

***Huntington County Community Schools
(HCCS)***

Strategic Plan 2024-2029



***Where students graduate with the knowledge, skills, and
attitudes needed for success in the 21st Century!***

Every student. Every day.

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Superintendent's Message

As the superintendent of Huntington County Community Schools (HCCS), I recognize the long, proud histories of this community and of our school system. Through many decades, HCCS has developed a noteworthy reputation as an excellent learning organization thanks to the dedication and support of our students, families, teachers, administrators, and support employees—indeed, the entire Huntington, Indiana community! But we face significant local, state, national, and global challenges, and in order to leverage our strengths to tackle upcoming challenges, we have embarked upon a comprehensive strategic planning process.

In an effort to move our school corporation from good to great, we have adopted the operating philosophy of **continuous quality improvement** which we define as: “Ensuring the continuous improvement of processes and outcomes through evidence-based strategies and empowered staff and learners in order to exceed stakeholder expectations.” We believe that the CQI philosophy, related tools, and processes represent proven methods for achieving High Performance Culture status (see Figure 1, p. 4). In *The Key Work of School Boards* (National Association of School Boards, 2015, p. 7), we are advised that “effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision. They have strong shared beliefs and values” ... and “to ensure that the board’s vision becomes reality, the board should develop a strategic plan and establish policies for implementation.”

Our 2024-2029 strategic plan was developed beginning in the early months of February 2023 and is the result of a collaborative effort that began with input provided by a Broad-Based Planning Team of over 100 members representative of our stakeholders and employees, the 95-member HCCS Strategic Planning Team, and the Board of School Trustees as representatives of Huntington County Community Schools and our broader community.

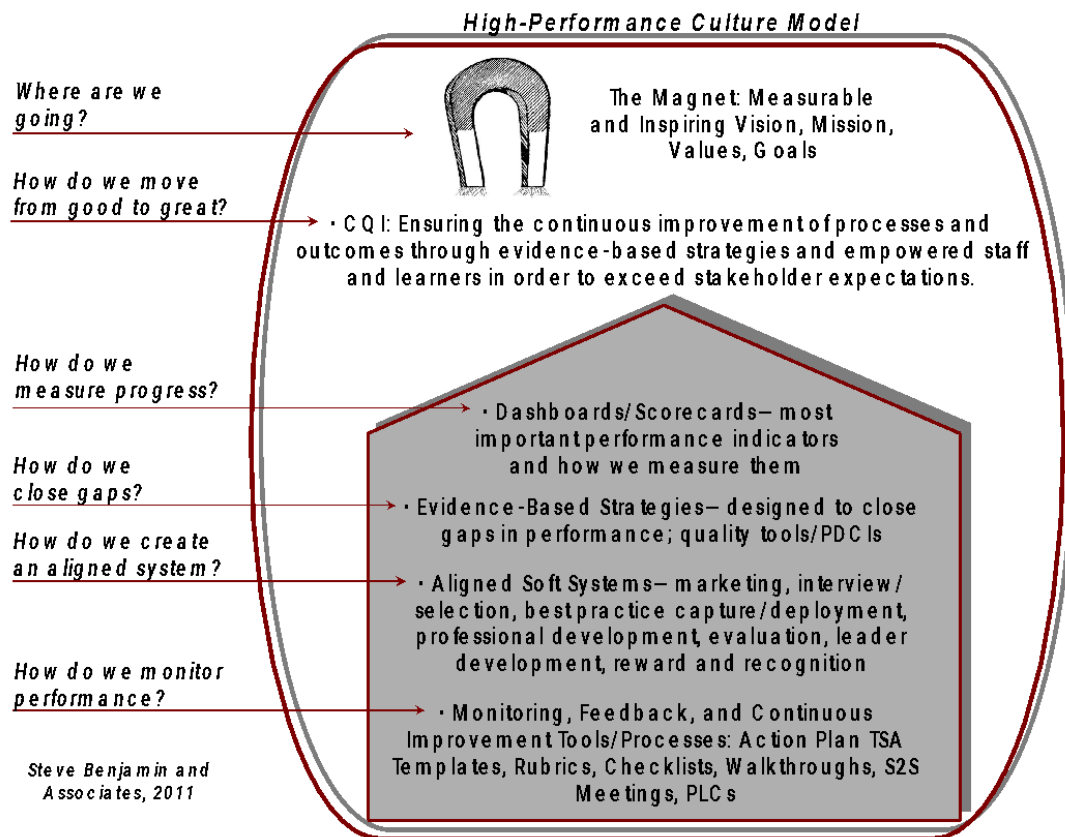
Many school districts develop strategic plans, but often these efforts do not improve performance for several reasons. First, research tells us that many “leaders place too much emphasis on high-level strategy, philosophizing, and not enough on implementation” (Bossidy and Charan, 2002). Therefore, we have developed robust systems for monitoring implementation of strategies and action steps. Second, our plan is designed to deliver improved performance because we have relied on evidence-based practices when selecting strategies and action steps. And finally, we will implement continuous improvement cycles that ensure our plans are implemented as intended, and that results are checked frequently to determine if performance is improving and if adjustments to our plan might be required. Going forward, HCCS will embrace several leadership core values in order to become even more “results focused” and “evidence-based” as we move toward the creation of a world-class learning organization that is characterized by a high-performance culture.

We appreciate the dedication, professionalism, and support of our staff, faculty, administrators, students, parents, and community members as we begin the challenging work indicated in the following pages. Together, we can achieve our vision of becoming a 90+% school district.

Thank you,

Mr. John Trout, Superintendent

Figure 1. High-Performance Culture Model



We will discuss many of the elements of this model in Section 1 and 2 of our strategic plan.

Section 1. Process and Participants

An important aspect of strategic planning is listening to and learning from students, employees, and external stakeholder groups. The Huntington County Community Schools Strategic Planning Team followed this timeline of activities (Table 1) in order to solicit input and to allow review and feedback opportunities as the plan was taking shape. No plan can anticipate future realities with 100% accuracy, so we will make revisions each year based on progress and results.

Table 1. Timeline of Major Activities and Products

February 1, 2023	Deploy Strength, Weakness, Opportunity, Challenge (SWOC) survey and conduct meeting with Broad-Based Planning Team (BBPT) that includes requirement for a “Destination Innovation” activity designed to benchmark high-performing organizations
March/April 2023	Process the input received from SWOC and BBPT.
May-June 2023	Strategic Planning Teams (SPT) review SWOC data main themes, transfers those to strategic thinking charts.

June 2023	Five focus area teams share draft strategic thinking charts and receive feedback designed to improve their documents.
June-October 2023	SPT teams meet to identify targets, strategies, and actions, drawing heavily from strategic thinking charts and folders of best practice resources related to each of the five focus areas.
November 15, 2023	Receive completed strategic thinking charts and draft TSA forms.
December 2023/ January 2024	CEOs receive feedback on TSA drafts and make revisions.
February 2024	Conduct “virtual gallery walk” with TSA teams to provide each other feedback and to consider alignment among the TSA plans.
January-February 2024	Develop draft HCCS Strategic Plan for review by BBPT and SPT.
February 2024	Provide draft plan to HCCS employees and stakeholders for review and comment prior to working meeting with Board of School Trustees.
March 7, 2024	Conduct BBPT meeting at which stakeholders provide feedback related to draft HCCS Strategic Plan.
Mid-April 2024	HCCS Board of School Trustees approves 2024-2029 Strategic Plan.
2024-2029	HCCS implements, monitors interim performance improvements, and engages in continuous improvement cycles.

HCCS Strategic Planning Participants

The HCCS Board of Education believes that leaders should ensure community representation on appropriate committees. We greatly appreciate the following individuals (Table 2) who served on the Broad-Based Planning Team (BBPT) and attended evening meetings during which participants helped us catalog HCCS strengths, weaknesses, opportunities, and challenges in relation to the five focus areas reflected in Table 3 and to review a draft of the strategic plan and provide feedback. Many BBPT members commented that they were happy to assist with the strategic planning activity and that they considered their involvement as a meaningful attempt by HCCS to operate in a transparent fashion and to listen to its stakeholders.

Table 2. HCCS Broad-Based Plan Team Members

Jonathan Amor, Thomas Atterholt, Justin Barker, Steve Bermes, Miranda Bolinger, Cory Boxell, Ashlie Buzzard, Joel Buzzard, Nick Caley, Jen Christiansen, Reed Christiansen, Nicole Colclessner, Phil Colclessner, Russ Degitz, Erin Didion, Matt Ditzler, Rick Doering, Matt Doss, Erin Dove, Troy Drayer, Dan Drummond, Tiffanney Drummond, Sherilyn Emberton, Eric Fawcett, Chris Fleck, Jared Friesen, Meg Friesen, Junior Geiger, Wayne Grigsby, Kyle Hamilton, Emily Hann, Matt Hann, Eric Harris, Jennifer Harris, Mike Hartburg, Cassie Havens, Jaron Havens, Phil Hibbert, Elizabeth Hire, Tiffany Houser, J. B. Hoy, Jessie Hughes-Brown, Troy Irick, Todd Johnson, Troy Johnson, Anna Jones, Lucas Jones, Ashley Kaufman, Chris Kauffman, Paula Kimmel, Steve Kimmel, Ashley Kippert, Chad Kippert, Bill Konyha, Jill Landrum, Heather Larr, Ryan Lemon, Satin Lemon, Alyssa Linder, Shane Linder, Nick Lund, Seth Marshall, Chris McCutcheon, Kendall Mickley, Bill Miller, Keith Miller, Rob Miller, Terry Miller, Sarah Milton, Gerald Moreland, Dave Morrison, Marilyn Morrison, Sally Morrison, Chris Newton, John Niederman, Lee Pasco, Dave Pefley, LeeAnn Pefley, Becky Pfister, Steve Pfister, Matt Pflieger, Janelle Pflieger, Peyton Pike, Mandy Reber, Megan Reckelhoff, Amber Rensberger, Andrew Rensberger, Scott Richert, Jeremy Rufener, Jim Scheiber, Jodi Scheiber, Doug Selig, Philip Shafer, Kelly Shafer, Marty Shock, Alan Siepker, Adam Skiles, Brady Smekens, Kristina Smekens, Lisa Smith, Jeffrey Souder, Scott Stevens, John Stoeckley, Jenna Strick, Richard Strick, Lorissa Sweet, Angel Tucker, Brian Tucker, Anglea
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Vincenti, Mark Vincenti, Rose Wall, Tom Wall, Patty Warner, Randy Warner, Ryan Warner, Stephen Weingart, Ben Whitman, Anita Wickersham, Mark Wickersham, Doug Wilcox, Debby Wiley, Joe Wiley, Zach Working, Michael Zahn, Andy Zay, Brock Zehr, Jill Zorger

Broad-Based Strategic Plan Team Members Considering Strengths and Opportunities for Improvement





HCCS Strategic Plan Team

We would like to acknowledge the following individuals—HCCS teachers, non-certified staff, and administrators—who committed many hours to attending strategic planning meetings and conducting independent research related to targets, strategies, and action steps in order to assist in the development of our 5-year plan.

Table 3. HCCS Strategic Plan Team Members

Highest Student Achievement: Co-chairs Jay Peters, Chuck Brimbury Team members: Zach Baker, Lynn Brown, Tiffanney Drummond, Lauren Hoghe, Elizabeth Kitchen, Marissa Tinkle, Nick Vickrey, Steve Houser, Chelsea Haneline, Lauren Davis, Diana Miller, Abby Park, Gina Tyner, Dave Harvey, Betsy Schroeder, Ruthann Rust, Steve Park, Matt Crozier, Jill Webb, Lauren Ottinger, Heather Wilson, Dawne Pearson, Tom Gross
Safe, Orderly, and Caring Environments: Co-chairs Jami Craft, Jarod Hammel Team members: Rod Richison, Meg Friesen, Lisa McDonald, Cari Neal, Jaymee Wappes, Ben Whitman, John Humphrey, Holly Allen, Terry Stoffel, Beth Clark, Beth Lusch, Belinda Thacker, Nichole Gilg
Strong Parental, Family, and Community Involvement/Satisfaction: Co-chairs BreAnne Dyer, Laura Lahr, Beth Husband Team members: Tony Burnworth, Randy Hawkins, Sara Landrum, Jeremy Markham, Kaley Barnes, Nick Altman, Nicole Warpup, Stacie McElhaney, Anita Henry, Annette Little, Rochelle Kennedy, Kendra Schell, Valarie Cannicci, Jami Buckland, Holly Landrum, Danielle Snyder, Sadye Harris, Angie Grube
Highly Effective and Motivated Staff: Co-chairs Pat McLaughlin, Mindy Reust Team members: Jaymee Wappes, Lindsay Underwood, Stephanie Rodgers, Justin Schafer, Rachel Yarger, Kenny Butler, Erica LeMar, Misty Kern, Janelle Buzzard, Lori Kline, Debbie

Thieme, Heather Hipple, Scott Harvey, Erica Bergman, Richelle MacAleese, Heather Sonnigson, Brenda Parker, Mandy Barnum
Effective Operations/Fiscal Responsibility: Co-chairs John Trout, Becky Smith
Team members: Alex Burgess, Vanessa Fields, Rich Hertel, Amy Rudolf, Mike Sumpter, Mark Crews, Damon Kimmel, Pam Smalling, Joni Ehler, Jeni Yarger

The **mission of the Strategic Plan Team (SPT)** was: “Assist in the development of a 5-year strategic plan for HCCS. This plan will include a vision, mission, core values, dashboard prototypes, and a scorecard of key performance indicators. The SPT will review input received from the BBPT and other pertinent materials in order to develop strategic plan targets, strategies, and action steps that will position HCCS as one of the highest performing school systems in the State of Indiana and the nation. The SPT efforts will reflect a systems approach to organizational improvement. Team members understand that their role is advisory and that the final content and format of the strategic plan will be determined by the HCCS Superintendent and Board of School Trustees.”

In order to limit the scope of work, the SPT targeted five most important focus areas. These categories were identified following a content analysis of strategic plans created by dozens of high-performing school corporations across the nation, including a number of Baldrige award winners and national Blue Ribbon schools and districts. The target areas are:

- Highest Student Achievement
- Safe, Orderly, and Caring Environments
- Strong Parental, Family, and Community Involvement/Satisfaction
- Highly Effective and Motivated Staff
- Effective Operations/Fiscal Responsibility

Members of the SPT self-selected or were assigned to one of these five teams, and Section 2 (Targets, Strategies, and Action Steps) displays their work. By assembling a team of HCCS students, employees, and stakeholders to create this strategic plan, we have enhanced communication, increased transparency and alignment, and developed integrated and improved strategies for improvement.

