

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education 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 school/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.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, 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

State your **Proficiency Goal**

<p>Goal 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2019 as follows.</p> <p>Reading- Elementary from 61.0% to 77.6%; Middle from 59.7% to 74.6%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 52.2% to 57.2%</p> <p>Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7%</p> <p>Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18.</p> <p>Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019.</p> <p>Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.</p>					
<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	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
<p>Objective 1: HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in reading as follows: Elementary from 61.0% to 72.7% Middle from 59.7% to 69.5% High- increase percentage of students meeting ACT benchmark from 52.2% to 57.2%</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 K-5 so that full implementation and fidelity of instructional program can occur.</p>	<p>Assistant Superintendent of Teaching & Learning; Instructional Coaches</p>		<p>\$50000 General Fund</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. Also provide professional development 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.</p>	<p>Assistant Superintendent of Teaching & Learning</p>		<p>\$300000 Title II Part A</p>
		<p>Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.</p>	<p>Assistant Superintendent of Teaching & Learning; Instructional Coaches</p>		<p>No funding required</p>

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Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7%
Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18.
Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019.
Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.

		Continue with annual revision, implementation and monitoring of district literacy plan. This will also include updated literacy plans that schools will incorporate.	Assistant Superintendent of Teaching & Learning		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.	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.	Assistant Superintendent of Teaching & Learning; 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, etc.) District will financially support, as applicable and as available, district required programs.	Assistant Superintendent of Teaching & Learning; Director 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 (K-3) administration minimum three times per year.	Assistant Superintendent of Teaching & Learning; Instructional Coaches		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.	Assistant Superintendent of Teaching and Learning; 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.	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 will continue to provide support and embedded professional learning for teachers.	Director of Instructional Technology; Director of Technology		\$300000 eRATE, General Fund

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Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019.
Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.

		Conduct weekly RTI sessions with individual student or small student groups as identified by data (MAP, common assessments, RIC, teacher observation, or administrative observation).	Assistant Superintendent of Teaching & Learning; Principals		\$900000 Title I
		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.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches		No funding required
		Create a district reading committee to evaluate effectiveness of programs and processes in order to improve reading achievement and number of students reading on grade level.	Assistant Superintendent of Teaching & Learning		\$5000 Title I
		District team of administrators and instructional coaches will collaborate with KDE consultants to determine professional learning process to build capacity.	Assistant Superintendent of Teaching & Learning; Director of Assessment & Accountability; Principals; Instructional Coaches; Teachers		\$5000 Grant Funds
		Create position of District Reading Coordinator to support reading teachers in instructional strategies.	Assistant Superintendent of Teaching & Learning		\$60000 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.	Assistant Superintendent of Teaching & Learning; Principals; Media Specialists; Teachers		\$20000 Title I Part A, School Council Funds
		District observations and walkthroughs of reading instruction at elementary level.	Assistant Superintendent of Teaching & Learning; Director of Special Education; Principals; Instructional Coaches		No funding required
Objective 2: HCS will improve the percentage of students scoring proficient or above on	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	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology		\$70000 Title I Part A

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Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7%
Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18.
Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019.
Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.

state assessments by 2018 in math as follows: Elementary from 61.0% to 72.3% Middle from 68.1% to 69.6% High- increase percentage of students meeting ACT benchmark from 43.7% to 48.7%		financially support, as applicable and as available, district required programs.			
		District will monitor and provide resources, as available and as needed, for implementation of programs for math fact fluency (i.e. FASTTmath, IXL, etc.).	Assistant Superintendent of Teaching & Learning		\$5000 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.	Assistant Superintendent of Teaching & Learning; Principals		\$20000 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).	Assistant Superintendent of Teaching & Learning; Principals		\$900000 Title I
	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.	Assistant Superintendent of Teaching & Learning; District Math Coordinator		\$80000 General Fund
	KCWP 2: Design and Deliver Instruction	Students in grades 6-8 will receive 84 minutes of daily math instruction.	Assistant Superintendent of Teaching & Learning; Principals		\$200000 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	Assistant Superintendent of Teaching & Learning; Secondary Principals; Instructional Coaches		No funding required
		Provide ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking and Academic Vocabulary in instructional practice.	Assistant Superintendent of Teaching & Learning		\$33058 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.	Assistant Superintendent of Teaching & Learning; 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.	Assistant Superintendent of Teaching & Learning; Instructional Coaches		No funding required
		Data from analysis of student work will be used to inform instruction and assessment.	Assistant Superintendent of Teaching & Learning;		No funding required

