

Humboldt County School District

Believe, Achieve, Succeed



## DEFINING OUR PATH FORWARD

# A STRATEGIC PLAN FOR EDUCATION IN HUMBOLDT COUNTY SCHOOL DISTRICT

**2022 - 2025**

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# A LETTER TO THE WINNEMUCCA COMMUNITY

April 2022

On behalf of Humboldt County School District, the Board of Trustees and our staff, thank you for the opportunity to serve the approximately 3,300 students it is our pleasure to welcome on a daily basis. We are so fortunate to work in a community that values education to the extent Humboldt County does, and we look forward to the opportunity to continue to work closely with each of you and our community partners.

Our Strategic Plan is designed to ensure strong alignment to the State Improvement Plan (SIP) and the Board/Superintendent Goals. Ensuring an alignment of all our actions will provide a long-term guide to ensure a clear focus on those actions that are essential to student growth. This plan is designed to provide a multi-year road map, with clear action steps defined on an annual basis to guide our work.

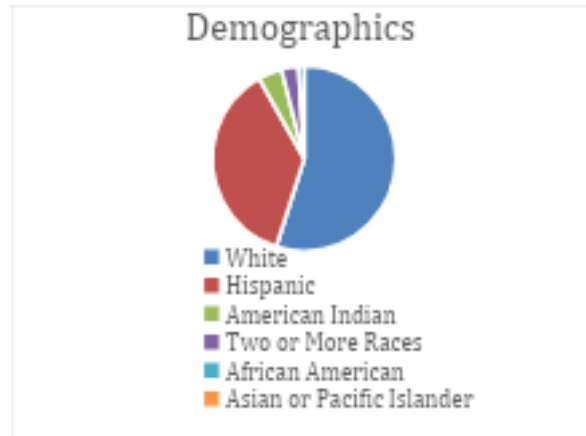
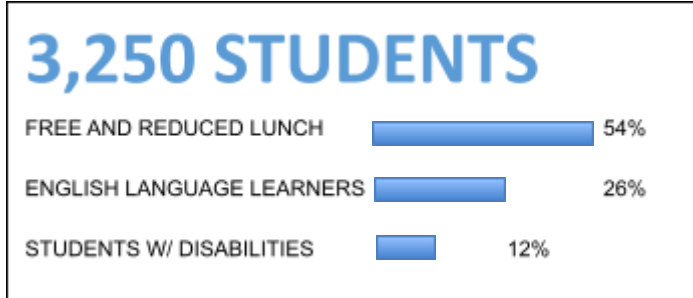
Thank you for your continued support as we navigate some of the most difficult time's public education has faced. We look forward to continued growth and success as we maintain a clear focus and dedication to educating our county's children.

Sincerely,

Dr. David Jensen  
Superintendent, Humboldt County School District



# HUMBOLDT COUNTY SCHOOL DISTRICT OVERVIEW



**Community**  
 7,754 residents  
 2,736 households  
 38% of the households in Humboldt County have school age children  
 53% of the population were married couples living together  
 27% of all households in Humboldt County were made up of individuals  
 Median annual income for a family is \$53,681  
 11% of the families with children under 18 in Humboldt County live below the poverty line  
 Major employers in Humboldt County include Nevada

**Schools**

**K-4 Schools**  
 Sonoma Heights Elementary  
 Grass Valley Elementary  
 Winnemucca Grammar School

**5-12 Schools**  
 French Ford Intermediate  
 Winnemucca Jr High School  
 Lowry High School

**K-12 and Rural Schools**  
 McDermitt K-12  
 Kings River K-8 School  
 Denio K-8 School  
 Paradise Valley K-8 School  
 Orovada K-8 School


**HCS D also has the following options for students and families:**  
 Staffed K-8 Distance Education School  
 Staffed Options Program  
 Adult Education

**Highlights**

94% District-wide Graduation Rate 2021

HCS D Math Project 3 - 8

CIS Site Coordinator in all K-8 Schools



# HCSD MISSION AND VISION

## Mission of Humboldt County School District

Every child will graduate: beginning with Kindergarten, each will be prepared and confident to succeed

## Vision of Humboldt County School District

As a community, we will instill in every child a vision to graduate, providing a comprehensive, safe, challenging and effective learning environment that prepares students to be career and college ready

## HCSD Strategic Plan 2020-21

### WHERE WE'RE HEADED

#### HCSD STUDENTS WILL:

Current	2024
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38%	47%
-----	-----

Meet/Exceed Expectations on ELA SBAC

38%	47%
-----	-----

Meet/Exceed Expectations on Math SBAC

28%	55%
-----	-----

Enroll in Post-Secondary Opportunities

18%	9%
-----	----

Reduce Chronic Absenteeism

#### HCSD WILL:

- \* Increase number of 3-star schools by 20%
- \* Develop a district-wide personalized learning plan
- \* Adopt a Science Curriculum
- \* Realign district-wide math curriculum

# THE STRATEGIC PLANNING PROCESS

## Guiding our Vision

In the Summer of 2021, HCSD central office staff and the HCSD school board embarked on a 2-day board retreat to create visionary board goals that aligned with current best practice, supported 21<sup>st</sup> Century learning skills, and were compatible with broad stakeholder feedback. The five board goals that you can see listed on page 11-15 reflected the needs of students, staff, and parents as we emerge from the Covid-19 pandemic and deal with the learning loss and social starvation that everyone suffered.

## Feedback Sessions

Dr. Jensen presented multiple opportunities for staff, student, and parent feedback opportunities. Dr. Jensen initially presented the draft goals to Administrative Council, followed by a district-wide presentation of the goals, and then every school was provided individual presentation opportunities. During these sessions surveys were

## About the Strategic Planning Process

Feedback opportunities were held with the following stakeholder groups on the dates listed below:

### Context

HCSD has made notable progress in adopting district-wide curriculum in ELA and Math. All schools K-8 participate in the Teaching and Learning Cycle

HCSD has undertaken a period of reflection on the last strategic plan and has made it a priority to update board and superintendent goals, to align with the changes in the educational landscape

### Participants

### Feedback

As a follow up, Dr. Jensen surveyed staff who attended the presentations to gather feedback on three questions.

What strengths did staff see in the revised plan?

What questions do you have about any of the goals?

Do you have any suggestions for anything you think needs to be added to the plan?

There were 202 staff responses to the survey. The meaningful feedback was reviewed and the responses with high frequency were categorized into themes listed in the chart below.

# THE STRATEGIC PLANNING PROCESS CONTINUED

## Orientation to the plan (Explanation of the goal pages)

The Strategic Plan is divided into 3 sections: State Goals, Board Goals, and Superintendent Goals. HCSD cabinet focused on the alignment of the three distinct stakeholder groups goals, while also highlighting the individuality in each goal section. Listed first in the document, on page 10, is the State of Nevada Superintendent Goals. As we began to align our vision we used these as our guiding light in developing localized goals that matched our students, staff, and family needs. On pages 11-15 you will find the HCSD district board goals that were created during the Summer 2021 board retreat. These goals will be the torchbearer for all of the work our district does throughout the 3-year strategic plan time frame. The goals drove the creation of the action steps listed in the strategic plan beginning on page 16. Action steps took into account need, resources available, and dedicated funding streams that last through the 3-year strategic plan cycle

## Resources Available

Pupil Centered Funding Plan (PCFP) – During the 2019 legislative session, a new funding formula was developed with the goal of placing students first in fiscal decisions around school funding. The PCFP was developed to replace the 54-year old Nevada Plan, and is designed to prioritize and fund students based on their individual needs and circumstances. This new funding formula is designed to provide each student with a base level of resources, while providing additional resources to those that need it. This plan shifts from a prior funding formula that was convoluted and difficult to understand, to one that is intended to be transparent and allow for funds to follow individual students. With an initial implementation at the start of the 21-22 school year, HCSD and districts throughout the state are monitoring implementation and providing recommendations for improvement.

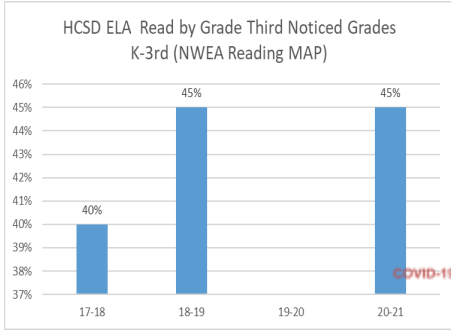
## Elementary and Secondary School Emergency Relief Funds (ESSERS) and American Rescue Plan (ARP)

In response to the Covid-19 Pandemic the Federal Government released Emergency Relief funds to schools to address the impact of Covid-19 on staff and students. HCSD received \$4.2 million dollars from the three funding bills. These federally allocated funds are to be expended over the next three school years culminating in 2023-24, and are being used to support the Board/Superintendent goals outlined in this strategic plan. This funding allows us to prioritize staffing, student safety, district initiatives, and provide resources to improve student achievement.

