

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 seven (7) required district goals:
 - 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

Updated June 2023

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

Writing, Social Studies, and Science proficiency at all levels (Elementary, Middle, and High)

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Continued Professional Learning in both Reading and Math while adding Science, Social Studies and Writing and continued data analysis during PLC time

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Explanations/Directions

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	76.5/69.0/68.2	-.2/.7/10.9
State Assessment Results in science, social studies and writing	64.8/55.3/46.3	-3.8/-4.4/-6.4
English Learner Progress	54.6/NA/31.8	-22.0/NA/4.9
Quality of School Climate and Safety	85.7/63.8/60.3	3.6/1.1/1.5
Postsecondary Readiness (high schools and districts only)	98.6	7.2
Graduation Rate (high schools and districts only)	89.5	-1.2

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal): 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 2025 in reading as follows: Elementary from 58.0% to 63.7% Middle from 52.0% to 57.0% High- from 53.0% to 56.6%	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.	Monitor and evaluate for effectiveness using evidence-Reading Diagnosticed core literacy series (such as FPC, UFLI, & SAAVAS) that aligns with KAS.	Continue use of district ELA series at all levels; learning trajectory documents	Person(s) Responsible: Assistant Superintendents (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 FPC & UFLI - ELEM; My Perspectives from Savaas Learning - MS & HS	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Instructional Coaches	\$300,000 General Fund \$90,000 Title I
	Design and Deliver Instruction Teachers and staff will implement appropriate literary strategies to increase student achievement in reading.	Continue evidence-Reading Diagnosticed 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 Superintendents (Elementary & Secondary); Principals; Instructional Coaches	No funding required
		Continue with annual revision, implementation, and monitoring of district literacy plans, 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 Superintendents (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 Superintendents (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.	Reading walkthroughs Principal observations Master schedule	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals	No funding required

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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
		Implement 90 minutes daily of direct ELA instruction for grades 6-8 and 50 minutes for grades 9-12.			
	<p><u>Design and Deliver Assessment Literacy</u> Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.</p>	The district will continue monitoring evidence-Reading Diagnosticed supplemental reading and intervention materials to be used district-wide. (i.e. Accelerated Reader, STAR, Reading A-Z, Leveled Literacy Intervention, Edgenuity, Heggerty’s Phonemic Awareness, Lexia, Benchmark Assessment System, Imagine Learning, Freckle, Reading Plus, Saxon Phonics, etc.) The district will financially support, as applicable and as available, district-required programs.	PLC data discussions around student data.	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Director Instructional Technology; Director of Special Education</p>	\$100,000 Title I Part A, General Fund
		Elementary district ELA Reading Diagnostic will be administered to monitor curriculum implementation, inform instruction, and measure achievement. Reading Diagnostic (K-5) administration minimum two times per year. The middle schools and high school use common assessments.	Reading walkthroughs; Reading Diagnostic, District benchmark & ELA assessments given then analyzed through GradeCam, Formative, and Edcite with teachers & instructional coaches	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Instructional Coaches</p>	No funding required
		GradeCam, K - 5 Reading Diagnostic, and Formative, Edcite, & MAP 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. Reading Diagnostic- compiled & analyzed and shared with principals, by District Literacy Coach.	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Director of Teaching & Learning; Principals; Instructional Coaches; Teachers; District Literacy Coach</p>	\$10,000 Title I Part A
	<p><u>Review, Analyze, and Apply Data</u></p>	Continue technology support and maintenance for hardware and software	Director of Technology will meet with STA’s/STC’s	Monitored through district instructional walkthroughs	\$300,000 General Fund

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Through analysis of a variety of reading assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies Reading Diagnosticed 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 Reading Diagnosticed on the results.	that supports a future-ready classroom. Instructional coaches will continue to provide support and embedded professional learning for teachers.	regularly. Instructional coaches have scheduled meetings with all teachers to provide technology support and training.	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Director of Technology; Instructional Coaches; Principals	
		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, Reading Diagnostic, STAR, classroom performance.	Interventions are scheduled in every school on a daily/weekly Reading Diagnostics. School master schedules include intervention blocks.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Principals	No funding required
		Data meetings with district and school administrators to analyze & discuss assessment results.	Meetings will be held 3 times per year (Fall, Winter, & Spring)	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Director of Special Education; Principals; Director of Accountability & Assessment	No funding required
	Design, Align, and Deliver 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, Cambridge, ACT, Reading Recovery, or administrative observation).	Intervention schedules in schools	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Director of Special Education; Principals; Interventionists	\$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 expectationsat each school 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; Principals April 1: Ongoing August 1: Ongoing	No funding required
		District K-5 literacy committee, led by district literacy coach, evaluates effectiveness of programs and processes in	The Literacy Committee will meet yearly to assess and	Person(s) Responsible: District Literacy Coach April 1: Implemented	\$5,000 Title I