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			Principals; Instructional Coaches		
<p>Objective 3: HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in science as follows: baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, field test administration 2017-18</p>	KCWP 3: Design and Deliver Assessment Literacy	Science teachers in grades K-12 will have students complete at least two Through Course Tasks (TCT's); teachers will collaborate through PLC process to analyze student work to inform instruction.	Assistant Superintendent of Teaching & Learning; Director of Assessment & Accountability; Principals		No funding required
		Sample student work from TCT's will be provided to KDE upon request.	Director of Assessment & Accountability; Building Assessment Coordinators		No funding required
	KCWP 2: Design and Deliver Instruction	Teacher leaders participate in second year of PIMSER ASSESS cohort professional learning to create and implement Classroom Embedded Assessments (CEA's) with KDE and school level observations to provide feedback. School/district administrators participate in second year of PIMSER ASSESS cohort.	Assistant Superintendent of Teaching & Learning; Director of Assessment & Accountability; Principals		\$5000 PIMSER Grant
	KCWP 1: Design and Deploy Standards	Schools will evaluate science curriculum and resources for instructional purposes.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches		No funding required
<p>Objective 4: HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in social studies as follows: Elementary from 69.8% to 78.0% Middle from 62.7% to 72.8% High- field test administration in 2019</p>	KCWP 2: Design and Deliver Instruction	District provided professional learning with KDE coaches on inquiry-based strategies	Assistant Superintendent of Teaching & Learning		\$10000 Title II
		Middle schools culturally collaborating through use of technology 1:1 devices.	Director of Instructional Technology; Director of Technology		\$300000 General Fund, eRate

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Math- Elementary 61.0% to 76.9%; Middle from 68.1% to 74.7%; High- EOC field test administration in 2018; increase the percentage of students meeting ACT benchmark by 5% from 43.7% to 48.7%
Science- baselines will be established for elementary and middle in 2017-18; high school baseline 2018-19, EOC field test administration 2017-18.
Social studies- Elementary from 69.8% to 81.7%; Middle from 62.7% to 77.4%; High- EOC field test administration in 2019.
Writing- Elementary from 58.4% to 70.4%; Middle from 39.5% to 71.0%; High from 59.0% to 73.5%.

Objective 5: HCS will improve the percentage of students scoring proficient or above on state assessments by 2018 in writing as follows: Elementary from 58.4% to 64.5% Middle from 39.5% to 65.1% High from 59.0% to 68.2%	KCWP 3: Design and Deliver Assessment Literacy	Monitor writing opportunities for students through the collection of student work samples.	Assistant Superintendent of Teaching & Learning; Principals		No funding required
	KCWP 2: Design and Deliver Instruction	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.	Assistant Superintendent of Teaching & Learning; Secondary Principals		No funding required
		Elementary/Middle school teachers, school leaders and/or district leaders will model Extended Response Questions and On Demand Writing with classes at all levels to make sure students in 3rd-8th grades are hearing a consistent message with respect to expectations for ERQs and ODW.	Assistant Superintendent of Teaching & Learning; Principals; Instructional 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 2019 as follows.

Reading

- Elementary for Hispanics from 50.6% to 71.6%; for English learners from 25.0% to 67.1%; for low socio-economic status from 52.9% to 73.3%; for students with disabilities from 32.4% to 66.6%; for non-duplicated gap from 52.7% to 73.4%
- Middle for African Americans from 36.5% to 63.5%; for Hispanics from 59.6% to 71.4%; for English learners from 12.5% to 50.0%; for low socio-economic status from 49.5% to 68.7%; for students with disabilities from 15.3% to 58.5%; for non-duplicated gap from 49.6% to 68.5%
- High- Students will take field test in 2018.

Math

- Elementary for Hispanics from 48.1% to 72.5%; for English learners from 28.1% to 71.2%; for low socio-economic status from 52.6% to 72.3%; for students with disabilities from 31.2% to 64.5%; for non-duplicated gap from 51.9% to 72.3%
- Middle for African Americans from 45.3% to 63.5%; for Hispanics from 63.5% to 74.7%; for English learners from 37.5% to 62.5%; for low socio-economic status from 58.0% to 69.1%; for students with disabilities from 21.1% to 57.1%; for non-duplicated gap from 58.1% to 68.9%
- High- Students will take field test in 2018.

