HOLMES COUNTY
CONSOLIDATED SCHOOL DISTRICT
CONNECTING FOR SUCCESS – EVERY CHILD, EVERY CLASSROOM, EVERY DAY

IT'S THAT TIME!
STRATEGIC PLAN
2019 – 2022

Connecting for Success: Every Child, Every Classroom, Every Day

James L. Henderson, Ed.D. - Superintendent of Schools

Our Strategic Plan: *It's That Time* provides a structurally sound educational roadmap to ensure the academic, social and emotional success of our 3,100 students, preparing our students to be globally positioned to perform and to serve, not only on America's stage, but on the global stage. Our students will be internationally ready for both success in college and success in 21st century careers. Working as a Board-Superintendent leadership team, we will bring this vision to fruition. We are dedicated to serving our 3,100 students and their families with an unwavering commitment to excellence. In collaboration with staff, students, families and partners, we pledge to Connect for the Success of Every Child, in Every Classroom, Every Day by delivering a high-quality education to prepare our students to achieve in college, careers, and life.

Our District is currently rated "F" and ranked as one of the lowest performing Districts in Mississippi. We can and will do better for our students. Our District's goal by the year 2022 is to achieve an accountability rating of "A." We encourage all stakeholders—families, community leaders, and business partners—to join with us on this mission-critical journey to achieve our goals. *It's That Time* is our "call to action" and will require the execution of three critical Cs—Collaboration, Commitment, and Communication. Our three-year Strategic Plan is built on these three (3) core principles: **Collaboration** with our community; **Commitment** to achieving excellence; and transparent **Communication** with our stakeholders.

The purpose of our Strategic Plan, *It's That Time*, is to guide our work while energizing the community and creating a new excitement to cultivate the conditions for success. Our work over the past six months has consisted of listening and learning to enhance our efforts of leading efficiently and effectively. Our Strategic Plan was generated by drawing on data from the following activities:

- Gathering information swiftly about the community and the organization through listening tours;

- Establishing a strong presence, internally and externally, through ongoing meetings and high visibility in the community;

- Evaluating the organization's strengths and limitations through the use of a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis tool and an internal Transition Audit;

- Ascertaining critical issues through the coordination of listening and learning opportunities both internally and externally;

- Building on strengths by working with the Board, staff, families, students, and community members to understand our values and our strengths in HCCSD;

- Addressing limitations immediately by utilizing data from multiple sources to implement meaningful initiatives (i.e., NISL PCEF for parent and community engagement); and

- Creating a network of contacts and resources that will assist in continuing the work of enhancing the HCCSD to ensure equity and excellence for all students.

Our strategic plan frames our sense of urgency. It debunks the myth that children who are poor in a rural community, with a 98.9% African-American student body, cannot achieve success. Moreover, in our efforts to listen and learn, this strategic plan is the collective voice of our community, which will guide our footsteps as we prepare to lead efficiently and effectively. We have created a thoughtful framework that includes our newly developed mission and vision, core principles, and strategic goals. In our three-year strategic plan, we will strive to meet immediate goals, focus on objectives, and implement strategic action steps.

Working collaboratively—with unwavering commitment and transparent communication—we will achieve excellence! Thank you for taking the time to read our District's Strategic Plan. We hope it helps you to better understand our challenges and opportunities, our core purpose, and our mission-critical work. Join us on our journey to becoming an A-rated rural school District in Mississippi. *It's That Time!*

James L. Henderson, Ed.D. - Superintendent of Schools   **Reverend Anthony Anderson - HCCSD Board President**

ABOUT HOLMES COUNTY CONSOLIDATED SCHOOL DISTRICT

Fast Facts About HCCSD 2017-2018

Student Enrollment	Est. **3,166**
Elementary Schools	4
Middle Schools	1
High Schools	1
Alternative/Nontraditional Programs	2
Total HCCSD Learning Sites & Programs	8

Ethnic Distribution of Students

African-American	98.9%
Caucasian	0.9%
Hispanic	0.2%
Asian/American Indian/Alaskan/Other	0.0%

