Hancock County Public Schools

2022-23 Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

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

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

Requirements for Building an Improvement Plan

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

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

1: State Assessment Results in reading and mathematics

North Hancock Elementary School:

By Spring 2024, the percentage of students scoring Proficient/Distinguished will be 50% in the area of Reading. By Spring of 2024, the percent of students scoring Proficient/Distinguished in Math will be 55% according to State Assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By Spring 2023, the percent of students scoring Proficient/ Distinguished in Reading will move from a 39% in Spring of 2022 to a 44% in Spring of 2023.	KCWP 5: Design, Align, and Deliver Support	Mustang Time - daily intervention/enrichment time in all grades K-5	MAP Growth FastBridge Reading Inventories Formative/ Summative Assessments K-Prep	MTSS Data Sheet FastBridge Progress Monitoring PLC Protocol	
		GAP Coordinator, Wendy Kenny, will provide intervention support to classroom teachers. In addition, she is currently receiving training in Orton Gillingham as well as LETRS to support teachers as well as students during tiered intervention time.	Reading Inventories MTSS Data Sheet MAP Growth FastBridge Formative Assessments	FastBridge Progress Monitoring	ESSER Funds Title I Funds

		Students who continue to need additional support and fall below the 20%ile on MAP in reading, will be placed in RTI. Research based interventions specific to each child's needs will be used, data tracked, and progress monitored.	Reading Inventories FastBridge MTSS Data Sheet MAP Growth Formative Assessments	FastBridge Progress Monitoring MTSS Data Sheet Student Summary Sheet Florida Center for Reading Research	Title I Funds
		Reading Recovery and Small Group Intervention with Anita Lamar	Reading Recovery Testing Reading Inventories	Anecdotal Notes Formative Assessments Student Summary Sheet	RTA Grant Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	• Pacing Guides, Unit Planners, and Content Calendars were developed last year and updated in August 2022 to match our	• Each grade level has a folder in Google Drive where all	• PLC Mid-Year check to determine if pacing guides need adjustments to meet student needs K-5 Teachers have a Standards Binder to	• RTA Grant • Title I • District Funds

		- new CKLA reading curriculum - CKLA curriculum training-August 2022 - CKLA curriculum coaching -November 2022 - Mustang Time - daily intervention/enrichment tim built into each grade level schedule - MTSS Training - core team to understand the MTSS process, action plan, data sheet, and individual students summaries (RTI) all in order to best meet the needs of each individual child. 2021-22 - LETRS training was provided for 11 K-3 teachers plus our GAP Coordinator to provide knowledge of phonics and phonemic awareness. During the 2022-23 school year, these teachers are training in LETRS vol. 2, and we have 12 additional teachers who are also training in LETRS vol. 1. 2021-22 - IMSE Orton	- materials are housed. - KSA & MAP Growth - FastBridge - Formative Assessment Class work MAP Data - MTSS Action Plan MTSS Data Sheet - Completion of LETRS units Support and in-person training - Implementat io n in the classroom and/or small groups - Training completion	- annotate and track standards being taught. - Lesson Plans including reading standards. PLC Protocol - Lesson Plans including reading standards. PLC Protocol - PLC MTSS Data Sheets Individual Student Summaries - Orton Gillingham trained teachers will implement Tier 3 interventions for qualifying students, provide support and encouragement for one another, and assist classroom teachers in identifying students who would benefit from Orton Gillingham	

		regular ed and special ed teachers. This training was implemented with students in Tier 3 reading or special ed students who have reading goals. During the 2022-23 school year, 9 teachers are receiving this training. By spring 2023, all K-3 teachers plus all special education teachers will have IMSE Orton Gillingham training and will implement in the classroom.			
Objective 2 By Spring 2023, the percent of students scoring Proficient/ Distinguished in Math will move from 43% in Spring of 2022 to 48% in Spring of 2023.	KCWP 5: Design, Align, and Deliver Support	Mustang Time - daily intervention/enrichment time in all grades K-5	MAP Growth FastBridge Formative/ Summative Assessments K-Prep	MTSS Data Sheet FastBridge Progress Monitoring PLC Protocol	
		Specials teachers will provide intervention support to classroom teachers in the area of math through Bridges Intervention.	MAP Growth FastBridge Formative/ Summative Assessments	MTSS Data Sheet FastBridge Progress Monitoring PLC Protocol	

	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	● Pacing Guides, Unit Planners, and Content Calendars were developed with support from Karen Chelf, University of Louisville	● Each grade level has a folder in Google Drive where all materials are housed.	● PLC Mid-Year check to determine if pacing guides needed adjustments to meet student needs K-5 Teachers have a Standards Binder to annotate and track standards being taught.	● District Funds
		● Pacing guides have been adjusted and updated for the 2022-23 school year. ● Additional PD being planned for May 2023 to strengthen our understanding of math standards and improve vertical alignment. ● Continue a K-5 Math Committee which will focus on standards and vertical conversations to increase proficiency in math.	● Classroom implementatio n to fidelity ● Teachers will discuss math vertically to build a cohesive school wide program.	● Lesson Plans Unit Planners PLC Protocol Classroom Observations & Walkthroughs ● Monthly meetings of math committee for the purpose of vertical conversations and understanding of the standards.	