Science

- Elementary- Baseline will be established in 2017-18.
- Middle- Baseline will be established in 2017-18.
- High- Baseline will be established 2018-19; field test administration 2017-18.

Social studies

- Elementary for African Americans from 39.0% to 74.1%; for Hispanics from 59.1% to 68.2%; for students with disabilities from 40.6% to 65.9%; for non-duplicated gap from 58.7% to 77.1%
- Middle for African Americans from 50.0% to 65.2%; for low socio-economic status from 52.4% to 71.7%; for students with disabilities from 13.1% to 59.7%; for non-duplicated gap group from 52.4% to 71.3%
- High- field test administration in 2018-19

Writing (Note: In 2017, only grade 8 at middle school and only grade 11 at high school levels were assessed.)

- Elementary for African Americans from 51.2% to 66.9%; for low socio-economic status from 51.2% to 66.6%; for students with disabilities from 30.4% to 62.2%; for non-duplicated gap from 50.2% to 66.8%
- Middle for African Americans from 27.3% to 65.3%; for Hispanics from 44.4% to 67.8%; for low socio-economic status from 28.9% to 65.6%; for students with disabilities from 1.6% to 55.9%; for non-duplicated gap group from 28.7% to 65.6%
- High for African Americans from 31.6% to 62.2%; for low socio-economic status from 44.3% to 66.1%; for students with disabilities from 15.2% to 56.0%; for non-duplicated gap from 43.6% to 65.9%

<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	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: HCS will improve the percentage of students within the following gap groups	KCWP 2: Design and Deliver Instruction	District will continue to ensure that each school implements research-based strategies and curriculum to address needs of	Assistant Superintendent of Teaching & Learning; Director of Special Education		\$900000 Title I

<p>scoring proficient or above on state assessments by 2018 as follows.</p> <p>Reading</p> <ul style="list-style-type: none"> Elementary for Hispanics from 50.6% to 65.9%; for English learners from 25.0% to 60.5%; for low socio-economic status from 52.9% to 67.9%; for students with disabilities from 32.4% to 59.9%; for non-duplicated gap from 52.7% to 68.1% Middle for African Americans from 36.5% to 56.2%; for Hispanics from 59.6% to 65.7%; for English learners from 12.5% to 40.0%; for low socio-economic status from 49.5% to 62.4%; for students with disabilities from 15.3% to 50.2%; for non-duplicated gap from 49.6% to 62.2% High- Students will take field test in 2018. <p>Math</p> <ul style="list-style-type: none"> Elementary for Hispanics from 48.1% to 67.0%; for English learners from 28.1% to 65.4%; for low socio-economic status from 52.6% to 66.7%; for 		<p>gap and tier status students. Schools will submit for review current RTI plans; district RTI plan will be reviewed and updated.</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>Assistant Superintendent of Teaching & Learning; Director of Special Education</p>		<p>\$60000 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>Assistant Superintendent of Teaching & Learning; Principals</p>		<p>\$900000 Title I</p>	
		<p>Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy. K-3 walkthroughs and reading block observations; district reading coordinator will support this process.</p>	<p>Assistant Superintendent of Teaching & Learning; Director of Special Education; Instructional Coaches; District Reading Coordinator</p>		<p>\$60000 General Fund</p>	
		<p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Formative district and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement.</p>	<p>Assistant Superintendent of Teaching & Learning;</p>		<p>No funding required</p>
		<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>High school flexible grouping for RTI services will be based on data collected up to 4 times per year.</p>	<p>Assistant Superintendent of Teaching & Learning; High School Principal</p>		<p>No funding required</p>

