

2023-2024

HANCOCK COUNTY COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

(CDIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

PostsecondaryReadiness

- o Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicators, achievement gap, and growth. High schools must address proficiency, separate academic indicators, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

HANCOCK COUNTY HIGH SCHOOL

1: State Assessment Results in reading and mathematics

Goal 1 (State your proficiency goal.): 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 2024, the percent of students scoring P/D in reading will move from 66% in 2023 to 75% in 2024. Objective 2 By the Spring of 2024, the percent of students scoring P/D in math will move from 48% in 2023 to 50% in 2024.	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

Goal 2 (State your separate academic indicator goal.): 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 2024, the percent of students decreasing Novice in Science in 2022 to 10% in 2024. Objective 2 By the Spring of 2024, the percent of students scoring Novice in Social Studies will move from 29% in 2023 to 15% in 2024. 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.	No Funding Required

3: Achievement Gap

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

Objective	Strategy Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2023, the percent of IEP students with P/D reading will move from 46% to 51%.	KCWP 2: Design & Deliver Co-teaching for all students with Instruction – Co-teaching IEPs in ELA & Math, grades 9-12. Steps toward improving and lowering the achievement gap include: - Co-teaching strategies - Professional Development KCWP 5: Design, Align, & Targeted scheduling Deliver Support - 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

Goal 4 (State your English Learner goal.):					
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	DISTRICT

5: Quality of School Climate and Safety

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.	Each month, staff will work collaboratively to analyze data from mastery cards and standards comparisons through CERT testing. All teachers will participate in bi-term data analysis for whole school reflection and redirection as needed. PLC agendas will be collected and recorded for whole school feedback from district level administrators. 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
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6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): 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)

Goal 7 (State your graduation goal.): 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. * No funding required
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HANCOCK COUNTY MIDDLE SCHOOL

1: State Assessment Results in reading and mathematics

Goal 1 HCMS will decrease the number of students scoring at the novice level in reading from 21% to 15% for the 2023-23 school year. The number of students scoring at the proficient level will increase from 51% to 55%. HCMS will increase the number of students scoring at the proficient level in mathematics to 53% for the 2022-23 school year. The number of students scoring novice in mathematics will be decreased by 5%.

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

Goal 1 HCMS will decrease the number of students scoring at the novice level in reading from 21% to 15% for the 2023-23 school year. The number of students scoring at the proficient level will increase from 51% to 55%. HCMS will increase the number of students scoring at the proficient level in mathematics to 53% for the 2022-23 school year. The number of students scoring novice in mathematics will be decreased by 5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students scoring low in math will attend a problem-solving class		MAP	

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

Goal 2 In the area of writing, HCMS will increase the number of students scoring in the proficient/distinguished area by 10% by the 2026 school year. Science performance will increase from 19.1% of the students scoring at the proficient/distinguished level to 30% scoring at that level by the 2026 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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 students 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			

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 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
		Co-teaching math classes	MAP scores	Classroom Data	No \$ needed
Objective 2 To close the GAP among special education students in the area of reading.	KCWP2 Design and Deliver	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

4: English Learner Progress

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	DISTRICT

5: Quality of School Climate and Safety

Goal 5 : Students will feel they are able to voice their opinion in class. This number will increase to 75%. Students will feel they are respected by their teachers and peers. This number will increase to 78%.					
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

SOUTH HANCOCK ELEMENTARY SCHOOL

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2024, the percent of students scoring Proficient/Distinguished in Reading will move from a 53% in Spring 2023 to a 58% in the Spring of 2024.	KCWP 5: Design, Align and Deliver Support	Reading and Math Intervention-A Reading and Math Interventionist continue to work with small groups of students weekly and/or daily in Tier II and Tier III interventions. The District Literacy Coach/Interventionist also models and mentors teachers in research based best practices.	KSA Anecdotal Records MTSS Data Sheet MAP Fastbridge Assessments	Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth IEP progress monitoring trends Learning goal formative assessments	Title I Funds District Funding
		Ongoing MTSS structure in Response to Intervention-Teachers will meet every 6 weeks with district school psychologists to discuss ongoing student RTI progress as well as possibly needs for RTI placement based on ongoing academic or behavioral data. Students who continue to need support 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
		ESPARK Learning programs are used in station rotations as needed to supplement student learning on	KSA ESPARK Reports		District Funding Title I Funding

