

Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

Goal 1 (*State your proficiency goal*): HCS will improve the percentage of students scoring proficient or above on state assessments by 2021 as follows.

Reading- Elementary from 61.3% to 77.6%; Middle from 64.4% to 74.6%; High- increase the percentage of students meeting ACT benchmark from 48.7% to 58.7%

Math- Elementary 62.7% to 76.9%; Middle from 66.3% to 74.7%; High- increase the percentage of students meeting ACT benchmark from 43.0% to 53.0%.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 in reading as follows: Elementary from 61.3% to 66.3% Middle from 64.4% to 69.4% High- increase percentage of students meeting ACT benchmark from 48.7% to 53.7%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Monitor and evaluate for effectiveness a common research-based <u>core literacy series</u> that aligns with KAS. Also, continue professional learning among grade levels K-5 so that full implementation and fidelity of instructional program can occur.	Continue use of district ELA series at all levels	Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches		
		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.	Smekens AP Trainings, MIF Training, Reading Trainings, Science Training, Social Studies - Inquiry Model, Foundational reading, NGSS	Assistant Superintendent of Teaching & Learning		\$300,000 Title II Part A

			Sec - Aug. 2018 content Work Days, Aug. 2017			
		Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of District Relations & Operations; Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches		No funding required
		Continue with annual revision, implementation and monitoring of district literacy plan. This will also include updated literacy plans that schools will incorporate.	Each school has a literacy & writing plan, which has deadline for submission to KDE.	District Reading Coordinator		No funding required
		At the secondary level, reading, including vocabulary skills, will be taught in all classes across content areas.	Lesson plans are renewed every week at secondary.	Assistant Superintendent of Teaching & Learning; Secondary Principals		No funding required
		Implement 120 minutes of direct reading instruction at K-3 and 90 minutes at grades 4-5.	Reading WT Principal ob. Master Schedule.	Assistant Superintendent of District Relations & Operations; Elementary Principals		No funding required
	KCWP 3: Design and Deliver Assessment Literacy	District will continue monitoring research-based supplemental reading and intervention materials to be used district wide. (i.e. AR, Headsprout, STAR, Reading A-Z, LLI, Read 180, System 44, Compass Odyssey, SRA Corrective Reading, SRA Mastery Reading, Failure Free Reading, Master the Code, Sing/Spell/Read/Write, Saxon Phonics, Heggerty's Phonemic Awareness, etc.) District will financially support, as applicable and as available, district required programs.	Read 180 reports. Headsprout reports run 3x. Purchased Saxon, LLI Heggerty for all schools, continued observed use of Saxon, LLI, Heggarty	Assistant Superintendent of Teaching & Learning; Director Instructional Technology; Director of Special Education; Assistant Superintendent of District Relations & Operations		\$100,000 Title I Part A, General Fund
		District benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement. Reading Inventory	Reading WT RIC given 3x (K-3). District BM & ELA	Assistant Superintendent of Teaching & Learning;		No funding required

		Continuum (K-3) administration minimum three times per year.	assessment given & analyzed through Grade Cam 6-12, with teachers & instructional coaches	Assistant Superintendent of District Relations & Operations; Instructional Coaches		
		Benchmark and scrimmage assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.	BM & scrimmages given 3-8 at least 2x year & analyzed with ICoaches & teachers.	Assistant Superintendent of Teaching and Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches		No funding required
	KCWP 4: Review, Analyze and Apply Data	Using GradeCam and Reading Inventory Continuum, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	This is ongoing. MS & HS use GC every 2 weeks and analyze in data team meetings. Coaches report to Assistant Superintendent. RIC - compiled & analyzed and shared with principals, by District Reading Coor.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations ;Principals; Instructional Coaches; Teachers		\$20,000 School Council Funds, Title I Part A
	KCWP 5: Design, Align and Deliver Support	Continue technology support and maintenance for hardware and software that supports a future ready classroom. Director of instructional technology will continue to provide support and embedded professional learning for teachers.	DIT and digital learning coaches meet with STA's/STC's monthly. Digital coaches have scheduled meetings with all	Director of Instructional Technology; Director of Technology		\$30,000 eRATE, General Fund

			teachers. SAMR walkthroughs as evidence and digital coaches' work calendars.			
		Conduct weekly RTI sessions with individual student or small student groups as identified by data (MAP, common assessments, RIC, teacher observation, or administrative observation).	RTI is scheduled in every school on a daily/weekly basis. IC assure through Friday meetings and give reports; school master schedules with RTI blocks	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		\$900,000 Title I
		Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs.	Writing folders for all elementary teachers with student work as evidence. Middle school submissions of student work samples from DCAs to district administration.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches		No funding required
		Continue district reading committee, led by district reading coordinator, to evaluate effectiveness of programs and processes in order to improve reading achievement and number of students reading on grade level.	Reading Committee will continue to meet to give reports of reading progress in school.	District Reading Coordinator		\$5,000 Title I
		Continue position of District Reading Coordinator to support reading teachers in instructional strategies.	Meets weekly to report to Asst. Supt.	Assistant Superintendent of Teaching & Learning		\$60,000 General Fund
		Accelerated Reader program will be used for Kindergarten - 8th grade students to supplement and support reading instruction as part of ELA curriculum; Accelerated Reader 360 will be used in grades 9-10 in Reading Strategies courses; professional learning will also be provided. Students must have a minimum of 80% accuracy.	AR going on in all schools AR360 - used at HCHS reading strategies class. PL was provided by Ren.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations &		\$20,000 Title I Part A, School Council Funds