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		order to improve literacy achievement and number of students reading and writing on grade level.	reflect on literacy instruction in schools.		
		Continue position of District Literacy Coach to support teachers in instructional strategies.	Meets regularly to report to Asst. Supt.	Person(s) Responsible: Assistant Superintendent of Teaching & Learning (Elementary)	\$60,000 Title I
		Continue activities to promote literacy among families, Imagination Library promotion, Title I family literacy nights, book walks, Halloween story time, #HCS Reads, Read 20 challenges, Reading is Fundamental, etc.	Literacy Nights at all schools - Title 1 digital folder as evidence	Person(s) Responsible: District Literacy Coach; Public Information Officer; Assistant Superintendents (Elementary & Secondary); Title I Liaison; Principals	\$15,000 Title I
		Each school will implement a school-wide program that will promote and support literacy development (i.e. Accelerated Reader, monthly reading challenges, etc.)	Monitored through reports, lesson plans, newsletters, PBIS plans, etc.	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals; Media Specialists; Teachers	\$20,000 Title I Part A, School Council Funds
Objective 2: HCS will improve the percentage of students scoring proficient or above on state assessments by 2025 in math as follows: Elementary from 59.0% to 64.0% Middle from 51.0% to 55.0% High from 49.0% to 53.7%	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. Design, Align, and Deliver Support District level administrators provide support and feedback to teachers in order to improve teacher effectiveness and student learning.	Continue position of District Math Consultant to work with all levels in improving math instruction, student achievement, and provide professional learning in mathematical reasoning and the 8 mathematical practices.	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: Assistant Superintendent	\$60,000 Title I
		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 Superintendents (Elementary & Secondary); Principals; District Math Consultant; Director of Special Education	\$300, 000 Title I
		District will evaluate for effectiveness K-5 Math in Focus and in-house created calendar curricula. The district will provide curriculum resources for spiral review (K-8)	Instructional Coaches and math teachers will meet with the District Math Consultant for reports on	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); District Math Consultant	\$90,000 General Fund

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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
		and problem talks; mathematical strategies and mathematical reasoning.	MIF & Sec. Math. The District Math Consultant will meet with secondary math teacher groups to guide math instruction in 8 mathematical practices and math strategies.		
		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 (main math instruction with approved curricula); 30 minutes calendar).	School schedules & coaches report on Fridays.	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals; Instructional Coaches	\$200,000 General Fund
		Elementary will administer common , modified versions of Math in Focus unit assessments. Data will be analyzed by the school and district.	Content work days including District Math Consultant, Instructional Coaches, and lead math teachers. Instructional coaches must provide agendas & teacher evaluations.	Person(s) Responsible: Assistant Superintendents (Secondary); Principals; Instructional Coaches; District Math Consultant	No funding required
		Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, math strategies, and the 8 KY mathematical practices and mathematical reasoning.	Content area professional learning with District Math Consultant. Align math practices with standards and instruction; Mathematical Reasoning	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); District Math Consultant	\$33,000 Title II Part A
		Identify evidence-Reading Diagnosticed instructional strategies and use coaching strategies to increase mathematical reasoning and 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 Superintendents (Elementary & Secondary); Instructional Coaches	No funding required
		Review, Analyze, and Apply Data Through analysis of a variety of math assessments, we will identify	Elementary common assessments and secondary benchmarks and common summative assessments will be administered to monitor curriculum	Completed K-5, analyzed, data is collected to create trends for instructional coaches. 9-12 every unit	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); District Math Consultant; Instructional Coaches

