAS, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Gradecam reports; individual student RIC folders; BAS running records; school data teams analyze and district analyzes common assessments	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals Instructional Coaches; Teachers		\$20000 School Council Funds, Title I Part A

	KCWP 5: Design, Align and Deliver Support	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.	Dir Inst Tech and digital learning coaches meet with STA's/STC's monthly. Digital coaches have scheduled meetings with all teachers. SAMR walkthroughs as evidence and digital coaches' work calendars.	Director of Technology; Director of Instructional Technology; Digital Literacy Coaches		\$300000 General Fund
		Conduct daily RTI sessions with individual student or small student groups (preK-8) as identified by data (MAP, common assessments, RIC, BAS, AIMSweb, teacher observation, or administrative observation), including federally identified demographic gap groups.	Elementary/middle school master schedules; middle schools group students for daily interventions and data teams meet twice monthly analyzing student data; elementary data teams meet weekly	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Director of Special Education; Principals		No funding required
		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 hearing a consistent message with respect to expectations for ERQs and ODW.	Writing folders for all elementary teachers with student work as evidence. Middle school submissions of student work samples from DCAs to district administration.	Assistant Superintendent of Teaching & Learning; Director 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.	2019 mid-year meeting	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; Director of Teaching & Learning		No funding required
		AR program will be used for Kindergarten - 8th grade students to supplement and support reading instruction as part of ELA curriculum. Students must have a minimum of 80% accuracy.	Monitor with AR reports.	Assistant Superintendent of Teaching & Learning; Director 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.	Walkthroughs conducted for all schools; follow up with administration/coaches and report impact with teachers instructionally	Assistant Superintendent of Teaching & Learning; Director of Special Education; Elementary Principals; Instructional Coaches		No funding required
Objective 2: As determined by Senate Bill 1 guidelines and definitions for growth, HCS will increase the percentage of students in grades 4-8 making growth in math on state assessments from 75.5% in 2019 to 76.6% in 2021.	KCWP 5: Design, Align and Deliver Support	District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. STAR Math, Edgenuity, SRA Corrective Math, Math in Focus, Every Day Counts, EX-CBM, IXL) and programs for math fact fluency (IXL, Reflex Math). District will financially support, as applicable and as available, district required programs.	Reports from program student usage/progress/growth; MAP data	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology; District Math Coordinator		\$100000 Title I Part A

<p>Based on 2021 spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2019 will increase by 3%.</p> <p>Grade 1- from 64% to 67%</p> <p>Grade 2- from 43% to 46%</p> <p>Grade 3- from 55% to 58%</p> <p>Grade 4- from 49% to 52%</p> <p>Grade 5- from 60% to 63%</p> <p>Grade 6- from 36% to 39%</p> <p>Grade 7- from 56% to 59%</p> <p>Grade 8- from 65% to 68%</p> <p>By spring 2021 91% of K students will make growth from fall to spring in math, an increase of 2% from 89% in 2019.</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).	Elementary/middle school master schedules; middle schools group students for daily interventions and data teams meet twice monthly analyzing student data; elementary data teams meet weekly	Assistant Superintendent of Teaching & Learning; Director of Special Education; Director of Teaching & Learning Principals		No funding required
	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.	DCAs administered in elementary 3-4x/year; middle school gradecam; instructional walkthroughs by District Math Coordinator and meets with middle school math data teams twice monthly	Director of Teaching & Learning; District Math Coordinator		No funding required
	KCWP 2: Design and Deliver Instruction	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.	Elementary and Middle School master schedules	Director of Teaching & Learning; Principals		No funding required
	KCWP 3: Design and Deliver Assessment Literacy	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	Director of Teaching & Learning; District Math Coordinator; Secondary Principals; Instructional Coaches		No funding required

		Continue using evidence-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Instructional walkthroughs in all elementary/middle schools by District Math Coordinator and meets with middle school math data teams twice monthly	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Instructional Coaches		No funding required
		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; Director of Teaching & Learning; Instructional Coaches		No funding required
	KCWP 4: Review, Analyze and Apply Data	Data from analysis of student work will be used to inform instruction and assessment.	DCAs administered in elementary 3-4x/year; middle school gradecam; instructional walkthroughs by District Math Coordinator and meets with middle school math data teams twice monthly	Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals; Instructional Coaches		No funding required