The Core Drivers: Values, Vision, and Mission

Rosenthal and Masarech (2003) write that, “to gain competitive advantage and to achieve high performance, it is essential to understand the elements of high-performance cultures—in particular, the core drivers: organizational values, vision, and mission.” High-performing leaders recognize that a strategic plan that includes core values, vision, and mission represents the “magnet” that can pull the various individuals, departments, processes, and systems into alignment.

Mission

When developing our mission, we approached this task from the point of view of our students and their families—our stakeholders, for indeed, we exist to serve them. Our mission reflects the work that we do on a daily basis, and it is measurable.

HCCS Community Schools develops students who are highly literate, able to demonstrate mastery of

state and national standards, and who are college- and career-ready.

Vision

We have created a challenging vision for our organization. We believe that the vision should inspire and direct.

HCCS will achieve 90+% results in reading and writing, mastery of state and national standards, and college- and career-readiness.

Our mission and vision are intertwined, and they are reflections of each other. We will measure achievement of our vision and mission through the key performance indicators listed in our dashboards and district scorecard.

Leadership Values

We have adopted a set of strong leadership core values that have been embraced by many high-performing organizations in Indiana and nationwide. Many of these values are evidence-based (they have been validated through the effective schools research or rigorous accreditation frameworks). We believe that these values, when embedded in every interaction between students and staff, staff and leaders, and with our stakeholders, will enable HCCS to achieve our vision and mission.

Table 4. Living and Embedding Our Values

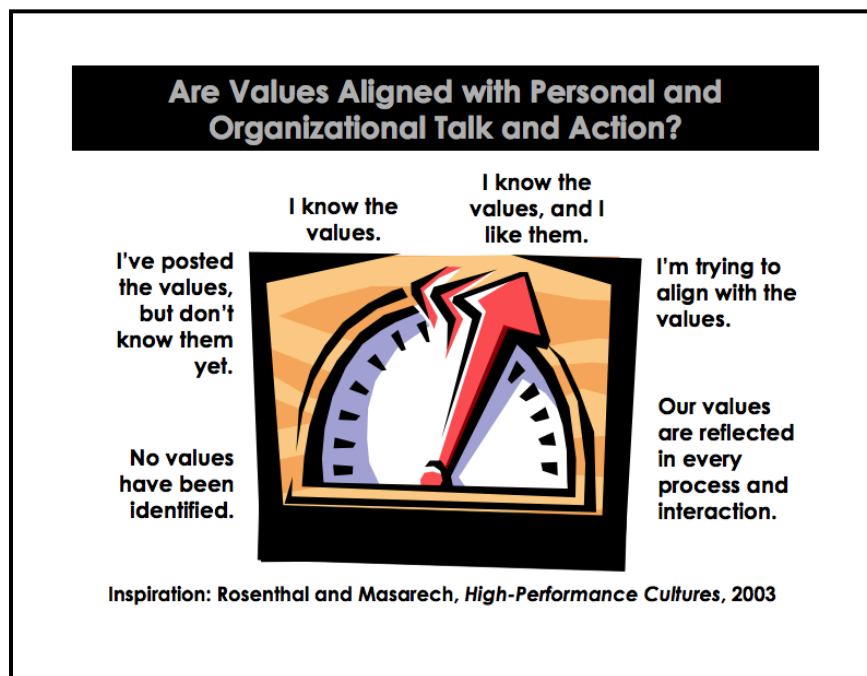
Student Focus: Before making any decision, we ask, “How will this action impact students?”	● We use evidence-based practices (e.g., effective vocabulary strategies, close reading, argument literacy, techniques for achieving math facts fluency, college- and career-readiness, etc.) in our classrooms in order to help all students succeed. ● We will develop grade level and common course dashboards that specify the key indicators for successfully transitioning through the K-12 program.
Safe Environments: We strive to provide safe facilities and non-threatening emotional and cognitive learning environments.	● As part of the strategic plan, we will develop checklists that accompany each of our emergency drills (fire, earthquake, dangerous intruder, tornado) to ensure clarity of expectations. ● HCCS is committed to having a certified School Safety Specialist on the administrative team in each school building. ● This plan includes strategies and actions designed to increase the number of school counselors and resource officers.
Continuous Improvement: As good as we are, we know that we can always achieve improved results. We constantly try to find better ways of doing our work, and when we achieve our goals, we set higher targets.	● Our HCCS strategic plan has identified 21 targets across five important focus areas. Each target represents an important opportunity for improvement.

	● As recommended by the Board of School Trustees, we will engage in regular and systematic program evaluation in order to make improvements as needed.
High Expectations: Our learning organization requires that we maintain high expectations for all.	● We have established a challenging vision to achieve 90+% achievement in a number of critical areas. ● We have developed Administrative Guidelines for consistent implementation of policies and procedures.
Alignment: We are most successful when everyone in our learning organization works together to achieve common goals. We can enhance efficiency and effectiveness by achieving alignment across our system.	● From the <i>Key Work of School Boards</i>, we know that alignment occurs when an organization has shared goals and directs available resources toward achieving them. We will make decisions that support the shared mission, goals, and continuous improvement in student achievement. ● HCCS has undertaken the creation of a 5-year strategic plan. Departments will develop aligned goals and actions. ● The Superintendent's Cabinet meets weekly to review district needs, address issues, and plan for implementation of district initiatives.
Shared Leadership: We work as a team—staff, parents, students, community. Each member provides essential leadership in support of our common goals.	● From the <i>Key Work of School Boards</i>, we know that leaders must construct collaborative relationships among key stakeholders in order to solve complex challenges. ● A broad-based planning team that included representatives from home school district, HCCS staff, and parents assisted with the development of the strategic plan. ● Each school improvement team contains parent members.
Social Responsibility: We ensure that we are good partners within our community and that our students and employees support local individuals and organizations. We demonstrate wise stewardship of public resources and ensure that our graduates are ready to shoulder their civic responsibilities.	● HCCS works collaboratively with our students, their families, and community. ● We have established rigorous accounting procedures to ensure that there are zero audit exceptions, thus demonstrating good stewardship of public funds. ● We ensure the use of environmentally-friendly cleaning products. ● We recycle.
Evidence-Based Decision Making: We make decisions after careful consideration of the most compelling research and data analysis.	● We have begun development of aligned, evidence-based dashboards that will drive day-to-day continuous improvement. Each strategy in our strategic plan has been selected based on research evidence.

	● We only provide professional development that is supported by a strong evidence base and that is in alignment with our key initiatives. ● We maintain our facilities and grounds to the highest standards possible.
Accountability: Each person affiliated with the HCCS system, including students, employees, parents/family members, and community stakeholders share accountability for our performance results and for demonstrating personal best effort in support of our goals.	● We have implemented a rigorous employee evaluation system with clear rubrics. ● The HCCS leadership team meets quarterly to review the budget. We have developed a roadmap of priorities for the organization. ● We are in the process of developing dashboards of key performance indicators for each level (K-12) and for each department.

Figure 2 indicates the importance of moving beyond merely identifying and posting a set of core values.

Figure 2. Embedded Values Create a High Performance Culture



We do not intend this strategic plan to become a *shelf document*—one that gathers dust in a file cabinet. Each element contained herein, including the core values, should become an embedded part of the culture at HCCS.

Board of School Trustees Goals

The HCCS board of trustees has recently established/reaffirmed their own goals as part of the strategic planning process:

Goal #1: Ensure the continuous improvement of student academic achievement for all.

Goal #2: Ensure each school exemplifies a safe, secure, and effective teaching and learning environment.

Goal #3: Ensure parents, business, and community members are actively engaged in the educational process.

Goal #4: Ensure district-wide fiscal responsibility along with wise stewardship of resources.

Goal #5: Ensure adequate support of teachers, support staff, and administrators.

Each of these goals aligns with the work of the strategic planning teams, and in Section 2, you will note specific strategies and action steps linked to each.

This HCCS strategic plan reflects *The Key Work of School Boards* (NSBA). For example, the board desires “a clear accountability framework for assessing the quality of its schools based on progress over time ... Clear [learning] standards in conjunction with explicit measures that determine mastery now are customary yardsticks for defining student achievement results” (pp. 18-20).

The Board has wisely recognized that merely teaching the standards is not enough. HCCS requires a system to determine whether the standards are being taught and learned in the classrooms by individual students. Everyone in HCCS should be asking, “How many of our students have achieved mastery?” (p. 20) Note (Section 2) that the Student Achievement team has reviewed the formative assessment research (strong contributor to student success) and has included important action steps related to the development and use of formative assessments that will provide teachers needed data regarding mastery of standards.

The Key Work of School Boards requires that we develop a comprehensive data collection process that answers the question, “How well are we doing?” and that data should be collected and analyzed on individual student progress, school progress, and district progress in student learning and all other areas of operation (p. 20). In response, HCCS will create a district scorecard and multiple, aligned dashboards for academic and support areas. These tools are intended to help the various levels of the system, as well as all employee and student groups, focus on the most important performance indicators—those results that we will strive to continuously improve until we reach our goal of becoming a 90+% school corporation. An aligned series of dashboards will drive regular team reviews of performance data to identify excellent programs and approaches while spotlighting needed improvement (Figure 4). The development of these tools demonstrates that we are living the following leadership value: “We use data to drive instructional practices and monitor effectiveness.”

Throughout this document, you will find many more examples that demonstrate alignment between the board goals, the 2024-2029 HCCS strategic plan, and *The Key Work of School Boards*.

HCCS Dashboards and Scorecard.

HCCS aligned **dashboards** (See Prototype Grade 4 Dashboard, Table 5 and Prototype Food Service Dashboard, Table 6) include the most important, few, evidence-based performance indicators. Just like the dashboards in our automobiles, an organization's dashboard must frequently produce reliable data that can be used for instructional and managerial decision-making. The HCCS dashboards indicate which best practice measures have been selected to give us "continuous" information about our performance. We have selected assessments and measurement tools that provide data to the system on a daily, weekly, monthly, or quarterly basis.

"After the leadership team has developed its dashboard, it is presented to the next level of the organization with this message: 'This is what we are watching. Design a dashboard that is appropriate for your work and that is aligned with and supports our dashboard.' This process continues until each level and department in the organization has designed its own dashboard. All dashboards are linked and aligned both vertically and horizontally and support the organization's strategy" (Huggett 1999).

We intend, as an outgrowth of this strategic planning process to develop school, classroom, and support department dashboards, and to link the development of teacher and employee dashboards to our ongoing selection, professional development, and evaluation systems.

<i>Table 5. Prototype Fourth Grade Dashboard</i>		
<i>Key Performance Indicators</i>	<i>Leading Measures</i>	<i>Frequency</i>
1. Oral reading fluency/words correct per minute on grade level material (4.RF.5)	Curriculum-based measure (tool and process developed locally using Hasbrouck-Tindal Table of Oral Reading Fluency Norms)	Progress monitor all indicators every 4-6 weeks beginning with fall benchmark Report card assessment each trimester
2. Percent of students consistently identifying Fry (high-frequency) words 751-950 (4.RF.4.4)	Curriculum-based measure (tool and process developed locally)	Each trimester beginning with fall benchmark
3. Percent of students mastering academic and core vocabulary identified from analysis of Indiana Academic Standards for each subject (4.RV.1)	Curriculum-based measure (tool and process developed locally following critical analysis of standards documents). Also review Jim Burke's Academic Vocabulary List	Each trimester beginning with fall benchmark
4. Percent of students achieving benchmark reading level (4.RL.1)	Fountas and Pinnell Benchmark Assessment System or NWEA Lexile/RIT score	Each trimester beginning with fall benchmark
5. Percent of students regularly employing majority of close reading techniques and meeting or exceeding expectations (4.RL and RN.2.1-4.2)	Review Close Reading Rubric and related resources in file folder. See Text Dependent Question Worksheet.	Each trimester beginning with fall benchmark
6. Percent of students writing at appropriate level (4.W.3.1-5.4)	Informational/Explanatory and Argumentation Rubrics for Grades 2–5	Each trimester beginning with fall benchmark
7. Percent of students mastering multiplication/division facts within 100 (4.C.4)	Authentic assessment (using flashcards and goal of immediate recall without support)	Each trimester beginning with fall benchmark
8. Percent of students mastering number sense checklist (4.NS.1) (See below.)	See Number Sense Checklist	Each trimester beginning with fall benchmark
9. Percent of students mastering “essential” Indiana academic standards in math (with special attention devoted to fractions)	Curriculum-based measures and rigorous performance tasks (developed locally)	Weekly and monthly, repeated as needed
10. Percent of students maintaining data folders with goals, strategies, and results and percent of students conducting student-led conferences (4.DA.1)	Examination of data folders aligned with dashboard and count of students successfully conducting their own conferences	Each trimester

<i>Key Performance Indicators</i>	<i>Leading Measures</i>	<i>Frequency</i>
1. Percentage of students receiving a “Type A” lunch	Type A reports	Daily
2. Percentage of students waiting more than 10 minutes to be served	Wait time monitoring report	Weekly
3. Percentage of meals served that meet federal/state nutrition guidelines	Review of guidelines vs. actual meals served	Weekly
4. Number of cleanliness and safety violations	Public health report	Random
	HCCS health and safety checksheet	Daily, weekly
5. Number of stores and financial exceptions	State Audits	Random
	HCCS inventory and financial audits	Daily, weekly
6. Percent of stakeholders reporting “courteous” and “very courteous” service	Stakeholder satisfaction as measured by student/parent/ family/staff survey	Quarterly (random parents within groups)
7. Percent of stakeholders reporting “clean” and “very clean” when asked about the food service environment	Stakeholder satisfaction as measured by student/parent/ family/staff survey	Quarterly (random parents within groups)
8. Percent of stakeholders reporting “good” and “excellent” regarding range of choices on the menus	Stakeholder satisfaction as measured by student/staff survey	Quarterly (random parents within groups)

Performance results linked to the HCCS Dashboards will be reviewed multiple times each year during System-to-System Talks (S2S) that occur between the Superintendent and building leaders; building leaders and directors and faculty and staff; and teachers with students. We expect that eventually, students will lead their own S2S talks with parents and family members during student-led conferences. Annually, the district reviews (with appropriate directors and building leaders) additional data contained in the scorecard (Table 5). We believe that excellent results in our **dashboards of performance indicators** will result in improved **scorecard results**.