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	students not yet reaching proficiency in grade level standards and refine instructional strategies Reading Diagnosticed 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 Reading Diagnosticed on the results. <u>Design, Align, and Deliver Support</u> Support services help provide opportunities to our students who need additional assistance.	implementation, inform instruction and measure achievement.	analyzed. 6-8 each school gives its own common assessments and benchmark tests and analyzes at school level.		
		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, Reading Diagnostic, STAR, AIMSWeb, classroom performance, Benchmark tests, MIF chapter tests, etc.	Interventions are scheduled in every school on a daily/weekly Reading Diagnosticed. School master schedules include intervention blocks	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Director of Special Education; Principals; District Math Consultant	\$80,000 Title I
		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 Superintendents (Elementary & Secondary); Principals; District Math Consultant; Instructional Coaches	No funding required
		Provide opportunities for additional support with math skills through ESS.	Analysis of data	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals; ESS Coordinators	ESS funds
	<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 that include, Math, STEM, STEAM.	All Elementary held Math nights. Title 1 binder evidence & reports from coaches, and evidence of purchase orders.	Person(s) Responsible: Assistant Superintendent (Elementary); Elementary Principals; District Math Consultant	\$15,000 Title 1 Parent Involvement funds

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal): 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 61.0%; 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 47.4%. Social Studies - Elementary from 38.0% in 2022 to 68.1%; Middle from 40.0% in 2022 to 67.8%; High from 30.0% in 2022 to 49.0%.					
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 2025 in writing as follows: Elementary from 39.0% to 44.0% Middle from 51.0% to 55.0% High from 37.0% to 41.0%.	<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-Reading Diagnosticed 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 Superintendents (Elementary & Secondary), Principals, and Instructional Coaches	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 that will 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
	<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.	Writing tasks will be completed at school and monitored by Principals/instructional coaches.	Person(s) Responsible: Principals & Instructional Coaches	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 Superintendents (Elementary & 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.	Grade level PLCs with instructional coaches; strategies used and modeled are shared during PLCs.	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals; Instructional Coaches	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 Reading Diagnosticed on patterns	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 and content area PLCs	Person(s) Responsible: Assistant Superintendents (Secondary); Secondary Principals; Instructional Coaches	\$3,000 Title 1

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned Reading Diagnosticed on the results.				
	<u>Design and Deliver Instruction</u> 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 Superintendents (Secondary); Secondary Principals; Instructional Coaches	\$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 Superintendents (Elementary & Secondary); Principals	No funding required
Objective 2: HCS will improve the percentage of students scoring proficient or above on state assessments by 2025 in science as follows: Elementary from 43.2% to 46.2% Middle from 23.0% to 27.0% High from 6.0% to 11.0%	<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 Reading Diagnosticed 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 Reading Diagnosticed on the results.	Data from analysis of student work will be used to inform instruction and assessment.	Schools will analyze science assessments in PLCs to identify trends	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals; Instructional Coaches	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 teachers to provide technology support and training.	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 Generation Genius (K-5) & Amplify Mystery Science.	Amplify Mystery Science resources for grades 3, 4, and 6 - 8.	Person(s) Responsible: Assistant Superintendent (Elementary)	\$19,000 General Fund

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		STEAM activities/Makers Space exploration through media centers.	Balance STEAM materials and book selection Reading Diagnosticed on standards within library time at elementary.	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); 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.	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; Principals	\$20,000 General Fund
		Identify evidenced-Reading Diagnosticed 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; Instructional Coaches	No funding required
Objective 3: HCS will improve the percentage of students scoring proficient or above on state assessments by 2025 in social studies as follows: Elementary from 39.0% to 44.0% Middle from 32.0% to 35.0% High from 33.0% to 37.0%	<u>Design and Deliver Instruction</u> Teachers and staff will implement inquiry-Reading Diagnosticed 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 and PLCs	Person(s) Responsible: Assistant Superintendents (Secondary); Principles; Instructional Coaches	\$33,000 Title II Part A
		Continue research-Reading Diagnosticed instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy. (i.e. Claim/Evidence/Reasoning)	Instructional coaches monitor ELA/Social Studies student work and PLCs	Person(s) Responsible: Assistant Superintendents (Secondary); Principals; Instructional Coaches	No funding required
		District will monitor and provide resources, as available and as needed, for implementation of programs for social studies (i.e. Teacher Created Materials, SAVAAS, etc.)	Monitored through instructional walkthroughs in schools by district and school administration.	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals; Instructional Coaches	No funding required
		School benchmarks will be administered to monitor curriculum implementation,	Principals will monitor implementation and effectiveness through	Person(s) Responsible:	\$5,000 Title I