<p>students with disabilities from 31.2% to 57.3%; for non-duplicated gap from 51.9% to 66.7%</p> <ul style="list-style-type: none"> Middle for African Americans from 45.3% to 56.2%; for Hispanics from 63.5% to 69.6%; for English learners from 37.5% to 55.0%; for low socio-economic status from 58.0% to 62.9%; for students with disabilities from 21.1% to 48.5%; for non-duplicated gap from 58.1% to 62.7% High- Students will take field test in 2018. <p>Science</p> <ul style="list-style-type: none"> Elementary- Baseline will be established in 2017-18. Middle- Baseline will be established in 2017-18. High- Baseline will be established 2018-19; field test administration 2017-18. <p>Social studies</p> <ul style="list-style-type: none"> Elementary for African Americans from 39.0% to 68.9%; for Hispanics from 59.1% to 61.8%; for students with disabilities from 40.6% to 59.1%; for non- 		Using GradeCam, data from common formative and summative assessment analysis will be used to inform instruction, assessment, and student achievement.	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology; Principals		No funding required
		AIMSweb probes will be used to monitor student progress for those in special education and/or RTI programs Tier 3 in grades K-5.	Assistant Superintendent of Teaching & Learning; Director of Special Education		\$6000 Title I
	KCWP 5: Design, Align and Deliver Support	Special Education program (with emphasis on co-teaching model) will be implemented with continued monitoring and teacher development and support.	Director of Special Education; Principals		\$2000 IDEA B
		District level Gifted and Talented plan to provide direct GT instruction and general education teacher support for GT identified students.	Assistant Superintendent of Teaching & Learning; Gifted/Talented Coordinator; GT Teachers		\$300000 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.	Assistant Superintendent of Teaching & Learning; Director of Special Education; Principals		\$1000 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	Assistant Superintendent of District Relations and Operations		\$15000 Title I McKinney- Vento

<p>duplicated gap from 58.7% to 72.5%</p> <ul style="list-style-type: none"> Middle for African Americans from 50.0% to 58.2%; for low socio-economic status from 52.4% to 66.0%; for students with disabilities from 13.1% to 51.6%; for non-duplicated gap group from 52.4% to 65.6% High- field test administration in 2018-19 <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 students with disabilities from 1.6% to 47.1%; for non-duplicated gap group from 28.7% to 58.6% 		<p>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>ESS funds, including daytime waivers, will be used to enhance reading and math achievement for identified low-performing students.</p>	<p>Assistant Superintendent of Teaching & Learning; Principals</p>		<p>\$277000 ESS Grant</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

<p>Goal 3: HCS will improve graduation rate from 89.7% to 94.7% by 2020. (Note: Proposed calculation for graduation rate will be an average of 4-year and 5-year cohorts.)</p>		
<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 	<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>

Goal 3: HCS will improve graduation rate from 89.7% to 94.7% by 2020. (Note: Proposed calculation for graduation rate will be an average of 4-year and 5-year cohorts.)

	<ul style="list-style-type: none"> • 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 	
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Objective	Strategy	Activities to deploy strategy	Person(s) Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: HCS will improve graduation rate from 89.7% in 2017 to 93.0% in 2018.	KCWP 4: Review, Analyze and Apply Data	Ensure all 6th-12th grade students complete yearly components of ILP. Review ILP with students and parents.	Assistant Superintendent of Teaching & Learning; Principals; Guidance Counselors		No funding required
		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).	Assistant Superintendent of Teaching & Learning; Secondary Principals; Guidance Counselors		No funding required
	KCWP 2: Design and Deliver Instruction	Career and Technical Education will continue to offer courses in all 15 career pathways so that	Assistant Superintendent of Teaching & Learning; High		\$900000 Perkins Funds, General Fund

Goal 3: HCS will improve graduation rate from 89.7% to 94.7% by 2020. (Note: Proposed calculation for graduation rate will be an average of 4-year and 5-year cohorts.)

		students can pursue a variety of career majors and earn industry certificates and/or become KOSSA certified.	School Principal; CTE Unit Principal		
	KCWP 5: Design, Align and Deliver Support	Run weekly 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.	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.	Assistant Superintendent of Teaching & Learning; Principals		No funding required

4: Growth

State your **Growth Goal**

Goal 4:

- 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, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

Which **Strategy** will the school/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 school/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 - 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](#)

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.