Other Facts About Our Students

Students Eligible for Free and Reduced-Priced Meals	100%
Number of Title I Schools	6
District Rating	F
Average ACT Score	15
Percent of all students enrolled in Dual credit and/or AP course	47.5%
Graduation Rate	69.6%
Percent of students with Disabilities who graduated with a standard HS diploma	44.3%
Dropout Rate	23.7%
Student to Teacher Ratio	22.75 to 1
Teachers FTE	202
FY19 General Fund Budget	$33.2 Million
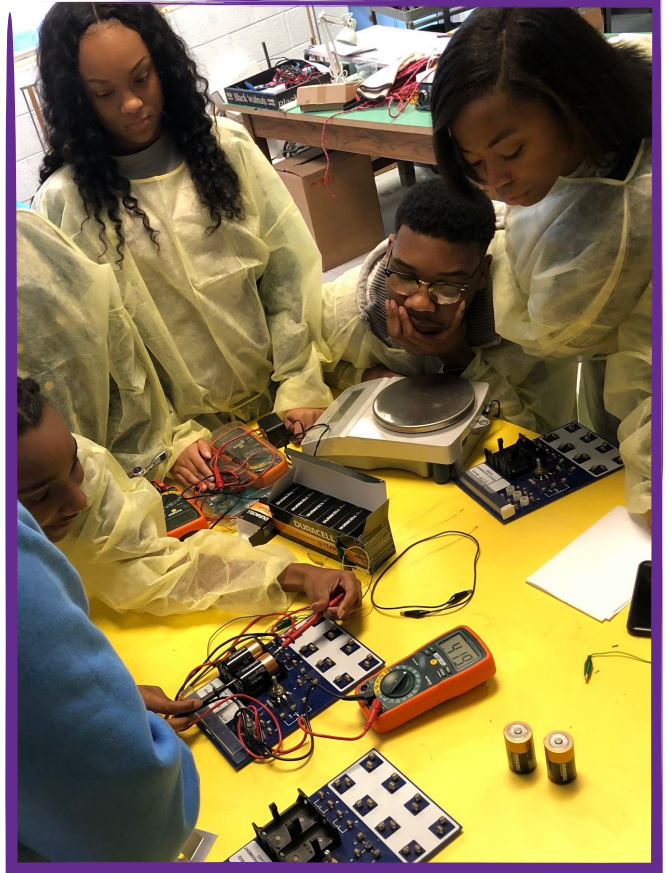
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EXECUTIVE SUMMARY

Our mission is built on a cogent theory of action: If we effectively and strategically connect with all stakeholders, then we will achieve success for every child, every day, in every classroom across our school District. The vision of the Holmes County Consolidated School District (HCCSD) is to be "A model rural school District where all students graduate prepared to succeed in a global community." Our team has worked diligently to build a three-year strategic plan that focuses on accelerating the progress of our District. Our Strategic Plan: *It's That Time* sets a bold, focused agenda for the success of our students, staff, and families. It is our roadmap to guide the direction of the work and lay the foundation for a bright and successful future. *It's That Time* speaks to a community positioned for positive and progressive change for all.

The strategic planning process involved key stakeholders and provided the opportunity for all members of the community to reflect on and address several critical questions:

1. What are the strengths of HCCSD?
2. What areas need improvement in HCCSD?
3. As the budget remains a challenge, what are the priorities of the District?
4. How can we raise the bar of academic success for all students and eliminate resource gaps?
5. What will it take to make HCCSD the best rural school District in the state/country?

We reviewed responses to these questions from participants across the District, engaged in a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, heard both praise and constructive criticism, and gathered feedback through a myriad of activities, including: listening tours with school principals, teachers, and other staff; meet and greet opportunities with parents and community members; advisory council student meetings; school site visits; meetings with elected officials and state education leaders; and engagement plan development opportunities with the larger Holmes County community of business and higher education leaders.

Our three-year strategic plan draws on the framework from the Public Education Leadership Project (PELP) at Harvard University, as an excellent resource to guide the Board and Superintendent in setting strategic priorities and developing key action steps to achieve the articulated goals. The PELP Coherence Framework helped our District "identify the key elements that support a District-wide improvement strategy, bring those elements into a coherent relationship with the strategy and each other, and guide the actions of people throughout the District in the pursuit of high levels of achievement for all students" (p. 1).[1]

We have identified five overarching goals: **1.** Academic Achievement (PreK-12); **2.** Talent Development; **3.** District Culture and Safe Schools; **4.** Family and Community Engagement; and **5.** Fiscal Prudence and Facilities Management. The five goals, clear objectives, and strategic actions create an intentional path to pursue excellence in the Holmes County Consolidated School District.