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		specific reading objectives for fluency, vocabulary, and/or comprehension.. 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.	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.	Fastbridge Data Analysis Classroom Formative Assessments		District Funding Title I funding
		School-wide Intervention/Enrichment groups scheduled for grades K-5 five days a week. Students will participate in engaging activities and instruction that are tailored to their instructional levels and needed supports. Targeted scheduling will allow teachers to have one extra support staff in place during these scheduled times to enable smaller group sizes.	Scheduled Weekly Success Groups PLC Protocol Agendas Success Group anecdotal records.		No funding Needed
	KCWP1: Design and Deploy Standards	Professional Learning-Mrs. Pulliam, the District Literacy Coach/Interventionist; IMSE Certified Educator will mentor	Meeting Minutes KSA Meeting Agendas		District Funding Grant funding

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	and model for teachers best practices and strategies by request, and through scheduled literacy meetings/PLC's. 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.	LETRS Training Log documentation Community of Practice Agendas		
		Intermediate Reading Teachers as well as the Literacy Specialist, Mrs. Pulliam, will be participating in Morphology training this year to help improve reading skills at the intermediate level which include vocabulary, word recognition, fluency, and comprehension.	Formative and Summative Classroom Assessments MAP KSA		
		Professional Learning Communities-This year, Deidra Hightower, KDE Continuous Improvement Coach, will be supporting our teachers with targeted professional development in PLC's reviewing learning intentions, success criteria, assessments, descriptive feedback, and	KSA PLC Protocol agendas/minutes Principal Observations Data Analysis Sheets Grade Level SMART goals Implementation of Learning Intentions/Success Criteria		No Funding Needed

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		grade level standard deconstruction. • 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 have the 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 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 equitable and structured pacing in the instruction and	KSA Advisory Council Minutes Infinite Campus Documentation Completed Grade level unit plans and Pacing Guides that address all grade level standards		FRYSC grant funding No funding needed

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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. - 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 will analyze the progress and pacing of the new reading curriculum that allows for integration of curriculum concepts, differentiation, and appropriate pacing to teach grade level standards. This ongoing work with the new	Leadership PLC Protocol agenda and minutes Literacy Committee scheduled meetings Literacy Committee Minutes		No funding needed No funding Needed Title I Funds

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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. - Scheduled Instructional Assistant training to support small group instruction in the area of reading with consistent vocabulary and skill building strategies. Instructional assistants will receive a three day training this year with the literacy specialist to review and complete activities focused on Orton Gillingham and LETRS practices.	MAP/Fastbridge Anecdotal Records KSA Classroom formative and summative assessments Formative Assessments KSA Fastbridge/MAP Anecdotal Records		Title I District funding

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By the Spring of 2024 the percent of students scoring Proficient/Distinguished in Math will move from a 37% in Spring 2023 to a 40% in the Spring of 2024.	KCWP 5: Design, Align and Deliver Support	Math Intervention-Mr. Swihart, our certified math interventionist 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 in small groups. An instructional assistant has been assigned to support math interventions and weekly assessment input.	KSA/Fastbridge Assessments Anecdotal Records MAP MTSS Data Sheet	Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth IEP progress monitoring trends Learning goal formative assessments	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

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	This Internet based programs can be accessed at home as well. Professional Learning- - All math teachers will participate in Math Recovery AVMR training this year. This training “uses diagnostic assessments and learning trajectories to guide the teaching topics such as number words and numerals, structuring numbers, and addition and subtraction - all of which affect the development of future mathematical understanding.” - One of our special education teachers, Cassi Payne, and the District Gifted/Talented Instructor will participate in the Math Recovery Specialist Training. This extensive training is a rigorous course “that provides intensive professional development that develops intervention teaching experience and highly specialized knowledge in Math Recovery® content, assessment, and teaching.” - Teachers will participate in Professional Learning	Math Meeting Agendas KSA Completed Products of Practice (Rubrics, Data Sheets, etc) PLC agendas		District Funding Math Grant

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activities that will focus on Assessment rubrics, targeted instruction, data, instructional strategies, deep dives and deconstruction of the Common Core Math 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 PLC professional learning will be led by the principal. This training allows our Gap Coordinator to align our mathematical instructional beliefs and provide a more consistent, and higher level, instructional practice.			
		Professional Learning Communities-PLCs 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 alignment, and strategy/resource	KSA PLC Protocol agendas/minutes Principal Observations		No Funding Needed