Our Dashboards of Key Performance Indicators specifies the few most important results that we monitor on a daily, weekly, monthly, and quarterly basis. The data gathered as a result of dashboard operations allow us to make frequent adjustments to practice and programs for the benefit of our students. We meet in System-to-System talks on a quarterly basis to discuss results and to plan. Together, this system allows us to “inspect what we expect.”

The following display (Table 7) provides information about the HCCS scorecard. We refer to these performance indicators as “lagging data” because they are only available for review once or twice each year. The HCCS reviews our results in these areas to ensure that our strategies and continuous improvement efforts are resulting in higher performance.

Table 7. HCCS Prototype Scorecard

Indiana State Test Results + Pass/Pass Plus Rates (by subgroups)	Annual
IREAD Pass Rate	Annual
AP Scores	Annual
SAT Scores	Annual
ACT Composite Scores	Annual
Percent of Students on Target to Graduate with Cohort	Semester
Number of Credits Recovered	Semester
Graduation Rate	Annual
Percent of Graduates with at least one year of college credit	Annual
Dropout Rate	Annual
Percent of Graduates Enrolling/Graduating from Post-Secondary Institutions, Percent Employed	Annual
Percent of Graduates Reporting <i>Very Well Prepared</i> for College and Career	Annual (Spring of year following graduation)
End-of-year Attendance Rate	Annual
Student/Parent Satisfaction Results	Annual
Overall Student Enrollment	Annual
Behavior Data (Expulsions, Suspensions, Referrals)	Annual
Volunteer Hours	Annual
Number of Community Partners	Annual
Audit Findings	Annual
Percent of Budget Allocated to Instruction	Annual
Energy Savings	Annual
Grant Dollars Received	Annual
Transfers In	Annual
Teacher Turnover Rate	Annual
Percentage Highly Qualified Staff	Annual
Employee Satisfaction Results	Annual
Number of Professional Development Hours per Employee	Annual
Satisfaction with Professional Development	Annual
Ethical Violations	Annual
Compliance Results (drills, reports)	Annual
Satisfaction with Leadership	Annual
Percent Strategies and Action Plans Deployed According to Strategic Plan Timelines	Annual

Development of TSA Forms

As previously noted, the Strategic Planning Team has been subdivided into five focus categories following an analysis of strategic plans developed by high performing school districts across the nation:

- Highest Student Achievement
- Safe, Orderly, and Caring Environments
- Strong Parental, Family, and Community Partnerships/Satisfaction
- Highly Effective and Motivated Staff
- Effective Operations/Fiscal Responsibility

The broad mission of these teams has been to:

- Catalog current HCCS best practice strategies designed to close the performance gaps in major goal focus areas.
- Seek additional strategies through evidence-based decision-making.
- Create detailed action plans for each strategy.
- Identify professional development and related resource requirements.
- Report progress with action plan implementation regularly to the Board of School Trustees.
- Engage in continuous improvement.

Following research and benchmarking activities, each of the five focus teams completed TSA (Target, Strategies, Actions) forms that specify targets, a few most powerful evidence-based strategies designed to close performance gaps, and detailed action plans in support of each strategy. These TSA forms are found in Section 2.

Because plan implementation is so critical to overall success (Figure 3), each TSA includes a column for monitoring the status of our action plan deployment.

Figure 3. Success Requires Planning, Implementation, AND Continuous Improvement



Blum (2010) notes that, “strategy and execution don’t occur in a vacuum” (p. 18). Rather, they require teamwork, communication, and adaptation in order to reach the target. Unfortunately, experience suggests that even leading organizations often fail at strategy execution because individuals inside the organization are unconnected with major strategy initiatives, or there is misalignment between the strategy and their attitudes and actions. The HCCS leadership system will regularly review “progress to plan” to ensure that we are “doing what we said we will do” and making timely adjustments as needed.

As part of the strategy identification process, the BBPT engaged in a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) activity in order to determine existing and future positive/negative factors related to HCCS that may help or hinder our planning activities. The SPT used input provided by the BBPT to develop Strategic Thinking Charts such as this example:

Table 8. HCCS Strategic Thinking Chart: Effective Operations/Fiscal Responsibility

HCCS Strategic Thinking Chart: Effective Operations/Fiscal Responsibility		
	Strengths 1. Free breakfasts, multiple food choices/snacks, balanced lunches, sack lunches during the summer, great staff (20) 2. Facility improvements (flooring, cafeterias, gym (18) 3. Tech support/staff wonderful (17); 1:1 iPads (8); Here Comes Bus App (5) 4. Updating buses, event transport, cameras on buses, every student has a ride to school (10) 5. Nursing staff patient and kind (9) 6. Classified staff is hard-working (9) 7. Bus drivers are amazing, extra routes, sports (9) 8. Current administration including top leadership is fiscally responsible, good business management (9) 9. Great economic development in community (3)	Weaknesses 1. Deteriorating infrastructure (HVAC, toilets, water fountains, sinks, ceilings, ineffective cleaning practices, too much carpet) (21) and need new furniture (3) 2. Long bus rides, transportation for programming, few use athletic buses (13) 3. Technology and DELL computers, WIFI access, integration (12) 4. Tax base and funds available limited, public does not understand how funds work (10) 5. Nutrition and wellness focus, meatless meals option, freshness (5) 6. Declining enrollment, area districts bus HCCS students out (4) 7. Unequal support in community for schools—some receive donations (4) 8. Pay is low (2)
Opportunities 1. Technology training for teachers, provide each building with tech leaders (9) 2. Marketing to raise funds for renovations, factories adopt a school (8) 3. Reevaluate bus routes, pickup sites, decrease time on buses (7), redistricting (2) 4. Need more RNs, school-based clinics/Medicaid link (6) 5. Breakfast lunch offered to all, but	Opportunity-Strength (OS) Strategies—Use strengths to take advantage of opportunities 1. Because current leaders possess right skills and attitudes, consider all ways of increasing revenue (including e.g., referendum); decreasing costs (e.g., positions); and improving efficiency and effectiveness (e.g., bus routes, food service, maintenance, redistricting/number of schools). 2. Because of strong area economic	Opportunity-Weakness (OW) Strategies—Overcome weaknesses by taking advantage of opportunities 1. Because status of buildings appears to be less than desired, engage appropriate HCCS staff and area leaders to conduct comprehensive review and plan for replacement/improvement. 2. Because HCCS enrollment continues to decline, identify reasons for loss and develop plan

not appealing (6) 6. Social media platform for all resources (teachers, food, transport, etc.) (4) 7. Grant writer for district (3) 8. Referendum (3) 9. Stick with fiscal plan (3) Evaluate staffing levels, eliminate unnecessary jobs	development and many community-minded businesses, consider how to develop stronger, supportive relationship in support of major initiatives (grant writer, school to work connections, etc.,). Pay special attention to health services, mental health. 3. Because HCCS has a good story to tell and needs that should be shared, align marketing and social media efforts with strategic plan.	to grow population. 3. Because salaries may be somewhat below area competitors, seeks methods of increasing pay and benefits (referendum, increasing enrollment, cost savings in other areas, etc.,). 4. Because public may not fully understand how school finance works, ensure an effective communication strategy prior to attempting a referendum. 5. Because staff are capable, consider methods of improving efficiencies and alignment (food, transport, technology). 6. Because there is some perception of inequity among schools, identify major reasons and develop improvement plan if necessary.
Challenges 1. Decreasing enrollment and associated funding declines (14) 2. Aging, unsafe buildings/need support for renovations (8) 3. Transparent budgeting 4. Reducing length of bus rides (3) in a district that is geographically large (3) 5. How to increase enrollment (compete with homeschooling, private/church schools) (3) 6. Community that does not value education or support referendums (3) 7. Social media management (3) 8. Teachers leaving for more money and better facilities (2)	Challenge-Strength (CS) Strategies—Use strengths to avoid challenges 1. Because capable and supportive leadership exists, identify causes and methods of overturning student loss. 2. Given declining enrollment during past decade, conduct comprehensive review of buildings, programs, staffing, and seek opportunities for increased efficiencies along with methods of increasing enrollment. 3. Because some staff may be leaving HCCS due to better pay elsewhere, identify methods of improving compensation and working conditions. If this perception is untrue, then ensure communication strategy to overcome inaccurate information. 4. Develop communication strategy regarding financial status (how money is obtained, how it must be spent, how enrollment impacts funds, pay status, etc.,).	Challenge-Weakness (CW) Strategies—Minimize weaknesses and avoid challenges 1. Identify methods of improving quality of infrastructure (buildings, transport, technology) in an environment where funds are restricted and enrollments are declining. 2. Ensure that the community and state understand current and likely future limitations of operations while seeking every efficiency and opportunity for added revenues. Align social media and marketing with these issues/efforts.

Section 2. HCCS Targets, Strategies, and Action Plans

In this section, you will find detailed information regarding performance targets, key strategies, specific action steps, who is responsible for overseeing implementation of the plan activities, and due dates as well as a column where CEOs can note progress (green = completed; yellow = in progress; and red = not begun). Each target includes a number (hoped-for goal) and some (Target 4.3, 5.4) include both a starting point and a desired future level of performance. Ultimately, we will be able to make every goal a SMART goal that follows the format of “Increase from x to y by (date).

Table 9. HCCS Targets 2024-2029

Focus Area 1: Highest Student Achievement Target 1.1: 95% + of students K-12 are reading and writing at or above grade level by 2029. Target 1.2: 80%+ of K-12 students will achieve mastery of essential state standards by 2029. Target 1.3: Ensure that 95%+ of students graduate in their cohort by 2029. Target 1.4: Achieve a 25% reduction in lost learning time from out-of-school suspensions as measured by the Student Information System (SIS) by 2029. Focus Area 2: Safe, Orderly, and Caring Environments Target 2.1: By 2027, 100% of schools, facilities, and buses will meet all requirements defined in the HCCSC Safety Checklist (crafted with guidance from national, state, and local experts). Target 2.2: By 2027, 100% of HCCSC buildings will have a safe and positive school culture as represented by adequate SRO staffing and intentional leadership focused on: positive culture, at-risk populations, character development, and/or mental health. Target 2.3: 100% of HCCSC facilities will have secure entries by 2026. Focus Area 3: Strong Parental, Family, and Community Involvement/Satisfaction Target 3.1: By 2029, 90+% of our stakeholders will report high levels of satisfaction (satisfied and/or very satisfied) regarding HCCSC. Target 3.2: By 2029, 90% of incoming kindergarteners will have experienced preschool. Target 3.3: By 2029, HCCSC enrollment will match 4,730 and/or increase by 2%. Focus Area 4: Highly Effective and Motivated Staff Target 4.1: By 2029, HCCSC will improve staff culture with 90+% of staff reporting on HCCSC surveys that they feel motivated, valued, and supported. Target 4.2: By 2029, 100% of employees are provided with professional development that adheres to best practice in their areas of operation. Target 4.3: By 2029, HCCSC will reduce turnover rates from 10% to 5% of certified staff and 9% to 5% of classified staff (2021-23 average) while selecting highly qualified new hires who reflect our student demographics. Focus Group 5: Effective Operations/Fiscal Responsibility Target 5.1: By 2027, 100% of HCCSC physical assets are managed effectively and efficiently. Target 5.2: By 2029, 90+% of students, staff members, and parents will be highly satisfied or satisfied with HCCSC's learning and working environments. Target 5.3: By 2027, achieve and maintain a cash balance of 15% of education/operations fund expenditures while ensuring that at least 65% of funds are devoted to instruction. Maintain a \$2 million Rainy Day Fund balance. Target 5.4: By 2027, increase from 6 to 11 (55%-100%) complete best current practice upgrades of and planned preventative maintenance of firewall, file servers, wireless access points, content filter, district messaging system, student/teacher devices, online form system, interactive boards, 2-factor authentication system, VoIP phone system, and professional development for AI and technology applications and equipment (the first six systems have been upgraded within past two-three years).
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Target 1.1: 95% + of students K-12 are reading and writing at or above grade level by 2029.			
CEOs: Superintendent- John Trout, Directors of Education- Jay Peters & Chuck Brimbury, Professional Development Coordinators- Lauren Hoghe & Lynn Brown			
Strategy 1.1.1: Provide professional development in effective reading and document-based writing instruction and performance task development K-12.			
Evidence in Support of Strategy: Literacy is at the heart of all learning and may explain as much as 50-67% of the cause of success in state testing in all subjects including math, science, and social studies. The Turnaround Schools Literature discusses the centrality of literacy and the importance of high-quality instruction. Herman, Dawson, Dee, Greene, Maynard, Redding, and Darwin (2008) suggest that we should maintain a consistent focus on improving instruction. Hershberg (2005) has found that good instruction is 15-20 times more powerful than family background, income, race, and gender. The Literacy Coach (2004); Improving Adolescent Literacy (What Works Clearinghouse, 2008). The lack of strong reading comprehension skills obviously affects a student's success in school. Academic progress depends on understanding, analyzing, and applying the information gathered through reading. Poor reading comprehension skills have also been linked to poverty and crime. Consider these facts: • Over 60% of inmates in the U.S. prison system have reading skills at or below the fourth-grade level. • 85% of U.S. juveniles in prison are functionally illiterate. • 43% of adults with extremely low reading skills live at or below the poverty line. • Nearly 2/3 of students who reach the fourth grade without proficient reading skills end up on welfare or in prison (Captured on October 14, 2016 at http://www.k12reader.com/the-importance-of-reading-comprehension/) Research shows there are four requirements if high school graduates are to be well prepared for college work: • The ability to read complex texts in unsupported environments; • The capacity to process, retain and synthesize large amounts of new information; • Significant reading experience in a wide range of content areas; and • The ability to read and understand tables, charts, maps, lists and other documents that supplement the prose in many college texts (National Center on Education and the Economy, May 2013). When examining student success on Indiana's standardized state test, there is a clear link between reading achievement and high-stakes test success—that is, the better a student reads, the more likely she/he is to demonstrate strong academic achievement (A Study of the Alignment of the NWEA RIT Scale with the Indiana Statewide Testing for Educational Progress- Plus (ISTEP+), March 2010, The Kingsbury Center at Northwest Evaluation Association).			
Action Steps	Who	When	Status
1. Train and support all teachers through ongoing professional development in effective literacy instruction, specifically all teachers in the science of reading, close reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension, Scarborough's <i>Reading Rope</i> . Secondary teachers will support students using the science of reading strategies, including close reading, argumentative writing, academic and content-specific vocabulary development, and analytical and evaluative skills to produce a series of performance tasks.	Directors of Education- Building Administrators Professional Development Coordinators Teachers	Summer 2024 and ongoing throughout the five-year plan	

