Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) 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 Schools, 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.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety
- The required goals for high schools include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety
    - Postsecondary Readiness
    - Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1:
By May 2026 HCS will improve the percentage of students scoring proficient or above on state assessments as follows.
Reading- Elementary from 51.0% in 2022 to 65.7%; Middle from 51.0% in 2022 to 72.3%; High- from 49.0% in 2022 to 56.6%
Math- Elementary 49.0% in 2022 to 72.5%; Middle from 51.0% in 2022 to 71.0%; High- from 44.0% in 2022 to 50.9%.

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 2023 in **reading** as follows: Elementary from 51.0% to 54.7% Middle from 51.0% to 56.3% High- from 49.0% to 51.0%	**Design and Deploy Standards** Through the development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through instructional objectives and learning trajectories.

Design and Deliver Instruction Teachers and staff will implement appropriate literary strategies to increase student achievement in reading. | Monitor and evaluate for effectiveness using evidence-based core literacy series Fountas & Pinnell Classroom that aligns with KAS. 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); Instructional Coaches | $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, and 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; Instructional Coaches	No funding required
		Implement 120 minutes of direct reading instruction at K-3 and 100 minutes at grades 4-5.

Implement 90 minutes daily of direct reading instruction for grades 6-8 and 47 minutes for grades 9-12. | Reading walkthroughs Principal observations Master schedule | **Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals | No funding required |

Design and Deliver Assessment Literacy Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.	The district will continue monitoring evidence-based supplemental reading and intervention materials to be used within 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.) The 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 middle schools and high school use 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
Review, Analyze, and Apply Data 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. Instructional coaches will continue to provide support and embedded professional learning for teachers.	Director of Technology will meet with STA's/STC's regularly. Instructional coaches have scheduled meetings with all teacher to provide technology support and training.	Monitored through district technology walkthroughs **Person(s) Responsible:** Director of Technology; Instructional Coaches	$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. School master schedules include intervention blocks.	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Principals	No funding required

				Person(s) Responsible	
	Design, Align, and Deliver Support Support services help provide opportunities to our students who need additional assistance.	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 regulary 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.	AR monitored through reports.	**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, Imagination Library promotion, family literacy nights, book walks, Halloween story time, #HCS Reads, Read 20 challenges, etc.	Literacy Nights at all schools - Title 1 digital folder as evidence	**Person(s) Responsible:** District Literacy Coach; Public Information Officer; Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Title I Llason; Principals	$15,000 Title I
Objective 2: HCS will improve the percentage of students scoring proficient or above on state assessments by 2023 in **math** as follows: Elementary from 49.0% to 54.9% Middle from 51.0% to 56.0% High from 44.0% to 45.7%	**Design and Deploy Standards** Through development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through instructional objectives and learning trajectories.	Continue position of District Math Consultant to work with all levels in improving math instruction and student achievement.	District Math Consultant meets regularly with Instructional Coaches to know what each school needs in order to provide math support to teachers.	**Person(s) Responsible:** Director of Administration	$60,000 Title I
	Design, Align, and Deliver Support District level administrators provide support and feedback to teachers	Conduct Math intervention sessions with individual students or small groups as identified by data (Aimsweb, MAP, common assessments, teacher observation, or administration observation).	Intervention schedules and team meetings in schools.	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; Director of Administration; District Math Consultant; Director of Special EducationF	$300, 000 Title I

		District will evaluate for effectiveness K-5 Math in Focus and in-house created 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 Consultant for 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 Consultant; Director of Administration	$90,000 General Fund
	in order to improve teacher effectiveness and student learning.				
		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).	School schedules & coaches report on Fridays.	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary); Principals; Instructional Coaches; Director of Administation	$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; Director of Administation	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
	Review, Analyze, and Apply Data 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.	Formative math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Completed K-5, 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 Consultant; Instructional Coaches: Director of Administation	$5,000 Title 1
		The RTI team will meet monthly to analyze assessment data and identify their 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. School master schedules include intervention blocks	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Principals: Director of Administation; District Math Consultant	No funding required