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		inform instruction and measure achievement.	lesson plans, observations, and student work, and PLCs	Assistant Superintendent of Teaching & Learning (Elementary & Secondary); Principals; Instructional Coaches	
	<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.	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 Superintendents (Elementary & Secondary); Principals; Instructional Coaches	No funding required
		Continue to enhance and refine middle and high school summative and formative assessments within units	GoFormative. Secondary Coaches' reports, Pear Assessments, PLCs	Person(s) Responsible: Assistant Superintendents (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 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 teachers to provide technology support and training.	Person(s) Responsible: Director of Technology; Instructional Coaches	\$300,000 General Fund
		Data from analysis of student work will be used to inform instruction and assessment.	PLCs, reports from coaches & coaches calendars.	Person(s) Responsible: Assistant Superintendents (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 Superintendents (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	Students will be able to write an ERQ at least to proficiency, PLCs, common assessments with rubrics.	Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals; Instructional Coaches	No funding required

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Goal 2 (State your science, social studies, and writing goal):
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 61.0%; 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 47.4%.
Social Studies - Elementary from 38.0% in 2022 to 68.1%; Middle from 40.0% in 2022 to 67.8%; High from 30.0% in 2022 to 49.0%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		3rd-8th grades understand the expectations.			
		Identify research-Reading Diagnosticed 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 Superintendents (Elementary & Secondary); Principals; Instructional Coaches	No funding required