2. Provide training focused on writing for all K - 12 ELA teachers and content area teachers crafting instruction for powerful, persuasive, and sophisticated arguments based on close reading of complex texts. https://www.smekenseducation.com/	Directors of Education- Jay Peters & Chuck Brimbury Building Administrators- Professional Development Coord. Teachers	Summer 2024 and ongoing throughout the five-year plan	
3. Train high school teachers using best practice strategies on Advanced Placement Exams, the PSAT, SAT, and professional certification exams.	Directors of Education, Building Administrators, Professional Development Coordinators, Teachers,	Summer 2024 and ongoing throughout the five-year plan	
4. Write quarterly 6-12 document-based (with emphasis on argumentative writing) writing prompts using the <i>Smarter Balanced</i> rubrics in grades 3-8. Write quarterly K-5 document-based writing prompts using <i>Smarter Balanced</i> and other best-practice, age-appropriate rubrics.	Directors of Education, Building Administrators, Professional Development Coordinators, Teachers	Summer 2025 and ongoing throughout the five-year plan	
Target 1.2: 80%+ of K-12 students will achieve mastery of essential state standards by 2029.			
CEOs: Superintendent- John Trout, Directors of Education- Jay Peters & Chuck Brimbury, Building Administrators- Elizabeth Kitchen, Zach Baker, Tiffanney Drummond & Russ Degitz, Teachers			
Strategy 1.2.1: Revising curriculum mapping to align with new content standards and new ILEARN format.			
Evidence in Support of Strategy: “Researchers today generally recognize the value of the core elements of mastery learning. As a result, fewer studies are being conducted on the mastery learning process itself. Instead, researchers are looking for ways to attain even more impressive gains by improving students' learning processes, curriculum and instructional materials, and the home learning environment and support and providing a focus on higher-level thinking skills. Work on integrating mastery learning with other innovative strategies appears especially promising (Lessons of Mastery Learning, Educational Leadership, October 2010, Thomas Guskey). “An aligned curriculum has been shown in study after study to be strongly correlated with increased or high student achievement” (Virginia Department of Education, Office of School Improvement, 2013-2014). Effective Schools Research states that for each loop of reteaching, we can expect a 25% gain in student achievement (Lezotte and Pepperl, 1999); Goldberg and Cole (2002) found that achievement gaps can be closed by 20 points and overall student achievement can approach 90+% for all groups; Marzano (2002) indicates that the most important factor at the school level that impacts student achievement is the guaranteed and viable curriculum; and Benjamin (2009) has found that aligning the taught and tested curriculum with state standards, identifying essential skills, use of interim assessments of mastery, and reteaching contribute to higher student mastery levels.			
Action Steps	Who	When	Status
1. Develop a common data dashboard to document ongoing student mastery of essential state standards in reading, writing, math, and science.	Directors of Education, Building Administrators, Professional Coordinators, Teachers	Ongoing during the Winter of 2025 - Summer & Fall 2026	
2. Use the academic dashboard to drive S2S, PLCs, school improvement, and link with professional development.	Directors of Education, Building Administrators, Professional Coordinators, Teachers	Ongoing during the Winter of 2025 - Summer & Fall 2026	

3. Create grade level/course level rigorous performance tasks and units of study K - 8 driven by the Indiana Department of Education's ILEARN Blueprint and Frameworks for each academic standard including: key academic vocabulary, designated essential standards, evidence statements, learning outcomes, scaffolding for students struggling with the content and advancement to next-level standards for excelling students, performance tasks and checkpoint common formative assessment feedback. Math Frameworks ; ELA Frameworks ; Science Frameworks	Directors of Education, Building Administrators, Professional Development Coordinators, Teachers	Ongoing during the Winter of 2026 - Summer & Fall 2027	
4. Create grade level/course level rigorous performance tasks, units of study 9-12 driven by the Indiana Department of Education's Frameworks for each academic standard, including: key academic vocabulary, designated essential standards, evidence statements, learning outcomes, scaffolding for students struggling with the content, and advancement to next level standards for excelling students, and common formative assessment feedback designed to prepare students for the PSAT, SAT, and AP exams. College Board Course Descriptions ; College Board SAT Prep ; Khan Academy ; Math Frameworks ; ELA Frameworks ; Science Frameworks	Directors of Education, Building Administrators, Professional Development Coordinators, Teachers	Ongoing during the Winter of 2026 - Summer & Fall 2027	
5. Teachers will use performance tasks, curriculum maps, and checkpoint data to determine mastery levels and reteach and/or enrich.	Teachers	Ongoing	
6. Assess and revise curriculum based on the ILEARN Checkpoint Assessments and feedback to align curriculum and assessments.	Directors of Education, Building Administrators, Reading Coaches, Interventionists, Teachers	2024 - 2025	
7. Research and develop a standards-based K-5 report card in lieu of the traditional A-F grading scale.	Directors of Education, Building Administrators, Teacher, District Committee	2025-2026	
Strategy 1.2.2: Redesign intervention programming.			
Evidence in Support of Strategy: "Multi-tiered instruction efforts like RtI (Response to Intervention) can potentially prevent many struggling beginning readers from falling behind in ways that will harm their future academic success. Some aspects of RtI, however, (such as Tier 1 instruction) are still poorly defined, and there is little evidence that some practices of targeted instruction will be effective. But a coordinated multi-tiered instruction program that screens and monitors students accurately and addresses the core components of reading instruction can prevent struggling beginning readers from becoming struggling adolescent readers and reduce unnecessary referrals to special education". Assisting Students Struggling with Reading: Improving Reading Comprehension in Kindergarten Through 3rd Grade:			

Action Steps	Who	When	Status
1. Assess formative and summative assessment data each time it is available to identify students who are not achieving or are achieving beyond the grade level expectation and determine specific research-based interventions for each student, with focus on the What I Need (W.I.N.) program.	Building Administrators, Teachers, Interventionist, Title I, Professional Development Coordinators	Fall 2023 and ongoing throughout the five-year plan	
2. Collaborate among the data team and others to plan for specific, research-based intervention strategies especially for English Language learners, special education students, and free & reduced students.	Building Administrators, Teachers, Interventionist, Title I, Professional Development Coordinators	Fall 2023 and ongoing throughout the five-year plan	
3. Monitor the progress of students receiving interventions to evaluate the progression and effectiveness of the intervention, and to plan for next steps.	Building Administrators, Teachers, Interventionist, Title I, Professional Development Coordinators	Fall 2023 and ongoing throughout the five-year plan	
Target 1.3: Ensure that 95%+ of students graduate in their cohort by 2029.			
CEOs: Superintendent- John Trout, Directors of Education- Jay Peters & Chuck Brimbury, Building Administrators- Russ Degitz, Lynn Brown, Tiffanney Drummond & Jarod Hammel			
Strategy 1.3.1: Incorporate diverse learning opportunities for students, to match college and career pathways to fulfill graduation requirements successfully.			
Evidence in Support of Strategy: Importance of providing for/supporting students as they adopt college and career pathways early on in their education careers at: How Career and Technical Education Can Help Students Be College and Career Ready: A Primer, College & Career Readiness & Success Center at American Institutes for Research, March 2013). “The average dropout can expect to earn an annual income of \$20,241, according to the U.S. Census Bureau (PDF). That’s a full \$10,386 less than the typical high school graduate and \$36,424 less than someone with a bachelor’s degree. Of course, simply finding a job is also much more of a challenge for dropouts. While the national unemployment rate stood at 8.1 percent in August, joblessness among those without a high school degree measured at 12 percent. Among college graduates, it was 4.1 percent. The challenges hardly end there, particularly among young dropouts. Among those between the ages of 18 and 24, dropouts were more than twice as likely as college graduates to live in poverty, according to the Department of Education. Dropouts experienced a poverty rate of 30.8 percent, while those with at least a bachelor’s degree had a poverty rate of 13.5 percent. Among dropouts between the ages of 16 and 24, incarceration rates were a whopping 63 times higher than among college graduates, according to a study (PDF) by researchers at Northeastern University. There is no direct link between prison and the decision to leave high school early. Rather, the data is further evidence that dropouts are exposed to many of the same socioeconomic forces that are often gateways to crime. The same study (PDF) found that as a result (when compared to the typical high school graduate) a dropout will end up costing taxpayers an average of \$292,000 over a lifetime due to the price tag associated with incarceration and other factors such as how much less they pay in taxes” (Captured October 14, 2016, at http://www.pbs.org/wgbh/frontline/article/by-the-numbers-dropping-out-of-high-school/). Dropping out has been described as a “slow process of disengagement from school” (Bridgeland, Dilulio, and Morison, 2006). Willms (2003) found that there is “a high prevalence of students who are disaffected from school” (p. 53) and that “schools with high levels of engagement tended to have high levels of literacy skills” (p. 56). Students who took the High School Survey of Student Engagement (2009) voiced three common school-related factors that caused them to consider dropping out (and nearly 20% have thought about dropping out): “I didn’t like the school” (50%), “I didn’t see the value in the work I was being asked to do” (42%), and “I didn’t like the teachers” (39%).			

Action Steps	Who	When	Status
1. Survey students, staff, and business community to identify college and career interests and needs to shape progressive and relevant curriculum, including continued work with the College and Technical Advisory Committee.	Directors of Education, Building Administrators, Teachers, Students	Fall 2025	
2. Identify and formulate college and career pathways/curricula to support student interests/needs. Continued support and development of the 15 College and Career Pathways available to HCCS students and continued development of additional pathways	Directors of Education, Building Administrators	Fall 2025	
3. Revise/implement K-12 curriculum mapping to include Employability and STEAM Standards	Directors of Education, Building Administrators	Fall 2025	
4. Revise/implement at-risk support programs at all grade levels, including Viking Success Academy, Viking Success Coordinator, Virtual Education, and revision of alternative school programming, including a virtual option for secondary students.	Directors of Education, Building Administrators	Fall 2025	
5. Conduct systematic graduation and pathway planning meetings to ensure all students meet graduation requirements.	Directors of Education, Huntington North High School Administration, Huntington North High School Guidance Department	Fall 2023	
6. Continue to grow and implement partnerships with universities to add to dual credit offerings by systematizing the process in 1+3 programming.	Directors of Education, Huntington North High School Principal, Huntington North High School Counselors	Fall 2024	
7. Provide training and support for teachers on best practice instruction determined by students' ILP, leading to success in students' college and career pathways and cohort graduation.	Director of Special Education, Assistant Director of Special Education, English Language Learner Coordinator, Directors of Education, Professional Development Coordinators, Building Administrators, Teachers of Record, and Teachers of Service	Spring 2024 and ongoing throughout the five-year plan	

Target 1.4: Achieve a 25% reduction in lost learning time from out-of-school suspensions as measured by the student information system (SIS) by 2029.			
CEOs: Directors of Education- Jay Peters & Chuck Brimbury, School Counselors- Tom Gross, Aaron Bagley & Ron Goetz, Building Administrators- Stephanie Rodgers, Randy Hawkins & Kaley Barnes, Director of Special Education- Beth Husband			
Strategy 1.4.1: Initiate an understanding of family/student realities within the community.			
Evidence in Support of Strategy: Successful classroom management involves more than rules and discipline. Indeed, research into classroom management demonstrates that effective teachers are proactive about student behavior and involve students in establishing and maintaining rules and routines (Stronge, 2007). For successful classroom management, effective teachers provide responses for common classroom issues of order, and these responses allow them to focus maximum time and energy on the instructional process (http://iris.peabody.vanderbilt.edu/module/div/cresource/q1/p01/#content). Demographic changes have made it increasingly likely that a teacher's experiences don't mirror those of her[his] students. In 2007-08, 83 percent of public school teachers were white, according to the National Center for Education Statistics. During that same year, the demographic breakdown showed a different percentage for public school students: 56 percent white; 21 percent Hispanic; 17 percent African-American, 5 percent Asian, and 1 percent Native American. Culturally responsive pedagogy starts with the premise that race and class matter and that some schools fail to send diverse students signals that they belong. To make sure all students feel valued, the theory goes, teachers need to be aware of their own biases, work deeply to understand their individual students, find ways to bring students' heritage and community into the classroom, and hold all students to a high academic standard (November 11, 2103, The Atlantic http://www.theatlantic.com/education/archive/2013/11/good-teachers-embrace-their-students-cultural-backgrounds/281337).			
Action Steps	Who	When	Status
1. Form a task force to develop a framework of understanding, identify resources, and search community resources.	Directors of Education, Building Administrators, School Counselors, Special Education Teachers, Stakeholders	Fall 2025	
2. Provide Professional Development for all staff in the areas of cultural awareness, socio-economics, and exceptionality.	Directors of Education, Building Administrators, Professional Development Coordinators, Director of Special Education, Corporation Nurse, School Counselors, Community resources	Fall 2026	
Strategy 1.4.2: Provide professional development in effective classroom management techniques that increase student engagement and achievement while reducing conflict.			