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 FRYSC grant
		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

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

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 45%; By Spring of 2025 the percent of students scoring Proficient Distinguished in Combined Writing according to the State Assessment will be 65%; By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the state assessment will be 48%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, the percent of students scoring Proficient /Distinguished in Science will move from a 38% in Spring 2023 to a 42% in the Spring of 2024.	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 science content meetings.	KSA MAP Formative Assessments	Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth IEP progress monitoring trends Learning goal 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
		Mrs. Tindle continues 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		Title I
		The District has purchased science curriculum grades K-5 that will improve vertical alignment and implementation of grade level science standards. Teachers will have professional development with the science curriculum developers to better understand the curriculum and how to implement it in the most efficient way in the classroom.	Ongoing formative and summative assessments KSA MAP		District funding

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 45%; By Spring of 2025 the percent of students scoring Proficient Distinguished in Combined Writing according to the State Assessment will be 65%; By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the state assessment will be 48%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 The Spring 2023 Goal was to move the percent of students scoring Proficient/Distinguished in Combined Writing from a 40.5% in Spring 2022 to a 50% in the Spring of 2023. Students achieved 59% proficient/distinguished in Spring 2023. The Spring 2024 goal will be to move the percent of Proficient/Distinguished in Combined Writing from a 59% in Spring 2023 to a Combined Writing Proficient/Distinguished score of 60%	KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	Mrs. Gaynor, a retired certified teacher, will be assisting in mentoring teachers in their writing instruction development, as well as the school writing plan development. Specifically designed training and support in the area of writing will be targeted in PLC's as well as in content meetings. Writing development and implementation of the school writing plan and processes will be developed with teachers to ensure a vertical alignment and scaffolding of essential writing elements according to the writing standards.	KSA Grade level student writing samples Grade Level writing analysis		Title I Daytime ESS Waiver
		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 RTA Grant
		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

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 45%; By Spring of 2025 the percent of students scoring Proficient Distinguished in Combined Writing according to the State Assessment will be 65%; By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the state assessment will be 48%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 By the Spring of 2023, the percent of students scoring Proficient/Distinguished in Social Studies according to	KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment	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 with Mrs. Jackson and Mrs. Gaynor;	KSA Formative Writing Assessments Published writing pieces	Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth	ESS Daytime Waiver
		Continued implementation of LETRS and IMSE Orton Gillingham strategies to better support students with the literacy links between reading and writing.	Literacy Specialist Continued training and updates in OG/LETRS		Reading Grant District Funding
		Specific resources will be utilized to support the social studies instruction at each grade level. This includes implementation of Social Studies Weekly at 4th/5th grade.	KSA; Classroom formative and summative assessments		Title I

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 45%; By Spring of 2025 the percent of students scoring Proficient Distinguished in Combined Writing according to the State Assessment will be 65%; By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the state assessment will be 48%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
the state assessment will move from 41% in 2023 to 44% in 2024.		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	IEP progress monitoring trends Learning goal formative assessments	No funding needed
		Continuing utilizing new Social Studies curriculum K-5 to build consistent integration of social studies topics 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.	KSA; Classroom formative and summative assessments		District Funding Title I

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2024, the the percent of Special Education students scoring Proficient/Distinguished in Reading in KSA will move from a 36% in Spring 2023 to a 40% in 2024; and in math in KSA will move from a 14% in the Spring of 2023 to a 20% in the Spring of 2024. The Spring of 2023 goal was for the percent of Special Education students scoring Proficient/Distinguished in Reading in KSA will move from a 20% in Spring 2022 to a 25% in 2023; 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	One of our Special Education teachers will be participate in the math specialist training through Math Recovery. All grade level math teachers will participate in AVMR training through math recovery. This training provides intensive professional development that develops intervention teaching experience and specialized knowledge in Math Recovery® content, assessment, and teaching. Math Intervention: Our certified math interventionist will work in small intervention groups with students identified as at-risk. Mr. Swihart 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 IEP goal progress	Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth IEP progress monitoring trends Learning goal formative assessments	Title I funding District funding Math grant