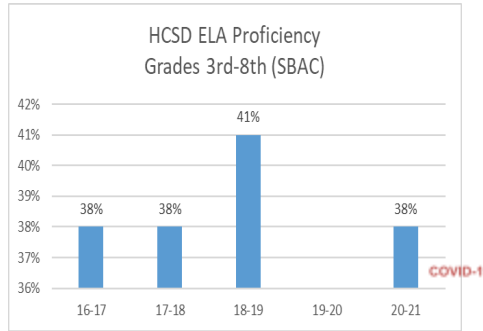
# WHAT OUR DATA SAYS

## ELA

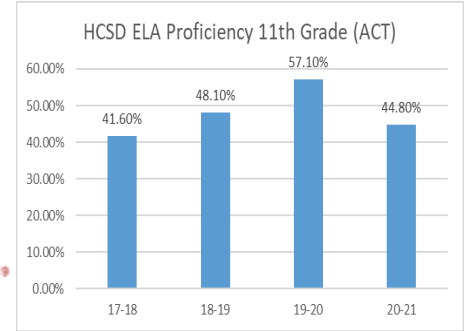
### K-3rd



### 3<sup>rd</sup>-8<sup>th</sup>



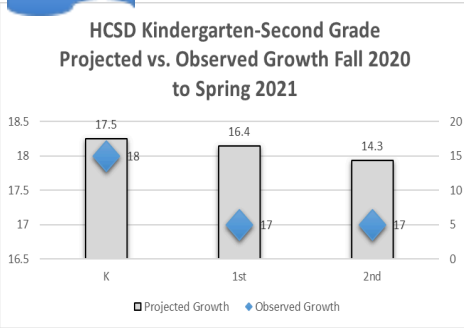
### 11<sup>th</sup>



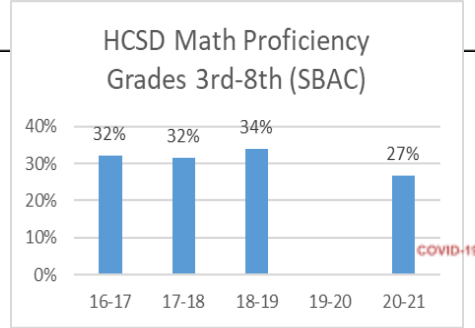
Humboldt County School District trend data suggests in grades K-3<sup>rd</sup> 55% of students are performing above the 41<sup>st</sup> percentile on the MAP assessment. Students in grades 3<sup>rd</sup>-5<sup>th</sup> take the state SBAC assessment in which the average trend is 39% proficiency. An upward trend begins in 6<sup>th</sup>-8<sup>th</sup> ELA proficiency with a four-year average of 45% continuing with ACT results in 11<sup>th</sup> grade, demonstrating a four-year average trend of 47.9% proficiency.

## MATH

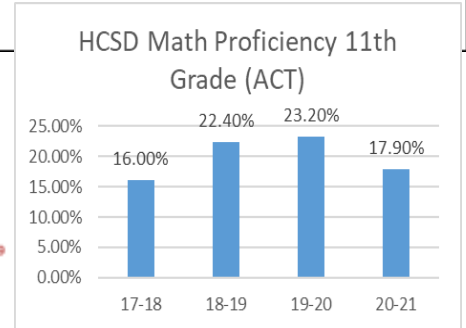
### K-2<sup>nd</sup>



### 3<sup>rd</sup>-8<sup>th</sup>

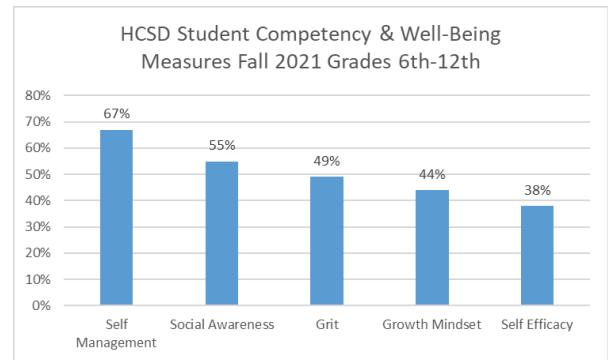
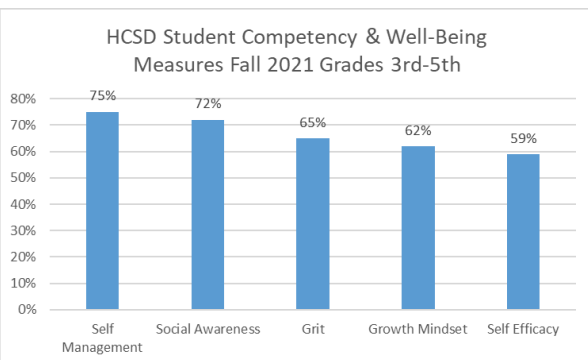


### 11<sup>th</sup>



Humboldt County School District trend data in Math suggests a declining trend. In spring 2020, HCS D conducted comprehensive needs assessment exposing that math scores have a significant decline based on two major root causes. The first root cause is the misalignment between the two curriculum programs students are experiencing between K-8<sup>th</sup> and 9<sup>th</sup>-12<sup>th</sup>. The second root cause is ensuring that a strong interim assessment is in place to measure the effectiveness of the curriculum standards implementation. In order to address both root causes specific action steps in goals 3-5 demonstrate the support in place for HCS D students and staff.

## Social Emotional Learning



The indicators for the Student Supports + Environments Survey are listed below:

**Rigorous Expectations** *How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.*

**Teacher-Student Relationships**

**Engagement** *How attentive and invested students are in class.*

**School Climate** *Perceptions of the overall social and learning climate of the school.*

**Sense of Belonging** *How much students feel that they are valued members of the school community.*

**School Safety** *Perceptions of student physical and psychological safety at school.*

## STATE OF NEVADA GOALS

### Goal 1:

All Children, birth through third grade, have access to quality early care and education.

### Goal 2:

All students have access to effective educators.

### Goal 3:

All students experience continued academic growth.

### Goal 4:

All students graduate future-ready and globally prepared for postsecondary success and civic life

### Goal 5:

All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

### Goal 6:

All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.

## HCSD SMART BOARD/SUPERINTENDENT GOAL 1

By 2027 HCSD will implement a district wide personalized learning approach in all classrooms using teacher observation, access to Modern Teacher personalized learning resources, ANET and Panorama surveys to elevate the importance of 21<sup>st</sup> Century Skills

### Action Step 1: Introduction and Elevation of the Modern teacher platform to begin personalized learning implementation:

- Objective 1.1: 100% of HCSD certified staff will be exposed to HCSD personalized learning definition
- Objective 1.2: Develop a leadership cadre and provide training and innovation to begin implementing personalized learning “look fors” (adopters) representing a minimum of 20% of staff in Year 1
- Objective 1.3: 20% of HCSD staff will access Modern Teacher Learning Tiles during the 2021-22 school year
- Objective 1.4: Ensure Professional Development regarding 21<sup>st</sup> Century Learning Skills PD during Start Fresh and for the Teacher Leader Cadre
- Objective 1.5: The Modern Teacher Thought Partner will engage in a minimum of six (6) interactions during the 21-22 school year

### Action Step 2: Utilize the Panorama data platform to receive student and teacher feedback on perception of educational effectiveness:

- Objective 2.1: 80% of staff and students will complete their “perception” survey twice per year
- Objective 2.2: Ensure two PD opportunities for Admin, Counselors, and MTSS team on accessing Panorama
- Objective 2.3: Report total number of participants in Panorama trainings to the board
- Objective 2.4: Utilizing Panorama and other sources of data, the board will engage in a data walk a minimum of twice a year.

## HCSD SMART BOARD/SUPERINTENDENT GOAL 2

By 2027 HCSD will implement a clear and concise MTSS system that is accessible to all stakeholders, measured by the development and implementation of an MTSS process and system, which addresses the three tiers of need through access to community supports and outside resources to specifically address mental health and systemic issues related to Covid-19.

### Action Step 1: Create system-wide accessibility and coherence around the district MTSS process:

- Objective 1.1: Hire a district director to oversee the review, revision, and systematic implementation of an MTSS system by June 2021
- Objective 1.2: Develop, seek feedback on, and implement an MTSS manual by conclusion of the 21-22 school year that is utilized to drive programmatic implementation.
- Objective 1.3: Facilitate meetings with the District MTSS Leadership Team a minimum of (6) times during the 21-22 school year

### Action Step 2: Provide access to supports for students, staff, and families from our most vulnerable populations:

- Objective 2.1: Have a Communities in Schools case manager in all Winnemucca K-8 schools for the 21-22 school year
- Objective 2.2: Through the support of state funding hire two social workers, one for the elementary schools in town, and one to serve the rural K-8 schools.
- Objective 2.3: Contract Mental Health services for Tier II/III students in Humboldt County as demonstrated by executed contracts and tracking of contract hours
- Objective 2.4: Ensure support for HCSD staff through self-care workshops
- Objective 2.5: Partner and provide funding to the Family Support Center to provide off-site mental health counseling, family counseling, and other SEL supports as needed.

## HCSD SMART BOARD/SUPERINTENDENT GOAL 3

HCSD will implement a district wide assessment calendar and pacing guide by 2027 using teacher feedback, guidance documents, and responsive data, with support from the Teaching and Learning Cycle, CAVI, and district curriculum to create alignment and equity in all HCSD Classrooms

### Action Step 1: Create cohesive pacing guides with feedback from staff to ensure alignment of curriculum and addressing of all Nevada Content Standards:

Objective 1.1: In 2021-22 HCSD will work with school administrators and classroom teachers to create assessment guidance and adaptable pacing guides on assessed standards and provide data to make informed instructional decisions using quarterly feedback.