Evidence in Support of Strategy: “Good classroom managers are teachers who understand and use specific techniques. Awareness of and training in these techniques can change teacher behavior, which in turn changes student behavior and ultimately affects student achievement positively. Research evidence supports this assertion. Classes in which effective classroom management techniques are used have engagement rates for students that are .617 standard deviations higher than the engagement rates in classes where effective management techniques are not employed. This translates into a 23-percentile-point increase in engagement. Classes with effective classroom management techniques reach achievement levels that are .521 standard deviations higher than the achievement in classes without effective classroom management techniques. This translates into a 20-percentile-point increase in achievement” (See Classroom Management that Works, Marzano, Marzano, and Pickering, 2003 for research-based approaches). In the 2015-16 school year, learning opportunities were lost from 596 out-of-school suspensions. “A review of the evidence also suggests that these groups experiencing disproportionate suspension miss important instructional time and are at greater risk of disengagement and diminished educational opportunities. Suspensions are also a predictor of students’ risk of dropping out. School boards must take the lead in ensuring that out-of-school suspension is used as a last resort in addressing violations of the school code of conduct. This can be done through designing, developing, and implementing comprehensive alternatives to the removal of students from school for disciplinary reasons. The number of students missing instructional time highlights an urgent need to significantly decrease, if not eliminate, the use of out-of-school suspensions” (Addressing the Out-of-School Suspension Crisis: A Policy Guide for School Board Members, 2013). Students who have a sense of belonging and purpose, who can work well with classmates and peers to solve problems, who can plan and set goals, and who can persevere through challenges in addition to being literate, numerate, and versed in scientific concepts and ideas—are more likely to maximize their opportunities and reach their full potential. Educators, too, understand the benefits of educating the whole child and have been calling for more support and fewer barriers in making this vision a reality. Similarly, employers recognize that social and emotional development, along with content knowledge, is crucial to preparing the future workforce with the life skills employers increasingly need and value.

(https://www.aspeninstitute.org/wp-content/uploads/2018/03/FINAL_CDS-Evidence-Base.pdf)

Action Steps	Who	When	Status
1. Equip special education teachers and lead teachers to train staff on effective classroom management and de-escalation techniques.	Directors of Education, Director of Special Education, Professional Development Coordinators, Corporation Nurse, Building Administrators	Fall 2025	
2. Provide staff with Professional Development on effective classroom management and de-escalation/CPI (Crisis Prevention and Intervention) techniques.	Directors of Education, Director of Special Education, Professional Development Coordinators, Special Education Teachers, Lead Teachers, Corporation Nurse, Building Administrators	Fall 2025	

3. Provide ongoing training of PowerSchool as a tool to identify reasons for and indicators of student suspension behaviors.	Directors of Education, Director of Special Education, Professional Development Coordinators, Corporation Nurse, Building Administrators	Ongoing	
4. Investigate strategies/techniques that can limit the need for out-of-school suspensions.	Directors of Education, Director of Special Education, Professional Development Coordinators, Building Administrators	Fall 2026	

Target 2.1: By 2027, 100% of schools, facilities, and buses will meet all requirements defined in the HCCS Safety Checklist (crafted with guidance from national, state, and local experts).			
CEOs: School Safety Chair- Jamie Craft, HNHS Associate Principal- Jarod Hammel, Jaymee Wappes, Ben Whitman & Pat McLaughlin			
Strategy 2.1.1: Develop and utilize a HCCS Safety Checklist and systems to improve the safety and security of our facilities.			
Evidence in Support of Strategy: The United States Department of Justice Office of Community Policing Services School Safety Working Groups identified things that schools can do to mitigate and prevent violence in schools. Based on their research, the number one essential action is a comprehensive school safety assessment. This would be the foundation for all safety and security planning and operations. The assessment/checklist should be used to identify gaps and needs within our district. The DOJ supports that information found should then be used to adopt security plans that update buildings and keep all students, including students with special needs, safe. Our current Threat Assessment Checklist is something we can start with as we work to improve safety across our district.			
Action Steps	Who	When	Status
1. Review and revise the District Threat Assessment into a District Safety Checklist.	District Safety Committee	July 2026	
2. Annually review and revise the District Safety Checklist.	District Safety Committee	Annually in August	
3. Explore the option for a full time District Safety Coordinator.	Superintendent	TBD	
4. Appoint an administrator to oversee each building's safety protocols. The District Safety Coordinator will check in with each building safety specialist at least once a month.	Superintendent	August 2026	
5. Complete the District Safety Checklist in each building twice per year, during the first three weeks of each semester.	Building Safety Specialists	Twice per year during the first three weeks of each semester.	

Strategy 2.1.2: Train and support HCCS staff members through a variety of safety drills.

Evidence in Support of Strategy: Researchers from the National Center for School Safety have found that physical security measures are just one of the necessary components of school safety. A positive and supportive school climate is one of the most important parts of prevention, and school climate and physical security have been found to be directly related. The National Association of School Principals stated that creating safe, orderly, and welcoming learning environments is crucial to educating and preparing all of our children to achieve their highest potential and contribute to society. HCCS conducts monthly drills as we practice fire drills and ALICE/Intruder drills, along with tornado and other emergency drills. “School safety drills, including fire, lockdown, [active shooter](#), and evacuation drills, are meticulously designed to ready students and educators to [face an emergency with confidence](#). Particularly, these drills reinforce safety protocols, nurture readiness, and reduce panic during critical incidents. Student and staff participation in training drills is essential for optimal safety outcomes and [effective crisis response](#). Practicing how to respond to and communicate in a critical incident fosters familiarity with emergency protocols. Through drill practice, students grasp necessary crisis steps, enabling calm and suitable responses, and improving overall school safety.” (Safety Drills in Schools, Enhancing School Safety, Navigate360.com).

Action Steps	Who	When	Status
1. 100% of Building Safety Specialists will complete yearly training to maintain their certification as provided by the IDOE.	Building Safety Specialists	Yearly Requirement	
2. Emergency Response Teams in each building will conduct specific drills each month.	Building Safety Specialists and District Nurse	Monthly Requirement	
3. Scenario questions will be developed by the HCCS Safety Committee and used to train staff each month.	HCCS Safety Committee, Building Safety Specialists and Staff	Monthly Requirement	
4. 100% of buildings will complete drills using the RAPTOR Emergency Management app to account for students and staff.	Building Safety Specialists	Monthly Requirement	

Target 2.2: By 2027, 100% of HCCS buildings will have a safe and positive school culture as represented by adequate SRO staffing and intentional leadership focused on: positive culture, at-risk populations, character development, and/or mental health.

Strategy 2.2.1: HCCS will increase the number of School Resource Officers from one to at least four by August of 2025.

Evidence in Support of Strategy: HCCS currently lags behind surrounding districts as we have just one SRO serving ten buildings. NASRO states that carefully selected, specifically trained, and properly equipped school resource officers are an essential part of school safety. “In an analysis of 67 averted school attack plots, nearly ⅓ of the cases featured SRO’s playing a role in either reporting the attack or responding to a report made by someone else. SRO’s play an important role in school violence prevention” (Averting Targeted School Violence, US Secret Service, 2021). In May 2023, a Utah SRO prevented an incident from occurring at their middle school. An article found at nasro.org stated, “It wasn’t just Young’s first year as an SRO, it was the first year of the school’s SRO program. Young said without the new program, it would have taken police much longer to respond, find the suspect in a building with which they’d be unfamiliar, and apprehend the suspect. During that time, a school administrator who lacks experience in dealing with armed suspects could have attempted, unsuccessfully, to confiscate the gun. The suspect could have easily fired before police arrived.” This once again shows the need for additional SRO’s within more of our buildings than just one.

Action Steps	Who	When	Status
1. Meet with city and county law enforcement in regards to providing officers to the district as SROs.	Superintendent	23-24 School Year	
2. Revise the School Resource Officer MOU annually to reflect the growing program.	Superintendent	Yearly Requirement	
3. Assign available SROs to buildings with highest law enforcement need.	Superintendent	TBD	
4. SROs must maintain training requirements as School Safety Specialists through the IDOE and will be used to assist with supporting the attendance of students.	School Resource Officers	Yearly Requirement	
Strategy 2.2.2: Building principals- Jaymee Wappes, Bre Dyer, Jason Draper & Lisa McDonald, Directors of Education- Jay Peters & Chuck Brimbury, will foster and promote an intentional positive school culture.			
Evidence in Support of Strategy: An excellent culture is critical to the success of any school. School administrators, in particular building-level principals, must champion this effort for students. “Your culture ... will be defined by the worst behavior that you are willing to tolerate.” – Todd Whitaker, Steve Gruener; <i>School Culture Rewired</i> . In this ongoing effort to create an intentional positive culture, the building principal must be the school’s learning and instructional leader in many areas beyond academics: working with at-risk populations, promoting character development, and mental health. When creating a positive culture, principals must not lower the bar for students or staff. Not only should the building principal continue to professionally educate themselves in these areas, but they should build the capacity for others in their building to walk behind this initiative. “When it comes to measuring the culture of our schools and success of our students and staff, there is really only one place to look when we fall short: our own ability to lead effectively.” Jimmy Casas; <i>Culturize</i> .			
Action Steps	Who	When	Status
1. At least twice per year, K-12 principals and directors will lead (or co-lead with a designee or professional) staff development sessions focusing on: intentional positive culture, at-risk populations, character development, and/or mental health.	Building-level principals, Director of Food Service, Director of Transportation, Director of Technology, Director of Maintenance Corporation Nurse	Fall 2026-	
2. During monthly administrative meetings, building leaders and directors will take turns sharing one thing they are doing in their building to promote an intentional positive school culture.	Building leaders and directors.	Fall 2026-	
3. At least one time per semester, district-level administration will meet with the building principal to provide an assessment of the principal’s leadership in the area of creating an intentional positive school culture.	District-level administrators, Building-level principals	Fall 2026-	
Target 2.3: 100% of HCCS facilities will have secure entries by 2028.			
Strategy 2.3.1: Increase the number of secure entry points in HCCS buildings from 60% of buildings having secure entryways in 2023 to 100% by 2025.			
Evidence in Support of Strategy: The physical structure of a building is vital to student and staff safety as we work to minimize an intruder's ability to freely gain access inside. Having a series of locked doors between our students and outside guests through a single point of entry allows us to be sure that all guests are vetted appropriately and accounted for by each school's main office. Research shows this is important as the Secured School Safety Grant through the IDOE has given this area priority. <u>Seven Important Building Design Features to Enhance School Safety and Security</u> (2014) as written by Michael Dorn in partnership with Safe Haven			

International and the Indiana School Safety Specialist Academy shares that a well-designed front entryway can control access to the building and enhance overall building safety.			
Action Steps	Who	When	Status
1. Acquire a quote for the cost to create a secure entryway to the office for the three elementary buildings whose entry layout is the same (Flint Springs, Lincoln, and Andrews).	Director of Maintenance and District Safety Specialist	July 2026	
2. Acquire a quote for the cost to create a secure entryway for Salamonie School.	Director of Maintenance and District Safety Specialist	May 2027	
3. Use available grants/funds to complete the project for a secure entryway at Andrews.	Central Office, Andrews Admin, and District Safety Specialist	Summer 2027	
4. Use available grants/funds to complete the project for a secure entryway at Flint Springs.	Central Office, Flint Springs Admin, and District Safety Specialist	Summer 2026	
5. Use available grants/funds to complete the project for a secure entryway at Lincoln.	Central Office, Lincoln Admin, and District Safety Specialist	Summer 2026	
6. Use available grants/funds to complete the project for a secure entryway at Salamonie.	Central Office, Salamonie Admin, and District Safety Specialist	Summer 2027	

Target 3:1: By 2029, 90+% of our stakeholders report high levels of satisfaction (satisfied or very satisfied) regarding HCCS.
CEOs: Director of Marketing and Communications- Kenny Butler, Director of Special Education- Beth Husband, Director of Early Childhood- Laura Lahr, Building Administration - Melissa Ross & Rachel Yarger, PD Coordinator - Lynn Brown
Strategy 3.1.1: HCCS will survey our district's stakeholders, and current students' families to elicit viewpoints and perceptions about our school district.
Evidence in Support of Strategy: We do not currently know the status of stakeholder satisfaction. IDOE released <i>Perceptions of K-12 Education in the State of Indiana</i> (2022) which shared that 88% of Indiana parents are satisfied with the quality of their child's school; furthermore, those enrolled in rural and small town elementaries have a higher satisfaction rate of 96%. The middle and high school satisfaction rates were 83% and 86% respectively. How do we maintain the satisfaction rates with elementary families and grow this satisfaction as students progress into middle and high school? Many of the questions asked to stakeholders in the initial survey focused on secondary education. It will be important to analyze those results, identify strengths/weaknesses, and develop a plan to address growth areas. When developing a plan to address concerns, it will be important to involve parents in the decision-making process. This "shared decision-making is one of the highest levels of family involvement in schools" (<i>Five Ways to Boost Family Engagement 2015</i>).

Action Steps	Who	When	Status
1. Develop and administer a survey (specific and measurable) to pinpoint our community's satisfaction with our district.	Superintendent, Director of Marketing & Communications, BIG	Administered early October, closed 10/11	
2. Disaggregate the data to see strengths and weaknesses for our corporation.	Superintendent, Directors of Education, Director of Marketing & Communications, BIG	November 2026	
3. Determine opportunities for improvement.	Superintendent, Directors of Education, Director of Marketing & Communications, BIG	November/December	
4. Share information with appropriate stakeholders as data indicates and develop action steps to address problems and concerns.	Superintendent, Directors of Education, Leadership team, Parent Leaders	January 2027	
5. Begin implementing action steps to rectify problems/concerns with the partnership of families.	Superintendent, Directors of Education, Leadership Team, Parent Leaders	Spring 2027	
6. Administer survey annually to revisit and measure growth.	Superintendent, Director of Marketing & Communications, BIG	Fall 2026	
Strategy 3.1.2: HCCS will utilize marketing strategies to send common messaging to families and share the HCCS mission and values to families.			
Evidence in Support of Strategy Today's educational system is competitive, and the way to reach parents/families is ever changing. Parents and families receive more of their information through social media rather than the traditional school newsletter. Regardless of the mode of communication, the need for good communication in our schools is great because the needs of our students are great. Good communication increases parent involvement in schools (Henderson, 2002). The Connecticut school system (CT.gov) identifies their principles of effective communication as: planned, concise, clear, relevant, and constant. This same resource challenges schools to decrease the internal communication (within the school system - HCCS staff) and increase the communication with those outside the school system (stakeholders - families and community members). It is important for HCCS to have an intentional, strategic plan for communication with both internal and external audiences. While it is important to clearly deliver information, it is arguably more important that families have two-way communication. This is "one of the most important steps in building successful partnerships between home and school as it builds rapport with families throughout the year (<i>Five Ways to Boost Family Engagement 2015</i>).			
Action Steps	Who	When	Status
1. Redesign website and develop an app for user friendly access to district information	Director of Marketing & Communications	April 2026 (Spring Break)	
2. Survey staff on what is beneficial on the website and what could improve.	Director of Marketing & Communications	December 2023	
3. Construct a professional development plan for HCCS staff on best ways to send information to the diverse parents, community members, and students on a regular basis and in a standardized format (How-to videos - Parent Square).	Leadership Team, Director of Marketing & Communications	Fall 2024	