			Learn training last year in Dec. 2017	Operations; Principals; Media Specialists; Teachers		
		District observations and walkthroughs of reading instruction at elementary level.	Observation of 16 model teachers & videos made. Walkthroughs occur all year at all elementary schools.	Assistant Superintendent of District Relations & Operations; Director of Special Education; Principals; Instructional Coaches		No funding required
	KCWP 6: Establishing Learning Culture and Environment	Continue activities to promote literacy among families such as Brain Bus, Imagination Library promotion, Prime Time Reading, family literacy nights, #HCS Reads, Babies Need Words, Read 20 challenges, etc.	Babies Need Words - S. Smith visits 50 business. Prime Time was fall of 2018 - 6 weeks Literacy Nights at all schools - Title 1 binders as evidence, Nat. Geographic Photo Ark project in Jan. 219 - Mar. 2019	District Reading Coordinator; Public Information Officer; Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations		\$15,000 Title 1 district
Objective 2: HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 in math as follows: Elementary from 62.7% to 67.7% Middle from 66.3% to 71.3% High- increase percentage of students meeting ACT benchmark from 43.0% to 48.0%	KCWP 5: Design, Align and Deliver Support	District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, Coach, STAR Math, Compass Odyssey, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Prodigy math, IXL) District will financially support, as applicable and as available, district required programs.	AM, MIF scheduled. Math Coordinator did all grade 2 Math observations. IXL - purchased for H.S, SMS, NMS. Aimsweb - purchased and used all licenses for PM. Math Coor. will meet with all elem. principals.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Director of Instructional Technology; District Math Coordinator		\$70,000 Title I Part A

		District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, IXL, etc.).	IXL - purchased for HS, SMS, and NMS	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Director of Instructional Technology		\$5,000 Title I Part A
		District will monitor implementation of STAR Math and Accelerated Math. District will provide, as needed and as available, resources as well.	SM & AM - will request IC to give report on their use in Friday meetings.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Director of Instructional Technology; District Math Coordinator		\$20,000 Title I Part A
		Conduct RTI sessions with individual students or small student groups as identified by data (MAP, common assessments, observation or administrator observation).	RTI schedules in schools.	Assistant Superintendent of Teaching & Learning; Principals		\$900,000 Title I
		Continue position of District Math Coordinator to work with all levels in improving math instruction and student achievement.	District Math Coordinator submits schedule and work calendar with weekly meetings.	Assistant Superintendent of Teaching & Learning		\$60,000 General Fund
	KCWP 1: Design and Deploy Standards	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	Will meet with district Math Coordinator for weekly reports on MIF & Sec. Math. Math Coordinator will meet with all secondary math teacher groups	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; District Math Coordinator		\$90,000 General Fund

			weekly to guide math instruction.			
	KCWP 2: Design and Deliver Instruction	Students in grades 6-8 will receive 84 minutes of daily math instruction. Students in K-5 will receive 90 minutes of daily math instruction (60 minutes Math in Focus; 30 minutes Calendar Math).	School schedules & coaches report on Fridays.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		\$200,000 General Fund
	KCWP 3: Design and Deliver Assessment Literacy	Continue to enhance and refine middle and high school common summative and formative assessments within units. District benchmarks and common assessments will be administered to monitor curriculum implementation to inform instruction and measure achievement.	Content work days. IC must provide agendas & teachers surveys.	Assistant Superintendent of Teaching & Learning; Secondary Principals; Instructional Coaches		No funding required
		Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, math strategies, and academic vocabulary in instructional practice.	Increased rigor of Alg I, ELA - Gr 9 assessments on teacher work day in middle of year.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations;		\$33,058 Title II Part A
		Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy; peer observations within schools and in other schools.	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Instructional Coaches		No funding required
	KCWP 4: Review, Analyze and Apply Data	Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	K-12 - K-5 done 4x yearly & analyzed on Fridays, report given to teacher on trends in gr. level meetings by instructional coaches. 9-12 every	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; District		\$5,000 Title 1

			unit analyzed. 6-8 done every unit & analyzed in data team meetings weekly.	Math Coordinator; Instructional Coaches		
		Data from analysis of student work will be used to inform instruction and assessment.	EL - Reading, math, science. MS - Reading, math, Science, & Social Studies	Assistant Superintendent of Teaching & Learning; Principals; Assistant Superintendent of District Relations & Operations; District Math Coordinator; Instructional Coaches		No funding required
	<u>KCWP 6: Establishing Learning Culture and Environment</u>	Continue family nights in math for elementary schools.	All Elementary did Math nights. Title 1 binder evidence & reports from coaches, and evidence of purchase orders.	Assistant Superintendent of Teaching & Learning; Principals; Assistant Superintendent of District Relations & Operations; District Math Coordinator;		\$15,000 Title 1 Parent Involvement funds

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

By 2023 Writing- Percentage of students scoring proficient/distinguished will increase in elementary from 34.7% to 70.4%; middle from 50.5% to 71.0%; high from 53.0% to 73.5%.

By 2023 Science- Percentage of students scoring proficient/distinguished will increase in elementary from 32.1% to 65.0%; middle from 22.2% to 50.0%; high baseline established this year.

By 2023 Social Studies - Percentage of students scoring proficient/distinguished will increase in elementary from 58.9% to 82.0%; middle from 61.8% to 78.0%; high not applicable.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
Objective 1 HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in writing as follows: Elementary (by 2019) from 34.7% to 50.0% Middle (by 2019) from 50.5% to 58.0% High (by 2019)- increase percentage of students meeting ACT benchmark from 53.1% to 60.0%	KCWP 5: Design, Align and Deliver Support	Provide professional learning on writing process, on-demand writing, writing to publish, writing to learn and writing to demonstrate learning. Conduct collaborative professional learning with teachers among schools.	Abell & Atherton PL for Gr. 3 - HS. training	Assistant Superintendent of Teaching & Learning		\$3,000 Title 1
		Continue evidence-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations		No funding required
		Continue with annual revision, implementation and monitoring of district	Each school has a literacy & writing plan, which has	District Reading Coordinator		No funding required

		literacy plan. This will also include updated literacy plans that schools will incorporate. (include writing)	deadline for submission to KDE.			
		Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy; peer observations within schools and in other schools.	Found reading was focus. Continue training in 5 components of reading.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		No funding required
	KCWP 3: Design and Deliver Assessment Literacy	District benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.	All ELA assess are common assessments 6-12	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		\$5,000 Title 1
		Benchmark and scrimmage assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.	Will hold 2 scrimmages at MS	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional coaches		No funding required
		Monitor writing opportunities for students through the collection of student work samples.	Done at school. Principals said they would monitor.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		No funding required
	KCWP 4: Review, Analyze and Apply Data	Data from analysis of student work will be used to inform instruction and assessment.	Data Teams meeting reports from coaches & coaches calendars.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of		No funding required