South Hancock Elementary School:

Goal 1 :By Spring of 2024, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2024, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2023, the percent of students scoring Proficient/ Distinguished in Reading will move from a 49% in Spring 2022 to a 55% in the Spring of 2023.	KCWP 5: Design, Align and Deliver Support	Reading and Math Intervention-A Reading and Math Interventionist will work with small groups of students weekly and/or daily. Gap Coordinator is used as a daily math interventionist. Literacy specialist is also used daily for reading interventions. Time continues to be extended .25 for a Reading Interventionist to serve more students daily in the afternoons.	KSA Anecdotal Records MTSS Data Sheet MAP Fastbridge Assessments		Title I Funds District Funding
		Ongoing MTSS structure in Response to Intervention-Students who continue to need supports working toward proficiency will be placed in RTI. This tiered process will involve assessment data collection and research based interventions that are monitored for support of student success.	KSA Anecdotal Records Fastbridge probes District tracking reports MTSS Data Sheet		Title I Funds

		Students will be scheduled by the classroom teachers to utilize the ESPARK Learning programs. Students will complete intentionally designated lessons based on their levels measured from MAP and classroom progress. These Internet based programs can be accessed at home as well, especially for those who have Wifi access during possible virtual learning. Specific students and/or classes will be scheduled for ESS instruction in math	KSA ESPARK Reports ESPARK results		District Funding Title I Funding
		and/or reading with a certified instructor. Focus areas will be determined by ongoing assessments. Students will utilize ESPARK during those extended time, and or receive homework/ literacy and math supports.	MAP and Fastbridge Assessments		ESS Daytime Waiver District Funding
		Progress will be monitored weekly using the new Fastbridge assessment program/ probes as well as the MTSS Data sheet that tracks all students in Tier I, Tier, II, and Tier III. School-wide Intervention/Enrichment groups scheduled for grades K-5. Students will participate in engaging activities and instruction that are tailored to their instructional levels and needed supports.	Fastbridge Data Analysis Classroom Formative Assessments Scheduled Weekly Success Groups PLC Protocol Agendas Success Group anecdotal records.		District Funding Title I funding No funding Needed

	KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	Professional Learning-Teachers will continue to participate in Professional Learning Activities that will focus on research based strategy training in the science of reading that includes the LETRS and Orton Gillingham trainings, data review, instructional strategies, deep dives of the Common Core Standards, and vertical and horizontal alignment of instruction. Weekly PLC's and District PD opportunities will allow scheduling for these activities.	Meeting Minutes KSA Meeting Agendas LETRS Training Log documentation Community of Practice Agendas		District Funding Grant funding
		● Professional Learning Communities-PLC's are scheduled at least once a week throughout the school year for each grade level, as well as opportunities for District Level PLC's through established PD days. Teachers will have opportunity for data analysis, instruction/ assessment alignment, and strategy/resource discussions to best reflect on next steps for promoting student growth. ● FRYSC-Family Resource Youth Service Center works with school and community members to ensure students have the necessities to be ready for school (ex. School	KSA PLC Protocol agendas/minutes Principal Observations Data Analysis Sheets Grade Level SMART goals KSA KPREPAdvisory Council Minutes Infinite Campus Documentation		No Funding Needed FRYSC grant funding

		ready for school (ex: School supplies, food, home and family needs, etc,) in order to reach higher levels of academic achievement. ● Pacing Guides and Unit Planning-Teachers will collaborate vertically and horizontally to complete grade level pacing guides in each content area that will promote	Completed Grade level unit plans and Pacing Guides that address all grade level standards	No funding needed
		equitable and structured pacing in the instruction and assessment of the grade level standards ● Leadership PLCs- Building level Leadership team will meet monthly with District Admin in PLC's to discuss ongoing supports and progress that promote success in learning and frontload supports and resources needed for those successes.	Leadership PLC Protocol agenda and minutes	No funding needed