[1]Source: Childress, Stacey, Richard F. Elmore, and Allen Grossman. "Note on the PELP Coherence Framework." *Harvard Business School Publishing Case*, 2004.
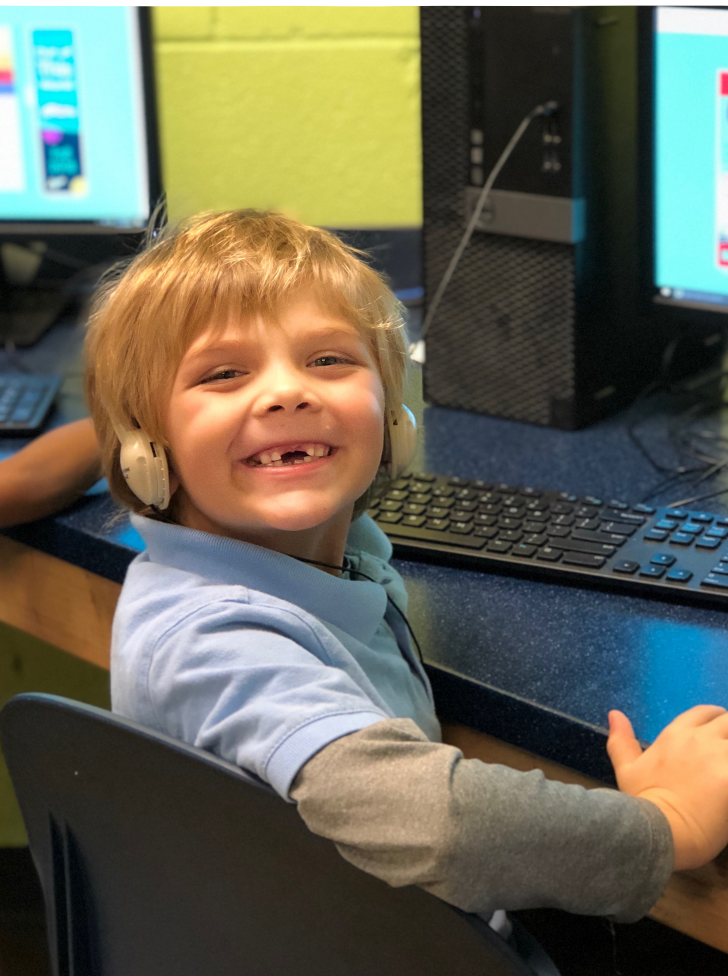The PELP diagram was retrieved from https://pelp.fas.harvard.edu/book/coherence-framework.

MISSION

Connect with all stakeholders for the **Success of Every Child, Every Classroom, Every Day**.

VISION

A model rural school District where all students graduate prepared to succeed in a global community.

CORE PRINCIPLES

We Believe…

ALL Decisions WILL be made in the best interest of our children.

ALL Children deserve a high-quality education in environments that foster trust and respect.

ALL Staff have the right to work in safe, respectful learning environments.

ALL Families are important to the education process for all children.

The PELP framework was used to guide the strategic planning process. The framework supported the District with developing a three-year strategic plan that embodies the best thinking from stakeholders across the Holmes County community.

Key elements of the PELP framework include:

Instructional core: The core includes three interdependent components: teachers' knowledge and skill, students' engagement in their own learning, and academically challenging content.

Theory of Action: The District's belief about the relationships between certain actions and desired outcomes, often phrased as an "if… then…" statement. This theory links the mission of increased performance for all students to the strategy the organization will use to achieve that goal.

Strategy: A coherent set of actions a District deliberately undertakes to strengthen the instructional core with the objective of raising student performance District-wide.

Stakeholders: The people and groups inside and outside of the District - District and school staff, governing bodies, unions and associations, parents and parent organizations, civic and community leaders and organizations.

Culture: The predominant norms, values, and attitudes that define and drive behavior in the District.