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	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 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	KPREP Compass reports MAP data Classroom formative and summative assessments		District Funding
		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 Principal will collaborate with Classroom teachers in a co-teaching environment to address student	Pacing guide Weekly Lesson Schedules Once a month Sped/Reg. Ed PLC agendas		District Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instructional needs in small group settings. -All special education teachers, Mrs. Carmon and Mrs. Payne are participating in a year long training along with administration through GRREC. They attend the trainings and complete follow up work with their grade level co-teachers. These trainings address specially designed instruction and co-teaching in the classroom. These trainings will allow for increased awareness of planning and implementation of specially designed instruction, as well as continued data analysis for instructional planning.	GRREC Training Agendas Co-teaching walk-thru forms		

		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 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. -All special education teachers, Mrs. Carmon and Mrs. Payne are participating in a year long training along with administration through GRREC. They attend the trainings and complete follow up work with their grade level co-teachers. These trainings address specially designed instruction and co-teaching in the classroom. These trainings will allow for increased awareness of planning and implementation of specially designed instruction, as well as continued data analysis for instructional planning.	KSA Student Work Samples Literacy Assessments Anecdotal Records Fastbridge probes MAP data PLC targeted analysis of student data MTSS data sheet GRREC Training Agendas Co-teaching walk-thru forms		District Funding Title I
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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 41% in Spring 2023 to a 45% in Spring 2024; and from a 25% P/D in math Spring of 2023 to a 30% in the Spring of 2024.	KCWP1: Design and Deploy Standards KCWP2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support KCWP 6: Esablishing Learning Culture and Environment	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	Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth IEP progress monitoring trends Learning goal formative assessments	Title I Funding Board Funding
		Response to Intervention –Grade level teachers are meeting with district school psychologists to review school-wide intervention data as well as student data that may be considered for intervention or even enrichment. Students not meeting proficiency are placed in the RTI process. This process includes three tiers of researched	KSA Fastbridge data Anecdotal Records MAP data MTSS data sheet		No funding needed

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.			
		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 RTA Grant
		All intermediate teachers are completing Morphology training to support literacy skill instruction and to bridge the gaps in vocabulary and comprehension in all content areas. -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. Our FRC Coordinator, Jamie Stephens, stays in contact with our Administrator, Guidance Counselor, and teachers to ensure that students are receiving the support			Afterschool budget FRC grant Title I District Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		necessary to help alleviate barriers in learning. -Our Afterschool Director, Dee Carter, structures a program that allows students to work on homework after school as well as participate in various clubs of interest. These opportunities allow students to have experiences that support their learning. Dee offers scholarship opportunities to attend as needed in collaboration with the FRC. -Students participate in academic related field trips that allow for various learning experiences for all students that support their learning as well as the opportunities to make connections with learning. -All students participate under the MTSS framework and PBIS structure. This allows for structured processes that lead expectations and positive recognition for all students. All teachers are trained in PBIS concepts and the MTSS core team meets monthly to review school wide academic and behavioral data. This data is shared with staff to see trends over time and how to better support the needs of our students to achieve academic growth.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): NA					
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	DISTRICT

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): South Hancock Elementary will improve their climate and school safety goal from an Indicator score of 79.3 STATUS score, and 81.4 CHANGE score in Spring of 2023 to an Indicator Score of 85 in 2025....					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2024, the Indicator score will increase from 79.3 to 82.		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 quarterly 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 with the school MTSS/PBIS Core team-Creating of Incremental Reward System/School-Wide Expectations, Matrix, and Behavior Flowchart; These processes will help contribute to the safety and overall growth of our students academically, socially, and	MTSS agendas/minutes PBIS flowchart PBIS matrix PBIS reward system PBIS data review		Board Funding Title I funding

Goal 5 (State your climate and safety goal.): South Hancock Elementary will improve their climate and school safety goal from an Indicator score of 79.3 STATUS score, and 81.4 CHANGE score in Spring of 2023 to an Indicator Score of 85 in 2025....