		● Literacy Committee Meetings-All grade levels are represented on the school literacy committee to address current resources, supports, and professional development needed to provide an engaging high level curriculum to address grade level literacy instruction. Through this work, South has implemented a new reading curriculum that allows for integration of curriculum concepts, differentiation, and appropriate pacing to teach	Literacy Committee scheduled meetings Literacy Committee Minutes	No funding Needed Title I Funds

		grade level standards. This ongoing work with the new curriculum is discussed monthly in PLC meetings.			
		• Reading Success Groups (Intervention Groups)- School wide intervention time is built into the schedule that addresses all student learning levels. Classroom and MAP data is used to identify small groups and the instruction level for specific instruction in targeted areas. Targeted resources will be used to address differentiated learning needs.	MAP/Fastbridge Anecdotal Records KSA Classroom formative and summative assessments		Title I
		• Scheduled Instructional Assistant training to support small group instruction in the area of math with consistent vocabulary and skill building strategies.	Formative Assessments KSA Fastbridge/MAP Anecdotal Records		No funding needed

Objective 2 By the Spring of 2023 the percent of students scoring Proficient/ Distinguished in Math will move from a 32% in Spring 2022 to a 40% in the Spring of 2023.	KCWP 5: Design, Align and Deliver Support	Math Intervention-Mrs. Lucas, our GAP Coordinator will be completing targeted math interventions with identified students in Tier II and Tier III. Interventions will take place daily and weekly in the classroom or with the Gap Coordinator. An instructional assistant has been assigned to support math interventions and weekly assessment input.	KSA/Fastbridge Assessments Anecdotal Records MAP MTSS Data Sheet		Board funding Title I Funds
		Response to Intervention-Students who continue to need supports working toward proficiency will be placed in RTI. This tiered process will involve assessment data collection and research based interventions that are monitored for support of student success. Progress will be monitored using weekly AIMS WEB probes, as well as through the MTSS data sheet.	KSA/Fastbridge Assessments Anecdotal Records ESpark data MTSS Data Sheet		Title I Funds
		Students will be scheduled by the classroom teachers to utilize the online ESPARK Learning program. Students will complete intentionally designated lessons based on their levels measured from MAP and/or Fastbridge and classroom progress.	KSA ESPARK Reports MAP data/ Fastbridge Data Classroom formative assessments		District Funding Title I funds

		This Internet based programs can be accessed at home as well.			
	KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	Professional Learning-Teachers will participate in Professional Learning Activities that will focus on Assessment rubrics, targeted instruction, data, instructional strategies, deep dives of the Common Core Standards, and vertical and horizontal alignment of instruction. Weekly PLC's and District PD opportunities will allow scheduling for these activities. Much of the direct instruction in the professional learning will be led by our GAP Coordinator who participated in math recovery training. This training allows our Gap Coordinator to align our mathematical instructional beliefs and provide a more consistent, and higher level, instructional practice.	Math Meeting Agendas KSA Completed Products of Practice (Rubrics, Data Sheets, etc) PLC agendas		District Funding

		Professional Learning Communities-PLC's will be scheduled at least once a week throughout the school year for each grade level, as well as opportunities for District Level PLC's through established PD days. Teachers will have the opportunity for data analysis, instruction/assessment	KSA PLC Protocol agendas/minutes **Principal Observations**		No Funding Needed
		alignment, and strategy/ resource discussions to best reflect on next steps for promoting student growth.			
		FRYSC-Family Resource Youth Service Center works with school and community members to ensure students have the necessities to be ready for school (ex. School supplies, food, home and family needs, etc,) in order to reach higher levels of academic achievement.	MAP Anecdotal Records KPREP Classroom formative and summative assessments		Title I funding
		Schedules Instructional Assistant training to support small group instruction in the area of math with consistent vocabulary and skill building strategies.	Formative Assessments KSA Fastbridge/MAP Anecdotal Records		No funding needed

The middle school will improve reading scores at the proficient level from 51% to 60% and decrease the number of students scoring at the novice level by 8%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve reading scores at the proficient level from 51% to 60%.	KCWP2: Design and Deliver Instruction	Reading interest level books Continue to require all students to read AR.	Total AR points	MAP	SBDM
		Reading books that are on the students Lexile level. Students will read books as part of the Engage New York curriculum. Place students in an extra reading class who score low in reading based on their MAP scores. Place students in an extra reading class who score low in reading based on their MAP scores.	Performance on summative and formative assessments.	MAP	SBDM
Objective 2 Decrease the number of students scoring at the novice level by 8%.	KCWP2: Design and Deliver Instruction	Students will work on the get more math program each day to help close gaps.	Student performance on assessments.	MAP	District
		Students scoring low in math will attend a problem-solving class		MAP	