Objective 1.2: HCSD will leverage their partnership with CAVI to realign and scaffold the math lessons and modules in Eureka Math in grades 5th-8th, so that the curriculum has a better flow, and all standards are addressed within a calendar year. By the end of the 21-22 5th-8th pacing guide will be completed.

Objective 1.3: HCSD will implement a flex period after every nine-week educational period in which teachers, based on data, will intervene, enrich, or reteach any strategies and standards that students need.

Objective 1.4: Individual school sites will present two times a year to the HCSD board, providing a reflection on the pacing guide and flex period experience at their site.

## HCSD SMART BOARD/SUPERINTENDENT GOAL 4

HCSD will provide strategic supports and interventions to support all At-Risk Students (EL, Sped, FRL, and GATE) to enhance academic performance by 2027 through ongoing formative and summative assessments, with support from the EL and Instructional coaches, and staff, to create alignment and equity in all HCSD classrooms.

### Action Step 1: HCSD will create systems to provide high quality instruction to our English Language Learner subgroup:

Objective 1.1: Contract with CAVI to provide Sheltered Instruction Training for all district-wide sites prior to the start of school in 2021-22

Objective 1.2: WWJHS and FFMS will create an intense partnership with 5 onsite coaching sessions, classroom observations, and skill development by the end of 21-22

Objective 1.3: Hire and onboard district-wide ELL coach by August 2021

Objective 1.4: CAVI and district ELL coach will provide training for EL paraprofessionals to improve skills and expertise in our EL department

Objective 1.5: Review and revise EL structures and systems in a new HCSD EL Service Plan by the end of the 21-22 school year

Objective 1.6: Include EL academic performance data during data walks for the Board of Trustees once per year

Objective 1.7: HCSD will provide 4 family engagement opportunities for K-6 EL students by the end of the 21-22 school year

## HCSD SMART BOARD/SUPERINTENDENT GOAL 5

By the year 2027 HCSD student scores, as measured by SBAC, MAP, and ACT, will be in alignment with state learning targets through the use of state approved resources to ensure that all students have equitable access to college and career pathways

### Action Step 1: HCSD will improve ELA scores in the district K-8:

Objective 1.1: HCSD, in partnership with ANET, will provide ongoing Professional Development opportunities, as well as direct coaching support, to site level administrators K-8 to create collective commitments around the Teaching and Learning Cycle. This will occur throughout the 21-22 school year

Objective 1.2: ANET will provide professional development in Foundational Skills through 3 eight-week sessions to a cohort of K-8 teachers during early release school planning time by the conclusion of the 21-22 school year

Objective 1.3: Lowry High School and McDermitt students will participate in ACT preparatory activities for High School Juniors by the conclusion of the 21-22 school year

Objective 1.4: HCSD will implement the Wit and Wisdom curriculum in K-2 classrooms, the Foundations program in K-3, and the Just Words program in 4-8 to support full implementation by the conclusion of the 21-22 school year

Objective 1.5: Conduct a minimum of two (2) data walks with the HCSD Board of Trustees to provide ongoing academic performance updates twice per year by the end of the 21-22 school year

### Action Step 2: HCSD will improve math scores in the district K-8:

Objective 2.1: HCSD, in partnership with ANET, will provide ongoing Professional Development opportunities, as well as direct coaching support, to site level administrators K-8 to create collective commitments around the Teaching and Learning Cycle. This will occur throughout the 21-22 school year

Objective 2.2: HCSD has a partnership with CAVI to realign and scaffold the math lessons and modules in Eureka Math grades 5-8, to ensure alignment between Eureka math and Pearson math by the conclusion of the 21-22 school year

Objective 2.3: Lowry High School and McDermitt students will participate in ACT preparatory activities for High School Juniors by the conclusion of the 21-22 school year

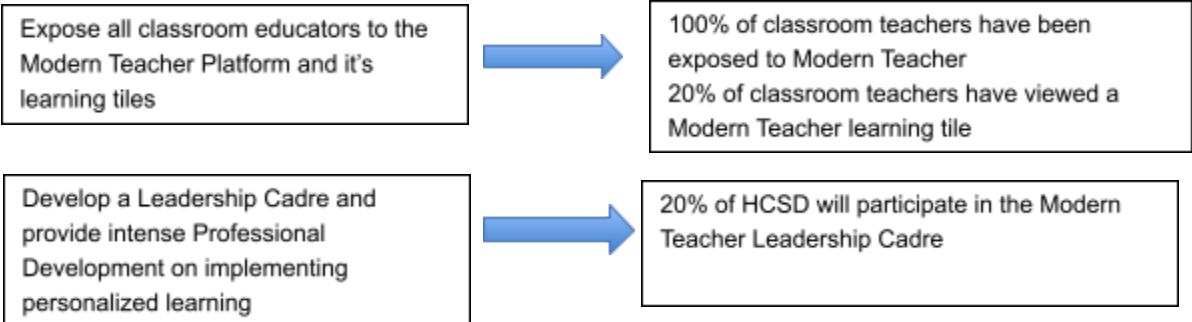
Objective 2.4: HCSD will provide four (4) family engagement academy nights for all K-4 students by the end of the 21-22 school year

Objective 2.5: Conduct a minimum of two (2) data walks with the HCSD Board of Trustees to provide ongoing academic performance updates twice per year by the end of the 21-22 school year

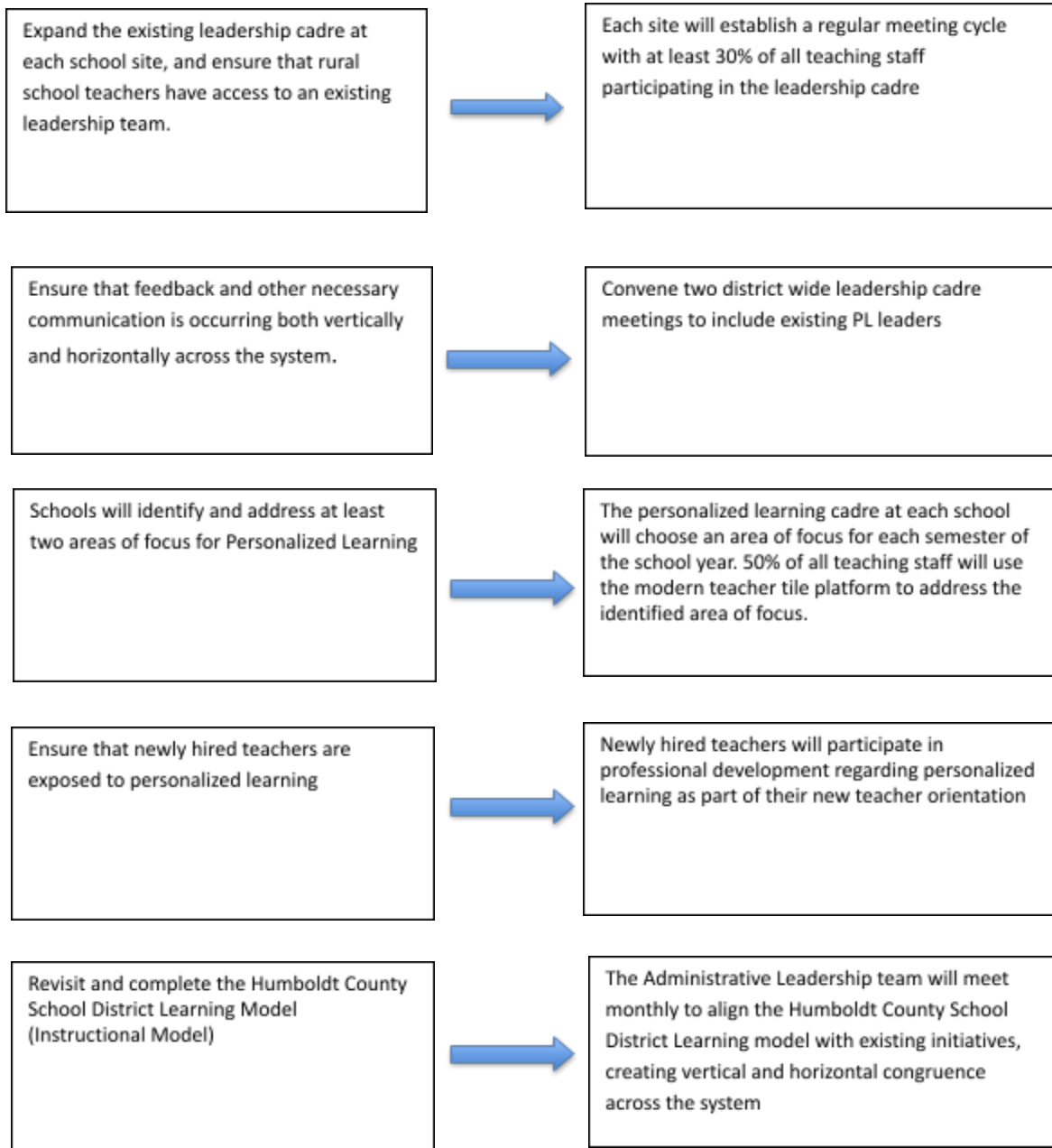
# STRATEGIC PLAN GOAL 1

HCSD is committed to implementing a district-wide personalized learning approach in all classrooms by implementing the following action steps:

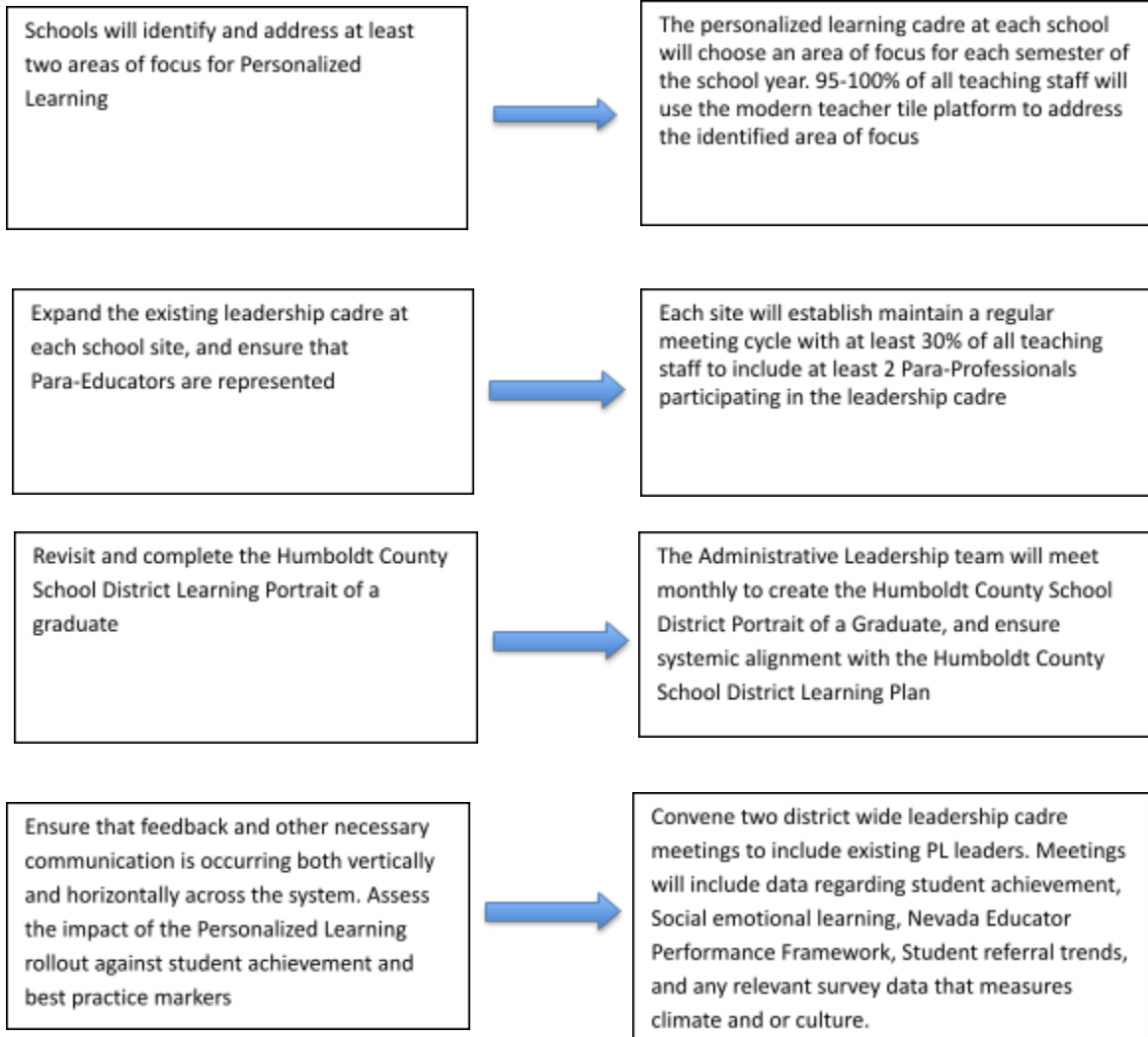
By Spring 2022 HCSD will...



## By Spring 2023 HCSD will...

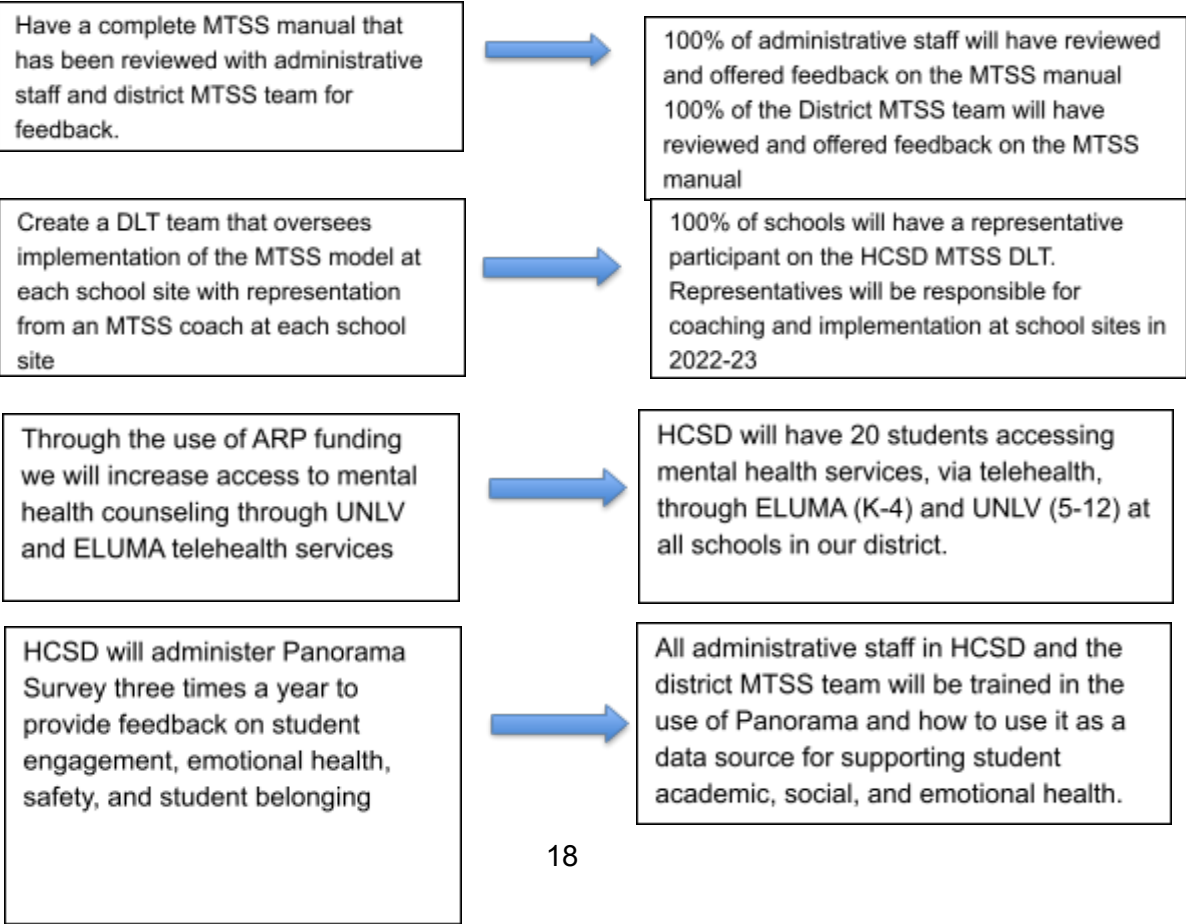


## By Spring 2024 HCSD will...



HCSD is committed to creating a MTSS System, with feedback and clarity, that is responsive to student needs, and develops access points for students to tiers of support services by implementing the following steps:

**STRATEGIC PLAN GOAL 2**  
By Spring 2022 HCSD will...



Ensure that HCSD, through the use of ESSERS funding, has a Communities in Schools site coordinator in all town schools K-8, a social worker in the three elementary schools, and a social worker in our rural K-8 schools



HCSD will commit to the use of federal funding to support the addition of wraparound service personnel in all schools K-8

By Spring 2023 HCSD will...

Each school site will have an MTSS coach facilitating a braided MTSS team meeting system that uses tiered intervention strategies and other resources to support students social, emotional, and academic well-being



100% of school sites will have an MTSS team that follows HCSD MTSS systems and protocols for student supports, with universal understanding of how to access those supports by all staff members

DLT teams meet regularly to review school efficacy, review systems, provide coaching and pd, and conduct yearly needs assessments.



DLT will create a progress monitoring tool to survey schools on effectiveness and efficiencies of current system vs. implementation of new MTSS system. 75% of HCSD staff will respond to the survey in Spring 2022 and Spring 2023.

Through the use of ARP funding we will continue to provide access to mental health counseling through UNLV and ELUMA telehealth services



HCSD will have 40 students accessing mental health services, via telehealth, through ELUMA (K-4) and UNLV (5-12) at all schools in our district.

HCSD will administer Panorama Survey three times a year to provide feedback on student engagement, emotional health, safety, and student belonging to determine tiered support services for students.



All MTSS teams in HCSD will be trained in the use of Panorama and how to use it as a data source for supporting student academic, social, and emotional health.

Ensure that HCSD, through the use of ESSERS funding, continues to support a Communities in Schools site coordinator in all town schools K-8, a social worker in the three elementary schools, and a social worker in our rural K-8 schools



HCSD will commit to the use of federal funding to support the addition of wraparound service personnel in all schools K-8

### By Spring 2024 HCSD will...

Each school site will have an MTSS team system that uses tiered intervention strategies and other resources to support students social, emotional, and academic well-being. Site teams will have progress monitor tools in place.