				District Relations & Operations; Principals		
	KCWP 2: Design and Deliver Instruction	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Coaches report this is taught & some model.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		No funding required
		At the secondary level, reading and writing strategies, including vocabulary skills, will be taught in all classes across content areas. Professional learning in writing for classroom teachers to improve student achievement.	Abell & Atherton training.	Assistant Superintendent of Teaching & Learning; Secondary Principals		\$3,000 Title 1
Objective 2 (by 2018-2019) HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in science as follows: Elementary from 32.1% to 39% Middle from 22.2% to 30% High- baseline established this year.	KCWP 4: Review, Analyze and Apply Data	Secondary using GradeCam and science data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	GC reports. Coaches reports.	Assistant Superintendent of Teaching & Learning; Secondary Principals		\$15,000 Title I
		Conduct weekly RTI sessions with individual student or small student groups as identified by data (common assessments, teacher observation, or administrative observation).	PLT - 2x weekly per coaches reports at HS distribution list.	Assistant Superintendent of Teaching & Learning; Secondary Principals		No funding required
		Data from analysis of student work will be used to inform instruction and assessment.	Will analyze a TCT Gr. K-5 report back to teachers in grade level meeting on trends. Met with Science committee 3x; analyze TCT at 6-12 for 3x.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		No funding required
		Science teachers in grades K-12 will have students complete Through Course Tasks (TCT's); teachers will collaborate through PLC process to analyze student work to inform instruction.	Will analyze a TCT Gr. K-5 report back to teachers in grade level meeting on trends. Met with Science committee 3x; analyze TCT at 6-12 for 3x.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		No funding required

	KCWP 5: Design, Align and Deliver Support	Continue technology support and maintenance for hardware and software that supports a future ready classroom. Director of instructional technology will continue to provide support and embedded professional learning for teachers.	DIT and digital learning coaches meet with STA's/STC's monthly. Digital coaches have scheduled meetings with all teachers. SAMR walkthroughs as evidence and digital coaches' work calendars.	District Technology Coordinator; District Instructional Technology Coordinator; Digital Literacy Coaches		No funding required
		District will monitor and provide resources, as available and as needed, for implementation of programs for science such as Mystery Science and Science Alive.	Purchased MS for all Gr. 4 & 7. Created MS passing quede, cross correlated NGSS standards auth MS. Will purchase Science Alive resource for Gr. 4	Assistant Superintendent of Teaching & Learning		\$5,000 Title 1
		STEM activities/Makers Space exploration through media centers.	Place STEM Makerspace materials in all media centers	Director Instructional Technology; Digital Literacy Coaches; Media Specialists		\$100,000 General Fund
		District supports and provides resources for STLP clubs for K-12 schools.	DIT and digital coaches work calendars and schedules; student participation in STLP has grown tremendously.	Director Instructional Technology; Digital Coaches		\$180,000 General Fund
	KCWP 2: Design and Deliver Instruction	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions with specified classes at all levels to make sure students in 4th-8th grades are hearing a consistent message with respect to expectations for ERQs	Will analyze a TCT Gr. K-5 report back to teachers in grade level meeting on trends. Met with Science committee 3x; analyze TCT at 6-12 for 3x.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		No funding required
		Identify evidenced-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy; peer observations within schools and in other schools.	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of		No funding required

				District Relations & Operations; Principals		
		Mystery Science will be taught K-8 as specified in District pacing guide.	Monitor MS instruction through observations. Have coaches report.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals	Conducted 2 science PL days	\$4,000 Title 1
		Professional learning for teachers through PIMSER and KY Science Teachers Association	17 K-3 teachers and 4 middle school teachers attended and will provide learning experiences for their peers.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		\$6000 Title I
Objective 3 (2018-2019): HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in social studies as follows: Elementary from 58.9% to 70.0% Middle from 61.8% to 65.0% High N/A	KCWP 5: Design, Align and Deliver Support	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.	HCHS instructional coach monitors ELA/Social Studies teachers' "level up" folders and student work.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		No funding required
		Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		No funding required
		District will monitor and provide resources, as available and as needed, for implementation of programs for social studies (i.e. Social Studies Alive, History Alive, etc.)	Purchased History Alive for elementary 5 th grade teachers; secondary teachers already have; principals will monitor implementation and effectiveness through	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		\$5,000 Title 1

			lesson plans, observations, and student work.			
<ul style="list-style-type: none"> • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data 	District benchmarks will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Will hold 2 scrimmages at MS; 3 at elementary	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		No funding required	
	Benchmark and scrimmage assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.	Will hold 2 scrimmages at MS; 3 at elementary	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		No funding required	
	GradeCam data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	GC reports. Coaches reports.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals		\$20,000 School Council Funds, Title I Part A	
	Continue to enhance and refine middle and high school common summative and formative assessments within units	Always done on district content PD days.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches		No funding required	
	Formative district benchmarks for secondary will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Required every 3 weeks.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations &		No funding required	

				Operations; Principals; Instructional Coaches		
		Continue technology support and maintenance for hardware and software that supports a future ready classroom. Director of instructional technology will continue to provide support and embedded professional learning for teachers.	DIT and digital learning coaches meet with STA's/STC's monthly. Digital coaches have scheduled meetings with all teachers. SAMR walkthroughs as evidence and digital coaches' work calendars.	District Technology Coordinator; District Instructional Technology Coordinator; Digital Literacy Coaches		\$300000 eRATE, General Fund
		Data from analysis of student work will be used to inform instruction and assessment.	Data Teams meeting reports from coaches & coaches calendars.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches		No funding required
		For secondary conduct weekly RTI sessions with individual student or small student groups as identified by data (common assessments, teacher observation, or administrative observation).	6-8 have RTI built in schedule daily. 9-12 - PLT twice weekly. Monitor distribution list	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches		No funding required
	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions with specified classes to make sure students in 5th-8th grades are hearing a consistent message with respect to expectations for ERQs.	Lesson plans	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches		No funding required
		Identify research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy; peer observations within schools and in other schools.	Monitored through instructional walkthroughs in schools by district and school administration.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations &		No funding required

				Operations; Principals; Instructional Coaches		
		Middle schools culturally collaborating through use of technology 1:1 devices.	Continue tech walkthroughs on a cycle in all schools.	District Instructional Technology Coordinator; Digital Literacy Coaches		No funding required

2: Gap

State your *Gap Goal*

Goal 2: HCS will improve the percentage of students within the following gap groups scoring proficient or above on state assessments by 2021 as follows.