Structure: Structures help define how the work of the District gets done. It includes how people are organized, who has responsibility and accountability for results, and who makes or influences decisions.

Systems: School Districts manage themselves through a variety of systems, which are the processes and procedures through which work gets done. Systems are built around such important functions as career development and promotion, compensation, student assignment, resource allocation, organizational learning, and measurement and accountability.

Resources: Managing the flow of financial resources throughout the organization is important, but resources also include people and physical assets such as technology and data. When school Districts carefully manage their most valuable resource--people--and understand what investments in technology and data systems are necessary to better support teaching and learning, the entire organization is brought closer to coherence.

Environment: A District's environment includes all the external factors that can have an impact on strategy, operations, and performance (i.e. regulations and statutes, contracts, funding and politics).
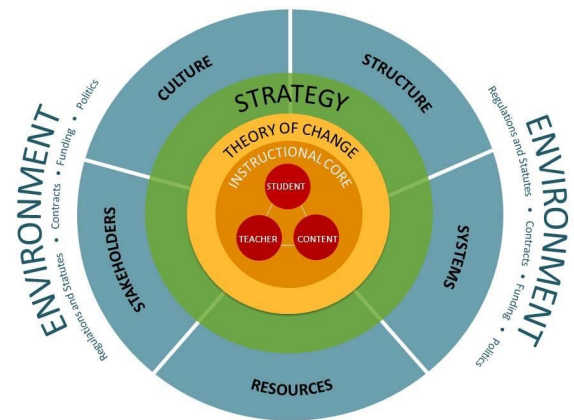
[2]Source: Public Education Leadership Project (PELP), Harvard University https://pelp.fas.harvard.edu/book/coherence-framework
The language has been slightly modified from the original PELP framework.

District Goals

How Will We Get There?

Building Structures and Pathways to Accelerate Performance

Academic Achievement (PreK - 12)

Talent Development

District Culture and Safe Schools

Family and Community Engagement

Fiscal Prudence and Facilities Management

Goal 1
Academic Achievement

Objective
Develop a culture of disciplinary literacy to ensure all students are college and career ready.

Key Performance Measures

- Pre-K and Kindergarten Readiness
- Student Achievement
  - MDE Milestones (i.e., ELA, math, science)
  - Advanced Course Enrollment and Success/Dual Credit
  - Career & Technical Education
  - Alternative Pathways
  - Credit Recovery
- Student Attendance
- Student Behavior
- Student Engagement
- High School Readiness
- Graduation Rate
- College Readiness Rate

Strategic Action Steps

1. **Analyze the District's curriculum (PreK-12)** for alignment with the Mississippi College and Career Ready Standards, local curriculum goals, and needs of the District's students.
2. **Develop and implement rigorous curriculum maps**, including core skills, content, benchmark assessments, and pacing guides based on the District's goals and priorities.
3. **Set Specific, Measurable, Achievable, Realistic, and Time-Bound (SMART) objectives** aligned with the Mississippi College and Career Ready Standards.
4. **Monitor and assess the curriculum delivery system** based on quantifiable assessment data on an on-going basis, and propose changes to make it more effective.
5. **Administer an instructional needs assessment** of administrators, teachers, and support staff.
6. **Provide targeted professional development (PD)** to teachers and administrators to meet the need of all students, with an emphasis on special populations (i.e., at-risk, students with disabilities).
7. **Conduct parent and community informational sessions and training** to share the curriculum changes and ensure parents are knowledgeable about the Standards.
8. **Implement a system-wide process and review of data** to ensure that students are on-track to meeting rigorous state standards; to identify students who are at-risk; and to implement interventions for academics, attendance, and social/emotional learning.

Objective
Attract, engage, grow and retain the best talent to serve our students.