100% of school sites will use progress monitoring tools and needs assessments to monitor efficacy of site system, ease of access, timeframes, and determination of needs based on data.

DLT teams meet regularly to review school efficacy, review systems, provide coaching and pd, and conduct yearly needs assessments.



DLT will monitor school site progress monitoring tools and needs assessment data quarterly to provide PD and coaching support specific to site need. 7 out of 11 school sites.

Through the use of ARP funding we will continue to provide access to mental health counseling through UNLV and ELUMA telehealth services



HCSD will have 40 students accessing mental health services, via telehealth, through ELUMA (K-4) and UNLV (5-12) at all schools in our district. (Additional licenses based on need will be available.)

HCSD will administer Panorama Survey three times a year to provide feedback on student engagement, emotional health, safety, and student belonging to determine tiered support services for students.



All staff in HCSD will be trained in the use of Panorama and how to use it as a data source for supporting student academic, social, and emotional health.

Ensure that HCSD, through the use of ARP funding, will seek to continue to support a Communities in Schools site coordinator in all town schools K-8, a social worker in the three elementary schools, and a social worker in our rural K-8 schools



HCSD will commit to the use of federal funding to support the addition of wraparound service personnel in all schools K-8

### STRATEGIC PLAN GOAL 3

HCSD is committed to creating a district wide calendar and pacing guide that supports the Teaching and Learning Cycle, and aligns curriculum with classroom instruction district-wide by implementing the following:

By Spring 2022 HCSD will...

HCSD will offer a system and structure that asks for feedback on current ELA pacing system and alignment to curriculum materials.



HCSD administration will meet quarterly with K-4 site leadership team representation at the three elementary schools in town to receive feedback on pacing guides, collaborate on curricular moves, and ensure curricular alignment to interim assessment.

Develop expectations for the Teaching and Learning Cycle K-8, through the use of the ANET partnership and district level coaching, implementation of a TLC calendar with an assessment window, and an effective PLC structure



All HCSD schools K-8 will give the interim assessments quarterly and use the data to drive the Teaching and Learning Cycle and adjust pacing.

HCSD will partner with CAVI to realign the math scope and sequence in district adopted curriculum materials 5-8, and develop resources to ensure that all standards are addressed.



100% of 5<sup>th</sup> through 8<sup>th</sup> grade Math classrooms will implement the HCSD Math Project Scope and Sequence guide, and provide ongoing feedback for future revisions.

HCSD will support the implementation of K-2 Wit and Wisdom, Foundations, Geodes, NWEA MAP Fluency through PD resources, instructional coach support, and fiscal management of curricular resources.



HCSD will train 100% of our K-2 teachers on the use of Wit and Wisdom, Foundations, Geodes, and NWEA MAP Fluency by Spring 2022. Instructional coaches are participating in PD around The Science of Reading and Foundational Skills specific to district adopted curriculum.

By Spring 2023 HCSD will...

HCSD will establish an ongoing system and structure that asks for feedback on ELA pacing guides, interim assessments, and alignment to curriculum materials.



HCSD administration will meet quarterly with K-4 site leadership team representation at the three elementary schools in town to receive feedback on pacing guides, collaborate on curricular moves, and ensure curricular alignment to interim assessment.

Monitor school sites for the Teaching and Learning Cycle K-8, through the use of the ANET partnership and district level coaching, implementation of a TLC calendar with an assessment window, and an effective PLC structure.



All HCSD schools K-8 will give the interim assessments quarterly, and will have evidence of the Teaching and Learning Cycle components.

HCSD will partner with CAVI to realign the math scope and sequence in district adopted curriculum materials K-4, and develop resources to ensure that all standards are addressed. CAVI will support a 5<sup>th</sup> – 8<sup>th</sup> monitoring process of curriculum implementation in year 2.



100% of Kindergarten through 4<sup>th</sup> grade Math classrooms will implement the HCSD Math Project Scope and Sequence guide, and provide ongoing feedback for future revisions. The math leads 5<sup>th</sup> – 8<sup>th</sup> will participate in the feedback and monitoring process with CAVI in year 2 implementation.

HCSD will continue to support K-4 Wit and Wisdom, Foundations, Geodes, NWEA MAP Fluency through PD resources, instructional coach support, and fiscal management of curricular resources.

Instructional Coaches, funded by ARP, will provide curriculum support and on-going PD to 80% of K-4 staff on district adopted curriculum materials, Science of Reading, and Foundational Skills.



HCSD will have a systematic structure to address struggling readers in grades 5<sup>th</sup> – 8<sup>th</sup>, based on individual student needs in foundational skills and comprehension, and supported by Just Words intervention curriculum.



5<sup>th</sup> – 8<sup>th</sup> grade school sites will implement an intervention block that provides 30 minutes a day for struggling readers using ARP funded Just Words curriculum materials.

### By Spring 2024 HCSD will...

HCSD will establish an ongoing system and structure that asks for feedback on ELA pacing guides, interim assessments, and alignment to curriculum materials.



HCSD team leads will meet quarterly with K-4 grade level teams across all schools to receive feedback on pacing guides, collaborate on curricular moves, ensure curricular alignment to interim assessment, and build an instructional resource repository.

Monitor school sites for the Teaching and Learning Cycle K-8, through the use of the ANET partnership and district level coaching, implementation of a TLC calendar with an assessment window, and an effective PLC structure.



All HCSD schools K-8 have teacher leaders that will facilitate each of the components of the Teaching and Learning Cycle for their grade level teams. Site administration monitors for evidence of the teaching and learning cycle.

HCSD will partner with CAVI to support a K-4 monitoring process of the math curriculum implementation. HCSD will partner with CAVI to realign the math scope and sequence in district adopted curriculum materials for Algebra I, Algebra II, and Geometry to develop resources to ensure that all standards are addressed.



100% of graduation required math classrooms at Lowry High School and McDermitt High School will implement the HCSD Math Project Scope and Sequence guide, and provide ongoing feedback for future revisions. The math leads Kindergarten – 8<sup>th</sup> will participate in the feedback and monitoring process with CAVI in year 2 implementation.

HCSD will continue to support K-6 ELA Literacy Blocks with professional support from instructional coaches, by providing responsive PD, data informed decisions, feedback loops, and PLC supports



80% of our teaching staff will access Instructional Coach support, funded by ARP, for individual classroom, grade level PLC, or school-wide district initiative growth.

## STRATEGIC PLAN GOAL 4

HCSD is committed to providing strategic supports and interventions to At-Risk populations to enhance academic performance by accomplishing the following:

By Spring 2022 HCSD will...

Partner with CAVI to provide Sheltered Instruction at all school sites district wide.



100% of staff participates in Sheltered Instruction training prior to the 2021-22 school year.

Partner with CAVI to provide an intense partnership for building teacher capacity around Sheltered Instruction teaching strategies at French Ford Middle School, Sonoma Heights, and Winnemucca Jr. High School.

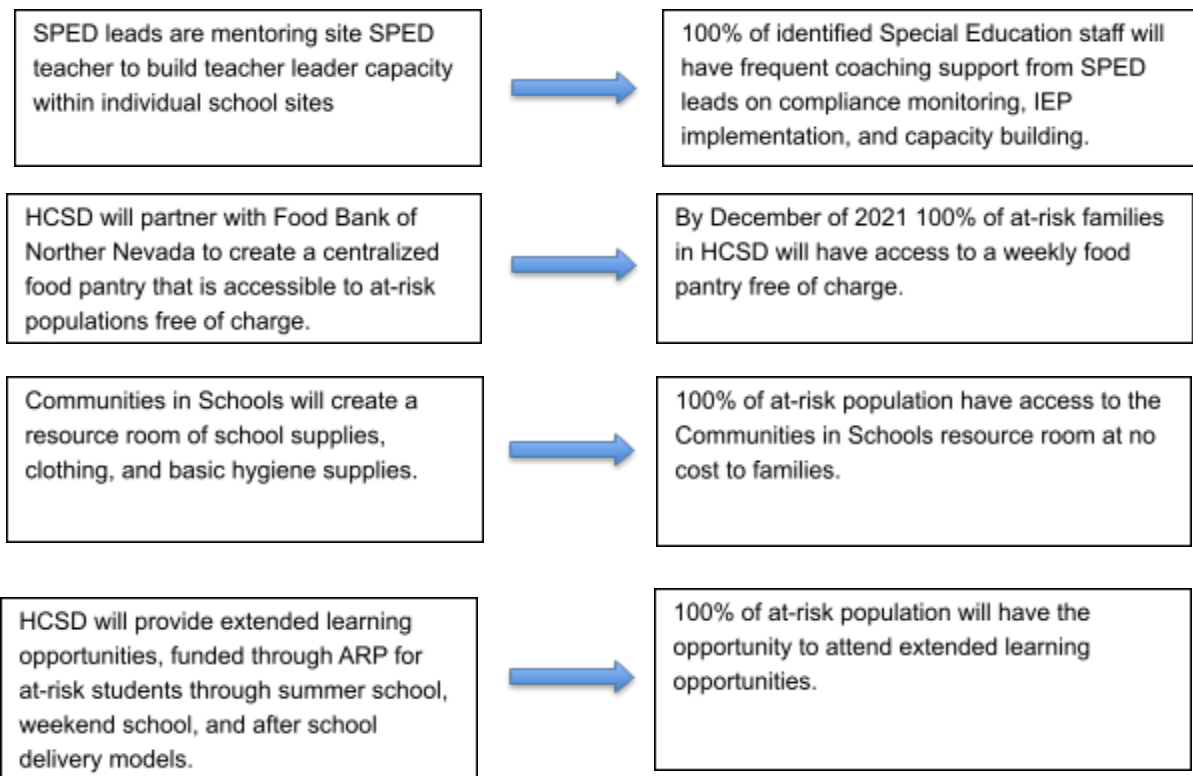


100% of teachers at French Ford, Sonoma Heights, and Winnemucca Jr. High participate in inter-rater reliability of EL writing samples, observation of Sheltered Instruction lessons by CAVI professional, and feedback loops with CAVI and classroom teachers.