5: Transition readiness

State your Transition readiness Goal

<p>Goal 5:</p> <ul style="list-style-type: none">As determined by Senate Bill 1 guidelines and definitions for Transition Readiness, 82% of grade 12 students will be transition ready by 2024, an increase of 5% from 77% in 2019.By 2024 HCS will increase percentage of students scoring kindergarten ready according to Brigance data from 52.8% in 2018-19 to 57.8%.By 2024 100% of 4-year-old preschoolers will meet benchmark skills on HCS Pre-Reading Inventory Continuum. (2018 63%)						
<p>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></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		<p>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></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		<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
Objective 1: In 2021 as defined by KDE, 78% of grade 12 students will be transition ready, an increase of 1% from 2019.	<ul style="list-style-type: none">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.) emphasized by Equity Resource Council and through student participation in completion of graduation plans and ILPs.	Will continue implementation of new Transition Readiness & graduation requirements to all stakeholders.	Director 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 communication with all parents whose children receive intervention.	Director of Teaching & Learning; Principals; Teachers		No funding required
		Small group conferencing for all middle school and high school students within a high interest area.	GT teacher/counselor monitor through GT coordinator who meets w/GT staff reg.	Director of Teaching & Learning; Secondary Principals; Secondary Guidance Counselors		No funding required
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support 	By collaborating with teachers, community and parents, clear, measurable expectations will be set to assure an effective transition from middle school to high school to communicate and monitor effective academic or career readiness to meet graduation qualifiers. Students in grades 5, 8, and 12 will present on learned BaBG skills to demonstrate transition readiness for next level.	Communications through social media, parent links, meetings with families, counselors to middle schools; agendas	Director 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; IC reports; state reports of data	Director of Teaching & Learning;		No funding required
		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.	Schedules of visits from all levels	Director of Teaching & Learning; Principals; Counselors		\$10,500 General Fund
	<ul style="list-style-type: none"> 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.	Monitored by meetings with HS administration and AP coordinator; required AP reports & pass rates.	Director of Teaching & Learning; High School Principal		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 in implementing and monitoring interventions for students.	DPP runs reports quarterly; HCHS Friday meetings; retention data, chronic absenteeism data, Cambridge data, and IC Tableau Visualization data will also be used.	Director of Pupil Personnel; High School Administration		No funding required
	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	Opportunities for middle school students to earn high school credits in English and math.	IC rosters for credits earned	Director of Teaching & Learning		\$180,000 General Fund
		Early college opportunities for high school students with Henderson Community College.	Continue collaboration with HCC to increase dual credit opportunities.	Director of Teaching & Learning; High School Administration		No funding required
Objective 2: In 2020-2021, 54.8% of students will be kindergarten ready according to Brigance.	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support 	Transition visits at critical times for students at Pre-K to K	Schedule of all activities/events	Director of Teaching & Learning; Principals; Counselors		\$10,500 General Fund
	<ul style="list-style-type: none"> 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.	RTI letter to parents; fewer students needing interventions	Director of Teaching & Learning; Principals; Teachers		No Funding Required
Objective 3: In 2021, 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"> KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data 	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).	Report on Pre-RIC data; walkthroughs by District Reading Coordinator	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.	Walkthroughs by District Reading Coordinator/district team/school administration	Assistant Superintendent of Teaching & Learning; Director of Special Education; District Reading Coordinator; Preschool administration		No Funding Required
		All preschool classrooms will have weekly visits from kindergarten readiness team to work 1:1 and with small groups to focus on essential skills deemed critical for K readiness, allowing a 3:1 ratio (students/adult) to focus on early literacy skills, math, and SEL as determined by data (TSG, DIAL-4, P-RIC, teacher created assessments, teacher or administrator observations).	Student performance on Pre-RIC data	Preschool administration; preschool teachers		No Funding Required