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3: 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
<p>Objective 1: HCS will improve the percentage of students within the following gap groups scoring proficient or above on state assessments by 2024 as follows.</p> <p style="text-align: center;">Reading</p> <p>Elementary African Americans from 34.0% to 38.0%; Hispanics from 49.0% to 55.8%; two or more races from 50.0% to 53.9%; English learners plus monitored from 42.0% to 47.0%; economically disadvantaged from 48.0% to 54.6%; students with disabilities from 29.0% to 34.4% .</p> <p>Middle African Americans from 39.0% to 43.8%; Hispanics from 39.0% to 43.4%; two or more races from 42.0% to 47.0%; English learners plus monitored from 23.0% to 26.1%; economically disadvantaged from 42.0% to 47.2%; students with disabilities from 16.0% to 20.5%.</p> <p>High African Americans from 26.0% to 30.0%; Hispanics from 40.0% to 44.0%; two or more races from 57.0% to 61.0%; English learners plus monitored from 54.0% to 57.0%; economically disadvantaged</p>	<p>Design and Deliver Instruction Teachers and staff will implement appropriate teaching strategies to increase student achievement in math.</p>	<p>District will continue to ensure that each school implements research-Reading Diagnosticed strategies and curriculum to address needs of gap and tier status students.</p>	<p>LLI, Aimsweb, IXL, Reading Diagnostic, Lexia; Title 1 plan through GMAP, Reading Improvement Plans, Renaissance, Star Math, & Star Reading</p>	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Director of Special Education; Director of Assessment & Accountability</p>	<p>\$900,000 Title I</p>
		<p>District will provide a universal benchmark assessment system and progress monitoring system for tier status students. District will review programs for effectiveness and impact. Current programs: MAP, Aimsweb, LLI, Cambridge, STAR Reading, STAR Early Literacy, Reading Diagnostic</p>	<p>Analysis of all data tools used</p>	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Director of Special Education; Instructional Coaches; Director of Assessment & Accountability</p>	<p>\$60,000 Title I</p>
		<p>All schools will conduct RTI sessions regularly with individual students or small student groups as identified by data (MAP, common assessments, KSA, Reading Diagnostic, Cambridge, teacher or administrative observation). Elementary schools utilize an aligned intervention program (LLI) along with their core (Tier 1) FPC program.</p>	<p>RTI is scheduled in every school on a daily/weekly Reading Diagnosticis. School master schedules with RTI blocks</p>	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals; Director of Assessment & Accountability</p>	<p>\$900,000 Title I</p>
		<p>Continue evidence-Reading Diagnosticed instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy. K-5 walkthroughs and reading observations; district reading coordinator will support this process.</p>	<p>Walkthroughs and coaching with principal & instructional coach</p>	<p>Person(s) Responsible: Assistant Superintendents (Elementary); Director of Special Education; Instructional Coaches; District Literacy Coach</p>	<p>\$60,000 General Fund</p>
		<p>Tier 1 core instruction K-8 will ensure 80% of students will master grade level standards as evidenced by assessment data.</p>	<p>MAP data; district common assessments; school common formative assessments</p>	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals; Instructional Coaches; Assistant Principals; Teachers</p>	<p>\$47 million General Fund, Title funds, state grants</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>from 42.0% to 46.0%; students with disabilities from 11.0% to 16.0%.</p> <p>Math</p> <p>Elementary</p> <p>African Americans from 34.0% to 38.0%; two or more races from 10.0% to 56.5%; Hispanics from 42.0% to 46.0%; English learners from 33.0% to 37.0%; economically disadvantaged from 49.0% to 55.4%; students with disabilities from 26.0% to 30.0%.</p>		<p>Use Imagine Learning web-Reading Diagnosticed program with English Learners levels 3 and below K-12 for improving reading, writing, speaking, and listening skills through language and literacy and math.</p>	<p>Program reports; student performance on WIDA ACCESS</p>	<p>Person(s) Responsible: Director of Assessment & Accountability; EL teachers; EL Assistants</p>	<p>\$14,500 Title III \$9,000 Title I</p>
<p>African Americans from 34.0% to 38.0%; two or more races from 10.0% to 56.5%; Hispanics from 42.0% to 46.0%; English learners from 33.0% to 37.0%; economically disadvantaged from 49.0% to 55.4%; students with disabilities from 26.0% to 30.0%.</p>		<p>Rosetta Stone (English) for EL newcomers grades 6-12 will be used to acquire skills in reading, writing, listening, and speaking. (3-year contract)</p>	<p>Program reports; student performance on WIDA ACCESS</p>	<p>Person(s) Responsible: Director of Assessment & Accountability; EL teachers; EL Assistants</p>	<p>\$7200 Title III</p>
<p>Middle</p> <p>African Americans from 37.0% to 41.0%; Hispanics from 42.0% to 47.4%; two or more races from 40.0% to 46.9%; English learners plus monitored from 25.0% to 31.6%; economically disadvantaged from 40.0% to 43.6%; students with disabilities from 15.0% to 20.9% .</p>		<p>Implement minority teacher recruitment plan.</p>	<p>Documentation of professional learning; school mentoring programs; documentation on teacher recruitment and numbers of diverse teacher population</p>	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Director of Human Resources; Principals</p>	<p>\$5000 Title II</p>