By the Spring of 2025, the percent of students scoring P/D in Reading according to the state assessment will be 80%, in Math. The percent of students scoring P/D will increase to 80%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2023, the percent of students scoring P/D in reading will move from 59.5% in 2022 to 65% in 2023. **Objective 2** By the Spring of 2023, the percent of students scoring P/D in math will move from 55.6% in 2022 to 57% in 2023.	KCWP 2: Design & Deliver Instruction – Effective Instruction in Every Classroom	1. Teachers will collectively utilize a school wide model of instruction (playlist) while embedding a triangulation with standard based assessments and student data mastery cards. 2. All staff will participate in Professional Learning for best practice strategies focusing on engagement and rigor using the rigor rubric for all tasks and assessments. 3. All staff will participate in weekly Professional Learning Communities focusing on best practice strategies, student needs, and collegiate level collaboration.	• Improved quality of grade level tasks as evidenced through student work samples shared in PLCs. • Improved teaching strategies as evidence through walk through data and comparisons. • Improved quality of assessments evidenced through PLC discussions.	1. Each month, staff will work collaboratively to analyze data from mastery cards and standards comparisons through CERT testing. 2. All teachers will participate in bi term data analysis for whole school reflection and redirection as needed. 3. PLC agendas will be collected and recorded for whole school feedback from district level administrators. 4. Principal and Leadership Team will lead staff through PLC collections and data analysis. They will provide evidence to the district level administration in aligned data mastery cards, assessments, and playlists.	1. No funding required.

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

North Hancock Elementary School:

By Spring of 2024, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 40%. By Spring of 2024, the percent of students scoring Proficient/Distinguished in Social Studies according to the State Assessment will be 40%. By Spring of 2024, the percent of students scoring Proficient/Distinguished in On-Demand Writing will be 65%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2023, the percent of students scoring Proficient/Distinguished in Science will move from 29% in Spring of 2022 to 34%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	• Pacing Guides, Unit Planners, and Content Calendars were developed with support from Karen Chelf, University of Louisville - Project Link. • Pacing guides have been adjusted and updated for the 2022-23 school year. • Pilot 4th grade PHD Science curriculum • Training of admin through Science Leadership Support Network through PIMSER. • New CKLA reading curriculum includes extensive nonfiction passages/texts that expand science exposure or knowledge.	• Each grade level has a folder in Google Drive where all materials are housed. • Increase in 4th grade science scores on state testing • District discussion of vertical alignment from K-8	• PLC Mid-year check to determine if pacing guides need adjustments to meet student needs K-5 Teachers have a Standards Binder to annotate and track standards being taught. • Formative and summative classroom assessments	• District Funds • Title I

Objective 2 By the Spring of 2023, the percent of students scoring Proficient/ Distinguished in Social Students will move from 25% in Spring of 2022 to 30%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	● Pacing Guides, Unit Planners, and Content Calendars were developed with support from Karen Chelf, University of Louisville - Project Link.	● Each grade level has a folder in Google Drive where all materials are housed.	● PLC Mid-year check to determine if pacing guides need adjustments to meet student needs K-5 Teachers have a Standards Binder to annotate and track standards being taught.	● District Funds ● Title I
		● Pacing guides have been adjusted and updated for the 2022-23 school year. ● District provided new curriculum, NYSTROM, for grades K-5 to implement the social studies standards. ● Kendal Maxwell, 5th grade Social Studies teacher, was selected to participate in a Student work samples cohort for social studies through the state department. ● New CKLA reading curriculum includes extensive nonfiction passages/texts that expand social studies exposure or knowledge.	● Ability to apply and understand social studies concepts ● KDE Resources	● Formative assessments Online interactive notebooks Vocabulary quizzes Summative Assessments - ERQ ● Sample student work and lessons for the new standards will be shared. Student work will be categorized low, medium, high. These will be located on the KDE website for each grade level as resources.	

Objective 3 By the Spring of 2023, the percent of students scoring Proficient/ Distinguished in On-Demand Writing will move from 55% in Spring of 2022 to 60%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	• School level writing plan is documented and approved through our SBDM council. This will be updated Spring 2023 using teachers from our literacy committee. • Students in K-5 write across content areas.	Completed plan	Student work samples Grade level and vertical alignment	
		Students falling below grade level in writing will be placed in RTI for writing.	Student growth in the area of writing.	FastBridge Progress Monitoring Improvement in student work Work samples Anecdotal notes	

South Hancock Elementary School:

By Spring of 2024, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 50%; By Spring of 2024 the percent of students scoring Proficient Distinguished in On Demand according to the State Assessment will be 55%; By Spring of 2024, the percent of students scoring Proficient/ Distinguished in Social Studies according to the state assessment will be 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2023, the percent of students scoring Proficient / Distinguished in Science will move from a 38.4% in Spring 2022 to a 45% in the Spring of 2023.	KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	Specifically designed resources in the area of science will be used as support for grade level instruction. These resources and specifically designed instruction will be targeted in PLC's and content meetings.	KS A MA P Formative Assessments		Title I