Reading

- Elementary for African Americans from 37.1% to 52.1%; Hispanics from 53.8% to 68.8%; for English learners from 51.1% to 66.1%; for low socio-economic status from 52.9% to 67.9%; for students with disabilities from 30.0% to 45.0%; for two or more races from 61.0% to 76.0%.
- Middle for African Americans from 37.9% to 52.9%; for Hispanics from 52.8% to 67.8%; for English learners from 25.0% to 40.0%; for low socio-economic status from 53.8% to 68.8%; for students with disabilities from 15.0% to 30.0%; for two or more races from 59.6% to 74.6%.
- High for African Americans from 41.7% to 56.7%; for two or more races from 40.7% to 55.7%; for low socio-economic status from 40.7% to 55.7%; for students with disabilities from 5.6% to 20.6%.

Math

- Elementary for African Americans from 35.7% to 50.7%; Hispanics from 60.3% to 75.3%; for English learners from 55.3% to 70.3%; for low socio-economic status from 55.2% to 70.2%; for students with disabilities from 28.8% to 43.8%; for two or more races from 55.3% to 70.3%
- Middle for African Americans from 43.6% to 58.6%; for Hispanics from 62.3% to 77.3%; for English learners from 30.0% to 45.0%; for low socio-economic status from 56.5% to 71.5%; for students with disabilities from 17.6% to 32.6%; two or more races from 55.0% to 70.0%.
- High- African Americans from 25.0% to 40.0%; two or more races from 31.0% to 46.0%; low socio-economic status from 29.7% to 44.7%; students with disabilities from 0.0% to 15.0%.

Science

- Elementary- Baselines established in 2017-18. For African Americans from 15.1% to 30.1%; for Hispanics from 16.7% to 31.7%; for two or more races from 23.4% to 38.4%; for English learners from 21.4% to 36.4%; for low socio-economic status from 26.8% to 41.8%; for students with disabilities from 13.7% to 28.7%.
- Middle- Baselines established in 2017-18. For African Americans from 2.0% to 17.0%; for Hispanics from 7.1% to 22.1%; for two or more races from 7.5% to 22.5%; for low socio-economic status from 15.2% to 30.2%; for students with disabilities from 3.1% to 18.1%.
- High- Baseline will be established 2018-19.

Social studies

- Elementary for Hispanics from 65.6% to 80.6%; for two or more races from 45.2% to 60.2%; for English learners from 25.0% to 40.0%; for low socio-economic status from 50.9% to 65.9%.
- Middle for African Americans from 28.0% to 43.0%; for Hispanics from 47.4% to 62.4%; for two or more races from 52.6% to 67.6%; for low socio-economic status from 52.2% to 67.2%; for students with disabilities from 11.7% to 26.7%

Writing

- Elementary for African Americans from 12.5% to 27.5%; for Hispanics from 21.9% to 36.9%; for two or more races from 31.0% to 46.0%; for English learners from 18.2% to 33.2%; for low socio-economic status from 22.2% to 37.2%; for students with disabilities from 2.9% to 17.9%.
- Middle for African Americans from 28.0% to 43.0%; for Hispanics from 47.4% to 62.4%; for two or more races from 42.1% to 57.1%; for English learners from 37.5% to 52.5%; for low socio-economic status from 44.1% to 59.1%; for students with disabilities from 5.0% to 20.0%.
- High for African Americans from 36.6% to 51.6%; for Hispanics from 56.5% to 71.5%; for two or more races from 50.0% to 65.0%; for low socio-economic status from 43.0% to 58.0%; for students with disabilities from 5.1% to 20.1%.

<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
<p>Objective 1: HCS will improve the percentage of students within the following gap groups scoring proficient or above on state assessments by 2018 as follows.</p> <p>Reading</p> <ul style="list-style-type: none"> • Elementary for African Americans from 37.1% to 42.1%; Hispanics from 53.8% to 58.8%; for English learners from 51.1% to 56.1%; for low socio-economic 	<p>KCWP 2: Design and Deliver Instruction</p>	<p>District will continue to ensure that each school implements research-based strategies and curriculum to address needs of gap and tier status students. Schools will submit for review current RTI plans; district RTI plan will be reviewed and updated. To ensure consistency lead interventionists will meet quarterly to discuss process/successes/concerns/needs and ensure consistent instruction across transitions.</p>	<p>Saxon, LLI, Heggerty, Title 1 plan through GMAP.</p>	<p>Assistant Superintendent of Teaching & Learning; Director of Special Education</p>		<p>\$900,000 Title I</p>
		<p>District will provide a universal benchmark assessment system and progress monitoring system for tier status students. District will review programs for effectiveness and impact. Current programs: MAP, AIMSweb</p>	<p>MAP, every coach reports analysis of MAP data.</p>	<p>Assistant Superintendent of Teaching & Learning; Director of Special Education</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, KPREP, RIC, teacher or administrative observation).</p>	<p>RTI is scheduled in every school on a daily/weekly basis. IC assure through Friday meetings</p>	<p>Assistant Superintendent of Teaching & Learning; Assistant Superintendent of</p>		<p>\$900,000 Title I</p>

<p>status from 52.9% to 57.9%; for students with disabilities from 30.0% to 35.0%; for two or more races from 61.0% to 66.0%.</p> <ul style="list-style-type: none"> • Middle for African Americans from 37.9% to 42.9%; for Hispanics from 52.8% to 57.8%; for English learners from 25.0% to 30.0%; for low socio-economic status from 53.8% to 58.8%; for students with disabilities from 15.0% to 20.0%; for two or more races from 59.6% to 64.6%. • High for African Americans from 41.7% to 46.7%; for two or more races from 40.7% to 45.7%; for low socio-economic status from 40.7% to 45.7%; for students with 			and give reports; school master schedules with RTI blocks	District Relations & Operations; Principals		
		Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy. K-5 walkthroughs and reading observations including special education; district reading coordinator will support this process.	Every walk through also included coaching with principal & IC	Assistant Superintendent of Teaching & Learning; Director of Special Education; Instructional Coaches; District Reading Coordinator		\$60,000 General Fund
		Tier 1 core instruction will ensure 80% of students will master grade level standards as evidenced by assessment data.	MAP data	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations		\$47 million General Fund, Title funds, state grants
	KCWP 3: Design and Deliver Assessment Literacy	Formative district and ELA common assessments grades 3-12 will be administered to monitor curriculum implementation, inform instruction and measure achievement.	Will hold 2 scrimmages at MS; 3 at elementary	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations		No funding required
	KCWP 4: Review, Analyze and Apply Data	Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	GC used 6-12 on all common assessments.	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Director of Instructional Technology; Principals		No funding required
	AIMSweb/STAR will be used to monitor student progress for those in RTI programs in grades K-5.	Monitor 2000 Aimsweb entries.	Assistant Superintendent of Teaching & Learning;		\$6,000 Title I	