4. Develop a marketing and communication plan to enhance HCCS's vision, mission and brand (streamlining colors, logos, pushing our values/vision/culture/mottos). This plan should also include highlighting successes and plans for improvement in the district.	Leadership Team, Director of Marketing & Communications, Brand Innovation Group	Fall 2024	
Strategy 3.1.3: HCCS will develop a plan K-12 to increase engagement with students, parents, and community members.			
Evidence in Support of Strategy: An article by the NEA on <i>Parent, Family, Community Involvement in Education</i> (2008) states that higher academic performance correlates to parent, family, and community involvement. For our district to experience higher achievement, we must engage both our parents and community. <i>The Power of Parents</i> cited and listed six ways for schools to involve parents through Johns Hopkins University's Joyce Epstein's framework <i>Schools, Family, and Community Partnerships</i>: helping with parenting, communication, volunteering, learning at home, decision making, and collaboration. Strategy 3.1.1 and Strategy 3.1.2 have addressed Communication, Collaboration, and some Decision Making as we have established a two-way mode of communication addressing aspects of HCCS that need improvement; however, there are three more areas of the framework to address. Many parents don't feel comfortable getting involved in schools due to their own negative experience in school (<i>The Center for Comprehensive School Reform & Improvement</i>). To overcome the bleak mindset, we need to focus on building trust through engaging, exciting/fun opportunities in our schools before offering to help with more serious topics such as parenting and learning at home. In addition to family engagement, there must be a focus on community engagement. Community partners were identified as a strength of Huntington, but now the focus needs to be on ensuring that those partners are working together for identified common goals. Community schools represent a place-based school improvement strategy in which "schools partner with community agencies and local government to provide an integrated focus on academics, health and social services, youth and community development, and community engagement." This same article describes the four pillars of community schools as: integrated student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practices. HCCS must foster a shift in the relationships we have with community partners. Rather than the community operating "beside" our schools, they must be operating seamlessly "within" to support the students and families of HCCS.			
Action Steps	Who	When	Status
1. Develop a task force that will identify what community partners currently partner with HCCS, what services they have to offer. This same task force will identify what additional needs there may be at HCCS.	HCCS Social Worker, Leadership Team, Huntington City/County Representatives	August 2026	
2. Educate and communicate HCCS staff of the local partners and how they support our students and families.	Leadership Team	Fall 2026	
3. Develop a "Parent Engagement" team K-12 to identify how we currently engage families K-12 and how we can increase this engagement to build unity and excitement in our community but also educate and walk alongside.	PTO reps from Elementary, Parent representation from secondary, teacher representation from elementary, middle and high school, admin representation from elementary, middle and high school	May 2027	
4. Plan and implement district-wide events as well as building-specific events with the purpose of building excitement, engagement, and unity as a district and school.	Parent Engagement Team	2027-2028 school year	

5. Survey families to gain information on what additional supports are needed for our students and families.	HCCS Social Worker, Building Principals	Fall 2026	
6. Plan PD choice nights or “family university” that allow families to receive education about topics of interest from school and community members.	Parent Engagement Team, Building Principals	November 2026 and Spring 2027	
Target 3.2: By 2029, 90% of incoming kindergarteners will have experienced preschool.			
CEOs: Assistant Director of Special Education- Chrystal Streeter, Director of Early Childhood- Laura Lahr, Building Administrators - Justin Schafer, Preschool Coordinator- Kristy Fisher, EL Coordinator- Angie Grube			
Strategy 3.2.1: Increase the number of community partnerships and develop a common vision among stakeholders.			
Evidence in Support of Strategy: There are very limited resources in Huntington County to address the needs of children receiving a high quality preschool experience. HCCS plans to lead the charge to support families in searching for the best option for their child and their family. By having multiple options/connections in the community the goal is to provide some type of preschool experience before entering HCCS kindergarten. In an article discussing the importance of preschool and childcare it states, “Only about 22 percent of children in low-income families currently receive federally subsidized child care, and while preschool enrollment has increased nationwide in recent years, the lowest-income children are the least likely to participate in preschool programs,” (Manager et al., 2023). Healthy development in the early years (particularly birth to three) provides the building blocks for educational achievement, economic productivity, responsible citizenship, lifelong health, strong communities, and successful parenting of the next generation. (Center of the Developing Child, Harvard University)			
Action Steps	Who	When	Status
1. Create a survey in collaboration with early childhood coalition to identify the needs in the community.	Huntington County Early Childhood Coalition	September 2026	
2. Develop kindergarten screener questions indicating in-home daycare, structured daycare experience, preschool experience (where?). This will create a baseline datapoint for those who have received services, adding information into PowerSchool.	Elementary Professional Development Coordinator, Assistant Director of Technology	Spring 2027	
3. Become Paths to Quality Accredited/receive On My Way funding to provide opportunities for voucher eligible families at HCCS. This will require the additional staffing of a full-time employee to oversee and monitor weekly status voucher families.	Huntington Schools Preschool	2026-2027 School Year	
4. Create a SMART goal by including the current 3-year average percent of kindergartners with pre-school experience (from a 3-year average of about 55% to 90%).	Huntington County Community School Preschool administration group, Assistant Director of Technology	Late Spring 2027 (following roundup)	
5. In collaboration with Early Childhood Coalition Coordinator, create and provide a master list for families with opportunities throughout the community to enroll their child.	Huntington County Early Childhood Coalition	Fall 2026 (reviewed monthly)	

Strategy 3.2.2: In partnership with the Early Childhood Coalition, determine and design the best options for Huntington County regarding birth to five childcare and early intervention.			
Evidence in Support of Strategy: There are very limited resources in Huntington County to address the need of children receiving a high quality birth to five childcare and early intervention. Research shows “When brain development in infants and young children is fully supported, they are more likely to reach milestones critical to future individual and community success, including the following: Third-grade reading proficiency, high school graduation and postsecondary education, gainful employment, lifetime physical and mental health and well-being, and avoidance of substance use disorder and crime,” (NC.gov). “Early childhood experiences from birth to age 8 affect the development of the brain’s architecture, which provides the foundation for all future learning, behavior, and health. A strong foundation helps children develop the skills they need to become well-functioning adults,” (NC.gov). Current research reveals that preschool programs have made a positive impact on early literacy, social emotional learning, and academic success (Barnett, Carolan, Fitzgerald, & Squires, 2012; Cunningham, 2010; Duncan & Magnuson, 2013; Invernizzi, Landrum, Teichman, & Townsend, 2010; U.S. Department of Education, 2014).			
Action Steps	Who	When	Status
1. Use data from previously mentioned survey to pinpoint our community’s childcare and early intervention needs.	Huntington County Early Childhood Coordinator, Director of Early Childhood	Spring 2026	
2. Research surrounding successful programs.	HCCS preschool team, Early Childhood Coalition	Spring 2026	
3. Share information with appropriate stakeholders as data indicates and develop action steps to develop the program.	HCCS preschool team, Early Childhood Coalition	Ongoing	
4. Look for funding opportunities.	Early Childhood Coalition	Ongoing	
5. Identify location(s).	Superintendent, Early Childhood Coalition	Ongoing	
6. Partner with HCCS EL Program and McKinney Vento population to consider their needs when developing the birth-to-five support?	K-12 EL Coordinator, Special Populations Health Advocate, Director of Early Childhood Education, HCCS Social Worker	Ongoing	
7. Work with area pediatricians and OBGYNs to communicate the opportunities for birth to five supports (daycare, preschool, related services) while also sharing the importance of prenatal care.	Corporation Nurse, area health care providers	Spring 2027	
Target 3.3: By 2029, HCCS enrollment will match 4,730 and/or increase by 2%.			
CEOs: Director of Special Education- Beth Husband, Director of Early Childhood- Laura Lahr, Building Administrators - Jennifer Yarger & Jennifer Bowman, Director of Marketing & Communications - Kenny Butler			
Strategy 3.3.1 Develop and implement an exit survey to know why families are unenrolling students.			
Evidence in Support of Strategy: Over the past 5 years, HCCS has seen a 5.5% decline in enrollment. In 2019, HCCS saw an enrollment of 4999 students. Each year following has seen a decline or similar enrollment. The following were the enrollment numbers for the past four years:			
2020- 4911 students, 2021- 4915 students			

- 2022-4858 students
- 2023- 4730 students.

A decline in enrollment adversely affects a school corporation's allocation of funds and causes districts to audit their programming, class sizes, and buildings. It is important for HCCS to ask why this decline in enrollment continues. Part of the HCCS strategic plan is to survey parent satisfaction as discussed in Target 3.1.1. This information is important for HCCS so that we can identify strengths/weaknesses to formulate a plan to improve parent satisfaction. It is also important for us to understand why students are leaving HCCS as well as why some are choosing to enroll with HCCS from other districts. *'Wake up Calls': New Parent Survey Shows a 9% Enrollment Drop in District Schools* reports that a survey conducted by Tryton Partners, a consulting firm that examines pandemic related shifts in education, shows that between spring 2021 and spring 2022, there was a 9% drop in families saying their student is in a traditional public school. Charter and private schools, including homeschooling, saw increases in enrollment (2022). A decline in enrollment adversely affects a school corporation's allocation of funds and causes districts to audit their programming, class sizes, and buildings. A decline in funding leads to decisions that negatively impact students which often leads to more students leaving the district. Enrolling students in private school versus public school is part of the decline in enrollment for HCCS. Other factors impacting the decline are those students that drop out, have chronic absenteeism, or discipline issues. According to a study for the U.S Department of Education, 20% of high school students are chronically absent (2016). Chronic absenteeism may prevent children from reaching early learning milestones. Students with below grade level reading skills are four times more likely to drop out in high school. Dropping out of high school has been linked to poor outcomes for adults. It is imperative that we engage families and students by providing support and interventions so that we can decrease the number of students dropping out of high school. Interviewing students and parents (those leaving HCCS and those who are at risk of leaving due to chronic absenteeism, academic failures, and discipline) would allow HCCS to gain insight into why students are leaving and/or what is preventing them from attending school. Interviewing students and parents that choose to enroll in HCCS from other districts would provide us information on what we are doing well and should maintain.

Action Steps	Who	When	Status
1. Develop and administer an exit interview (specific and measurable) to identify reasons why students are leaving our district.	Superintendent, Director of Marketing & Communications, Building principals	Fall 2026	
2. Develop and administer an interview to be used with students/ parents that enroll from other districts to understand what brought them to HCCS.	Superintendent, Director of Marketing & Communications, Principals	Fall 2026	
3. Disaggregate the data to see strengths and weaknesses for our corporation.	Leadership Team	Ongoing	
4. Determine opportunities for improvement.	Leadership Team	Ongoing	
5. Share information with appropriate stakeholders as data indicates and develop action steps to address problems and concerns.	Superintendent, Leadership Team	Fall 2026	

Strategy 3.3.2 Conduct a demographics study.

Evidence in Support of Strategy: Demographic studies are often used by school districts to help determine population, enrollment, and school utilization forecasts. Data, both past and present, is collected from various sources such as city, county, district, and the census bureau. This information is then used to create a 10-year forecast of population and enrollment maps. A building utilization and capacity forecast is also created. This helps determine imbalances between schools. The North Central Regional Educational Laboratory, in an article regarding *Using Data to Guide School Improvement*, discusses how demographic data provides information about the characteristics of students: mobility, economic status, disabilities, gender, dropout rates, ethnicity, attendance, and discipline issues. This data collection and examination is important to ensure that all learner needs are met adequately and show important

demographic trends (2004). It goes on to say that demographic data answers two critical questions about the student population. What trends do we see with our students? What factors outside of school help us understand our students? (2004). HCCS will conduct a demographics study and the results will be shared with constituents. The study results will be used for future planning, including programming decisions to ensure the needs of all students are met and to help determine next steps for building utilization.

Action Steps	Who	When	Status
1. Conduct demographics study.	Dr. Jerome McKibben	Fall 2023	
2. Disaggregate the data to find trends in county residents.	Dr. Jerome McKibben, Leadership Team	Winter 2023	
3. Align future projects based on the demographic study.	Leadership Team	Fall 2026	
4. Create action steps and timelines.	Leadership Team	Fall 2026	

Strategy 3.3.3: Orchestrate with community resources to help address the mental/emotional needs of our students and their families.

Evidence in Support of Strategy: We have a new generation of parents who don't have the support, resources, and skills for parenting, who don't trust the schools, and who need training. Many students in the HCCS district live in a culture of poverty where mental health services for students cannot be afforded, and parents/guardians are not aware of their own need for parental skills training. Schools can significantly influence social, emotional, and academic development. The wider community (families, community institutions, etc.) must be engaged to enhance these competencies' strength, depth, and pace of acquisition. (https://www.aspeninstitute.org/wp-content/uploads/2018/03/FINAL_CDS-Evidence-Base.pdf)

Action Steps	Who	When	Status
1. Evaluate the counseling needs/support of each school in the HCCS district.	Directors of Education, Building Administrators, Corporation Nurse, School Counselors	Spring 2026	
2. Strengthen partnerships with organizations which may include but are not limited to Bowen Center, SCAN, Youth Service Bureau (YSB), Indiana Juvenile Detention Alternatives Initiative (JDAI), Parkview Behavioral Health-Institute, Maple Heights Behavioral Health an affiliate of Lutheran Health Network, and Purdue Extension to provide awareness and training to parents and guardians at school locations.	Directors of Education, Building Administrators, Corporation Nurse, Director of Special Education, School Counselors	Fall 2026	

Strategy 3.3.4: Establish a Conscious Discipline program.