District EL coach will revise, align, and implement structures and systems to support EL paraprofessional growth and EL student academic progress.

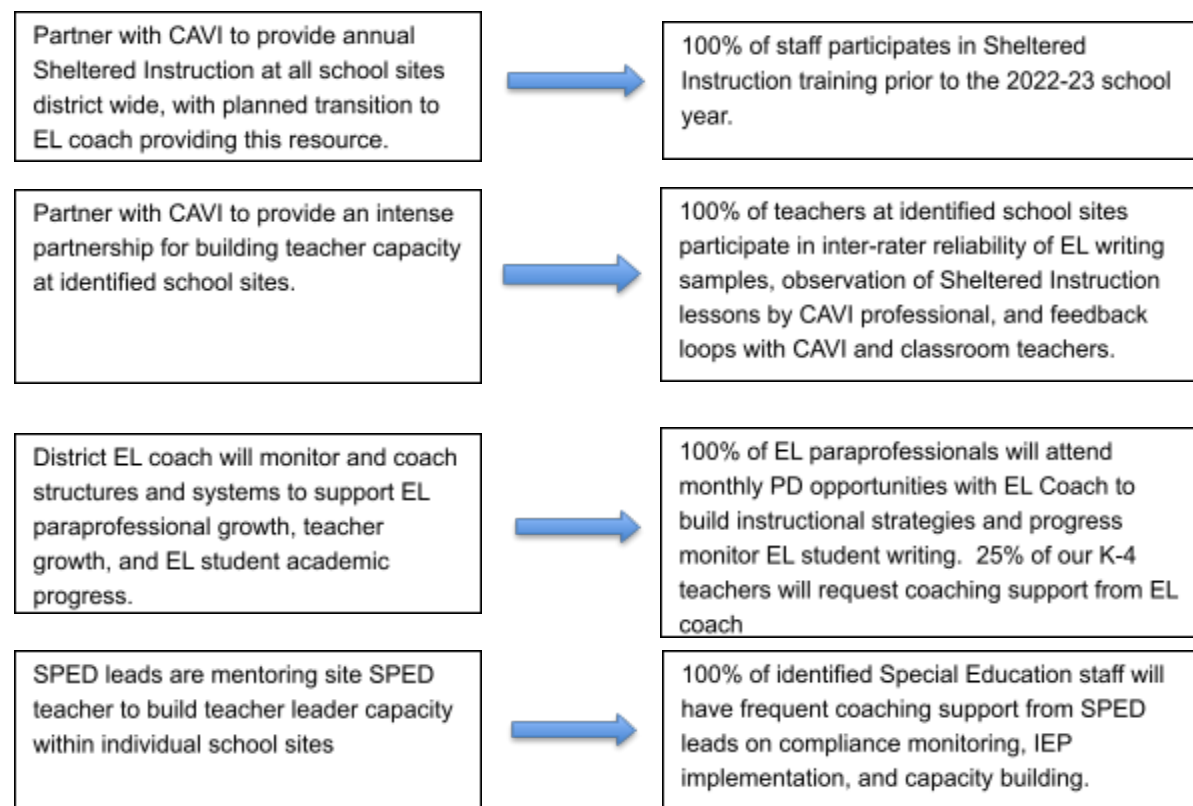


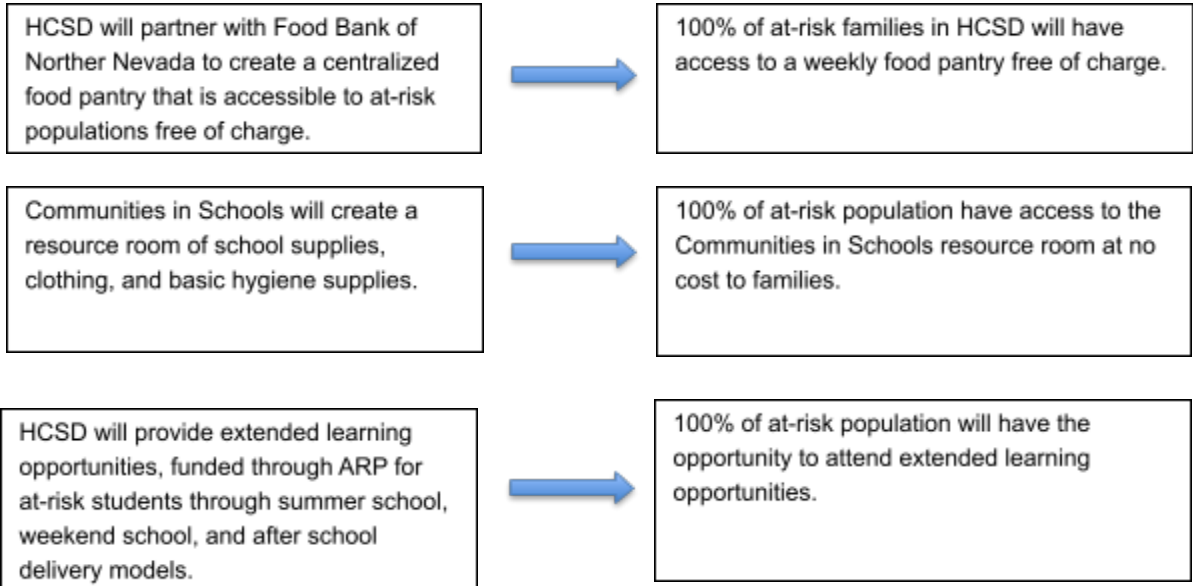
100% of EL paraprofessionals will attend monthly PD opportunities with EL Coach to build instructional strategies and progress monitor EL student writing.



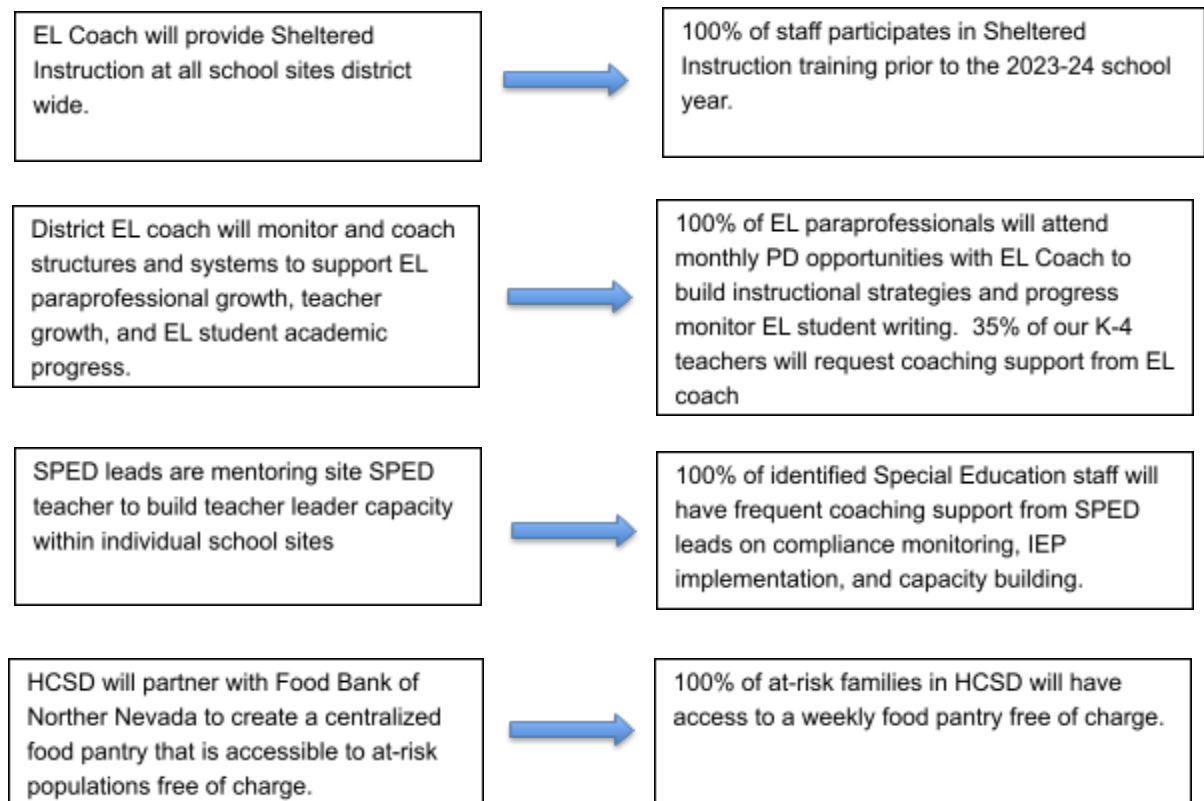
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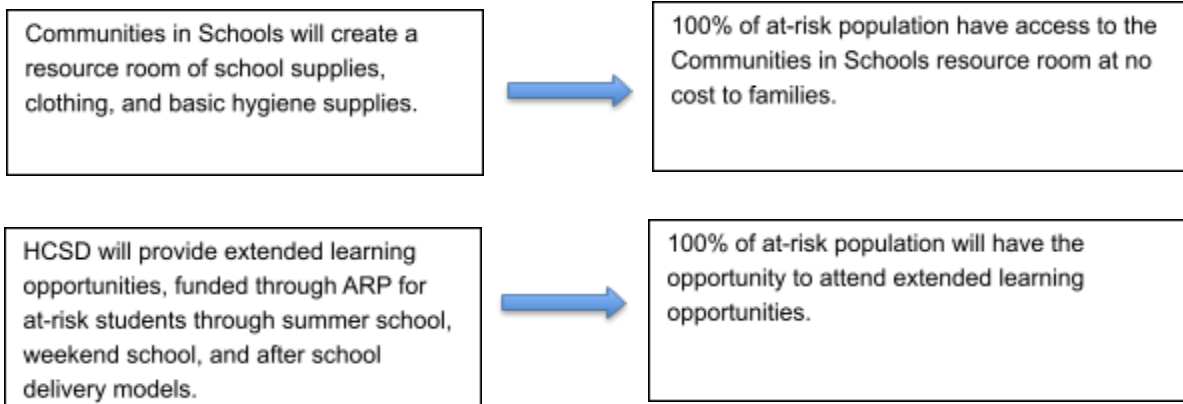
Spring 2023 HCS D will...