<p>disabilities from 5.6% to 10.6%.</p> <p>Math</p> <ul style="list-style-type: none"> ● Elementary for African Americans from 35.7% to 40.7%; Hispanics from 60.3% to 65.3%; for English learners from 55.3% to 60.3%; for low socio-economic status from 55.2% to 60.2%; for students with disabilities from 28.8% to 33.8%; for two or more races from 55.3% to 60.3% ● Middle for African Americans from 43.6% to 48.6%; for Hispanics from 62.3% to 67.3%; for English learners from 30.0% to 35.0%; for low socio-economic status from 56.5% to 61.5%; for students with disabilities from 17.6% to 22.6%; 				Director of Special Education		
		Special Education program (with emphasis on co-teaching model) will be implemented with continued monitoring and teacher development and support.	Professional learning on January 18 for K-12 teachers/coaches; walkthroughs for monitoring; analysis and monitoring of student placement/service s through IC reports	Director of Special Education; Principals		\$2,000 IDEA B
	KCWP 5: Design, Align and Deliver Support	District level Gifted and Talented plan to provide direct GT instruction and general education teacher support for GT identified students.	GT teachers teach K-8 & provide consultation. School schedules & GT schedules	Assistant Superintendent of Teaching & Learning; Gifted/Talented Coordinator; GT Teachers		\$300,000 Gifted/Talented Funds, General Fund
		All schools will continue implementation of a comprehensive behavior RTI system that includes PBIS, TIC, Mental Health First Aid, parent workshops, crisis counseling, Collaborative Partners, behavior charts, etc. As new employees are hired, they will receive comprehensive training in the positive behavior model PBIS (Positive Behavior Intervention System) provided by the school PBIS coach/team.	Professional learning on de-escalation, TIC; behavior RTI protocols revised; District Social Worker coordinates monthly Collaborative Partners meetings; all schools implement PBIS	Assistant Superintendent of Teaching & Learning; Director of Special Education; Assistant Superintendent of District Relations & Operations; Director of Special Education; District Social Worker; Principals		\$75000 IDEA B \$5500 Special Education \$21000 Special Education General Add-On
	All students who meet the criteria for homelessness will be provided resources and services as required by the Title X, Part C -McKinney-Vento Homeless Education Assistance Improvement Act. Tutoring, referral to health services,	Monthly list of students who receive services; district HOME	Assistant Superintendent of District Relations and Operations; Assistant		\$28,000 Title 1	

<p>two or more races from 55.0% to 60.0%.</p> <ul style="list-style-type: none"> High- African Americans from 25.0% to 30.0%; two or more races from 31.0% to 36.0%; low socio-economic status from 29.7% to 34.7%; students with disabilities from 0.0% to 5.0%. <p>Science</p> <ul style="list-style-type: none"> Elementary-Baselines established in 2017-18. For African Americans from 15.1% to 20.1%; for Hispanics from 16.7% to 21.7%; for two or more races from 23.4% to 28.4%; for English learners from 21.4% to 26.4%; for low socio-economic status from 26.8% to 31.8%; for students with disabilities from 13.7% to 18.7%. 		obtaining pertinent student records and helping parents understand rights and linking them to local services.	coordinator's work schedule	Superintendent of Teaching & Learning		
		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	Assistant Superintendent of Teaching & Learning; Principals		\$277,000 ESS Grant
		Review and update district behavior RTI procedures.	Work with SPED dept. & coaches. Updated documents will be shared with school teams.	Director of Special Education; Assistant Superintendent of Teaching and Learning		No funding required
		District collaboration with KDE coaches to support identified TSI schools.	Evidence of meeting & training & TSI coaching documents.	Superintendent; Assistant Superintendent of Teaching & Learning; Director of Special Education; Assistant Superintendent of District Relations & Operations; Director of Special Education; Director of Assessment & Accountability		No funding required

<ul style="list-style-type: none"> ● Middle- Baselines established in 2017-18. For African Americans from 2.0% to 7.0%; for Hispanics from 7.1% to 12.1%; for two or more races from 7.5% to 12.5%; for low socio-economic status from 15.2% to 20.2%; for students with disabilities from 3.1% to 8.1%. ● High- Baseline will be established 2018-19. <p>Social studies</p> <ul style="list-style-type: none"> ● Elementary for Hispanics from 65.6% to 70.6%; for two or more races from 45.2% to 50.2%; for English learners from 25.0% to 30.0%; for low socio-economic status from 50.9% to 55.9%. ● Middle for African Americans from 28.0% to 33.0%; for Hispanics from 						
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<p>47.4% to 52.4%; for two or more races from 52.6% to 57.6%; for low socio-economic status from 52.2% to 57.2%; for students with disabilities from 11.7% to 66.7%</p> <p>Writing (Note: In 2017, only grade 8 at middle school and only grade 11 at high school levels were assessed.)</p> <ul style="list-style-type: none"> • Elementary for African Americans from 51.2% to 60.3%; for low socio-economic status from 51.2% to 59.9%; for students with disabilities from 30.4% to 54.6%; for non-duplicated gap from 50.2% to 60.2% • Middle for African Americans from 27.3% to 58.4%; for Hispanics from 44.4% to 61.3%; for low socio-economic status from 28.9% to 58.7%; for 						
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<p>students with disabilities from 1.6% to 47.1%; for non-duplicated gap group from 28.7% to 58.6%</p> <ul style="list-style-type: none">• High for African Americans from 31.6% to 54.6%; for low socio-economic status from 44.3% to 59.3%; for students with disabilities from 15.2% to 47.2%; for non-duplicated gap from 43.6% to 59.0%						
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3: Graduation rate