		Grade Level Pacing guides will be developed to promote equitable and engaging instruction in the area of science	Completed Pacing Guides Ongoing formative and summative classroom assessments		No funding needed
		A select teacher has been chosen to participate in a state science cohort for specific training and collaboration on selecting supportive and effective science resources for student engagement and learning.	MAP assessment KSA		District Funding
Objective 2 By the Spring of 2023, the percent of students scoring Proficient/ Distinguished in On Demand will move from a	KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Specifically designed training and support in the area of writing will be targeted in PLC's as well as in content meetings.	KSA Grade level student writing samples Grade Level writing analysis		Title I
40.5% in Spring 2022 to a 50% in the Spring of 2023.	KCWP 6: Establish Learning Culture and Environment				
		Implementation of researched based and data proven resources will be utilized in vertical grade level instruction to ensure best practices, graduated writing organization, and vocabulary implementation.	KSA Grade level student writing samples		Title I

		PLC collaborative assessments-Vertical writing assessment analysis at least once a year. These assessments will help calibrate grade level writing expectations, graphic organizers, and published writing pieces.	KPREP Grade Level writing samples Writing curriculum maps		No funding needed
		Response to Intervention- Students not meeting proficiency level in writing may be placed in the RTI process. This process includes a three tiered researched based intervention process that is monitored weekly through AIMSWEB probes.	KSA Fastbridge probes Anecdotal records		No funding needed
		Documented School level writing plan and writing process to allow for both vertical and horizontal alignment in the instructional area of writing.	Completed school level writing plan		Title I ESS Daytime Waiver Funds

		Utilizing certified teacher to support interventions and instruction in writing for students grades 2-5;	KSA Formative Writing Assessments Published writing pieces		ESS Daytime Waiver
Objective 3 By the Spring of 2023, the percent of students scoring Proficient/ Distinguished in Social Studies according to the state assessment will move from 34% in 2022 to 42%.	KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	Specific resources will be utilized to support the social studies instruction at each grade level.	KSA; Classroom formative and summative assessments		Title I
		Grade level pacing guides will be developed to outline the instruction and development of each grade level standard. These maps will highlight concept development, vocabulary, and assessment developed over time.	KSA; Classroom formative and summative assessments		No funding needed
		Utilizing new Social Studies curriculum K-5 to build consistent integration of social studies topics	KSA; Classroom formative		District Funding Title I

		and concepts in daily instruction, build vocabulary, and provide standard based connections in the area of social studies. This includes professional development for teachers with the new social studies curriculum and access to online resources.	summative assessments		

Middle School:

Objective 1 Increase the number of students scoring at the proficient level for on demand writing from 63.2% to 73.2% by the 2026 school year Reduce the number of novice student from 10.4% to 5.4% by the 2026 school year.	KCWP2: Design and Deliver Instruction	Students will write in all subject areas.	Improved writing scores	Teacher assessments	school
		Increase writing across the curriculum. Train all content teachers to properly teach student the strategies needed to be successful writers in all areas.			
		Teachers will incorporate no red ink as part of their daily lessons.	Formative assessments	Monitor the scores on no red ink	district
		No RED INK			

Objective 2 Increase the number of students scoring at the proficient level in science from 19.1% to 30% by the 2026 school year.	KCWP@: Design and Deliver Instruction	Teachers will be using the amplify science program in their classrooms. The teacher is going to use the units that match up with Kentucky standards.	Students assessments	Improvement on formative and summative assessments	district
		Amplify Science	Classroom Assessments	MAP scores	SBDM
		ESS			

By the Spring of 2025, the percent of students scoring P/D in Science according to the state assessment will be 80%; the percent of students scoring P/D on the On Demand Writing test will be 80% and the percent of students scoring P/D in Social Studies will be 80%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2023, the percent of students scoring P/D in Science will move from 11% in 2022 to 37% in 2023. Objective 2 By the Spring of 2023, the percent of students scoring P/D in Social Studies will move from 34.9% in 2022 to 43% in 2023. Objective 3 By the Spring of 2023, the percent of students scoring P/D in Writing will move from 42.9% in 2022 to 48% in 2023.	KCWP 2: Design & Deliver Instruction – Effective Instruction in Every Classroom	1. Teachers will collectively utilize a school wide model of instruction (playlist) while embedding a triangulation with standard based assessments and student data mastery cards. 2. All staff will participate in Professional Learning for best practice strategies focusing on engagement and rigor. 3. All staff will participate in weekly Professional Learning Communities focusing on best practice strategies, student needs, and collegiate level collaboration.	• Improved quality of grade level tasks as evidenced through student work samples shared in PLCs. • Improved teaching strategies as evidence through ELEOT walk through data and comparisons. Improved quality of assessments evidenced through PLC discussions.	1. Each month, staff will work collaboratively to analyze data from mastery cards and standards comparisons through CERT testing. 2. All teachers will participate in bi term data analysis for whole school reflection and redirection as needed. 3. PLC agendas will be collected and recorded for whole school feedback from district level administrators. 4. Principal and Leadership Team will lead staff through PLC collections and data analysis. They will provide evidence to the district level administration in aligned data mastery cards, assessments, and playlists.	1. No funding required.