By Spring 2024 HCSD will...

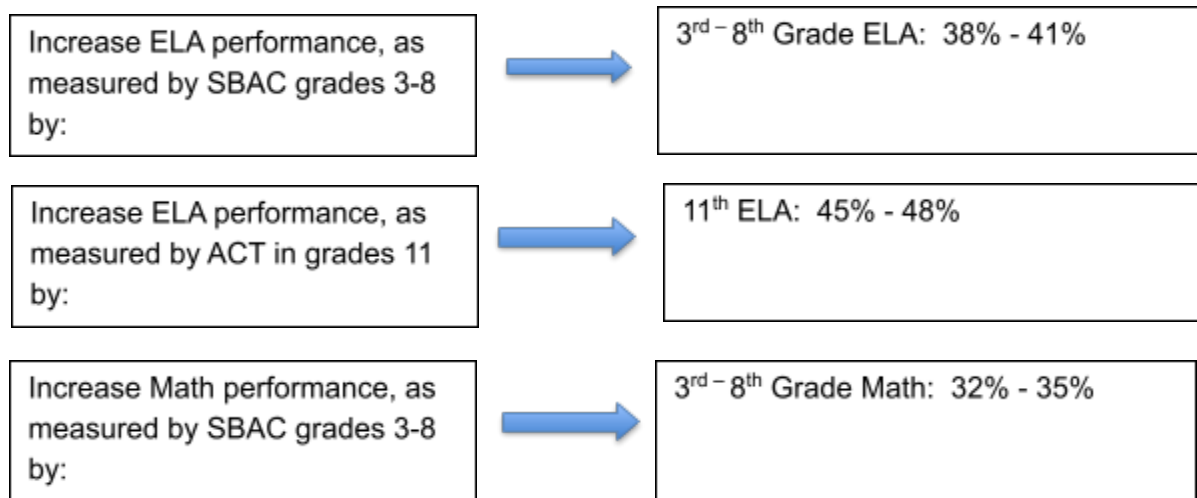


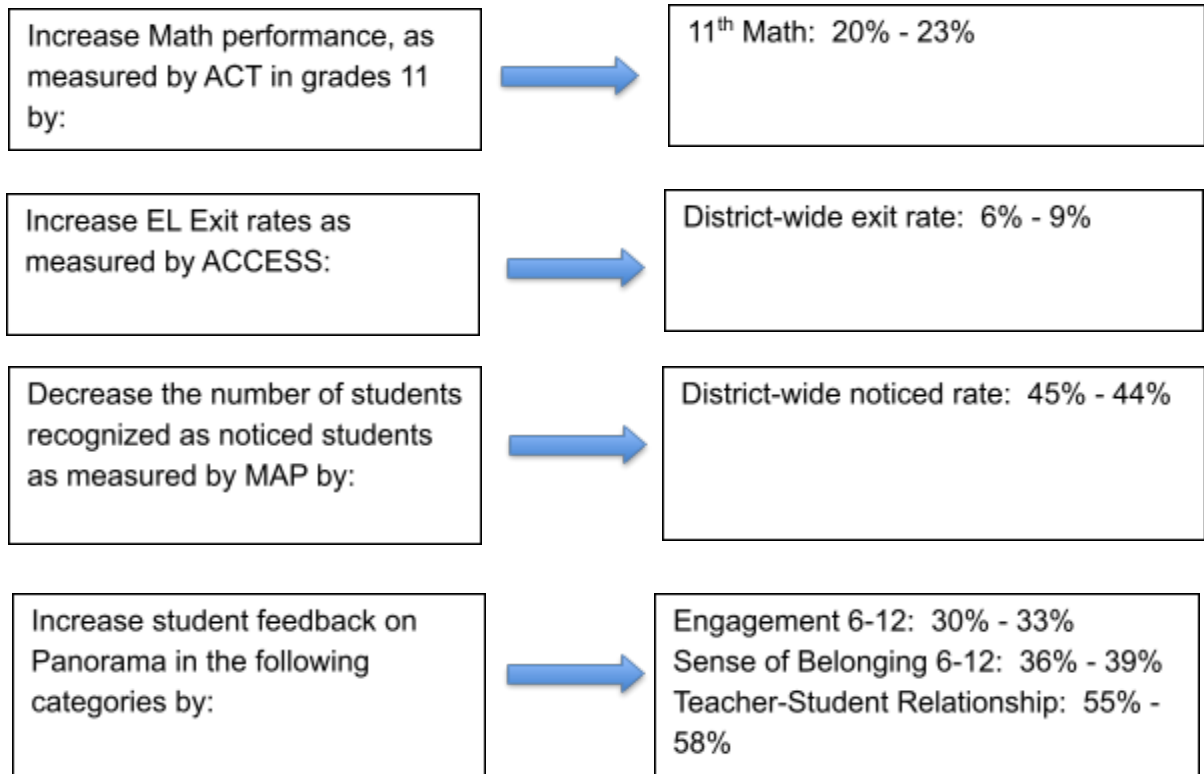


## STRATEGIC PLAN GOAL 5

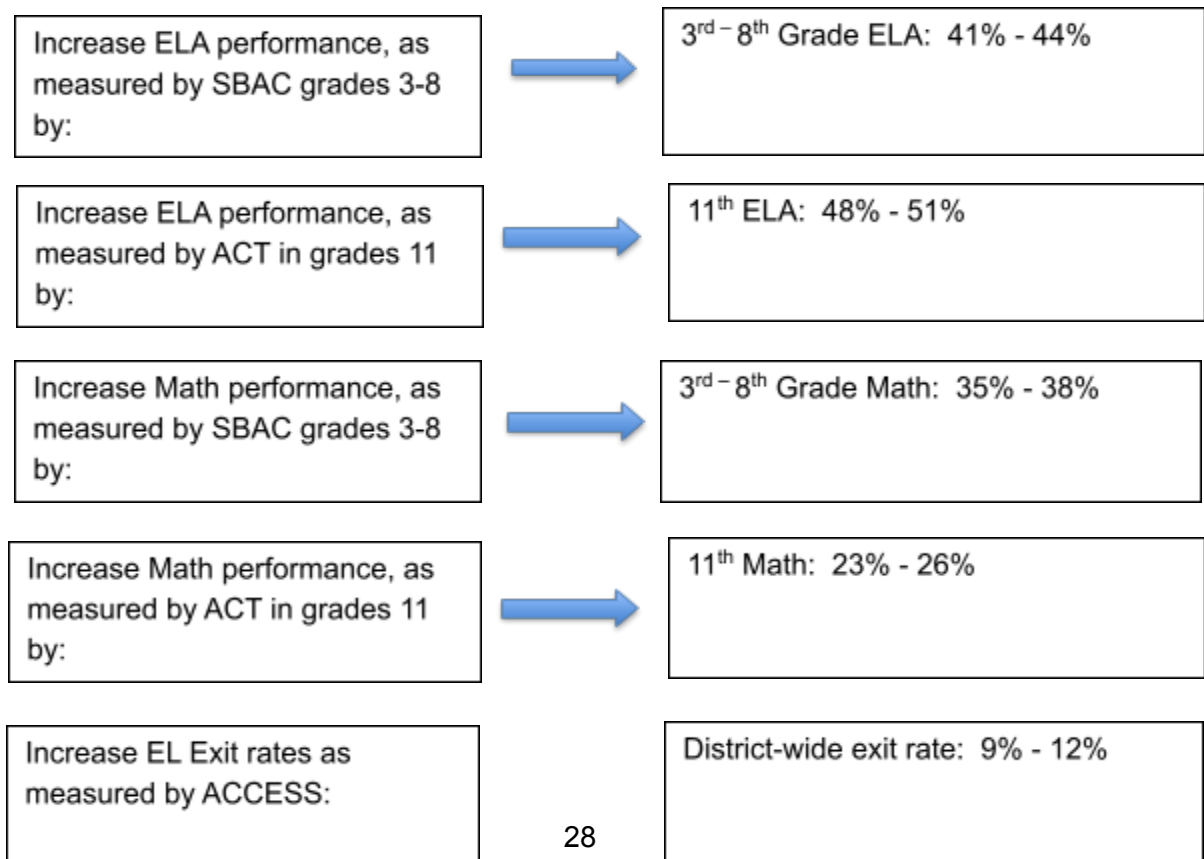
HCSD is committed to ensuring that all students experience academic growth from pre-K to 12<sup>th</sup> grade by meeting the following goals:

