

Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

1: Proficiency

Goal 1: By 2026 HCS will improve the percentage of students scoring proficient or above on state assessments as follows. Reading- Elementary from 38.8% in 2021 to 62.0%; Middle from 46.0% in 2021 to 70.0%; High- from 32.0% in 2021 to 45.0% Math- Elementary 40.3% in 2021 to 65.0%; Middle from 43.3% in 2021 to 73.0%; High- from 32.2% in 2021 to 45.0%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2022 in reading as follows: Elementary from 38.8% to 42.6% Middle from 46.0% to 50.7% High- from 32.0% to 34.6%	<u>Design and Deploy Standards</u> Through development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through instructional objectives and learning trajectories. <u>Design and Deliver Instruction</u> Teachers and staff will implement appropriate literary strategies to increase student achievement in reading.	Monitor and evaluate for effectiveness an evidence-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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; Instructional Coaches	\$500,000 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 Professional Development, Foundational reading My Perspectives from Savaas Learning - HS	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary)	\$300,000 ESSER \$90,000 Title I
		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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); 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 plan, which is approved by SBDM Council and has a deadline for submission to KDE.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); District Literacy Coach; 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 the secondary level.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Secondary Principals	No funding required
		Implement 120 minutes of direct reading instruction at K-3 and 100 minutes at grades 4-5.	Reading walkthroughs Principal observations Master schedule	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	No funding required
		Implement 90 minutes daily of direct reading instruction for grades 6-8 and 47 minutes for grades 9-12.			

	<u>Design and Delivery Assessment Literacy</u> Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.	District will continue monitoring evidence-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.	PLC data discussions around student data.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director Instructional Technology; Director of Special Education	\$100,000 Title I Part A, General Fund
		Elementary district ELA BAS (Benchmark Assessment System) will be administered to monitor curriculum implementation, inform instruction, and measure achievement. BAS (1-5) administration minimum two times per year; K - 2 times per year. The high school uses common assessments.	Reading walkthroughs; BAS District benchmark & ELA assessment given & analyzed through GradeCam or formative assessment with teachers & instructional coaches	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Instructional Coaches	No funding required
		Using GradeCam, BAS, and Formative, analysis of data will be used to inform instruction, assessment, and student achievement.	Analysis of data is ongoing and occurs at all levels. Instructional coaches report to Assistant Superintendent. BAS-compiled & analyzed and shared with principals, by District Literacy Coach.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Teaching & Learning; Principals; Instructional Coaches; Teachers	\$10,000 Title I Part A
	<u>Review, Analyze, and Apply Data</u> Through analysis of a variety of reading assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	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 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	Monitored through district technology walkthroughs Person(s) Responsible: Director of Instructional Technology; Director of Technology	\$300,000 General Fund
		RTI team will meet at least two times per month to analyze assessment data and identify tier needs for individual students, as identified by the following data: MAP, common assessments, BAS, STAR, classroom performance.	Interventions are scheduled in every school on a daily/weekly basis. IC assure through Friday meetings and give reports;	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Principals	No funding required

			school master schedules with intervention blocks		
	<p><u>Design, Align, and Deliver Support</u> Support services help provide opportunities to our students who need additional assistance.</p>	Provide reading intervention sessions with individual students or small student groups as identified by data (STAR Early Literacy Reading, MAP, common assessments, RIC, teacher observation, or administrative observation).	Intervention schedules in schools	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Principals	\$900,000 Title I
		Elementary/Middle school teachers, school leaders and/or district leaders will model constructed 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/constructed response questions.	Writing folders for all elementary teachers with student work as evidence. Middle school submissions of student work samples in Google drive.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Instructional Coaches	No funding required
		District K-5 literacy committee, led by district literacy coach, evaluates effectiveness of programs and processes in order to improve literacy achievement and number of students reading and writing on grade level.	The Literacy Committee will meet 2x/year to assess and reflect on literacy instruction in schools.	Person(s) Responsible: District Literacy Coach	\$5,000 Title I
		Continue position of District Literacy Coach to support teachers in instructional strategies.	Meets bi-weekly to report to Asst. Supt.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary)	\$60,000 Title I
		Accelerated Reader program will be used for Kindergarten - 8th grade students to supplement and support literacy 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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); 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, Read 20 challenges, etc.	Literacy Nights at all schools - Title 1 binders as evidence	Person(s) Responsible: District Literacy Coach; Public Information Officer; Assistant Superintendent of Teaching & Learning (Elementary & Secondary)	\$15,000 Title I
<p>Objective 2: HCS will improve the percentage of students scoring proficient or above on state assessments by 2022 in math as follows:</p>	<p><u>Design and Deploy Standards</u> Through development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through instructional objectives and learning trajectories.</p>	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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary)	\$60,000 Title I
		Conduct Math intervention sessions with individual students or small groups as identified by data (Aimswest, MAP,	Intervention schedules and team meetings in schools.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Principals	\$300,000 Title I