3: Achievement Gap

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

North Hancock Elementary School:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2023, the percent of special education students scoring proficient/ distinguished in reading will move from 19% in 2022 to 24%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support	- MTSS Implementation - FastBridge Progress Monitoring - Orton Gillingham Training for special education teachers and implementation in the resource setting - Co-teaching	- MAP Growth Reading Inventories Anecdotal Records Formative & Summative Assessments - FastBridge - Implementatio n for qualifying students Reading growth - Student access to grade level standards & inclusion in gen ed setting - Monthly Meetings	- MTSS Data Sheet Individual Student Summary Sheet - Progress monitoring for IEP goals through FastBridge - Student observations - Anecdotal Records - Student work samples	Dis trict Fu nds

| Objective 2 By Spring of 2023, the percent of socio-economic disadvantaged students scoring proficient/distinguished in reading will move from 32% in 2022 to 37%. | KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support | MTSS Implementation LETRS Training (K-3 teachers) and Orton Gillingham Training (Spec. Ed teachers, GAP Coordinator, and 4th and 5th grade teachers) during Winter and Spring of 2023. Support from FRC to remove barriers from student learning. (examples: food, clothes, rent/bills, etc.) ESS services (before and after school) | MAP Growth Reading Inventories Anecdotal Records Formative & Summative Assessment FastBridge Fewer students from this GAP group will need Tier 2/ interventions in reading | MTSS Data Sheet Individual Student Summary Sheet MTSS Data Sheet Individual Student Summary Sheet FastBridge Progress Monitoring Piloting portions of materials Research other districts Rubric is being used to vet potential reading curriculum Presentations from textbook companies | District Funds FRC Funds ESS Funds |

South Hancock Elementary School:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2023, the percent of Special Education students scoring Proficient/ Distinguished in Reading in KSA will move from a 20% in Spring 2022 to a 25%,; and in math in KSA will move from a 10% in the Spring of 2022 to a 20% in the Spring of 2023.	KCWP1: Design and Deploy Standards KCWP2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support	Math Intervention: Our Gap Coordinator will work in small intervention groups with students identified as at-risk. She will provide direct and small group instruction to students based on their specific needs in math. Math Recovery strategies will be used that will support the Bridges curriculum instruction and move students forward. This includes collaboration with the teachers to discuss current instruction pacing and assessments.	KSA Student Work Samples Literacy/ Math Assessments Anecdotal Records Fastbridge probes MAP data PLC targeted analysis of student data MTSS data sheet		Title I funding District funding
		Response to Intervention – Students not meeting proficiency are placed in the RTI process. This process includes three tiers of researched based interventions. And progress is monitored by Fastbridge probes.	KSA Fastbridge data Anecdotal Records MAP data MTSS Data sheet		No funding Needed
		ESPARK -Students will be scheduled by the classroom teachers to work daily to weekly in the ESPARK online learning program. Students will be assigned specific lessons to	KPREP Compass reports MAP data		District Funding

		complete that align with needed growth areas based on MAP assessments. ESPARK programs can be assessed at home as well for further enrichment and/or intervention opportunities	Classroom formative and summative assessments		
		Targeted Professional Learning Community meetings-Special Ed team will meet once a week to discuss instructional strategies and individual student goals/ growth to create focused instruction and assessment of student knowledge and skills. Special ed. Teachers will have the opportunity to participate in grade level PLC's once a month to discuss student progress and intervention/ strategy/assessment opportunities	PLC meeting agenda/minutes KSA data MAP data		No Funding needed
		Co-Teaching: Special Education teachers, the Literacy Specialist, and the GAP Coordinator will collaborate with Classroom teachers in a co-teaching environment to address student instructional needs in small group settings.	Pacing guide Weekly Lesson Schedules Once a month Sped/Reg. Ed PLC agendas		District Funding

		Reading Intervention: Our District Literacy Specialist will work in small intervention groups with students identified as at-risk for certain skills based on Fastbridge and Orton Gillingham assessments. She will provide direct and small group instruction to students based on	KSA Student Work Samples Literacy Assessments Anecdotal Records Fastbridge probes MAP data PLC targeted analysis of student data		District Funding Title I
		their specific needs in reading. These small groups in the classroom may include general ed and special education students. LETRS and Orton Gillingham strategies and resources will be used that will support the reading and writing instruction and move students forward. This includes collaboration with the teachers to discuss current instruction pacing and assessments.	MTSS data sheet		