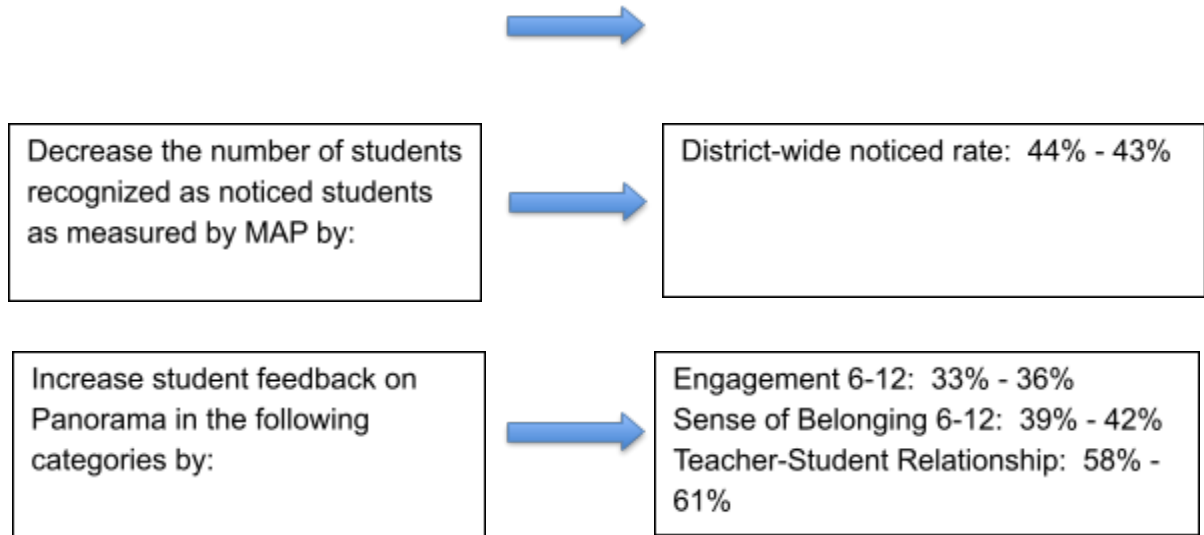
By Spring 2022 HCSD will...



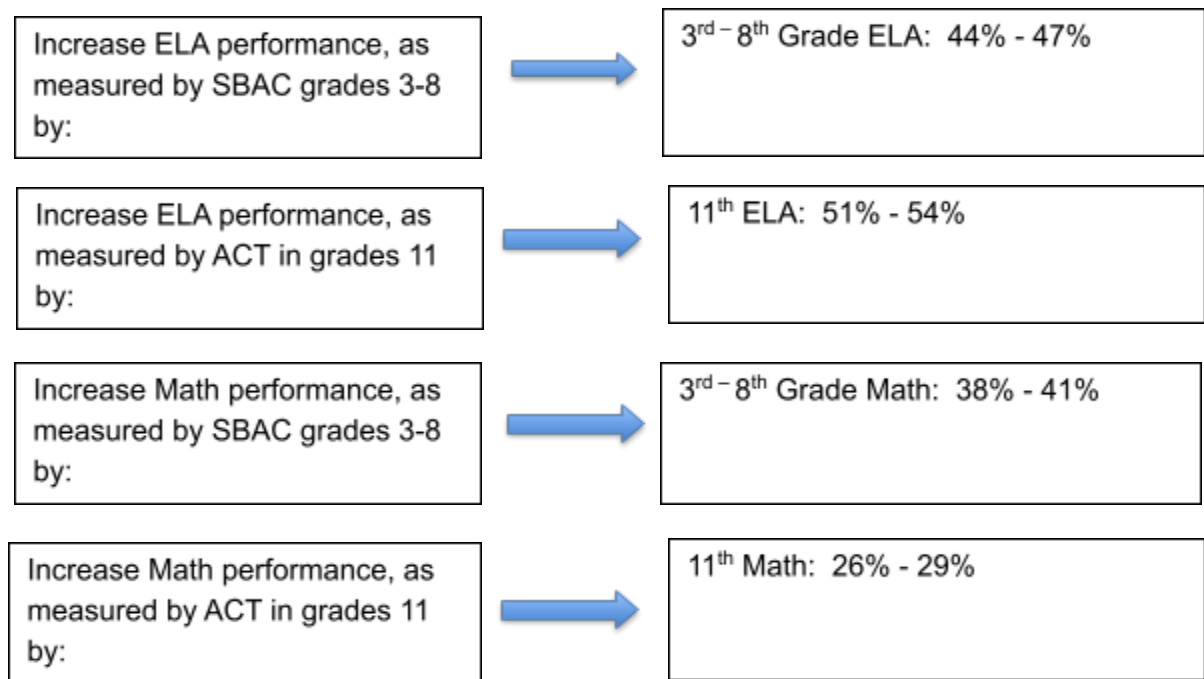


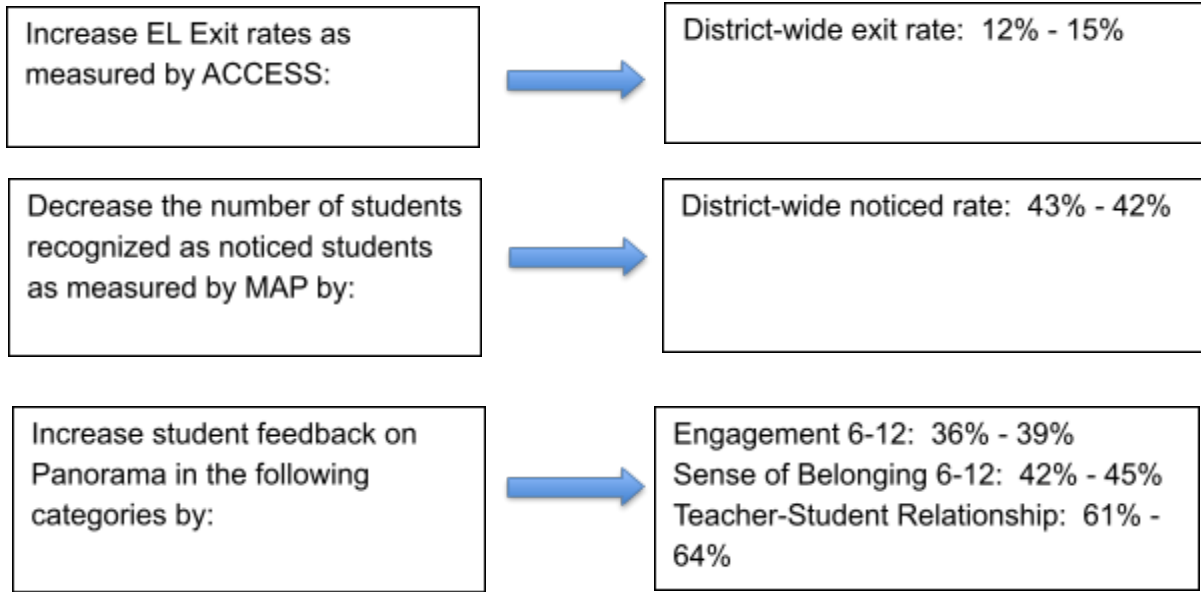
By Spring 2023 HCSD will...





By Spring 2024 HCSD will...





## Conclusions

As we emerge from the Covid-19 pandemic and we see the impacts that it has had on education, mental health, and student support systems we knew that we had to make changes to address our new reality. HCS D entered into a broad and ambitious plan to re-envision educational priorities for our students, staff and families, this process required hard conversations, deep reflection, and thoughtful insight. While this process was at times challenging, the work to bring together all collaborating parties, and receive valuable reflection and feedback, delivered a unifying approach to changing educational pathways in Humboldt County from all stakeholder groups. The superintendent, school board and cabinet level representation learned a tremendous amount from the lived experiences of our administrators, teachers, support personnel, students, and families. We believe that this collaborative approach to the formation of this plan, will be key in the continued implementation of this plan. As we move forward we understand that the success of the Strategic Plan lies in the hard work and dedication of our school staff members. We truly believe that we have the personnel in place, the passion for change, and the resources available, both human and fiscal to make fundamental change for the kids that sit in front of us every day.

## Next Steps

- At the Superintendent/Cabinet level, at the end of the 2021-22 school year, and each subsequent year listed in the strategic plan, participate in an analysis of the action steps to ensure completion of objectives.
- Compile and analyze data that relates to the effectiveness of each action step, and monitor this data as it compares to benchmark objectives listed in the strategic plan.
- Participate in regular collaboration meetings with stakeholder groups in order to align strategic plan objectives with the most accurate and current feedback.
- Provide regular updates to the HCSD School Board to ensure that the shared vision is being completed effectively.