Design, Align, and Deliver Support 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 through PLCs.	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 Consultant; Instructional Coaches; Director of Administration	No funding required
	Provide opportunities for additional supports with math skills through ESS.	Analysis of data	**Person(s) Responsible:** Director of Administration, Principals, ESS Coordinators	ESS funds
Establishing Learning Culture & Environment 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 Consultant	$15,000 Title 1 Parent Involvement funds

2: State Assessment Results in science, social studies and writing

Goal 2:
By May 2026 HCS will improve the percentage of students scoring proficient or above on state assessments as follows.
Writing- Elementary from 38.0% in 2022 to 58.0%; Middle from 44.0% in 2022 to 47.1%; High from 35.0% in 2022 to 71.1%.
Science- Elementary from 33.0% in 2022 to 49.2%; Middle from 30.0% in 2022 to 45.5%; High from 12.0% in 2022 to 33.6%.
Social Studies - Elementary from 38.0% in 2022 to 54.6%; Middle from 40.0% in 2022 to 55.6%; High from 30.0% in 2022 to 40.8%.

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 2023 in writing** as follows: Elementary from 38.0% to 43.0% Middle from 44.0% to 46.0% High from 35.0% to 44..0%.	**Design, Align, and Deliver Support** 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
	Design and Delivery Assessment Literacy 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.	Grade level PLCs with instructional coaches	**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 Short Answer and Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades understand the expectations.	Grade level PLCs with instructional coaches; strategies used and modeled are shared during PLCs.	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	No funding required
	Review, Analyze, and Apply Data 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	At the secondary level, reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas.	Lesson plans; monitored through instructional walkthroughs	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Secondary); Secondary Principals	$3,000 Title 1

				Person(s) Responsible	
	differentiated instruction will be planned based on the results.				
	Design and Deliver Instruction Teachers and staff will implement appropriate teaching strategies to increase student achievement in writing.	Administer common formative and summative assessment analysis to inform instruction, assessment, and student achievement.	Lesson plans; analysis of student work during PLCs with Instructional Coach	**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 2023 in science** as follows: Elementary from 33.0% to 37.0% Middle from 30.0% to 36.9% High from 12.0% to 17.4%	**Review, Analyze, and Apply Data** 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. Instructional coaches will continue to provide support and embedded professional learning for teachers.	Director of Technology will meet with STA's/STC's regularly. Instructional coaches have scheduled meetings with all teacher to provide technology support and training.	Monitored through district technology walkthroughs **Person(s) Responsible:** Director of Technology; Instructional Coaches	$300,000 General Fund
		District will monitor and provide resources, as available and as needed, for implementation of programs for science such as Science Alive (3, & 4) and Generation Genius (K-5).	Science Alive resources for Gr. 3-4	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary)	$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.	**Person(s) Responsible:** Director Instructional Technology; Digital Literacy Coaches; Media Specialists	$100,000 General Fund
	Design, Align, and Deliver Support 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.	Student participation in STLP will continue to grow and each school will have an active STLP team.	**Person(s) Responsible:** Director of Technology; STLP Coaches; Princpals	$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 2023 in social studies** as follows: Elementary from 38.0% to 42.2% Middle from 40.0% to 43.9% High from 30.0% to 32.7%	**Design and Deliver Instruction** 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)	Instructional coaches monitor 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, SAVAAS, 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.	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
	Design, Align, and Deliver Support District level administrators provide support and feedback to teachers in order to improve teacher effectiveness and student learning.	Benchmark assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.	Principals will monitor implementation and effectiveness through lesson plans, observations, and student work.	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals	No funding required
		Continue to enhance and refine middle and high school summative and formative assessments within units	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. Instructional coaches will continue to	Director of Technology will meet with STA's/STC's regularly. Instructional coaches have scheduled meetings with all teacher to	Monitored through district technology walkthroughs **Person(s) Responsible:** Director of Technology; Instructional Coaches	$300,000 General Fund

		provide support and embedded professional learning for teachers.	provide technology support and training.		
		Data from analysis of student work will be used to inform instruction and assessment.	PLCs, 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).	RTI built in schedule daily.	**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 Short Answer and Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades understand the expectations.	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: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools 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 2023 as follows. **Reading**	**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	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; Director of Assessment & Accountability; Director of Administration	$900,000 Title I