Objective 2 By the Spring of 2023, the percent of socio-economically disadvantaged students in grades 3-5 scoring Proficient/Distinguished in Reading KSA will move from a 43% in Spring 2022 to a 50% ; and from a 21% P/D in math Spring of 2022 to a 30% in the Spring of 2022.	KCWP1: Design and Deploy Standards KCWP2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support	Reading Intervention: The District Literacy Specialist will provide reading interventions to targeted students daily or weekly. They will work with students identified as at-risk or at the Tier II or Tier III level. They will provide direct and small group instruction to students based on their specific needs in reading. LETRS and Orton Gillingham strategies and resources will be used that will support the reading and writing instruction and move students forward. This includes collaboration with the teachers to discuss current instruction pacing and assessments.	KSA Work Samples Literacy/Math Assessments Anecdotal Records Fastbridge probes/ Assessments MAP data PLC targeted analysis of student data MTSS Data Sheet		Title I Funding Board Funding
		Response to Intervention – Students not meeting proficiency are placed in the RTI process. This process includes three tiers of researched	KSA Fastbridge data Anecdotal Records MAP data		No funding needed
		based interventions. And progress is monitored by AIMSWEB probes. All teachers will be trained in the revised District RTI process which includes the MTSS Data Sheet for record analysis.	MTSS data sheet		

		ESPARK Learning-Students will be scheduled by the classroom teachers to work daily/weekly in the Compass program. Students will be assigned specific lessons to complete that align with needed growth areas based on MAP assessments. Espark programs can be assessed at home as well for further enrichment and/or intervention opportunities	KSA ESPARK reports MAP data Continuous classroom summative and formative assessments		District Funding Title I ESS Daytime Waiver

Middle School:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To close the GAP among special education students in mathematics.	KCWP2 Design and Deliver	Get More Math	Get more math assessments	Student Progress Data	District
		ESS	Assessments	MAP scores	SBDM
		Problem Solving Classes	MAP scores		No $ needed

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 To close the GAP among special educations students in the area of reading.	KCWP2 Design and Deliver	Co-teaching math classes	MAP scores	Classroom Data	No $ needed
		AR requirement	20 [points	Students successfully passing quizzes	SBDM
Objective 3 To increase respect among teachers and students.	KCWP4: Review Analyze and Apply Data KCWP6: Establish a Learning Culture and Environment	Develop positive relationships with students.	PBIS	Survey	School

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2023, the percent of IEP students with P/D reading will move from 46% to 51%.	KCWP 2: Design & Deliver Instruction – Co-teaching And KCWP 5: Design, Align, & Deliver Support	Co-teaching for all students with IEPs in ELA & Math, grades 9-12. Steps toward improving achievement gap include: ● Co-teaching strategies Professional Development ● Targeted scheduling ● Classroom environment and organization for co-teaching methods and strategies	● Decrease in failure rates for IEP students across all grade levels. ● Increase percentage of IEP students scoring at or above benchmark for transitional readiness indicators.	Playlists with accommodations section for students with special needs. SPED teachers PLC, and content PLC participation. Administrative walk through for feedback.	SBDM budget for SPED PD and GRREC training is free. No funding required for playlist development.

4: English Learner Progress

ALL Schools:

Goal 4 To reach proficiency for all ELA students.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Reach the benchmark of 4.5 for all EL students.	KCWP 2: Design and Deliver	Students will articulate among peers in small group settings demonstrating EL goals	Passing EL Assessment	Quarterly Check by EL coordinator	
	REFER TO HCPS EL Lau Plan	REFER TO HCPS EL Lau Plan	REFER TO HCPS EL Lau Plan	REFER TO HCPS EL Lau Plan	

5: Quality of School Climate and Safety

North Hancock Elementary School:

By Spring 2023, our school climate and safety will have a measure of 80%. By Spring 2024, our school climate and safety will have a measure of 90%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By Spring of 2023, the percentage of our quality of school climate and safety will move from 74.4% in 2022 to 80%.	KCWP 6: Establish Learning Culture and Environment	- School-wide PBIS expectations (teach, reteach, posted throughout building, share and discuss on daily news) - Use Leader In Me and teaching of the 7 Habits to build strong character traits both individually and when working with others. - Discuss safety procedures 1 time per quarter in guidance - PBIS Behavior Flowchart to build consistency in fairness across settings - Addition of a full-time SRO on school campus. - Individual and class rewards for positive behavior - Leadership roles classroom/school-wide	Decrease in office referrals	Review behavior data monthly through IC Tableau at monthly Lighthouse/MTSS data meetings.	District Funds Title I

South Hancock Elementary will improve their climate and school safety goal from an Indicator score of 77.2 in Spring of 2022 to an Indicator Score of 90 in 2024….