Goal 4:

- 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, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

[Environment - Continuous Improvement Activities](#)

Objective	Strategy	Activities to deploy strategy	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.</p> <p>Based on 2018 spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5%.</p> <p>Grade 1- from 61% to 66% Grade 2- from 47% to 52% Grade 3- from 47% to 52% Grade 4- from 58% to 63% Grade 5- from 55% to 60% Grade 6- from 43% to 48% Grade 7- from 62% to 67% Grade 8- from 65% to 70%</p> <p>By spring 2018 74% of K students will make growth from fall to spring in reading, an increase of 5% from 69% in 2017.</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 K-5 so that full implementation and fidelity of instructional program can occur.</p>	<p>Assistant Superintendent of Teaching & Learning; Instructional Coaches</p>		<p>\$50000 General Fund</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. Also provide professional development 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.</p>	<p>Assistant Superintendent of Teaching & Learning;</p>		<p>\$300000 Title II Part A</p>
		<p>Continue research-based instructional strategies and use coaching strategies to increase teacher effectiveness/efficacy.</p>	<p>Assistant Superintendent of Teaching & Learning; Instructional Coaches</p>		<p>No funding required</p>

Goal 4:

- 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, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

		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.	Assistant Superintendent of Teaching & Learning		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.	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.	Assistant Superintendent of Teaching & Learning; 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, etc.) District will financially support, as applicable and as available, district required programs.	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology; Director of Special Education		\$150000 Title I Part A, General Fund

Goal 4:

- 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, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

		District benchmarks and ELA common assessments will be administered to monitor curriculum implementation, inform instruction and measure achievement. Reading Inventory Continuum (K-3) administration minimum three times per year.	Assistant Superintendent of Teaching & Learning; Instructional Coaches		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.	Assistant Superintendent of Teaching & Learning; 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.	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 will continue to provide support and embedded professional learning for teachers.	Director of Technology; Director of Instructional Technology		\$300000 eRATE, General Fund
		Conduct weekly RTI sessions with individual student or small student groups as identified by data (MAP, common	Assistant Superintendent of Teaching & Learning; Principals		No funding required

Goal 4:

- 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, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

		assessments, RIC, teacher observation, or administrative observation).			
		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.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches		No funding required
		Create a district reading committee to evaluate effectiveness of programs and processes in order to improve reading achievement and number of students reading on grade level.	Assistant Superintendent of Teaching & Learning;		No funding required
		District team of administrators and instructional coaches will collaborate with KDE consultants to determine professional learning process to build capacity.	Assistant Superintendent of Teaching & Learning;		\$5000 Grant Funds
		Create position of District Reading Coordinator to support reading teachers in instructional strategies.	Assistant Superintendent of Teaching & Learning;		\$60000 General Fund
		AR program will be used for Kindergarten - 12th grade students to supplement and support reading instruction as	Assistant Superintendent of Teaching & Learning; Principals; Media Specialists; Teachers		\$15000 Title I Part A, School Council Funds

<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, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math. 					
		part of ELA curriculum; professional learning will also be provided. Students must have a minimum of 80% accuracy.			
		District observations and walkthroughs of reading instruction at elementary level.	Assistant Superintendent of Teaching & Learning; Director of Special Education; Elementary Principals; Instructional Coaches		No funding required
<p>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. Based on 2018 spring MAP data, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5%.</p> <p>Grade 1- from 63% to 68% Grade 2- from 41% to 46% Grade 3- from 53% to 58% Grade 4- from 60% to 65% Grade 5- from 58% to 63% Grade 6- from 42% to 47% Grade 7- from 70% to 75% Grade 8- from 58% to 63%</p> <p>By spring 2018 81% of K students will make growth from fall to spring in reading, an increase of 5% from 76% in 2017.</p>	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, 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.	Assistant Superintendent of Teaching & Learning; Director of Instructional Technology		\$100000 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.).	Assistant Superintendent of Teaching & Learning;		\$40000 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.	Assistant Superintendent of Teaching & Learning; Principals		\$48135 Title I Part A
		Conduct RTI sessions with individual students or small student groups as identified by	Assistant Superintendent of Teaching & Learning; Principals		No funding required

Goal 4:

- 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, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

		data (MAP, common assessments, observation or administrator observation).			
	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.	Assistant Superintendent of Teaching & Learning; District Math Coordinator		\$80000 General Fund
	KCWP 2: Design and Deliver Instruction	Students in grades 6-8 will receive 84 minutes of daily math instruction.	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 curriculum to go beyond current common summative assessments in core subjects to refine common formative assessments within units	Assistant Superintendent of Teaching & Learning; District Math Coordinator; Secondary Principals; Instructional Coaches		No funding required
		Provide ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking and Academic Vocabulary in instructional practice.	Assistant Superintendent of Teaching & Learning;		\$33058 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.	Assistant Superintendent of Teaching & Learning; Instructional Coaches		No funding required
	KCWP 4: Review, Analyze and Apply Data	Formative district benchmarks and math common assessments will be administered to monitor	Assistant Superintendent of Teaching & Learning; Instructional Coaches		No funding required