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		emotionally as we work toward common goals and establish high expectations for our students			
		Requested Professional Development including that which addresses PBIS initiative concepts will be offered to staff to better understand the systems that promote a positive culture and academic growth with students. Safety audits with the Kentucky Center for School Safety, as well as District Safety meetings will allow us better reflective opportunities to organize and produce and a safe and progressive learning environment for students and staff.			Title I SBDM Board Funding

NORTH HANCOCK ELEMENTARY SCHOOL

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By Spring 2025, the percentage of students scoring Proficient/Distinguished will be 50% in the area of Reading. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math will be 53% according to State Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2024, the percent of students scoring Proficient/Distinguished in Reading will move from a 41% in Spring of 2023 to a 45% in Spring of 2024.	KCWP 5: Design, Align, and Deliver Support	Daily intervention/enrichment time in all grades K-5. This includes station time in reading with extra supports pushing in to gen ed classrooms.	MAP Growth FastBridge Reading Inventories Formative/Summative Assessments K-Prep	MTSS Data Sheet FastBridge Progress Monitoring PLC Protocol	
		GAP Coordinator, Diana Lyddane, will provide intervention support to classroom teachers. In addition, she received training in Orton Gillingham as well as LETRS to support teachers as well as students during tiered intervention time. This fall Diana also received Morphology training from IMSE.	Reading Inventories MTSS Data Sheet MAP Growth FastBridge Formative Assessments	FastBridge Progress Monitoring	Title I Funds
		Students who continue to need additional support and fall below the 20%ile on MAP in reading, will be placed in Tiered Interventions. 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. She also pushes in to all 2nd grade classes to offer additional support.	Reading Recovery Testing Reading Inventories	Anecdotal Notes Formative Assessments Student Summary Sheet	RTA Grant Title I

Goal 1 (State your reading and math goal.):
 By Spring 2025, the percentage of students scoring Proficient/Distinguished will be 50% in the area of Reading. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math will be 53% according to State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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 2023 to match our new CKLA reading curriculum. In addition, primary grades are following the IMSE Orton-Gillingham sequence for phonics. This also builds vertical alignment within our building. - CKLA curriculum training-August 2023 - CKLA curriculum coaching - 2023-24 school year - Daily intervention/enrichment time built into each grade level schedule through stations. - 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. - LETRS (vol 1 & 2) training provided for all K-5 reading teachers plus our GAP	- Each grade level has a folder in Google Drive where all 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 - Implementation in the classroom and/or small groups - Training completion	- 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. - 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	- RTA Grant - Title I - District Funds

Goal 1 (State your reading and math goal.):
By Spring 2025, the percentage of students scoring Proficient/Distinguished will be 50% in the area of Reading. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math will be 53% according to State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Coordinator to provide knowledge of phonics and phonemic awareness. For sustainability, all new teachers receive LETRS training. ● IMSE Orton Gillingham training for all regular ed and special ed teachers. This training was implemented with students in Tier 3 reading or special ed students who have reading goals. However, for the 2023-24 school year, all K-2 teachers are using OG for their phonics instruction and teachers in grades 3-5 are using OG for spelling. ● Additional PD is provided monthly throughout the 2023-24 school year through Deidra Hightower, KDE, to work on learning intentions, success criteria, and standards deconstruction.			
Objective 2 By Spring 2024, the percent of students scoring Proficient/Distinguished in Math will move from 43% in	KCWP 5: Design, Align, and Deliver Support	Daily intervention/enrichment time in all grades K-5 through Math Work Places.	MAP Growth FastBridge Formative/Summative Assessments K-Prep	MTSS Data Sheet FastBridge Progress Monitoring PLC Protocol	
		Classroom teachers provide Tier 2 support to students in the	MAP Growth	MTSS Data Sheet FastBridge Progress Monitoring	

Goal 1 (State your reading and math goal.):
By Spring 2025, the percentage of students scoring Proficient/Distinguished will be 50% in the area of Reading. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math will be 53% according to State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Spring of 2023 to 48% in Spring of 2024.		classroom. Tier 3 supports are provided by our math interventionist, Amanda Garrison.	FastBridge Formative/Summative Assessments	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, and updated each summer and reviewed each 9 weeks. ● Pacing guides have been adjusted and updated for the 2023-24 school year. ● Additional PD is provided monthly throughout the 2023-24 school year through Deidra Hightower, KDE, to work on learning intentions, success criteria, and standards deconstruction. ● Continue a K-5 Math Committee which will focus on standards and vertical conversations to increase proficiency in math.	● Each grade level has a folder in Google Drive where all materials are housed. ● Classroom implementation to fidelity ● Teachers will discuss math vertically to build a cohesive school wide program.	● 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. ● 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.	● District Funds