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2023, the Indicator score will increase from 77.2 to 80.		The guidance counselor will implement review of safety expectations and protocol with students during guidance lessons once a quarter. The reasoning for these protocols will be discussed.			No funding needed
		The school principal will continue daily review of school-wide expectations with students during morning messages.			No funding needed
		Students are recognized with positive behavior intervention supports that allow for reteaching of expectations and safe behavior to ensure understanding and follow repeated behavior.			No funding needed
		Students have a voice in the climate and school safety expectations through a monthly survey given during guidance that allows them to express concerns for areas of needed growth or to compliment areas of strength in the school climate and safety procedures.			No funding needed

		Monthly PBIS/MTSS meetings-Creating of Incremental Reward System/School-Wide Expectations, Matrix, and Behavior Flowchart; These processes will help contribute to the safeyy and overall growth of our	MTSS agendas/minutes PBIS flowchart PBIS matrix PBIS reward system		Board Funding Title I funding

Middle School:

Goal 5 (State your climate and safety goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Create a positive school climate. Teachers and students need to build positive relationships.	KCWP 6: Establishing Learning Culture and Environment	Make sure all students feel respected in the classroom PBIS	Survey	Improvement of survey results in the area of stating their opinion and in the area of rules.	School funds

Goal 5 (State your climate and safety goal.): By the spring of 2025, the Culture and Climate percent will increase from 59.8% in 2022 to 90%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By the spring of 2023, the Culture and Climate percent will increase from 59.8% in 2022 to 70%.	KCWP 5: Design, Align, & Deliver Support				
		Teachers will collectively utilize a school wide model of instruction (playlist) while embedding a triangulation with standard based assessments and student data mastery cards with focus on individual student needs. All students will participate in Professional Learning or career exploration for future successes. All staff will participate in weekly Professional Learning Communities focusing on best practice strategies, student needs, and collegiate level collaboration. Students have access to after school ESS to enhance learning through one on one mentoring based on student self appointment, and/or teacher requested.	• Improved quality of grade level tasks as evidenced through student work samples shared in PLCs. • Improved teaching strategies as evidence through walk through data and comparisons. Improved quality of assessments evidenced through PLC discussions.	5. Each month, staff will work collaboratively to analyze data from mastery cards and standards comparisons through CERT testing. 6. All teachers will participate in bi term data analysis for whole school reflection and redirection as needed. 7. PLC agendas will be collected and recorded for whole school feedback from district level administrators. 8. Principal and Leadership Team will lead staff through PLC collections and data analysis. They will provide evidence to the district level administration in aligned data mastery cards, assessments, and playlists.	ESS

6: Postsecondary Readiness (high school only)

By the Spring of 2025, HCHS will improve its Transition Readiness Rating to 90%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2023, HCHS will improve its Transition readiness rating from 77.4% to 89%.	KCWP 5: Design, align, and deliver support	• Targeted scheduling for every student 9-12 grade in pathway classes according to ILP. • Students will meet with counselors to interview based on benchmark needs to meet college or career readiness. • Leadership team focus each week in PLC regarding senior students who have yet to meet a benchmark.	• Every student is included in the master schedule with their choice of pathways. • CTE numbers increase regarding TEDS. • Students gain insight and voice into their own future through ILP completion.	• Weekly L Team meetings • Weekly PLC in content areas • SWARM teachers and intervention times.	No funding required.

7: Graduation Rate (high school only):

By the Spring of 2025, HCHS will improve its Graduation rate to 98%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By the spring of 2023, HCHS will improve its Graduation Rate from 90.4 to a 96% rating.	KCWP 2; Design and Deliver Instruction – Effective Instruction in every Classroom	1. Teachers will embed engaging activities and model instruction which highlights best practice strategies for classroom instruction. 2. Playlist development will offer skills needed and support for all levels of learning in the classroom. 3. Counseling department will offer counseling services regarding scholarships, job embedded opportunities and work employability skills.	• Improved quality of grade level tasks as evidenced through student work samples, data mastery cards, and student performance. • Improved percentage of demonstrating cognitive engagement during instructional tasks. • Percentage improvement on state assessments.	1. Assessment development in PLC to allow teachers to peer edit and revise as needed. Collaborating with content teachers offers a sense of real accountability with genuine growth attached. 2. Data mastery card analysis and leadership feedback. 3. Walk through feedback from district and building leadership.	1. No funding required