Strategic Action Steps

1. **Implement a District-wide performance review system** aligned with the Mississippi Educator & Administrator Professional Growth System.
2. **Establish a system** of metrics, clear expectations for performance and transparent accountability for all employees.
3. **Design and monitor the effective implementation of a 30-60-90 day planning system** for District departments to ensure the achievement of targets.
4. **Conduct a needs assessment** of classified employees to determine areas of professional development.
5. **Configure a District Strategic Planning Committee** to monitor and enhance the 3-year strategic plan; to conduct regular audits of the District's strategic plan and attainment of goals; and to recommend modifications as needed to the strategic plan.
6. **Develop a system to evaluate District-wide effectiveness**, which includes:
   A. a survey to be administered to internal stakeholders for the purpose of rating the effectiveness of the District office.
   B. a survey to be administered to external stakeholders rating the effectiveness of the school and District.
   C. a system to monitor each department's achievement of performance targets.
   D. a comprehensive recruitment, hiring, and induction process for developing District-wide personnel and strengthening talent pipelines.

Key Performance Measures

- Number/Percentage of Highly Qualified Teachers
- Effectiveness Ratings on the MDE Educator & Administrator Professional Growth System
- Professional Growth and Learning Opportunities
- Job Satisfaction
- Retention Rates

Goal 3
District Culture & Safe Schools

Objective
Cultivate safe, respectful, and caring learning environments that foster excellence.

Strategic Action Steps

1. **Develop, administer, and analyze a culture/climate survey instrument** to assess the climate of the District and schools that will be distributed to all stakeholders (i.e., students, teachers, support staff, parents, administrators, and the community at large).
2. **Assess, modify, and implement a comprehensive District-wide safety plan,** including the assessment of security needs District-wide.
3. **Provide crisis prevention and intervention training** for all District employees.
4. **Develop and implement an effective multi-tiered system of support (MTSS)** to address chronic absenteeism, behavior, social and emotional learning, and academic achievement.
5. **Apply a fair, consistent code of conduct** that encourages positive behavior and promotes healthy teaching and learning PreK-12 environments.
6. **Assess and improve the effectiveness of both internal and external communications** to keep all stakeholders informed about the District's challenges, successes, strategic direction, and progress toward the achievement of goals.
7. **Model and cultivate system-wide shared decision-making structures** to empower stakeholders to engage with, participate, and buy-in to the mission-critical work of the District.

Key Performance Measures

- Degree to which Stakeholders Experience a Sense of Community
- Safety and Security
- Staff Engagement and Participation
- Parent/Community Buy-In
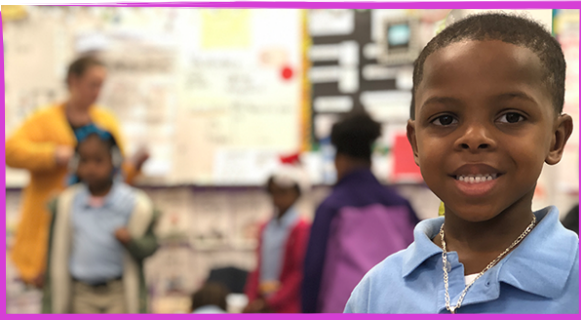- Student Attendance
- Staff Attendance

Goal 4
Family & Community Engagement

Objective
Connect, communicate and engage with families, the community, and all stakeholders to accelerate student progress and success.

Strategic Action Steps

1. **Conduct a needs assessment survey** of stakeholders in the schools and the community to assess aspirations for what the District can become, to understand the strengths and needs, and act on the recommendations for improvement.
2. **Build strong parent/community/school and District leadership partnerships** to increase student achievement, improve student behavior, and improve student attendance and engagement.
3. **Cultivate classroom, school, and District environments** that value the diverse cultures in the community and intentionally and strategically encourage two-way communication to support student learning.
4. **Work in partnership with community-based organizations** to provide a comprehensive support system for students and their families.
5. **Convene a District Family and Community Engagement Task Force** to develop a comprehensive strategic communication and engagement plan to reach all stakeholders to ensure "buy-in" and investment in the District's mission, vision, and strategic goals.
6. **Implement research-based strategies and monitor the District's culture** to provide a customer-service approach and ensure that the day-to-day practices, attitudes, beliefs, and actions support a culture of engagement, trust, and respect.