Elementary African Americans from 25.0% to 27.0%; Hispanics from 43.0% to 45.0%; English learners plus monitored from 41.0% to 43.0%; economically disadvantaged from 40.0% to 42.0%; students with disabilities from 22.0% to 24.0%; two or more races from 42.0% to 44.0%. **Middle** African Americans from 34.0% to 36.0%; Hispanics from 38.0% to 40.0%; English learners plus monitored from 41.0% to 43.0%; economically disadvantaged from 42.0% to 44.0%; students with disabilities from 8.0% to 10.0%; two or more races from 45.0% to 47.0%. **High** African Americans from 31.0% to 33.0%; Hispanics from 31.0% to 33.0%; English learners plus monitored from 0.0% to 2.0%; economically disadvantaged from 34.0% to 36.0%; for students with disabilities from 16.0% to 18.0%: two or more races from 26.0% to 28.0%.		process/successes/concerns/needs and ensure consistent instruction across transitions.			
		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, BAS	Analysis of all data tools used	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Instructional Coaches; Director of Assessment & Accountability; Director of Administration	$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 (Elementary & Secondary); Principals; Director of Assessment & Accountability; Director of Administration	$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 & instructional coach	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary); Director of Special Education; 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); Director of Administration	$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	**Person(s) Responsible:** Director of Assessment & Accountability; EL teachers	$14,500 Title III $9,000 Title I
		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
		KYCEL (Kentucky Coalition of English Learners) (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,	Documentation of professional learning;	**Person(s) Responsible:**	$5000 Title II

		district-wide training for cultural responsiveness, and minority teacher recruitment plan.	school mentoring programs; documentation on teacher recruitment and numbers of diverse teacher population; Dr. Cleveland PD; book studies	Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Human Resources; Principals; Director of Administration	
Math **Elementary** African Americans from 21.0% to 23.0%; Hispanics from 40.0% to 42.0%; English learners from 39.0% to 41.0%; economically disadvantaged from 38.0% to 40.0%; students with disabilities from 19.0% to 21.0%; two or more races from 37.0% to 39.0%. **Middle** African Americans from 31.0% to 33.0%; Hispanics from 43.0% to 45.0%; English learners plus monitored from 29.0% to 31.0%; economically disadvantaged from 39.0% to 41.0%; students with disabilities from 14.0% to 16.0%; two or more races from 39.0% to 41.0%. **High** African Americans from 22.0% to 24.0%; two or more races from 29.0% to 31.0%; Hispanics from 31.0% to 33.0%; English learners plus monitored from 10.0% to 12.0%; economically disadvantaged from 31.0% to 33.0%; students with disabilities from 10.0% to 12.0%.	**Design and Delivery Assessment Literacy** 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 assessment at PLCS	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; Instructional Coaches	No funding required
	Review, Analyze, and Apply Data 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.	Data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	GradeCam used 9 - 12 on all common assessments.	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; Director of Administration	No funding required
		Aimsweb Plus/STAR Early Literacy/Power Up will be used to monitor student progress for those in RTI programs in grades K-8.	Aimsweb reports; STAR reports; Power Up reports	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Director of Administration	$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
	Design, Align, and Deliver Support Support services help provide opportunities to our students who need additional assistance.	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; Director of Administration	$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	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

Science			Behavior Intervention System) provided by the school PBIS coach/team.			
Elementary African Americans from 17.0% to 19.0%; Hispanics from 17.0% to 19.0%; two or more races from 21.0% to 23.0%; English learners plus monitored from 21.0% to 23.0%; economically disadvantaged from 23.0% to 25.0%; for students with disabilities from 21.0% to 23.0%.			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
Middle African Americans from 9.0% to 11.0%; Hispanics from 15.0% to 17.0%; English learners plus monitored from 0.0% to 2.0%; two or more races from 24.0% to 26.0%; economically disadvantaged from 22.0% to 24.0%; for students with disabilities from 3.0% to 5.0%. **High** African Americans from 7.0% to 9.0%; Hispanics from 3.0% to 5.0%; two or more races from 12.0% to 14.0%; English learners plus monitored from 0.0% to 2.0%; economically disadvantaged from 7.0% to 9.0%; students with disabilities from 6.0% to 8.0%.			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, and school culture.	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