Evidence in Support of Strategy: Systematically create a positive school climate, dramatically increase teaching time, foster academic success, eliminate bullying, and decrease behavioral issues. School climate impacts all achievement! Dr. Becky Bailey delivers a fresh perspective called "The School Family," creating a fundamental shift in education and classroom management. Click [LINK](#). From the abstract: "Intrinsic motivation (IM) to learn, if cultivated, can lead to many academic and social/emotional improvements among K–12 students. This article discusses intrinsic motivation to learn as it relates to Self Determination Theory and the trouble with relying solely on extrinsic motivators. The academic benefits of IM in the specific subject areas of reading and mathematics are reviewed, as well as various psychological benefits (e.g., enhanced persistence, prosocial behavior, and happiness). Science-based methods of fostering IM in students are considered, especially enhancing children's environments through elevating teacher and parental autonomy support. Suggestions for integrating intrinsic motivation with behavioral interventions are also provided." Click [LINK](#)

Action Steps	Who	When	Status
1. Identified the needs of a discipline program and visit alternative learning sites for the purpose of planning K-12	Directors of Education, Building Administrators	Fall 2026	
2. Identify the funding needed to develop the program as well as professional development for building administrators and staff.	Directors of Education, Building Administrators, Business Department, Professional Development Coordinators	Spring 2027	
3. Develop an implementation plan for the Conscious Discipline model. Evaluate the possibility of developing a K-12 discipline matrix.	Directors of Education, Building Administrator, Professional Development Coordinators, Director of Special Education, Corporation Nurse	Summer 2027	

Target 4.1: By 2029, HCCS will improve staff culture with 90+% of staff reporting on HCCS surveys that they feel motivated, valued, and supported.			
CEOs: Building Administrators - Mindy Reust, Meg Friesen, HR Director- Candice Priest, Directors- Vanessa Fields; Mike Sumpter; Rich Hertel; Alex Burgess			
Strategy 4.1.1: Review motivation levels of current HCCS employees through the following indicators: teacher attendance, participation/leadership in school activities, and identification of barriers to staff motivation and the fostering of a positive school culture.			
Evidence in Support of Strategy: Get staff input and be willing to check on what is working and what is not and change things that are not working (Superville, 2022). The belief that it takes a shared effort to effectively run a school is the single most influential factor in promoting student achievement (Schwanke, 2021, p.3). Pappas (2021) wrote that “Listening to employee feedback and responding to their needs can help administrators and managers reduce hindrance stressors among their workers.” Not only should reviewing be taking place more often, but action is necessary in order to keep up motivation levels. She notes that micromanaging needs to cease, and instead allow employees to manage their schedules and workload. Weber (2022) stated the top reasons for teachers leaving the profession are low teacher salaries, lack of mentoring, and poor school leadership. “One in five teachers who leave the profession cite financial reasons” (Weber 2022). “School leadership is one of the most important factors in school culture/climate and among the reasons why teachers stay rather than leave a school, and is the second most important school-based factor in student achievement” (Weber 2022). The NEA suggests that one solution for improving working conditions for educators includes ensuring professional autonomy (2022).			
Action Steps	Who	When	Status
1. A Highly Effective and Motivated Staff Team (HEMST) will be appointed by the district Superintendent.	Superintendent	Fall 2026	
2. The HEMST will collect baseline teacher attendance data.	Highly Effective and Motivated Staff Team	Fall 2026	
3. Research shows that extracurricular programs increase staff and student attendance and motivation, therefore the HEMST will create a survey for building administrators to share with staff members to obtain baseline data for	Highly Effective and Motivated Staff Team, Building Administration	Fall 2026	

staff leadership (%) and student participation (%) in programs, after school offerings, and/or extracurriculars.			
4. Building administrators will survey staff for barriers to their school leadership in the areas listed above and collaborate with HEMST on a plan to help mitigate those barriers.	Highly Effective and Motivated Staff Team, Building Administration	Fall 2026	
5. The HEMST will create a survey for building administrators to share with students to obtain information on barriers to their participation in the areas listed above and will address a plan to help mitigate those barriers.	Highly Effective and Motivated Staff Team, Building Administration	Fall 2026	
6. HCCS teachers will help improve school culture through extracurricular participation and leadership. By the fall of 2025, we hope that 80+% of teachers will be involved in a program, team or club that works with students.	Teachers/staff	Fall 2027	
7. Programs, teams, and clubs will systematically emphasize and track academic achievement and school attendance.	Program, team and club sponsors/coaches	2026-2027 School Year	
8. The HEMST will create a survey for building administrators to share with staff members to obtain baseline data for staff satisfaction in the following areas: wellness incentives, change to days (personal/sick), money for continuing education, technology, unsolicited changes to grade level/subject level assignments, reward/recognition programs, opportunities for social interactions, changes in daily routines to create new energy.	Highly Effective and Motivated Staff Team, Building Administration	Fall 2026	
9. The HEMST will draft a plan to overcome challenges presented by the data in #8 above. The plan will be presented to the Superintendent for advice.	Highly Effective and Motivated Staff Team	Winter 2026	
Strategy 4.1.2: Develop a communication plan that enables greater employee understanding of the HCCS expectation of teacher attendance, participation/leadership in school activities, and identification of barriers to staff motivation and the fostering of a positive school culture.			
Evidence in Support of Strategy: Research has long established that teachers are the most significant school-based inputs into student learning. Empirical evidence now presents a persuasive case that teachers impact a range of student outcomes beyond test scores, including student absences, suspension rates, non-cognitive skills, and college attendance. On average nearly 29% of teachers were considered chronically absent (missing 10 or more days) in the 2015-16 school year (Brookings, 2020). Motivators such as silent appreciations like small notes, post-its or other similar things to let teachers know what you appreciate about them (Superville, 2022). “We may not get to decide which kids to serve, but we do get to decide the kind of climate in which we want to serve them” <i>Culturize</i> , Jimmy Casas (2017). See related supportive evidence for Strategy 4.1.1, above.			
Action Steps	Who	When	Status
1. Develop a method for people to be heard on occasions that a survey is not being administered through building level check-ins.	Highly Effective and Motivated Staff Team, Administrative Team	2026-2027 School Year	
2. Identify communication vehicles/venues.	Director of Human Resources	2026-2027 School Year	
3. Create steps/paths for requests, concerns, etc. that help make these steps more transparent.	Highly Effective and Motivated Staff Team	2026-2027 School Year	

4. Provide annual communication (September/October to certified staff; December to classified staff).	Highly Effective and Motivated Staff Team	Annually beginning fall of 2027	
Target 4.2: By 2029, 100% of employees are provided with professional development that adheres to best practice in their areas of operation.			
CEOs: Directors of Education- Chuck Brimbury & Jay Peters, PD Coaches- Lauren Hoghe & Lynn Brown, Assistant Director of Special Education- Chrystal Streeter; Technology Director- Mike Sumpter, Counselors- Taylor Herendeen, EL Coordinator- Angie Grube			
Strategy 4.2.1: Provide high quality workshop, online, and job-embedded professional development that is aligned with HCCS's culture of support and appreciation for staff and other best practices and engage all employees in a specified number of hours of PD yearly as part of the evaluation.			
Evidence in Support of Strategy: Serviss (2022) states that professional learning communities (PLCs) allow educators opportunities to directly improve teaching and learning by sharing best practices and brainstorming strategies. PLCs build stronger relationships between team members, help teachers stay on top of new research and technology, and help teachers to reflect on ways to enhance their teaching practices. Scherff (2018) notes that a majority of her past professional development experiences were outdated and didn't actually provide any long-term changes to her or her colleagues' teaching methods or classroom management. She notes that effective PD must be content specific, job-embedded, and aligned with the school's goals and standards, among other things. The NEA suggests that one solution for improving working conditions for educators includes ensuring professional autonomy (2022). There are several shared features of effective professional development which require the following: be content focused; incorporate active learning; support collaboration; use models of effective practice; provide coaching and expert support; offer opportunities for feedback and reflection; and be of sustained duration" (NEA, 2022). "We propose two guiding principles for restructuring professional learning: Teacher learning ought to start with teachers' problems of practice and it ought to help them reflect on and refine new skills to address those problems" (Goodwin, B., Hall, P., & Simeral, A. (2019). "Before someone sets out to help teachers learn, it'd sure be helpful if they knew something about how teachers learn at various stages of their careers. There are many variables in play as teachers develop their talents and, often, novices need something very different than veteran experts" (Goodwin, B., Hall, P., & Simeral, A. (2019).			
Action Steps	Who	When	Status
1. Develop procedures to help develop teacher leaders such as identifying those teacher leaders and providing opportunities to grow their skills for leadership.	Directors of Education, Professional Development Coordinators, Principals	Fall 2026 and ongoing throughout the five-year plan	
2. Meet with supervisors of all classes of employees to revise schedules and responsibilities to provide regular time for collaboration and continuous improvement.	Directors of Education, Professional Development Coordinators, Principals	Fall 2026 and ongoing throughout the five-year plan	
3. Building level and department level heads explore schedules to identify time for collaboration (e.g., 30 minutes per week or # of minutes per week or month).	Directors of Education, Professional Development Coordinators, Principals	Fall 2026 and ongoing throughout the five-year plan	
4. Establish professional development requirements for various employee categories.	Directors of Education, Professional Development Coordinators	Fall 2026	
5. Provide employees with a variety of PD techniques that are aligned to data dashboard and current needs and support the HCCS key strategies, best practices, and key performance indicators, and an opportunity to share. PD should be aimed at the individuals that it serves—teacher training may not serve the same purpose as secretary training.	Directors of Education, Professional Development Coordinators, Principals, Director of Special Education	2026-2027 School Year and ongoing throughout the five-year plan	

6. Research area schools' practices in this area.	Directors of Education, Professional Development Coordinators, Principals	2026-2027 School Year	
7. Develop a digital toolkit of PD resources for teachers and staff including on-demand or just-in-time opportunities for flexibility and choice. Utilize in-house expertise whenever possible.	Professional Development Coordinators, Special Education Directors, Principals	2026-2027 School Year	
8. Maintain digital PD tool kit and revise as needed.	Professional Development Coordinators, Special Education Directors, Principals	2026-2027 School Year and ongoing throughout the five-year plan	
9. Review the PD Program and compare it to research/best practices.	Directors of Education, Professional Development Coordinators, Principals, Special Education Director	2026-2027 School Year	
Target 4.3: By 2029, HCCS will reduce turnover rates from 10% to 5% of certified staff and 9% to 5% of classified staff (2021-23 average) while selecting highly qualified new hires who reflect our student demographics.			
CEOs: Chief Operations Officer- Pat McLaughlin, Director of Human Resources- Candice Priest, Superintendent- John Trout, Building Principals- Mindy Reust, Kaley Barnes, Justin Shafer, Rachel Yarger & Stephanie Rodgers, PD Coordinators- Lauren Hoghe & Lynn Brown			
Strategy 4.3.1: Develop a system for staff recruitment and retention.			
Evidence in Support of Strategy: Researchers advise that teachers should have time during the school day to get their work done so they don't have to work at home (Superville, 2022). Weber (2022) reports the top reasons for teachers leaving the profession are low teacher salaries, lack of mentoring, and poor school leadership. "To recruit and retain educators, districts should implement strong, short salary schedules that offer competitive starting salaries, rewards for professional development, and competitive mid- and late-career earnings" (NEA 2022). Reducing employee turnover starts with the hiring process. By setting realistic expectations starting with the job description, conducting effective job interviews and providing the right level of support and autonomy once an employee is hired, you can reduce turnover (Indeed, How to Reduce Employee Turnover). "Employees want to stick with employers who they feel truly have their back, and pay transparency is a great way to build that trust." (Mayer, SHRM, Can Pay Transparency Reduce Employee Turnover, June 27, 2023).			
Action Steps	Who	When	Status
1. Include Human Resources Director in future strategic planning team meetings.	Highly Effective and Motivated Staff Team	2026-2027 School Year	
2. Conduct a climate survey of former and current staff, including upon exit from organization to determine why people are leaving HCCS.	Director of Human Resources	2026-2027 School Year	
3. Research/benchmark current techniques and marketing strategies for recruiting highly qualified staff.	Director of Human Resources	2026-2027 School Year	
4. Research human resources interviewing tools to ensure that candidates are high quality including identifying essential criteria for all groups and creating a rubric for interviews (questions should reflect HCCS target areas) and best practices.	Director of Human Resources	2026-2027 School Year	

5. Determine recommended staffing levels for each department within the school system based upon the most current workload and student counts in each building.	Representatives from all major departments, levels	2026-2027 School Year	
6. Provide recommendations for professional development for 100% of staffing groups.	Representatives from all major departments, levels	2026-2027 School Year	
7. Consider methods that will result in greater numbers of highly qualified candidates applying for vacancies in HCCS.	Representatives from all major departments, levels	2026-2027 School Year	
8. Suggest corrective steps that can be taken to reduce staff turnover based on research.	Representatives from all major departments, levels	2026-2027 School Year	
9. Create recommendations for positive common spaces to increase staff interaction. Recommendations to be considered during future major construction projects.	Director of Human Resources, Director of Facilities, Superintendent	2026-2027 School Year	
10. Conduct climate survey of former and current staff, including upon exit from organization.	Representatives from all major departments, levels	2026-2027 School Year	
11. Investigate increasing full-time positions vs. part-time.	Representatives from all major affected departments, levels	2026-2027 School Year	
12. Consider combining open positions across departments.	Representatives from all major affected departments, levels	2026-2027 School Year	
13. Conduct cross-training for current positions to support needs in other departments.	Representatives from all major affected departments, levels	2026-2027 School Year	
14. Review current salary and benefits structure and compare the cost of hiring and training new employees.	Superintendent, Director of Human Resources, Department Directors	2026-2027 School Year	
Strategy 4.3.2: HCCS will provide competitive compensation at the median or higher among the districts that are geographically close and/or compared to local schools and schools of similar academic performance.			
Evidence in Support of Strategy: Weber (2022) reports the top reasons for teachers leaving the profession are low teacher salaries, lack of mentoring, and poor school leadership. "To recruit and retain educators, districts should implement strong, short salary schedules that offer competitive starting salaries, rewards for professional development, and competitive mid- and late-career earning." (NEA 2022). The NEA (2022) suggests, "creating teacher leadership opportunities with additional compensation allows educators to remain close to teaching while still experiencing other roles, such as mentor, instructional coach, and professional learning specialist." See if there is exit interview data related to teachers leaving due to compensation.			
Action Steps	Who	When	Status
1. Research school districts across the state and nation for compensation models.	Director of Human Resources	2024-2025 School Year	
2. Align district goals, research, finances and survey data to develop a compensation model for non-certified staff and revise model for certified staff.	Superintendent, Director of Human Resources	2024-2025 School Year	
3. Implement compensation model, continue to review and update goals and adjust finances.	Superintendent, Director of Human Resources	2024-2025 School Year	