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

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 46%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the State Assessment will be 40%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in On-Demand Writing will be 40%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, the percent of students scoring Proficient/Distinguished in Science will move from 40% in Spring of 2023 to 43%.	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 2023-24 school year. ● HMH Science Curriculum has been adopted for all grades K-5. ● Training of admin through Science Leadership Support Network through PIMSER. ● 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 2024, the percent of students scoring Proficient/Distinguished in Social Students will move from 31% in Spring of 2023 to 35%.	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

Goal 2 (State your science, social studies, and writing goal.):
By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 46%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the State Assessment will be 40%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in On-Demand Writing will be 40%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		● Pacing guides have been adjusted and updated for the 2023-24 school year. ● District provided curriculum, NYSTROM, for grades K-5 to implement the social studies standards. Continued training for 2nd year of implementation (Aug. 2023) ● Kendal Maxwell, 5th grade Social Studies teacher, was selected to participate in a Student work samples cohort for social studies through the state department. She continues to support K-3 teachers in social studies priority standards and vertical alignment. ● 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 2024, the percent of students scoring Proficient/Distinguished in On-Demand Writing will	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 is currently being updated by teachers from	Completed plan	Student work samples Grade level and vertical alignment	ESS Daytime Waiver

Goal 2 (State your science, social studies, and writing goal.):
By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 46%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the State Assessment will be 40%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in On-Demand Writing will be 40%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
move from 29% in Spring of 2023 to 35%.		our literacy committee with the support of Becky Gaynor. - Becky Gaynor is providing additional writing support to teachers and students in grades 3-5 in both on-demand writing as well as extended response. - Students in K-5 write across content areas.			
		Students falling below grade level in writing will be placed in Tiered Interventions for writing.	Student growth in the area of writing.	FastBridge Progress Monitoring Improvement in student work Work samples Anecdotal notes	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2024, the percentage of special education students scoring proficient/distinguished in reading will move from 25% in 2023 to 29%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support	● MTSS Implementation ● FastBridge Progress Monitoring ● All special education teachers have received IMSE - Orton Gillingham Training to be used in the resource setting as well as the co-teach setting ● Co-teaching is being implemented. North is part of the GRREC Co-teach Cohort for the 2023-24 school year.	● MAP Growth Reading Inventories Anecdotal Records Formative & Summative Assessments ● FastBridge ● Implementation 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	● District Funds
Objective 2 By Spring of 2024, the percent of socio-economic disadvantaged students scoring proficient/distinguished in	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,all K-3, and	● MAP Growth Reading Inventories Anecdotal Records Formative &	● MTSS Data Sheet Individual Student Summary Sheet ● MTSS Data Sheet Individual Student Summary Sheet FastBridge Progress Monitoring	● District Funds ● FRC Funds ● ESS Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
reading will move from 33% in 2023 to 37%.		4th and 5th grade reading teachers). • Support from FRC to remove barriers from student learning. (examples: food, clothes, rent/bills, etc.) • ESS services (before and after school)	Summative Assessment • FastBridge • Fewer students from this GAP group will need Tier 2/ interventions in reading	• Piloting portions of materials Research other districts Rubric is being used to vet potential reading curriculum Presentations from textbook companies	

4: English Learner Progress

Goal 4 (State your English Learner goal.): By Spring 2025, the percentage of EL students scoring Proficient/Distinguished will increase in the area of Reading.					
To follow the goals written on the Program Service Plan (PGP) to differentiate instruction to meet each English Language Learner's needs (see link below)					
Hancock County Public Schools EL Lau Plan					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2025, the percentage of EL students scoring Proficient/Distinguished will increase in the area of Reading.	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support	Vocabulary development to include pictures/synonyms to help with language development.	MAP/FastBridge CKLA assessments	Access scores	N/A
		Visual cues and supports across content areas to develop understanding.	MAP/FastBridge CKLA assessments	Access Scores	N/A

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By Spring 2024, our school climate and safety will have a measure of 75%. By Spring 2025, our school climate and safety will have a measure of 80%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring of 2023, the combined percentage of our quality of school climate and safety will move from 71.7% in 2023 to 75%.	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 the 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