<p>High</p> <p>African Americans from 23.0% to 28.0%; Hispanics from 37.0% to 42.0%; two or more races from 45.0% to 49.0%; English learners plus monitored from 50.0% to 53.0%; economically disadvantaged from 37.0% to 41.0%; students with disabilities from 5.0% to 10.0%.</p>	<p><u>Design and Delivery Assessment Literacy</u></p> <p>Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.</p>	<p>Common formative and ELA assessments gradesK-12 will be administered to monitor curriculum implementation, inform instruction and measure achievement.</p>	<p>Analyze common assessment at PLCS</p>	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals; Instructional Coaches; Teachers; Assistant Principals</p>	<p>No funding required</p>
	<p><u>Review, Analyze, and Apply Data</u></p> <p>Through analysis of a variety of assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies Reading Diagnosticed on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated</p>	<p>Data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.</p>	<p>GradeCam and Pear Assessment used 6 - 12 on all common summative assessments</p>	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Principals; Assistant Principals; Instructional Coaches; Teachers</p>	<p>No funding required</p>
		<p>Aimsweb Plus/STAR Assessments/MAP Screeners/Edcite will be used to monitor student progress for those in RTI programs in grades K-8.</p>	<p>Aimsweb reports; STAR reports, MAP Screeners</p>	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Director of Special Education; Principals; Assistant Principals; Instructional Coaches; Teachers</p>	<p>\$6,000 Title I</p>
		<p>Special Education program (with emphasis on co-teaching model) will be implemented</p>	<p>Professional learning ongoing; walkthroughs for</p>	<p>Person(s) Responsible: Director of Special Education; Principals</p>	<p>\$2,000 IDEA B</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Science</p> <p>Elementary African Americans from 23.0% to 27.0%; Hispanics from 47.0% to 51.0%; two or more races from 30.0% to 35.0%; English learners plus monitored from 48.0% to 53.0%; economically disadvantaged from 36.0% to 40.0%; students with disabilities from 26.0% to 30.0%.</p> <p>Middle African Americans from 11.0% to 16.0%; Hispanics from 16.0% to 20.0%; two or more races from 14.0% to 18.1%; English learners plus monitored from 0.0% to 7.6%; economically disadvantaged from 14.0% to 18.0%; students with disabilities from 4.0% to 10.9%.</p> <p>High African Americans from 0.0% to 5.0%; Hispanics from 2.0% to 7.0%; two or more races from 3.0% to 7.0%; English learners plus monitored from 0.0% to 7.6%; economically disadvantaged from 1.0% to 6.0%; students with disabilities from 0.0% to 5.0%.</p> <p>Social Studies</p> <p>Elementary African Americans from 21.0% to 26.0%; Hispanics from 19.0% to 24.0%; two or more races from 22.0% to 26.0%; English learners plus monitored from 0.0% to 5.0%; economically disadvantaged from</p>	<p>instruction will be planned Reading Diagnosticed on the results.</p>	<p>with continued monitoring and teacher development and support.</p>	<p>monitoring; analysis and monitoring of student placement/services through IC reports</p>		
	<p>Design, Align, and Deliver Support Support services help provide opportunities to our students who need additional assistance.</p>	<p>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.</p>	<p>Professional learning on de-escalation, TIC; behavior RTI protocols revised; all schools implement PBIS</p>	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Director of Special Education; Mental Health Director; Principals; Assistant Principals; School Counselors</p>	<p>General Fund</p>
		<p>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.</p>	<p>Monthly list of students who receive services</p>	<p>Person(s) Responsible: Assistant Superintendents (Elementary & Secondary); Director of Pupil Personnel; FRYSC; School Counselors</p>	<p>\$5,000 Title 1</p>
		<p>ESS funds, including daytime waivers, will be used to enhance reading and math achievement for identified low-performing students.</p>	<p>Monitor ESS program through written plans, ESS timesheets, waiver documentation, PLP tab date entries</p>	<p>Person(s) Responsible: Assistant Superintendents (Secondary); Principals</p>	<p>\$275,000 ESS Grant</p>
		<p>Each school will continue to address the social and emotional learning (SEL) of all students through the use of a SEL curriculum (Character Strong), guidance classes, SEL activities, individual and small groups, and school culture.</p>	<p>Monitor SEL through regular MTSS committee meetings</p>	<p>Person(s) Responsible: Assistant Superintendents (Secondary); Principals; Assistant Principals; FRYSC, School Psychologist, Mental Health Counselors, School Counselors</p>	<p>ESSER, AWARE Grant, General Fund</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>32.0% to 36.0%; students with disabilities from 10.0% to 16.0%.</p> <p>Middle African Americans from 17.0% to 21.0%; Hispanics from 26.0% to 30.0%; two or more races from 29.0% to 34.0%; English learners plus monitored from 2.0% to 6.0%; economically disadvantaged from 24.0% to 28.0%; students with disabilities from 2.0% to 8.0%</p> <p>High African Americans from 21.0% to 25.0%; Hispanics from 24.0% to 28.0%; two or more races from 21.0% to 25.0%; English learners plus monitored from 0.0% to 5.0%; economically disadvantaged from 21.0% to 25.0%; students with disabilities from 10.0% to 16.0%</p> <p>Writing</p> <p>Elementary African Americans from 19.0% to 24.8%; Hispanics from 19.0% to 24.0%; two or more races from 24.0% to 28.0%; English learners plus monitored from 16.0% to 20.0%; economically disadvantaged from 27.0% to 31.0%; students with disabilities from 3.0% to 8.0%.</p> <p>Middle African Americans from 38.0% to 43.0%; Hispanics from 45.0% to 50.0%; two or more races from 40.0% to 45.0%; English learners plus monitored from 0.0% to 5.0%;</p>					

