Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	● All teachers have attended professional development centered around our KY reading and math standards. This professional learning included deconstructing standards and developing learning trajectories from the standard ● Grade level teams at the elementary level have collaborative planning built into the schedule a minimum of two times each week. During this time, teachers collaboratively look at data to adjust instruction. At the secondary level, content area teams collaborate within their departments. ● Data talks are conducted with each school to look at the data and determine next steps in order to show growth.
KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?	● Reading-teachers are studying the Fountas and Pinnell Literacy Continuum while implementing the classroom resources from Fountas and Pinnell. This approach helps to take standards and recognize specific reading behaviors of students to continue their development in literacy. Teachers continue to receive high quality professional learning opportunities from Heinemann and instructional coaches in the district on this approach to literacy ● Math-teachers use Math in Focus to address math standards. Each year, grade level teachers from across the district collaborate to ensure this resource is meeting the needs of our standards and students ● At the elementary level, there is 120 minutes of reading and 90 minutes of math scheduled daily. Each school received at least one extra staff member this year to help address any learning loss that has occurred during COVID.

KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	● Our students take the NWEA MAP Assessment three times a year. These results are analyzed at the district level then shared with school level leadership during data talks. The schools then share with their staff during PLCs. ● All third, fourth, and fifth grade students take the Kentucky Summative Assessment at the end of the school year. This assessment measures student proficiency on grade level standards. ● Each grade level also administers the Fountas and Pinnell Benchmark Assessment System (BAS) three times a year to discover reading behaviors and deficits in order to plan guided reading effectively. The results of the BAS are analyzed during common planning time(s). ● Our high school administers the CERT assessment three times a year to see if they are on track to meet the ACT benchmarks.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	● Grade level teams have collaborative planning built into the schedule a minimum of two times each week. During this time, teachers collaboratively analyze data to see what revisions need to be made. ● Data talks are conducted with principals after each MAP window to discuss school results and ways to increase student achievement.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	● Each school has an RTI program to address those students that need additional support. ● Each school was allotted at least one extra staff member this year to help reduce the group size of RTI groups.
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning	● Our district and school leaders work collaboratively to ensure that HCS is ensuring that each child gets a quality education. ● Our district is a PBIS district that utilizes positive behavior support for behavior.

community in which all students have optimal opportunities for academic success?	● PLC work to promote teacher efficacy.