Social Studies				
Elementary African Americans from 16.0% to 18.0%; Hispanics from 28.0% to 30.0%; two or more races from 29.0% to 31.0%; English learners plus monitored from 26.0% to 28.0%; economically disadvantaged from 24.0% to 26.0%; students with disabilities from 13.0% to 15.0%. **Middle** African Americans from 22.0% to 24.0%; Hispanics from 35.0% to 37.0%; two or more races from 39.0% to 41.0%; English learners plus monitored from 10.0% to 12.0%; economically disadvantaged from 29.0% to 31.0%; students with disabilities from 8.0% to 10.0% **High** African Americans from 14.0% to 16.0%; Hispanics from 27.0% to 29.0%; two or more races from 27.0% to 29.0%; English learners plus monitored from 15.0% to 17.0%; economically disadvantaged from 22.0% to 24.0%; students with disabilities from 6.0% to 8.0%.				

Writing				
Elementary African Americans from 19.0% to 21.0%; Hispanics from 38.0% to 40.0%; two or more races from 35.0% to 37.0%; English learners plus monitored from 37.0% to 39.0%; economically disadvantaged from 29.0% to 31.0%; students with disabilities from 6.0% to 8.0%. **Middle** African Americans from 28.0% to 30.0%; Hispanics from 52.0% to 54.0%; two or more races from 44.0% to 46.0%; English learners plus monitored from 30.0% to 32.0%; economically disadvantaged from 35.0% to 37.0%; students with disabilities from 10.0% to 12.0%. **High** African Americans from 26.0% to 28.0%; Hispanics from 33.0% to 35.0%; two or more races from 30.0% to 32.0%; English learners plus monitored from 15.0% to 17.0%; economically disadvantaged from 30.0% to 32.0%; students with disabilities from 8.0% to 10.0%.				

4: English Learner Progress

Goal 4:
By May 2026, HCS will improve the percentage of students scoring proficient on the WIDA ACCESS Assessment as follows.
Elementary - from 27.6% in 2022 to 38.2%
Middle School - from 25.0% in 2022 to 36.5%
High School - from 20.8% in 2022 to 33.0%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: **By May 2023**, 100% of our English Learners at each level (elementary, middle, and high) will increase one performance level on the WIDA ACCESS assessment.	**Design and Deliver Instruction** Teachers and staff will implement appropriate teaching strategies to increase student achievement in English proficiency.	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 at a minimum of 60 minutes per week.	Imagine Learning reports; student performance on WIDA ACCESS	**Person(s) Responsible:** Director of Assessment & Accountability; EL teachers	$14,500 Title III
	Review, Analyze, and Apply Data Through analysis of a variety of assessments and software programs, instructional strategies will be refined based on patterns in the data for English Learners not reaching English proficiency. Data analysis will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	Rosetta Stone (English) for EL newcomers grades 6-12 will be used to acquire skills in reading, writing, listening, and speaking. (3-year contract)	Rosetta Stone reports; student performance on WIDA ACCESS	**Person(s) Responsible:** Director of Assessment & Accountability; EL teachers	$7200 Title III
Objective 2: **By May 2023**, HCS will improve the percentage of students scoring proficient on the WIDA ACCESS assessment as follows:		EL teachers will use ELD curriculum during resource time.	Formative assessments, student writing samples	**Person(s) Responsible:** EL teachers	$2000 Title III
Elementary from 27.6% to 30.3% Middle from 25.0% to 27.9% High from 20.8% to 23.9%	**Design, Align, and Deliver Support** Support services help provide opportunities to our students who need additional assistance in learning the English language.	K-5 English Learners may receive guided reading instruction that targets specific needs.	Master schedule, BAS Assessments, Lesson Plans	**Person(s) Responsible:** EL teachers, Gen. Ed. teachers, Principals	No funding required
		El teachers/EL Instructional Assistant co-teaches with general education teacher during core instruction.	Master schedule, Lesson Plans	**Person(s) Responsible:** EL teachers, Gen. Ed. teachers, Principals	No funding required
		English Learners may receive tier III instruction in the areas of reading and/or math.	Schedule, progress monitoring	**Person(s) Responsible:** Teachers/Interventionist	No funding required