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>economically disadvantaged from 42.0% to 46.0%; students with disabilities from 6.0% to 11.8%.</p> <p>High</p> <p>African Americans from 18.0% to 24.0%; Hispanics from 27.0% to 34.2%; two or more races from 24.0% to 30.0%; English learners plus monitored from 6.0% to 14.0%; economically disadvantaged from 23.0% to 27.0%; students with disabilities from 5.0% to 10.0%.</p>					

4: English Learner Progress

Goal 4 (State your English learner goal): 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 71.0% 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 2025, 100% of our English Learners at each level (elementary, middle, and high) will show growth on the WIDA ACCESS assessment.	<u>Design and Deliver Instruction</u> Teachers and staff will implement appropriate teaching strategies to increase student achievement in English proficiency. <u>Review, Analyze, and Apply Data</u> Through analysis of a variety of assessments and software programs, instructional strategies will be refined Reading Diagnosticed 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 Reading Diagnosticed on the results.	Use Imagine Learning web-Reading Diagnosticed program with English Learners levels 3 and below K-12 for improving reading, writing, speaking, and listening skills through language and literacy at a minimum of 40 minutes per week.	Imagine Learning reports; student performance on WIDA ACCESS	Person(s) Responsible: Director of Assessment & Accountability; EL Teachers	\$14,500 Title III
		Rosetta Stone (English) for EL newcomers grades 6-12 will be used to acquire skills in reading, writing, listening, and speaking. (3-year contract)	Rosetta Stone reports; student performance on WIDA ACCESS	Person(s) Responsible: Director of Assessment & Accountability; EL Teachers	\$7200 Title III
		EL teachers will use the ELD curriculum during resource time. EL Team will develop an ELD based curriculum that will be followed district-wide.	Formative assessments, student writing samples	Person(s) Responsible: EL Teachers	\$2000 Title III
Objective 2: By May 202, HCS will improve the percentage of students meeting proficiency on the WIDA ACCESS assessment: Elementary from 47.4% to 51.0% Middle from 28.6% to 33.7% High from 32.1% to 35.0%	<u>Design, Align, and Deliver Support</u> Support services help provide opportunities to our students who need additional assistance in learning the English language.	K-5 English Learners may receive guided and/or resource reading instruction that targets specific needs.	Master schedule, Reading Diagnostic 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 teachers during core instruction.	Master schedule, Lesson Plans	Person(s) Responsible: EL Teachers, Gen. Ed. Teachers, Principals	No funding required
		English Learners may receive tier II or 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 (State your climate and safety goal):					
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 2025 , each level will maintain or increase one performance rating level. Elementary: Very High Middle: Medium High: High	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.	A district-wide character education program, Character Strong, will be implemented and monitored for fidelity . 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: Assistant Superintendent (Secondary)	General Fund
		Each school will implement SEL programs appropriate to the level and needs of the school. (Ex. Second Step, Sources of Strength, Character Strong) Develop a survey where students can give specific feedback in order to improve the safety and climate of individual schools. Administer the Youth Needs Survey twice per year to get feedback on student connectivity and school safety and climate	Percent increase on the annual QSCS (Quality of School Climate and Safety) survey	Person(s) Responsible: Assistant Superintendent (Secondary) & AWARE Grant Director	Grants
	Establishing Learning Culture & Environment Establishing a learning culture helps to partner students, staff, and parents in order to aim for a collaborative goal.	For every student, an inventory of school engagement will be given. This will help staff to identify students who are not engaged and then implement interventions to get all students connected.	Percent increase on the annual QSCS (Quality of School Climate and Safety) survey	Person(s) Responsible: Assistant Superintendent (Secondary) & Principals	No funding required
			Percent increase on the annual QSCS (Quality of School Climate and Safety) survey	Person(s) Responsible: Assistant Superintendent (Secondary) & AWARE Grant Director	No funding required

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal):					
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 2025, the postsecondary readiness percentage will increase from 97.1 to 98.0 (without bonus).	<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 the completion of graduation plans and ILPs.	Continue implementation of new Postsecondary Readiness & graduation requirements	Person(s) Responsible: Assistant Superintendent (Secondary); Multicultural Coordinator; 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 (Secondary); Principals; Teachers; School Counselors	No funding required
		Communicate with all students the availability of scholarships (Rotary Colonels to College, Work Ready, etc.)	Students are applying and receiving more scholarship monies.	Person(s) Responsible: Assistant Superintendent (Secondary); Principals; Teachers; School Counselors; FRYSC	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.	Communications through social media, parent links, meetings with families, counselors to middle schools; agendas	Person(s) Responsible: Assistant Superintendent (Secondary); Secondary Principals	No funding required
		Promote dual credit to all students to enhance students' learning and opportunities.	Monitor & record # of dual credit; IC reports; state reports of data	Person(s) Responsible: Assistant Superintendent (Secondary); Principals; School Counselors	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 (Elementary & 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	DPP runs reports quarterly; HCHS Friday meetings; retention data, chronic absenteeism data, Cambridge data, and IC	Person(s) Responsible: Director of Pupil Personnel; High School Administration; AP & CTE Teachers	No funding required

Goal 6 (State your postsecondary goal): 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
		monitoring interventions for students. HCHS monitors CTE industry Cambridgeifications and program assessments to determine if students are making progress toward completion.	Tableau Visualization data will also be used.		
	<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 Reading Diagnosticed 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 Reading Diagnosticed on the results.	HCHS analyzes AP data to determine student access and performance on AP exams. HCHS examines 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 (Middle & 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 (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 (Secondary); High School Administration; Henderson Community College Staff	No funding required/Supported by Rotary Colonels to College
		Communicate to students the avenues to Postsecondary Readiness. College: ACT, KYOTE, Ed Ready, Dual Credit, AP Course, Accuplacer Career: Dual Credit, Industry Cambridgeification, End of Program Assessment, Work Reading Diagnosticed Learning	Monitor the number of students that meet benchmark/standard	Person(s) Responsible: Assistant Superintendent (Secondary); High School Administration; TEDS Coordinator; TCA Coordinator; Dual Credit Coordinator	Perkins Funding