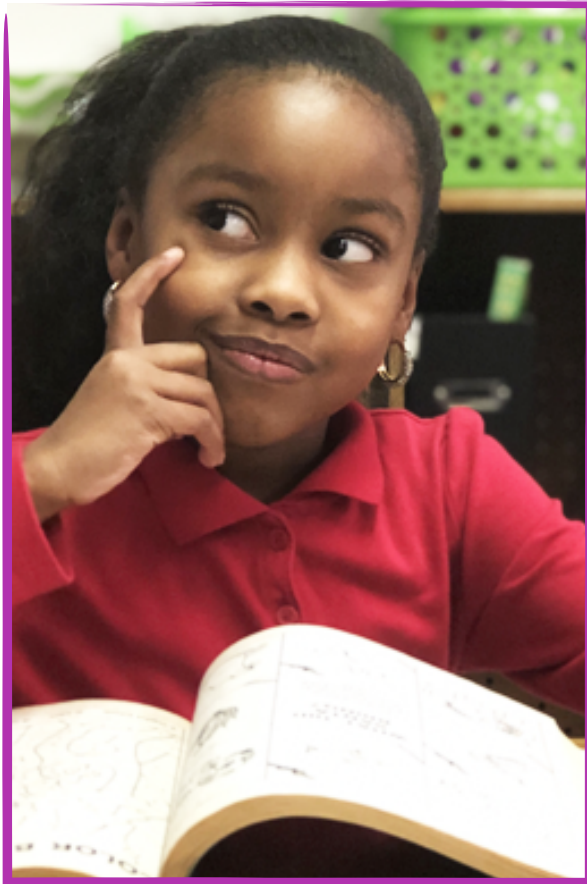## Key Performance Measures

- Customer Service Survey Results (internal and external)
- Family/Community Participation and Engagement
- Parent/Community Buy-In
- Increased Student Achievement
- Deceased Behavioral Infractions
- Student Attendance

Objective
Maximize organizational efficiency, continuous growth, and accountability by promoting the financial health of the District, ensuring long-range facility planning, and leveraging the effective, responsible use of technology.

Strategic Action Steps

1. **Develop a budget philosophy and implement a District-wide planning process** that ensures a balanced budget and incorporates the principles of mission-critical budgeting, cost effectiveness, and equity—appropriately allocating resources to address student needs.
2. **Consistently review the District's financial projections** through a 5-year budget forecast approach, evaluate resource allocations and budgeting processes, and assess how the District's budget and budgeting processes are aligned to support student achievement.
3. **Strategically target resources** to support the implementation of high-quality programs and initiatives across the District.
4. **Establish a grant writing team** to pursue grants and increase the number of grants written, submitted, and received.

Key Performance Measures

- Financial Audit Results
- Increased Revenues (i.e., from grants)
- Expense Management
- Resources Targeted to meet Student Needs

Objective

Maximize organizational efficiency, continuous growth, and accountability by promoting the financial health of the District, ensuring long-range facility planning, and leveraging the effective, responsible use of technology.

Key Performance Measures

- Facility Audit Results
- Survey Results
- Increased Energy Efficiencies
- New Construction and Renovations

Strategic Action Steps

1. **Develop and implement a coherent short and long-term facility and capital plan** to analyze needs, assess and finance current and future facility maintenance projects, and identify funding streams to enhance facilities to optimize learning environments to meet the needs of learners in the 21st century.
2. **Employ a system-wide process** to monitor, assess, and support the buildings in the District to ensure that standard operating procedures and standards of quality are implemented with fidelity with respect to cleanliness, safety, efficiency, and resource allocations and expenditures.
3. **Pursue the construction** of a new, state-of-the-art high school facility, and **assess the feasibility** of replacing elementary schools.
4. **Conduct an energy audit** in all facilities with the goal of ensuring that the District maximizes resources, addresses areas of waste, and proactively pursues and leverages efficiency.
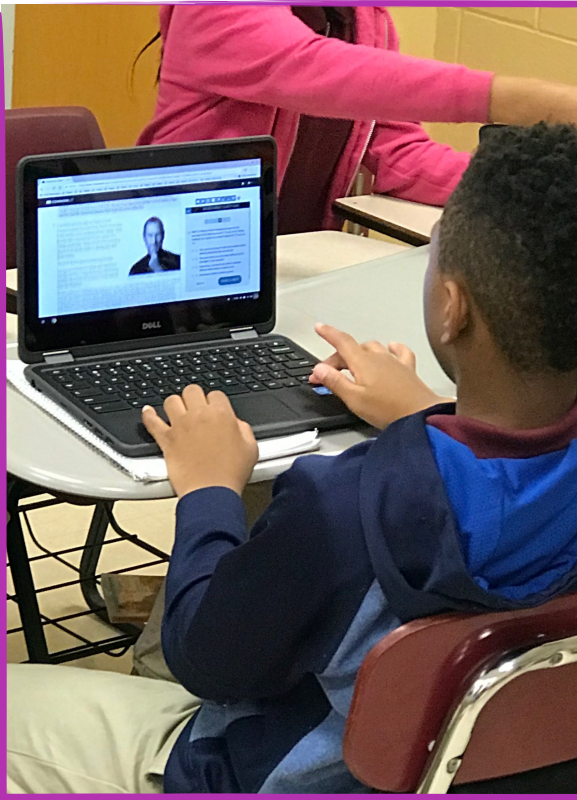
Goal 5
Fiscal Prudence & Facilities Management - Technology