<p>Elementary from 40.3% to 45.0%</p> <p>Middle from 43.3% to 48.8%</p> <p>High from 32.2% to 34.7%</p>	<p><u>Design, Align, and Deliver Support</u></p> <p>District level administrators provide support and feedback to teachers in order to improve teacher effectiveness and student learning.</p>	common assessments, teacher observation or administrator observation).			
		District will evaluate for effectiveness K-5 Math in Focus and Every Day Counts Calendar curricula. As needed and as available, the district will provide curriculum resources spiral review (K-5), and Math talks.	Will meet with the district Math Coordinator for weekly reports on MIF & Sec. Math. The Math Coordinator will meet with secondary math teacher groups to guide math instruction.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); 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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Principals; Instructional Coaches	\$200,000 General Fund
		Continue to administer 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.	Person(s) Responsible: 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.	Content area professional learning	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary)	\$33,000 Title II Part A
		Identify evidence-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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Instructional Coaches	No funding required
	<p><u>Review, Analyze, and Apply Data</u></p> <p>Through analysis of a variety of math assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and</p>	Formative 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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); District Math Coordinator; Instructional Coaches	\$5,000 Title 1
		The RTI team will meet at least two times per month to analyze assessment data and identify their needs for individual students, as identified by the following data: MAP,	Interventions are scheduled in every school on a daily/weekly basis. IC assure through Friday	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Principals	No funding required

	differentiated instruction will be planned based on the results.	common assessments, BAS, STAR, classroom performance.	meetings and give reports; school master schedules with intervention blocks		
	<u>Design, Align, and Deliver Support</u> Support services help provide opportunities to our students who need additional assistance.	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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; District Math Coordinator; Instructional Coaches	No funding required
	<u>Establishing Learning Culture & Environment</u> Establishing a learning culture helps to partner students, staff, and parents in order to aim for a collaborative goal.	Continue family nights in math for elementary schools.	All Elementary held Math nights. Title 1 binder evidence & reports from coaches, and evidence of purchase orders.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary); Principals; District Math Coordinator	\$15,000 Title 1 Parent Involvement funds

2: Separate Academic Indicator

Goal 2: By 2026 HCS will improve the percentage of students scoring proficient or above on state assessments as follows. Writing- Elementary from 38.1 in 2021 to 58.2%; Middle from 49.5% in 2021 to 55.0%; High from 65.7% in 2021 to 70.0%. Science- Elementary from 26.0% in 2021 to 51.2%; Middle from 21.6% in 2021 to 27.5%; High from 29.2% in 2021 to 32.0%. Social Studies - Elementary from 58.7% in 2019 to 63.2%; Middle from 58.3% in 2019 to 73.8%; high not applicable at this time.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2022 in writing as follows: Elementary from 38.1% to 41.2% Middle from 49.5 to 55.0% High from 65.7% to 70.0%.	<u>Design, Align, and Deliver Support</u> District level administrators provide support and feedback to teachers in order to improve teacher effectiveness and student learning.	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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning(Elementary & Secondary)	No funding required
		Continue with annual revision, implementation and monitoring of the 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 a deadline for submission to KDE.	Person(s) Responsible: District Literacy Coach	No funding required
		Common 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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	\$5,000 Title I
		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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; Instructional Coaches	No funding required
	<u>Design and Delivery Assessment Literacy</u> Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.	Monitor writing opportunities for students through the collection of student work samples.	Done at school. Principals/instructional coaches monitor.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); 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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	No funding required
		Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW. Ensure this occurs with new staff.	Coaches report this is taught & models some. .	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	No funding required