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7: Graduation Rate

Goal 7 (State your graduation rate goal):					
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: By May 2025, HCS will improve the graduation rate from 88.3% to 91.5%.	<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 Reading Diagnosticed 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 Reading Diagnosticed on the results.	<ul style="list-style-type: none"> Ensure all 6th-12th grade students complete yearly components of HCS ILP. 	Monitor completion by school	Person(s) Responsible: Assistant Superintendents (Secondary); Principals; School Counselors April 1: Ongoing August 1: Ongoing	\$12,000
		<ul style="list-style-type: none"> 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. School counselors will have individual session to discuss/reevaluate pathway options. 	Middle school visits to HCHS, HCHS counselors to middle schools 2x. Individual Learning Plans (ILPs)	Person(s) Responsible: Assistant Superintendents (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 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 Cambridgeificates and/or become end of pathway Cambridgeified.	Coursebook; enrollment in career pathway; Postsecondary Readiness indicator; number of industry Cambridgeifications	Person(s) Responsible: Assistant Superintendents (Secondary); 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.	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Identified students receive job placement opportunities at the age of 16. 	IC report; teams meets on a monthly Reading Diagnosticis; reduction in the dropout rate	Person(s) Responsible: Assistant Superintendents (Secondary); High School Administration; School Counselors, FRYSC	No funding required

Goal 7 (State your graduation rate goal): 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
		<ul style="list-style-type: none"> TCA non - CTE co-op opportunities Collaboration between HCHS and TCA to identify students at-risk of not graduating to develop individualized plans to support the students ability to remain enrolled in school. 			
	<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 public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen, and assisting them with their ILP planning. Financial literacy for students and parents. Field and Main Bank financial literacy program with HCHS.	CTE tours, CTE parent night, CTE community open house	Person(s) Responsible: Assistant Superintendents (Secondary); Principals	No funding required
		Building a Better Graduate 5 world class skills: collaboration, communication, innovation, critical thinking, and initiative. Definitions, rubrics, and activities to demonstrate 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 Superintendents (Elementary & Secondary); Director of Administration; Principals; Instructional Coaches; Teachers	\$24,000 General Fund
		Identify & analyze the students that did not graduate. Ask why? Was there anything that HCS could have done differently? Survey the students to see what incentives interest them.	Graduation rate will improve at both Henderson County High School and The Central Academy.	Person(s) Responsible: HCHS and Central principals	No funding required

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Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response:
Our secondary schools are identified as TSI schools (SMS - disability; NMS - African American; HCHS - English Learners plus Monitored) and will include specific activities they will implement and monitor to ensure their TSI groups are making progress. These activities will be specified in each schools' Comprehensive School Improvement Plan that will be approved by our board.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response:
North Middle School (African American)

Indicators	2022	2023
Reading & Math Indicator	37.3	32.1
Science, Social Studies, & Writing Indicator	24.5	23.1
Quality of Safety and Climate Survey (QSCS) Indicator	54.2	63.8

Additional/More Rigorous Actions

Overall Indicator Score	31.9	29.2
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South Middle School (Disability)

Indicators	2022	2023
Reading & Math Indicator	31.3	41.3
Science, Social Studies, & Writing Indicator	29.8	5.4
Quality of Safety and Climate Survey (QSCS) Indicator	67.6	66.3
Overall Indicator Score	32.1	25.3

HCHS (English Learner plus Monitored)

Indicator	2022	2023
English Learner Progress	16.7	38.3

Additional Supports:

North & South: As we complete winter MAP testing, the scores for each group mentioned above will be pulled separately to compare their winter scores to the fall to see if these students are progressing. This information will be shared with school leaders during our winter data meetings in order to discuss these students specifically and what they are doing at the school level to support these students. The school administrators along with SPED Coach will be responsible for monitoring the progress of these specified groups.

HCHS:

Our English Learner teachers will meet with our EL students individually to discuss their score reports from last years' WIDA ACCESS, focusing on skills at each level of the 4 different assessments (Listening, Speaking, Reading, & Writing). The students will then set goals for this years' ACCESS. EL students need target support in content learning and language development. HCHS incorporates intentional and separate intervention classes for EL students. The school administrators along with SPED Coach will be responsible for monitoring the progress of these specified groups.