State your *Graduation rate Goal*

Goal 3: HCS will improve graduation rate from 89.9% to 94.7% by 2021.						
<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: HCS will improve graduation rate from 89.9% in 2018 to 91.0% in 2019.	KCWP 4: Review, Analyze and Apply Data	Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents. Career cruising	Have a SMS - 98%, NMS - 100%, HCHS - 94% for 2017-18, Will monitor for 2018-19.	Assistant Superintendent of Teaching & Learning; Principals; Guidance Counselors		\$10,000
		Review career pathways with middle school students so they can make good elective choices when entering high school. Review career pathway information to ensure high school students are aware of the course opportunities (i.e. college application week, KHEAA activities, dual credit, AP and college classes).	Middle school visits to HCHS, HCHS counselors to middle schools 2x. Career cruising	Assistant Superintendent of Teaching & Learning; Secondary Principals; Guidance Counselors		\$10,000

	KCWP 2: Design and Deliver Instruction	Career and Technical Education will continue to offer courses in all 15 career pathways so that students can pursue a variety of career majors and earn industry certificates and/or become end of pathway certified.	Course book; enrollment in career majors	Assistant Superintendent of Teaching & Learning; High School Principal; CTE Unit Principal		\$900000 Perkins Funds, General Fund
	KCWP 5: Design, Align and Deliver Support	Run monthly Early Warning Tool report in IC to identify who is most at risk. Meet with a team to develop targeted interventions to prevent students from dropping out.	IC report; team meets monthly; reduction in dropout rate	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of Administration; High School Administration		No funding required
	KCWP 6: Establishing Learning Culture and Environment	Continue public relations activities with elementary and middle school students about CTE opportunities at the high school by conducting CTE tours, elementary career fairs, being guest speakers at the middle schools, hosting parent nights for incoming freshmen and assisting them with their ILP planning.	CTE tours, CTE parent night, CTE community open house	Assistant Superintendent of Teaching & Learning; Principals		No funding required
		Building a Better Graduate process began in 2017-18 school year with representation from all stakeholder groups to determine 5 world class skills: collaboration, communication, innovation, critical thinking, and initiative. Definitions, rubrics, and activities to demonstrate in P-12 will be created and implemented.	P-12 implementing activities using definitions/rubrics for collaboration, critical thinking, communication. Student evidence will be collected by all teachers in BBG folders; 5 th grade piloting student "defenses." Pilot groups implementing PBL at 4 elementary schools.	Superintendent; Assistant Superintendent of Teaching & Learning; Assistant Superintendent of District Relations & Operations; Principals; Instructional Coaches; Teachers		No funding required

4: Growth

State your *Growth Goal*

<p>Goal 4:</p> <ul style="list-style-type: none"> As determined by Senate Bill 1 guidelines and definitions for growth, 100% percent of students in grades 4 through 8 will make growth in reading and math on state assessments by 2030. Based on spring MAP data by 2021, the percentage of students at each grade level 1-8 making spring-to-spring growth will increase by 15% in reading and math. By 2021 100% of K students will make growth from fall to spring in reading and math; as of spring 2018 76% of students made growth in reading and 86% made growth in math. 						
<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
<p>Objective 1: As determined by Senate Bill 1 guidelines and definitions for growth, 75% of students in grades 4 through 8 will make growth in reading on state assessments in 2019. Based on 2019 spring MAP reading data, the percentage of students at</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Monitor and evaluate for effectiveness a common research-based core literacy series that aligns with KAS. Also, continue professional learning among grade levels pre K-8 so that full implementation and fidelity of instructional program can occur. Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.</p>	<p>Continue use of district ELA series at all levels. Smekens Reading Trainings, Foundational reading, Sec - Aug. 2018 content Work Days, Monitored through instructional walkthroughs in</p>	<p>Assistant Superintendent of Teaching & Learning; Instructional Coaches</p>		<p>\$50000 General Fund</p>

<p>each grade level 1-8 making growth from spring 2018 will increase by 5%.</p> <p>Grade 1- from 62% to 67%</p> <p>Grade 2- from 47% to 52%</p> <p>Grade 3- from 54% to 59%</p> <p>Grade 4- from 52% to 57%</p> <p>Grade 5- from 52% to 57%</p> <p>Grade 6- from 43% to 48%</p> <p>Grade 7- from 48% to 53%</p> <p>Grade 8- from 59% to 64%</p> <p>By spring 2019 82% of K students will make growth from fall to spring in reading, an increase of 6% from 76% in 2018.</p>			<p>schools by district and school administration.</p> <p>Agendas/sign in sheets from sessions.</p>			
		<p>Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice. Conduct collaborative professional learning with all teachers among schools.</p>	<p>Continue use of district ELA series at all levels. Smekens Reading Trainings, Foundational reading, Sec - Aug. 2018 content Work Days, Monitored through instructional walkthroughs in schools by district and school administration.</p> <p>Agendas/sign in sheets from sessions.</p>	<p>Assistant Superintendent of Teaching & Learning;</p>		<p>\$300000</p> <p>Title II</p> <p>Part A</p>
		<p>Continue with annual revision, implementation and monitoring of district literacy plan that meets the requirements of Senate Bill 1. This will also include updated literacy plans that schools will incorporate.</p>	<p>Each school has a literacy & writing plan, which has deadline for submission to KDE.</p>	<p>Assistant Superintendent of Teaching & Learning</p>		<p>No funding required</p>
		<p>At the secondary level, reading strategies, including vocabulary skills, will be taught in all classes across content areas.</p>	<p>Smekens Reading Trainings, Aug. 2018 content Work Days; middle school joint monthly meetings</p>	<p>Assistant Superintendent of Teaching & Learning; Secondary Principals</p>		<p>No funding required</p>
		<p>Implement a minimum of 120 minutes of ELA instruction at K-3 and 90 minutes at grades 4-5. Implement a minimum of 84 minutes of ELA instruction at grades 6-8.</p>	<p>Elementary master schedules; middle school master schedules</p>	<p>Assistant Superintendent of Teaching & Learning;</p>		<p>No funding required</p>