	<u>Review, Analyze, and Apply Data</u> Through analysis of a variety of writing pieces, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Secondary Principals	\$3,000 Title 1
	<u>Design and Deliver Instruction</u> Teachers and staff will implement appropriate teaching strategies to increase student achievement in writing	Using GradeCam and GoFormative for common formative and summative assessment analysis to inform instruction, assessment, and student achievement.	GradeCam reports. Coaches reports.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Secondary Principals	\$5,000 Title I
		Schools conduct weekly RTI sessions with individual students or small student groups as identified by data.	Secondary name/claim and RTI classes - weekly per coaches Elementary looks at ongoing data to determine which students need to receive additional support.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	No funding required
Objective 2: HCS will improve the percentage of students scoring proficient or above on state assessments by 2022 in science as follows: Elementary from 26.0% to 30.9% Middle from 21.6% to 22.7% High- from 29.2% to 30.7%	<u>Review, Analyze, and Apply Data</u> Through analysis of a variety of science assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	Data from analysis of student work will be used to inform instruction and assessment.	Schools will analyze science assessments in grade level meeting to identify trends	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); 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.	Director of Instructional Technology 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.	Person(s) Responsible: District Technology Coordinator; District Instructional Technology Coordinator; Digital Literacy Coaches, Instructional Coaches	\$300,000 General Fund
		District will monitor and provide resources, as available and as needed, for implementation of programs for science	Science Alive resources for Gr. 3-4	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary)	\$19,000 General Fund

		such as Science Alive (3, 4, 7) and Generation Genius (K-5).			
		STEAM activities/Makers Space exploration through media centers.	Balance STEAM materials and book selection based on standards within library time at elementary.	Person(s) Responsible: Director Instructional Technology; Digital Literacy Coaches; Media Specialists	\$100,000 General Fund
	<u>Design, Align, and Deliver Support</u> District level administrators provide support and feedback to teachers in order to improve teacher effectiveness and student learning.	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.	Person(s) Responsible: 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. Embedded PD for collaboration opportunities when available.	Monitored through instructional walkthroughs in schools by district and school administration.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	No funding required
Objective 3: HCS will improve the percentage of students scoring proficient or above on state assessments by 2022 in social studies as follows: Elementary from 58.7% to 59.1% Middle from 58.3% to 60.8% High- not applicable.	<u>Design and Deliver Instruction</u> Teachers and staff will implement inquiry-based teaching strategies to increase student achievement in social studies.	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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary)	\$33,000 Title II Part A
		Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy. (i.e. Claim/Evidence/Reasoning bellwork)	HCHS instructional coach monitors ELA/Social Studies student work.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); 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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	No funding required
		School benchmarks will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Using History Alive for elementary 5 th grade teachers; principals will monitor implementation and effectiveness through lesson plans, observations, and student work.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	\$5,000 Title I
	<u>Design, Align, and Deliver Support</u> District level administrators	Benchmark assessments (MC, SA, ERQ) will be conducted and results analyzed to	Principals will monitor implementation and effectiveness through	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	No funding required

	provide support and feedback to teachers in order to improve teacher effectiveness and student learning.	improve instruction for middle schools and elementary schools.	lesson plans, observations, and student work.		
		Continue to enhance and refine middle and high school common summative and formative assessments within units	GradeCam reports/GoFormative. Secondary Coaches reports.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Principals; Instructional Coaches	\$20,000 ESSER
		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.	Person(s) Responsible: District Technology Coordinator; District Instructional Technology Coordinator; Digital Literacy Coaches; Instructional 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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; Instructional Coaches	\$300,000 General Fund
		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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); 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.	Students will be able to write an ERQ at least to proficiency.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); 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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; Instructional Coaches	No funding required

3: Growth

Goal 3:

Based on spring MAP data **by 2026**, 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 2026**, the percentage of kindergarten students making fall-to-spring growth will increase 25% (5% each year) in reading and math; as of spring 2021 35% of kindergarten students made growth in reading and 38% made growth in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Based on 2022 spring MAP data, the percentage of students at each grade level 1-8 making growth in reading from spring 2021 will increase by 3%. Grade 1- from 34% to 37% Grade 2- from 36% to 39% Grade 3- from 28% to 31% Grade 4- from 26% to 29% Grade 5- from 25% to 28% Grade 6- from 34% to 37% Grade 7- from 34% to 37% Grade 8- from 38% to 41% By spring 2022, 40% of K students will make growth in reading from fall to spring in math, an increase of 5% from 35% in 2021.	<u>Design and Deploy Standards</u> Through development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through instructional objectives and learning trajectories.	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 programs 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. Agendas/sign in sheets from sessions.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Instructional Coaches	\$50,000 General Fund
	<u>Design and Deliver Instruction</u> Teachers and staff will implement appropriate literary strategies to increase student achievement in reading.	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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary)	\$30,000 Title II Part A
	<u>Design and Delivery Assessment Literacy</u> Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.	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 a deadline for submission to KDE.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary)	No funding required
		At the secondary level, reading strategies, including vocabulary skills, will be taught in all classes across content areas.	content work days	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); 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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Elementary & Middle School Principals	No funding required
		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, Saxon Phonics, IXL, Imagine Learning (EL), Heggerty's	Communication with administrative teams; instructional walkthroughs	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education	\$150,000 Title I Part A, General Fund

		Phonemic Awareness, Lexia, Reading Plus, etc.) District will financially support, as applicable and as available, district required programs.			
		District benchmarks MAP) will be administered to inform instruction and measure achievement. Reading Inventory Continuum (pre K-3), utilized by some elementary schools, administration minimum two times per year. BAS (Benchmark Assessment System) for K 2x/yr; 1 st 4x/yr and as needed, 2 nd minimum 3x/yr, 3rd - 5th 2x/yr.	Elementary 3x; middle school 3x; RIC data; lesson plans; instructional walkthroughs; BAS running records; middle school formative assessments; elementary formative assessments	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); 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	Person(s) Responsible: Director of Assessment & Accountability; EL teachers	\$14,500 Title III \$9000 Title I
	<u>Review, Analyze, and Apply Data</u> Through analysis of a variety of reading assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	Using Reading Inventory Continuum, BAS, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Individual student RIC folders; BAS running records; school data teams analyze common assessments	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals Instructional Coaches; Teachers	School Council Funds Title I Part A
	<u>Design, Align, and Deliver Support</u> District level administrators provide support and feedback to teachers in order to improve teacher effectiveness and student learning.	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.	Person(s) Responsible: Director of Technology; Director of Instructional Technology; Digital Literacy Coaches	\$300,000 General Fund
		District Literacy Coach will facilitate district literacy committee meetings to evaluate effectiveness of programs and processes in order to improve student achievement.	The Literacy Committee will meet 2-3x/year to assess and reflect on literacy instruction in schools.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); District Literacy Coach	No funding required
		AR program will be used for Kindergarten - 8th grade students to supplement and support reading instruction as part of the ELA curriculum. Students must have a minimum of 80% accuracy.	Monitor with AR reports.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); 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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning(Elementary & Secondary; Elementary Principals; Instructional Coaches	No funding required
Objective 2: Based on 2022 spring MAP data, the percentage of students at each grade level 1-8 making growth in math from spring 2021 will increase by 3%. Grade 1- from 22% to 25% Grade 2- from 29% to 32% Grade 3- from 34% to 37% Grade 4- from 39% to 42% Grade 5- from 41% to 44% Grade 6- from 37% to 40% Grade 7- from 42% to 45% Grade 8- from 44% to 47% By spring 2022, 43% of K students will make growth in math from fall to spring in math, an increase of 5% from 38% in 2021.	<u>Design and Deploy Standards</u> Through development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through instructional objectives and learning trajectories.	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, the district will provide curriculum resources.	Instructional walkthroughs by District Math Coordinator and meets with middle school math data teams twice monthly; MIF common assessments on MIF pacing	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Instructional Coaches	No funding required
	<u>Design and Deliver Instruction</u> Teachers and staff will implement appropriate teaching strategies to increase student achievement in math.	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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Principals	No funding required
	<u>Design and Delivery Assessment Literacy</u> Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.	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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); 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 admin team	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; Instructional Coaches	No funding required
		MIF 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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Instructional Coaches	No funding required
	<u>Review, Analyze, and Apply Data</u> Through analysis of a variety of math assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	Data from analysis of student work will be used to inform instruction and assessment.	Instructional walkthroughs by admin team; MIF assessments administered according to MIF pacing.	Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; Instructional Coaches	No funding required