Goal 4:

- 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, the percentage of students at each grade level 1-8 making growth from spring 2017 will increase by 5% in reading and math. By 2022 100% of K students will make growth from fall to spring in reading and math; as of spring 2017 69% of students made growth in reading and 76% made growth in math.

		curriculum implementation, inform instruction and measure achievement.			
		Data from analysis of student work will be used to inform instruction and assessment.	Assistant Superintendent of Teaching & Learning; Principals; Instructional Coaches		No funding required

5: Transition readiness

State your **Transition readiness Goal**

Goal 5:

- As determined by Senate Bill 1 guidelines and definitions for Transition Readiness by 2030, 100% of 5th grade students will be transition ready for middle school; 100% of 8th grade students will be transition ready for high school; 100% of high school students will be transition ready.
- By 2020 HCS will increase percentage of students scoring kindergarten ready according to Brigance data from 50.0% in 2016 to 65%.

Which **Strategy** will the school/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 school/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 - 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](#)

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.

Goal 5:

- As determined by Senate Bill 1 guidelines and definitions for Transition Readiness by 2030, 100% of 5th grade students will be transition ready for middle school; 100% of 8th grade students will be transition ready for high school; 100% of high school students will be transition ready.
- By 2020 HCS will increase percentage of students scoring kindergarten ready according to Brigance data from 50.0% in 2016 to 65%.

Environment - Continuous Improvement Activities

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: In 2018 as defined by KDE, 65% of 5 th graders will be transition ready; 60% of 8 th graders will be transition ready; 80.6% of high school students will be transition ready, an increase of 5% from 2017	<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.) and through participation in the district College Bound Plan.	Assistant Superintendent of Teaching & Learning; Multicultural Coordinator; Multicultural Community Liaison		\$10500 General Fund
		Communicate with students and parents to inform them of the need for transitional interventions. Teachers and leaders will monitor student progress and inform parents and students at periodic intervals.	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.	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 	Implement a model for comprehensive school advising that best meets the needs of the students. By collaborating with teachers, community and parents, clear, measurable expectations will be set to	Assistant Superintendent of Teaching & Learning; Secondary Principals		No funding required

Goal 5:

- As determined by Senate Bill 1 guidelines and definitions for Transition Readiness by 2030, 100% of 5th grade students will be transition ready for middle school; 100% of 8th grade students will be transition ready for high school; 100% of high school students will be transition ready.
- By 2020 HCS will increase percentage of students scoring kindergarten ready according to Brigance data from 50.0% in 2016 to 65%.

		assure an effective college and career advising program is in place.			
		Promote dual credit to all students who meet transition readiness benchmarks to enhance students' learning and opportunities.	Assistant Superintendent of Teaching & Learning;		\$1500 General Fund
		Implement activities and strategies outlined in the College and Career Bound Plan.	Assistant Superintendent of Teaching & Learning; High School Principals; High School Counselors		\$10500 General Fund
		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.	Assistant Superintendent of Teaching & Learning; Principals; Counselors		\$10500 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.	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 with teachers,	Assistant Superintendent of Teaching & Learning; Assistant Superintendent of Administration; High School Administration		No funding required

Goal 5:

- As determined by Senate Bill 1 guidelines and definitions for Transition Readiness by 2030, 100% of 5th grade students will be transition ready for middle school; 100% of 8th grade students will be transition ready for high school; 100% of high school students will be transition ready.
- By 2020 HCS will increase percentage of students scoring kindergarten ready according to Brigance data from 50.0% in 2016 to 65%.

		parents and other stakeholders in implementing and monitoring interventions.			
		Schools analyze data to determine gaps in instructional programming for students.	Assistant Superintendent of Teaching & Learning; Director of Assessment & Accountability; Principals		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.	Assistant Superintendent of Teaching & Learning		\$180000 General Fund
		Early college opportunities for high school students with Henderson Community College.	Assistant Superintendent of Teaching & Learning; High School Administration		\$1500 General Fund
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; 5 th to 6 th , and 8 th to 9 th for all schools.	Assistant Superintendent of Teaching & Learning; Principals; Counselors		\$10500 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.	Assistant Superintendent of Teaching & Learning; Principals; Teachers		No Funding Required