				Elementary and Middle School Principals		
	KCWP 3: Design and Deliver Assessment Literacy	District will continue monitoring research-based supplemental reading and intervention materials to be used district wide. (i.e. AR, Headsprout, STAR, Reading A-Z, LLI, Read 180, System 44, Compass Odyssey, SRA Corrective Reading, SRA Mastery Reading, Failure Free Reading, IXL, Saxon Phonics, Imagine Learning (EL), Sing/Spell/Read/Write, Heggerty’s Phonemic Awareness, etc.) District will financially support, as applicable and as available, district required programs.	Usage/progress on student performance reports submitted to district administration quarterly; instructional walkthroughs	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology; Director of Special Education		\$150000 Title I Part A, General Fund
		District benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement. Reading Inventory Continuum (pre K-3) administration minimum three times per year. Benchmark and scrimmage assessments (MC, SA, ERQ) will be conducted and results analyzed to improve instruction for middle schools and elementary schools.	Elementary 3x; middle school 2x; RIC data; gradecam reports; lesson plans; instructional walkthroughs; middle school formative assessments every 3 weeks; elementary weekly formative assessments	Assistant Superintendent of Teaching & Learning; Instructional Coaches		No funding required
		Implement use of Imagine Learning with EL students and monitor impact and effectiveness with data.	Reports of student progress/growth analyzed at least quarterly at school/district level	Assistant Superintendent of District Relations & Operations; EL teachers		\$19500 Title III
	KCWP 4: Review, Analyze and Apply Data	Using GradeCam and Reading Inventory Continuum, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Gradecam reports; individual student RIC folders; school data teams analyze and district analyzes 3x/year	Assistant Superintendent of Teaching & Learning; Principals Instructional Coaches; Teachers		\$20000 School Council Funds, Title I Part A
	KCWP 5: Design, Align and Deliver Support	Continue technology support and maintenance for hardware and software that supports a future ready classroom. Director of Instructional Technology and digital literacy coaches will	DIT and digital learning coaches meet with	Director of Technology; Director of Instructional		\$300000

		continue to provide support and embedded professional learning for teachers.	STA's/STC's monthly. Digital coaches have scheduled meetings with all teachers. SAMR walkthroughs as evidence and digital coaches' work calendars.	Technology; Digital Literacy Coaches		eRATE, General Fund
		Conduct daily RTI sessions with individual student or small student groups (preK-8) as identified by data (MAP, common assessments, RIC, teacher observation, or administrative observation), including federally identified demographic gap groups.	Elementary/middle school master schedules; middle schools group students for daily interventions and data teams meet twice monthly analyzing student data; elementary data teams meet weekly	Assistant Superintendent of Teaching & Learning; Principals		No funding required
		Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Writing folders for all elementary teachers with student work as evidence. Middle school submissions of student work samples from DCAs to district administration.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches		No funding required
		District Reading Coordinator will facilitate district reading committee to evaluate effectiveness of programs and processes in order to improve reading achievement and number of students reading on grade level.	Summer 2018 meetings 2x; 2019 mid-year meeting	Assistant Superintendent of Teaching & Learning; District Reading Coordinator		No funding required

		District team of administrators and school principals will collaborate with KDE consultants to improve student performance among identified federally-defined gap groups.	Coaching to attend continuous Improvement training.	Assistant Superintendent of Teaching & Learning;		No funding required
		AR/AR 360 program will be used for Kindergarten - 10th grade students to supplement and support reading instruction as part of ELA curriculum. Students must have a minimum of 80% accuracy.	Monitor with AR reports.	Assistant Superintendent of Teaching & Learning; Principals; Media Specialists; Teachers		\$15,000 Title I Part A, School Council Funds
		District observations and formative walkthroughs of reading instruction at elementary level, including special education.	Walkthroughs conducted for all schools minimum 6 times per school year; follow up with administration/coaches and report impact with teachers instructionally	Assistant Superintendent of Teaching & Learning; Director of Special Education; Elementary Principals; Instructional Coaches		No funding required
Objective 2: As determined by Senate Bill 1 guidelines and definitions for growth, 75% of students in grades 4 through 8 will make growth in math on state assessments in 2019. Based on 2019 spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2018 will increase by 5%. Grade 1- from 62% to 67% Grade 2- from 35% to 40% Grade 3- from 54% to 58%	KCWP 5: Design, Align and Deliver Support	District will monitor research-based supplemental math and intervention materials to be used district wide. (i.e. AM, STAR Math, COMPASS, SRA Corrective Math, Number World, FASTT Math, Math in Focus, Every Day Counts, AIMSweb, Prodigy math, IXL) and programs for math fact fluency (IXL, FASTTMath). District will financially support, as applicable and as available, district required programs.	Reports from program student usage/progress/growth; MAP data; AM grade level objectives	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology; District Math Coordinator		\$100000 Title I Part A
		Conduct RTI sessions with individual students or small student groups, including federally identified gap groups, as identified by data (MAP, common assessments, observation or administrator observation).	Elementary/middle school master schedules; middle schools group students for daily interventions and data teams meet twice monthly analyzing student data; elementary	Assistant Superintendent of Teaching & Learning; Principals		No funding required

<p>Grade 4- from 47% to 52%</p> <p>Grade 5- from 55% to 60%</p> <p>Grade 6- from 39% to 44%</p> <p>Grade 7- from 57% to 62%</p> <p>Grade 8- from 55% to 60%</p> <p>By spring 2019 90% of K students will make growth from fall to spring in reading, an increase of 4% from 86% in 2018.</p>			data teams meet weekly			
	KCWP 1: Design and Deploy Standards	District will evaluate for effectiveness Math in Focus and Every Day Counts Calendar curricula. As needed and as available, district will provide curriculum resources.	DCAs administered in elementary 4-5x/year; middle school gradecam; instructional walkthroughs by District Math Coordinator and meets with middle school math data teams twice monthly	Assistant Superintendent of Teaching & Learning; District Math Coordinator		No funding required
	KCWP 2: Design and Deliver Instruction	Students in grades 6-8 will receive a minimum 84 minutes of daily math instruction. Students in grades K-5 will receive a minimum of 90 minutes of daily math instruction.	Elementary and Middle School master schedules	Assistant Superintendent of Teaching & Learning; Principals		No funding required
	KCWP 3: Design and Deliver Assessment Literacy	Continue to enhance and refine middle and high school math curriculum to go beyond current common summative assessments and refine common formative assessments within units	Continue emphasis this year. Increase our # of appropriate formatives in content	Assistant Superintendent of Teaching & Learning; District Math Coordinator; Secondary Principals; Instructional Coaches		No funding required
		Continue using evidence-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.	instructional walkthroughs in all elementary/middle schools by District Math Coordinator and meets with middle school math data teams twice monthly	Assistant Superintendent of Teaching & Learning; Instructional Coaches		No funding required
	Formative district benchmarks and math common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement in grades K-8 and high school.	Monitor Math assessments schedule.	Assistant Superintendent of Teaching & Learning; Instructional Coaches		No funding required	