	<u>Design, Align, and Deliver Support</u> Support services help provide opportunities to our students who need additional assistance.	District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. STAR Math, Edgenuity, Math in Focus, Every Day Counts (MIF Calendar), Aimsweb Plus EX-CBM, IXL) and programs for math fact fluency (IXL, Reflex Math). District will financially support, as applicable and as available, district required programs. Adoption and implementation of MIF at the middle school level.	Reports from program student usage/progress/growth; MAP data	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Instructional Technology	\$100,000 Title I Part A
		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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Principals	No funding required

4: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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 <ul style="list-style-type: none">Elementary African Americans from 18.2% to 20.2%; Hispanics from 33.0% to 35%; English learners plus monitored from 29.6% to 31.6%; economically disadvantaged from 29.9% to 32.9%; students with disabilities from 18.9% to 21.9%; two or more races from 27.1% to 29.1%.Middle African Americans from 28.8% to 30.8%; Hispanics from 42.7% to 44.7%; English learners plus monitored from 28.6% to 30.6%; economically disadvantaged from 37.5% to 40.5%;	Design and Deliver Instruction Teachers and staff will implement appropriate teaching strategies to increase student achievement in math.	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 plans 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.	LLI, Aimsweb, IXL, Reading Plus, BAS, Lexia; Title 1 plan through GMAP.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); 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, LLI, CERT, STAR Reading, STAR Early Literacy	Analysis of all data tools used	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Instructional Coaches	\$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, KSA, BAS, CERT, teacher or administrative observation). Elementary schools utilize an aligned intervention program (LLI) along with their core (Tier 1) FPC program.	RTI is scheduled in every school on a daily/weekly basis. school master schedules with RTI blocks	Person(s) Responsible: Assistant Superintendent of Teaching & Learning; Director of Teaching & Learning; Principals	\$900,000 Title I
		Continue evidence-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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary); Director of Special Education; Director of Instructional Technology; Instructional Coaches; District Literacy Coach	\$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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary)	\$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,	Program reports; student performance on WIDA ACCESS	Person(s) Responsible: Director of Assessment & Accountability; EL teachers	\$14,500 Title III \$9,000 Title I

Math	<p>students with disabilities from 13.0% to 16.0%; two or more races from 43.8% to 45.8%.</p> <ul style="list-style-type: none">High African Americans from 20.5% to 22.7%; Hispanics from 18.8% to 20.8%; English learners plus monitored from 6.7% to 8.7%; economically disadvantaged from 21.3% to 24.3%; for students with disabilities from 10.9% to 13.9%: two or more races from 28.2% to 30.2%.		speaking, and listening skills through language and literacy and math.			
			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	Person(s) Responsible: 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	Person(s) Responsible: Director of Assessment & Accountability; EL teachers	\$1000 Title III
			Implement culturally responsive teaching through school mentor programs, district-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; Dr. Cleveland PD; book studies	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Human Resources; Principals	\$5000 Title II
	<ul style="list-style-type: none">Elementary African Americans from 20.0% to 22.0%; Hispanics from 25.6% to 27.6%; English learners from 29.6% to 31.6%; economically disadvantaged from 29.0% to 32.0%; students with disabilities from 19.8% to 22.8%; two or more races from 25.7% to 27.7%.	<u>Design and Delivery Assessment Literacy</u> Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.	Common formative and ELA assessments grades 3-12 will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Analyze common assessments weekly at PLCS	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; Instructional Coaches	No funding required
		<u>Review, Analyze, and Apply Data</u> Through analysis of a variety of assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	GradeCam used 4 - 12 on all common assessments.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	No funding required
			Aimsweb Plus/STAR Early Literacy will be used to monitor student progress for those in RTI programs in grades K-8.	Aimsweb reports; STAR reports	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); 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	Person(s) Responsible: Director of Special Education; Principals	\$2,000 IDEA B
		<u>Design, Align, and Deliver Support</u> Support services help provide	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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Gifted/Talented Coordinator; GT Teachers	\$300,000 Gifted/Talented Funds, General Fund