5: Quality of School Climate and Safety

Goal 5:
By May 2026, all levels will receive at least a high ranking for the Quality of School Climate and Safety survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, each level will increase one performance rating level. Elementary: Very High Middle: Medium High: Medium	**Design and Delivery Assessment Literacy** Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning. **Establishing Learning Culture & Environment** Establishing a learning culture helps to partner students, staff, and parents in order to aim for a collaborative goal.	A district-wide character education program will be selected. This will connect to our district- wide strategic plan.	Percent increase on the annual QSCS (Quality of School Climate and Safety) survey	**Person(s) Responsible:** Director of Administration	General Fund
		Each school will implement SEL programs appropriate to the level and needs of the school. (Ex. Second Step, Sources of Strength)	Percent increase on the annual QSCS (Quality of School Climate and Safety) survey	**Person(s) Responsible:** Director of Administration; AWARE Grant Director	Grants
		The QSCS (Quality of School and Climate) Survey will be given to all students prior to January 30th. This information will be utilized to determine needs and interventions for the 3rd and 4th marking periods.	Percent increase on the annual QSCS (Quality of School Climate and Safety) survey	**Person(s) Responsible:** AWARE Grant Director; Principals	No funding required
		For every student, an inventory of school engagement wil be given. This will help staff to identify students who are not engaged and then implement interventions.	Student Engagement Inventory	**Person(s) Responsible:** Principals	No funding required

6: Postsecondary Readiness (high school only)

Goal 6:
By May 2026, the postsecondary readiness percentage will increase from 93.4% in 2022 to 110%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, the postsecondary readiness percentage will increase from 93.4% in 2022 to 99%,	**Establishing Learning Culture & Environment** 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 the 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; School Counselors; Community Relations Specialist; Director of Public Information	$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; School Counselors	No funding required
	Design, Align, and Deliver Support 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.	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); Principals; School Counselors	No funding required
		Transition visits at critical times for students at Pre-K to K; 5th to 6th, and 8th to 9th for all schools.	Schedules of visits from all levels	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Secondary); Principals; School Counselors	No funding required

		HCHS 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 on 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
	Review, Analyze, and Apply Data 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 best-practices with the intention of assuring AP program remains strong and that more students gain access and succeed in the P 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
	Design and Deliver Instruction 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); School Counselors	$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

7: Graduation Rate (high school only)

Goal 7:
By May 2026, HCS will improve the graduation rate from 89.6% in 2022 to 91.7%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HCS will improve the graduation rate from 89.6% in 2022 to 91.1% in 2023.	**Review, Analyze, and Apply Data** 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. Early College; college application week, KHEAA activities, dual credit, AP, and college classes). HCHS to HCC visits.	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
	Design and Deliver Instruction Teachers and staff will implement appropriate teaching strategies to increase student achievement in CTE.	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.	Coursebook; enrollment in career pathway; Postsecondary Readiness indicator; number of industry certifications	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Secondary); High School Principal; CTE Unit Principal	$900,000 Perkins Funds, General Fund
	Design, Align, and Deliver Support 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 bi-weekly; reduction in the dropout rate	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Secondary); High School Administration	No funding required
	Establishing Learning Culture & Environment Establishing a learning culture helps to partner students, staff, and parents in order to aim for a collaborative goal.	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	CTE tours, CTE parent night, CTE community open house	**Person(s) Responsible:** Assistant Superintendent of Teaching & Learning (Secondary); Principals	No funding required

		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; 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 (Elementary & Secondary); Director of Administration; Principals; Instructional Coaches; Teachers	$24,000 General Fund