	KCWP 4: Review, Analyze and Apply Data	<p>Data from analysis of student work will be used to inform instruction and assessment.</p>	<p>DCAs administered in elementary 4-5x/year; middle school gradecam; instructional walkthroughs by District Math Coordinator and meets with middle school math data teams twice monthly</p>	<p>Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches</p>		<p>No funding required</p>
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5: Transition readiness

State your *Transition readiness Goal*

<p>Goal 5:</p> <ul style="list-style-type: none"> As determined by Senate Bill 1 guidelines and definitions for Transition Readiness by 2030, 100% of high school students will be transition ready. By 2021 HCS will increase percentage of students scoring kindergarten ready according to Brigance data from % in 2018 to 65%. By 2021 100% of 4-year-old preschoolers will meet benchmark skills on HCS Pre-Reading Inventory Continuum. 						
<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: In 2019 as defined by KDE, 75% of high school students will be transition ready, an increase of 7% from 2018.	<ul style="list-style-type: none"> KCWP 6: Establishing Learning Culture and Environment 	All schools will promote the importance of transition readiness as an attainable goal through increased opportunities (i.e. college/industry tours, college/career speakers, college spirit days, etc.) emphasized by Equity Resource Council and through student participation in completion of graduation plans and ILPs.	Will design & communicate new Transition Readiness & New Graduation requirements to all stakeholders.	Assistant Superintendent of Teaching & Learning; Multicultural Coordinator; Multicultural Community Liaison		\$10,500 General Fund

		Communicate with students and parents to inform them of the need for academic interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	RTI letter sent to all parents whose children receive intervention.	Assistant Superintendent of Teaching & Learning; Principals; Teachers		No funding required
		Small group conferencing for all middle school and high school students within a high interest area.	GT teacher/counselor monitor through Newland who meets w/GT staff reg.	Assistant Superintendent of Teaching & Learning; Secondary Principals; Secondary Guidance Counselors		No funding required
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support 	By collaborating with teachers, community and parents, clear, measurable expectations will be set to assure an effective transition from middle school to high school to communicate and monitor effective academic or career readiness to meet graduation qualifiers.	Communications through social media, parent links, meetings with families, counselors to middle schools; agendas	Assistant Superintendent of Teaching & Learning; Secondary Principals		No funding required
		Promote dual credit to all students to enhance students' learning and opportunities.	Will monitor & record # of dual credit; IC reports; state reports of data	Assistant Superintendent of Teaching & Learning;		No funding required
		Implement activities and strategies outlined in the College and Career Bound Plan.	Frequent meeting w/ HS staff - Amber Thomas	Assistant Superintendent of Teaching & Learning; High School Principals; High 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	Assistant Superintendent of Teaching & Learning; Principals; Counselors		\$10,500 General Fund

	<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data 	HCHS analyze AP data to determine student access and performance on AP exams. HCHS examine NMSI research on best-practice and implement as suggested, with the intention of assuring AP program remains strong and that more students gain access and succeed in AP program.	Monitored by meetings with Thompson and Tilly & required of all AP reports & pass rates.	Assistant Superintendent of Teaching & Learning; High School Principal		No funding required
		Schools will run Persistence to Graduation (PTG) tool from Infinite Campus to determine which students are at risk of not meeting academic benchmarks or in need of additional supports. Using this report, a team will work in implementing and monitoring interventions for students.	DPP runs reports quarterly; HCHS Friday meetings	Director of Pupil Personnel; High School Administration		No funding required
	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	Opportunities for middle school students to earn high school credits in English and math.	IC rosters for credits earned	Assistant Superintendent of Teaching & Learning		\$180,000 General Fund
		Early college opportunities for high school students with Henderson Community College or Madisonville Community College.	Continue collaboration with HCC & MCC to increase dual credit opportunities.	Assistant Superintendent of Teaching & Learning; High School Administration		No funding required
Objective 2: In 2018, 55% of students will be kindergarten ready according to Brigance.	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support 	Transition visits at critical times for students at Pre-K to K	Schedule of all activities/events	Assistant Superintendent of Teaching & Learning; Principals; Counselors		\$10,500 General Fund
	<ul style="list-style-type: none"> • KCWP 6: Establishing Learning Culture and Environment 	Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	RTI letter to parents; fewer students needing interventions	Assistant Superintendent of Teaching & Learning; Principals; Teachers		No Funding Required
Objective 3: In 2019, 70% of 4-year-old preschoolers will meet benchmarks on HCS Pre-RIC, an improvement of 7% from 2018 (63%).	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction • KCWP 4: Review, Analyze and Apply Data 	All preschool classrooms will conduct RTI sessions regularly with individual students or small student groups as identified by data (TSG, DIAL-4, P-RIC, teacher created assessments, teacher or administrator observations).	Report on Pre-RIC data; walkthroughs by District Reading Coordinator	Assistant Superintendent of Teaching & Learning; Preschool administration;		No Funding Required

				preschool teachers		
		Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness and efficacy. District and school will conduct preschool walkthroughs and literacy observations.	Walkthroughs by District Reading Coordinator/district team/school administration	Assistant Superintendent of Teaching & Learning; Director of Special Education; District Reading Coordinator; Preschool administration		No Funding Required
		All preschool classrooms will have “push in” times twice monthly for 30 minutes from administrative and grant staff, allowing a 3:1 ratio (students/adult) to focus on early literacy skills as determined by data (TSG, DIAL-4, P-RIC, teacher created assessments, teacher or administrator observations).	Student performance on Pre-RIC data			