<ul style="list-style-type: none"> ● Middle African Americans from 24.2% to 26.2%; Hispanics from 35.6% to 37.6%; English learners plus monitored from 34.9% to 36.9%; economically disadvantaged from 32.7% to 40.7%; students with disabilities from 14.0% to 17.0%; two or more races from 32.3% to 34.3%. ● High African Americans from 11.4% to 13.4%; two or more races from 28.2% to 30.2%; Hispanics from 15.6% to 17.6%; English learners plus monitored from 0.0% to 2.0%; economically disadvantaged from 19.1% to 22.1%; students with disabilities from 3.6% to 6.6%. <p>Science</p> <ul style="list-style-type: none"> ● Elementary African Americans from 10.0% to 12.0%; Hispanics from 25.0% to 27.0%; two or more races from 20.0% to 22.0%; English learners plus monitored from 	opportunities to our students who need additional assistance.	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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; AWARE Project Director; Principals	ESSER and General Fund
		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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning; Director of Pupil Personnel	\$5,000 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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Principals	\$275,000 ESS Grant
		Each school will continue to address the social and emotional learning (SEL) of all students through the use of a SEL curriculum, guidance classes, SEL activities, individual and small groups, school culture, etc. (Perfect)	Monitor SEL through regular RTI meetings	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Principals; FRYSC, School Psychologist, Mental Health Counselors, School Counselors	ESSER, AWARE Grant, General Fund

<p>27.8% to 29.8%; economically disadvantaged from 18.3% to 21.3%; for students with disabilities from 13.4% to 16.4%.</p> <ul style="list-style-type: none">● Middle African Americans from 11.6% to 15.6%; Hispanics from 5.8% to 7.8%; English learners plus monitored from 8.3% to 10.3%; two or more races from 17.5% to 19.5%; economically disadvantaged from 14.9% to 17.9%; for students with disabilities from 2.8% to 5.8%.● High African Americans from 10.3% to 12.3%; Hispanics from 5.7% to 7.7%; two or more races from 17.5% to 19.5%; English learners plus monitored from 0.0% to 2.0%; economically disadvantaged from 19.1% to 22.1%; students with disabilities from 9.6% to 12.6%. <p>Social studies</p> <ul style="list-style-type: none">● Elementary					
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<p>African Americans from 36.4% to 39.3%; Hispanics from 45.2% to 47.7%; two or more races from 54.2% to 56.3%; English learners plus monitored from 50.0% to 52.3%; economically disadvantaged from 52.3% to 54.5%; students with disabilities from 18.3% to 22.0%.</p> <ul style="list-style-type: none">● Middle African Americans from 40.8% to 43.5%; Hispanics from 47.6% to 50.0%; two or more races from 66.7% to 68.2%; English learners plus monitored from 41.7% to 43.7%; economically disadvantaged from 48.3% to 50.7%; students with disabilities from 16.1% to 19.9% <p>Writing:</p> <ul style="list-style-type: none">● Elementary African Americans from 23.9% to 25.9%; Hispanics from 14.8% to 16.8%; two or more races from 23.4% to 25.4%; English learners plus monitored from					
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<p>13.3% to 15.3%; economically disadvantaged from 29.6% to 32.6%; students with disabilities from 6.3% to 9.3%.</p> <ul style="list-style-type: none">• Middle African Americans from 27.3% to 29.3%; Hispanics from 52.8% to 54.8%; two or more races from 47.2% to 49.2%; English learners plus monitored from 2.6% to 4.6%; economically disadvantaged from 40.2% to 43.2%; students with disabilities from 16.7% to 19.7%;• High African Americans from 45.9% to 47.9%; Hispanics from 48.3% to 50.3%; two or more races from 43.6% to 45.6%; English learners plus monitored from 30.0% to 32.2%; economically disadvantaged from 53.8% to 56.8%; students with disabilities from 12.5% to• 15.5%.					
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5: Transition Readiness

Goal 5: <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 2026, an increase of 5% from 77% in 2019.By 2026 HCS will increase the percentage of students scoring kindergarten ready according to Brigance data from 45.1% in 2021 to 50.1%.By 2026 100% of 4-year-old preschoolers will meet benchmark skills on HCS Pre-Reading Inventory Continuum. (2021 - 87%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In 2022, 78% of grade 12 students will be transition ready, an increase of 1% from 2019.	<u>Establishing Learning Culture & Environment</u> Establishing a learning culture helps to partner students, staff, and parents in order to aim for a collaborative goal.	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 student participation in completion of graduation plans and ILPs.	Will continue implementation of new Transition Readiness & graduation requirements to all stakeholders.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); 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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); 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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Secondary Principals; Secondary School Counselors	No funding required
	<u>Design, Align, and Deliver Support</u> Support services help provide opportunities to our students as they transition from one level to another.	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 the next level.	Communications through social media, parent links, meetings with families, counselors to middle schools; agendas	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); 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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary)	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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Principals; School Counselors	No funding required