4. These efforts should include a review of all benefits including insurance and retirement plans.	Superintendent, Director of Human Resources	2024-2025 School Year	
Strategy 4.3.3: Develop, implement a high-quality certified staff evaluation system that specifically defines and measures the evidence-based components of teaching.			
Evidence in Support of Strategy: When properly designed and even more importantly, when implemented with fidelity, a good evaluation system should be able to strengthen the teacher workforce by helping all teachers become more effective, motivating effective teachers to stay in the classroom, and informing decisions about who to exit from the classroom (Gerber, 2022). Sound evaluation systems incorporate several key elements: (1) Reliable Data; (2) Job Related; (3) Standardization; (4) Manageable; (5) Results are Shared; and (6) Due Process. While there is no uniform approach or format to the evaluation of classified employees, there are patterns to the data that is collected and the abilities that are assessed (ERIC, Williamson, 2012). They include: (1) Work Knowledge and Performance; and (2) Personal Abilities. Most evaluation systems include a checklist with a rating scale. They generally include a location for open-ended comments by the evaluator, and signatures by the evaluator and employee. Some systems include identification of future goals (ERIC, Williamson, 2012).			
Action Steps	Who	When	Status
1. Develop a comprehensive evaluation program for certified staff including administrators (building and central office staff), teachers, school counselors, media center specialists, literacy and math coaches, technology integration specialists.	Superintendent, Professional Development Coordinators and Principals	2024-2025 School Year	
2. Provide new teachers with training and information about the evaluation plan. Train the entire teaching staff on the components of effective teaching that will be used in the assessment rubric.	Superintendent, Professional Development Coordinators and Principals	2024-2025 School Year	
3. Research evaluation methods of extra-curricular positions. Collect best practices from other school districts.	Superintendent, Professional Development Coordinators and Principals	2026-2027 School Year	
4. Implement revised evaluation methods for extra-curricular positions.	Superintendent, Professional Development Coordinators and Principals	2026-2027 School Year	
5. Conduct meetings with administrators and teachers to discuss the new evaluation plans and work to revise any areas in need of improvement.	Superintendent, Professional Development Coordinators and Principals	2026-2027 School Year	
Strategy 4.3.4: Develop and provide a best practice evaluation model for classified staff.			
Evidence in Support of Strategy: Performance evaluations are an important component of employee development and should be used to inform personnel actions such as promotion, transfer, demotion, retention, separation, as well as the affirmative certification for merit increases (including bonuses) (Boise State, Policy 7400). Evaluation is an important tool to develop and retain skilled employees. It should be used to recognize employees that are performing well, to identify areas for growth and to provide employees with clear, explicit feedback about their performance. An agreed upon appraisal system lets employees know what is expected, what is recognized and rewarded, and what is unacceptable (ERIC, Williamson, 2012).			

Action Steps	Who	When	Status
1. Create job descriptions for all classified staff and user manuals that pertain to each job to help with new hire process and training.	Director of Human Resources, Supervisors	2025-2026 School Year	
2. Investigate best practices for professional development and evaluation.	Director of Human Resources, Supervisors	2025-2026 School Year	
3. Set standards for performance based upon best practices.	Director of Human Resources, Supervisors	2025-2026 School Year	
4. Develop an evaluation plan and practices to align with best practices and research.	Director of Human Resources, Supervisors	2025-2026 School Year	
5. Revise and or create handbooks for classified positions.	Director of Human Resources, Supervisors	2025-2026 School Year	
6. Provide classified staff orientation.	Director of Human Resources, Supervisors	2025-2026 School Year	

Target 5.1: By 2027, 100% of HCCS physical assets are managed effectively and efficiently.

CEOs: Superintendent - John Trout, Chief Operations Officer- Pat McLaughlin, Director of Finance- Tyler Haskough, and Corporation Treasurer- Alex Eckert, Building Administrators - Melissa Ross, Jeni Yarger & Jarod Hammel, Director of Technology- Mike Sumpter & Nick Vickrey

Strategy 5.1.1: Evaluate and improve our current systems for managing physical assets effectively.

Evidence in Support of Strategy: “Asset management planning consists of developing a plan to reduce costs while increasing the efficiency and the reliability of the assets. An asset management plan incorporates detailed asset inventories, operation and maintenance tasks and long-range financial planning to ensure that annual revenue reserves and reinvestment are sufficient to facilitate long-term viability of the system. The five major, generally recognized components of a utility asset management plan include: performing an inventory and condition assessment of the system’s assets; defining level of service goals; identifying critical assets; establishing life cycle costs, and developing a long-term funding strategy” (New Jersey Asset Management Technical Guidance, 2016). “The current state of asset management is far from ideal, leaving companies exposed to greater costs and risks than necessary” (<https://www.emc.com/collateral/white-paper/2014-01-27-ovum-alim-emc-branded-wp.pdf>).

Action Steps	Who	When	Status
1. Form a team that can evaluate our current systems for tracking physical assets. The group would discern the best avenue for moving forward.	Representatives from Food Services, Business Office, Human Resources, Facilities, Technology, Transportation	Summer 2026	
2. Determine the needs of each tracking system and evaluate the current system versus new systems.	To be done by each group listed above prior to initial meeting.	Fall 2026	
3. Formulate recommendation of desired tracking systems.	Representatives from Food Services, Business Office, Human Resources, Facilities, Technology, Transportation	Fall 2026	

4. Formulate a timeline for implementation of new tracking systems.	Representatives from Food Services, Business Office, Human Resources, Facilities, Technology, Transportation	November 2026	
5. Recommend new tracking system and implementation timeline to school board.	Representatives from Food Services, Business Office, Human Resources, Facilities, Technology, Transportation	December 2026	
6. Install new tracking systems according to implementation timeline.	Representatives from Food Services, Business Office, Human Resources, Facilities, Technology, Transportation	Summer 2027	
Target 5.2: By 2029, 90+% of students, staff members, and parents are highly satisfied or satisfied with HCCS's learning and working environments.			
CEOs: Superintendent - John Trout, Directors of Education- Jay Peters & Chuck Brimbury, and Building Principals- Elizabeth Kitchen, Jami Craft & Tiffanney Drummond			
Strategy 5.2.1: Create the best physical environment for learning and working.			
Evidence in Support of Strategy: The physical structure of a classroom is a critical variable in affecting student morale and learning. Students' involvement in the process of creating their environment can empower them, develop community and increase motivation (Source: Edutopia: A Place for Learning: The Physical Environment of Classrooms). A sampling of issues to consider when designing high-quality educational environments include: During periods when air conditioning is needed, ideal indoor conditions in school buildings (and in many other buildings as well) are about 75°F and 50% relative humidity (RH). While comfortable temperature conditions generally fall only within a small range, such as 75°F +/- 3°F (e.g., 72 to 78°), comfortable RH conditions extend across a considerably wider range, such as 48%+/- 8% (e.g., 40% to 56%). From an energy efficiency perspective, however, we would like the space to be no colder than necessary and no drier than necessary, because additional energy is required to lower the space temperature or lower the space RH (Energy Efficient Strategies, Southern Energy Efficiency Center http://www.southernbuildings.org/resources/pdfs/energyefficientstrategies.pdf). LaGuisa (1974) concluded that many schools by modifying the existing lighting system could reduce systems costs while providing an improved learning environment through better vision, visual impact and comfort. Bowers and Burkett (1987) found that "improper maintenance of fixtures led to lower than average student performance such as misinterpretation of the written word, whether on a handout or at the chalkboard" (p.3). Knirck (1970) maintained that inappropriate illumination levels "abuse the human eye and have unfortunate physiological consequences" (p.10). (Influence of the School Facility on Student Achievement, University of Georgia http://sdpl.coe.uga.edu/researchabstracts/visual.html).			
Action Steps	Who	When	Status
1. Determine and provide the ideal climate for learning at each grade level including consideration of classroom temperature/humidity, size, layout, air quality, lighting, furniture, arrangements and seating types and other important variables based on research.	Representatives from Facilities Department, Curriculum Department, Teachers, Building Administrators	December 2026	
2. Evaluate opportunities for improvement and provide aesthetically-pleasing spaces (including additional square footage where necessary).	Representatives from Facilities Department, Curriculum Department, Teachers, Building Administrators, Business Office	June 2027	
3. Improve the air circulation within the buildings to improve the indoor air quality in order to meet state guidelines.	Representatives from Facilities Department, Curriculum	Ongoing priority to be accomplished thru	

	Department, Teachers, Building Administrators, Business Office, School board	major construction projects.	
Target 5.3: By 2027, achieve and maintain a cash balance of 15% of education/operations fund expenditures while ensuring that at least 65% of funds are devoted to instruction. Maintain a \$2 million Rainy Day Fund balance.			
CEOs: Superintendent-John Trout, Chief Operations Officer- Pat McLaughlin, Director of Finance- Tyler Haskough, Corporation Treasurer- Alex Eckert			
Strategy 5.3.1: Review expenditures regularly relative to plans and consider potential cost saving across all departments.			
Evidence in Support of Strategy: The general reserve of a government or public agency provides a succinct summary of the financial resources available for future use. A reserve that is stable or growing slowly over time usually indicates financial viability, whereas a declining reserve can indicate difficulty aligning expenditures with revenues (Analysis of School District Reserves, Legislative Analyst's Office, The California Legislature's Nonpartisan Fiscal and Policy Advisor).			
Action Steps	Who	When	Status
1. Set protocols to ensure the availability of funds.	School board, Treasurer	Spring 2024	
2. Provide monthly reports of status to Superintendent and school board.	Chief Operations Officer, Treasurer	Spring 2024	
3. Review current non-instructional expenditures in order to identify potential savings that may be directed toward instruction.	Superintendent, Chief Operations Officer, Treasurer, Directors of Education, School board	Spring 2024 and ongoing	
4. Market the district appropriately to attract tuition students.	Superintendent, Chief Operations Officer, Treasurer, Directors of Education	Spring 2024 and ongoing	
Target 5.4: By 2027, increase from 6 to 11 (55%-100%) complete current best practice upgrades of and planned preventative maintenance of firewall, file servers, wireless access points, content filter, district messaging system, student/teacher devices, online form system, interactive boards, 2-factor authentication system, VoIP phone system, and professional development for AI and technology applications and equipment (the first six systems have been upgraded within past two-three years).			
CEOs: Superintendent-John Trout, Chief Operations Officer - Pat McLaughlin , Director of Finance- Tyler Haskough, Director of Technology- Mike Sumpter & Nick Vickrey			
Strategy 5.4.1: Ensure most up-to-date and best practice technology environment for learners, workers, and community.			
Evidence in Support of Strategy: Our plans follow recommendations made by state and national technology leader groups, including but not limited to HECC (Hoosier Educational Computer Coordinators), and CoSN (Consortium for School Networking) in developing best practice in school technology design. In 2023, CoSN released a cumulative report showing the national importance of cybersecurity in approximately 84% of schools in the nation, while K-12 innovation was seen as necessary by 73% of schools. Among technology professionals, 72% said that data governance/data privacy must be a priority. Nearly two-thirds (63%) of technology leaders believed that strategic planning technology is important for achieving high performance in technology support for learning and working. Alignment of cybersecurity, innovation, data governance, and strategic planning all fit into our corporation's strategic plan as well as national standards found by CoSN. Shifting from a state and national view to HCCS, our internal analysis found (2021) that major enhancements would be required over the next 7-10 years. For example, we determined that interactive boards exist in approximately 35% of our classrooms (elsewhere teachers/students must utilize TVs or antiquated smart board technology). Starting in 2024-2025, we will be forming a district wide technology committee to help guide our district on important topics, such as AI in curriculum, state STEM/STEAM standards and student achievement programs in technology. We also learned upgrades were needed to provide safe and secure buildings/learning environments (our high school, which serves 29% of all students has been upgraded, but we must provide similar systems for our other facilities over the next several years). The following series of action steps is designed to achieve these goals.			

Action Steps	Who	When	Status
1. Provide professional development for administrators related to the current technology plan, which includes but not limited to JotForm development, Microsoft Teams, ParentSquare and other web collaboration applications.	Professional Development Coordinators, Directors of Elementary and Secondary Education, Director of Technology	Fall 2024	
2. Provide professional development and devices for teachers related to the current technology plan.	Professional Development Coordinators, Directors of Elementary and Secondary Education, Director of Technology	Fall 2024	
3. Continue/improve/train for our synchronous learning initiatives with teachers, staff and administrators.	Professional Development Coordinators, Directors of Elementary and Secondary Education, Director of Technology	Fall 2024	
4. Implement 2-Factor authentication for security of all applications and network resources.	Professional Development Coordinators, Director of Technology	Fall 2024	
5. Implement a new VoIP phone system, with integration into Microsoft Teams, WebEx and Zoom.	Professional Development Coordinators, Director of Technology	Spring of 2025	
6. Implement district wide Technology Committee.	Director of Technology, Directors of Elementary and Secondary Education, Teachers and Students	Fall of 2024	
7. Develop and maintain a PPM schedules for all hardware and connected systems. This includes but not limited to student/staff devices, interactive boards, etc.	Director of Technology	Fall 2025/ongoing	
8. Develop programs for students to help with maintaining technology equipment while earning technology certifications.	Director of Technology	Fall 2026	
9. Investigate opportunities to increase more universal availability for community high-speed fiber internet for rural residences (especially those that house students).	REMC; District-Wide Technology Committee	Spring 2020 and ongoing	

Conclusion

As part of our quest to achieve 90+% results at HCCS, we have:

- Embraced the philosophy of continuous improvement.
- Listened to and learned from our stakeholders and employees.
- Reviewed our strengths, weaknesses, opportunities, and challenges.
- Begun to embed our vision, mission, and core values.
- Begun to create aligned dashboards and a district scorecard designed to focus us on the most important, evidence-based performance indicators.
- Specified 15 targets for HCCS for the period 2024-2029.
- Chartered strategic planning teams that will report regularly to the HCCS Board of School Trustees regarding progress to plan and ongoing performance results.
- Established System-to-System Talks to monitor dashboard and scorecard results system-wide.

We hope to create a learning organization in which all stakeholders: students, HCCS employees, family members, and community stakeholders work together in support of our vision and mission. We will regularly update our stakeholders regarding progress toward establishing a High Performance Culture at HCCS.

If you have questions about this document or other issues related to HCCS, please contact me.

Thank you,

John Trout, Superintendent