		Schools will use tools from Infinite Campus to determine which students are at risk of not meeting academic benchmarks or in need of additional support. 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, CERT data, and IC Tableau Visualization data will also be used.	Person(s) Responsible: Director of Pupil Personnel; High School Administration	No funding required
	<u>Review, Analyze, and Apply Data</u> Through analysis of a variety of assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	HCHS analyzes 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.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); High School Principals	No funding required
	<u>Design and Deliver Instruction</u> Teachers and staff will implement appropriate teaching strategies to increase student achievement in both reading and math.	Opportunities for middle school students to earn high school credits in English and math.	IC rosters for credits earned	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary)	\$180,000 General Fund
		Early college opportunities for high school students with Henderson Community College.	Continue collaboration with HCC to increase dual credit opportunities.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); High School Administration	No funding required
Objective 2: In 2022-2023, 50.1% of students will be kindergarten ready according to Brigance.	<u>Design, Align, and Deliver Support</u> Support services help provide opportunities to our students for a smooth transition from preschool to elementary. <u>Establishing Learning Culture & Environment</u> Establishing a learning culture helps to partner students, staff, and parents in order to aim for a collaborative goal.	Transition visits at critical times for students at Pre-K to K	Schedule of all activities/events	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary); School Counselors	\$10,500 General Fund
		Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	RTI letter to parents; fewer students needing interventions	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary); Principals; Teachers	No Funding Required
Objective 3:	<u>Design and Deliver Instruction</u> Teachers and staff will implement	All preschool classrooms will conduct RTI sessions regularly with individual students or small student groups as identified by	Report on Pre-RIC data; walkthroughs by District Reading Coordinator	Person(s) Responsible:	No Funding Required

In 2021, 89.6% of 4-year-old preschoolers will meet benchmarks on HCS Pre-RIC, an improvement of 2.6% from 2021 (87%).	appropriate teaching strategies to increase student achievement.	data (TSG, DIAL-4, P-RIC, teacher created assessments, teacher or administrator observations).		Assistant Superintendent of Teaching & Learning (Elementary); Preschool administration; preschool teachers	
	<u>Design, Align, and Deliver Support</u> Administrators provide support and feedback to teachers in order to improve teacher effectiveness and student learning. Support services help provide opportunities to our students who need additional assistance.	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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary); Director of Special Education; District Literacy Coach; 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	Person(s) Responsible: Preschool administration; preschool teachers	No Funding Required

6: Graduation Rate

Goal 6: HCS will improve the graduation rate from 86.8% in 2021 to 91.8% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HCS will improve the graduation rate from 86.8% in 2021 to 87.8% in 2022..	<u>Review, Analyze, and Apply Data</u> Through analysis of a variety of pieces of data, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Principals; School Counselors	\$12,000
		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). HCC visits HCHS.	Middle school visits to HCHS, HCHS counselors to middle schools 2x. Individual Learning Plans (ILPs)	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Secondary Principals; School Counselors	\$10,000
	<u>Design and Deliver Instruction</u> Teachers and staff will implement appropriate teaching strategies to increase student achievement in math.	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	Person(s) Responsible: Director of Teaching & Learning; High School Principal; CTE Unit Principal	\$900,000 Perkins Funds, General Fund
	<u>Design, Align, and Deliver Support</u> Support services help provide opportunities to our students who need additional assistance.	Run monthly reports 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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); High School Administration	No funding required
	<u>Establishing Learning Culture & Environment</u> Establishing a learning culture helps to partner students, staff, and parents in	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	CTE tours, CTE parent night, CTE community open house	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Principals	No funding required

	order to aim for a collaborative goal.	with their ILP planning. Financial literacy for students and parents. Field and Main Bank financial literacy program with HCHS.			
		Building a Better Graduate 5 world class skills: collaboration, communication, innovation, critical thinking, and initiative. Definitions, rubrics, and activities to demonstrate P-12 Implementation and students use ACE for evidence of each skill; students in grades 5, 8, and 12 present defenses of skills for transition to the 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	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Secondary); Principals; Instructional Coaches; Teachers	\$24,000 General Fund