Objective
Maximize organizational efficiency, continuous growth, and accountability by promoting the financial health of the District, ensuring long-range facility planning, and leveraging the effective, responsible use of technology.

Key Performance Measures

- Improved Infrastructure
- Survey Results from Students, Staff, and Families
- Improved Efficiency (e.g., data retrieval, help desk items, organizational processes, website access for schools, and social media)
- Increases in Student Engagement/Teaching and Learning

Strategic Action Steps

1. **Conduct a needs assessment analysis** to determine the current state of technology.
2. **Develop and implement a multi-year technology plan** aligned with the vision and goals of the District for the effective integration of instructional technology and technological innovations District-wide.
3. **Develop a technology infrastructure** District-wide.
4. **Maximize the use of technology** to improve administrative operations and productivity throughout all District operations.
5. **Leverage technology** to build capacity and to maximize opportunities for stakeholders to connect, collaborate, and innovate for the success of students.

OVERSIGHT OF THE STRATEGIC PLAN

A task force comprised of the Superintendent and his administrative team has been charged with the oversight of and the accountability for the implementation of the strategic plan. The committee will be tasked with ensuring that the plan is implemented with fidelity, the strategic goals are accomplished, and that the status of the key performance indicators are reviewed monthly and shared with the Board and the community. Using a balanced scorecard matrix, the task force will review data and key performance indicators (KPIs) aligned to the strategic plan to ensure measurable outcomes are achieved. The balanced scorecard will enable the District to "assess District and school performance across a variety of metrics, link financial data to other indicators of District performance, and monitor progress toward measurable goals" (p.3)[3]. For a sample of the balanced scorecard for academic achievement, see Appendix A.

[3] Source: Hanover Research (2013, December). *Balanced Scorecards for School Districts*. Retrieved from https://www.gssaweb.org/wp-content/uploads/2015/04/Balanced-Scorecards-for-School-Districts-1.pdf.

APPENDIX A

Sample Balanced Scorecard for Academic Achievement

	HCCSD Strategic Plan[i] **District Balanced Scorecard 2018-2019**

VISION: A model rural school district where all students graduate prepared to succeed in a global community.
MISSION: Connect with all stakeholders for the Success of Every Child, Every Classroom, Every Day.

GOAL AREAS

Academic Achievement	Develop a culture of disciplinary literacy to ensure all students are college and career ready.
Talent Development	Attract, engage, grow and retain the best talent to serve our students.
District Culture & Safe Schools	Cultivate safe, respectful learning environments that foster excellence.
Family & Community Engagement	Connect, communicate and engage with families, the community, and all stakeholders to accelerate student progress and success.
Fiscal Prudence & Facilities Management	Maximize organizational efficiency, continuous growth, and accountability by promoting the financial health of the District, ensuring long-range facility planning, and leveraging the effective, responsible use of technology.

STATUS INDICATORS

✓ = Target is met.	↓↑ = Indicates a downward trajectory; an adjusted approach is needed.
↑↓ = Progress is trending in the right direction.	⚠ = No change to the current status; an adjusted approach may be needed.

KPI STATUS REPORT

Progress Narrative	Provides an explanation of the variance from the planned results and the reason(s) why.
Adjusted Approach	Strategy to correct/improve the current performance.
Updated Projected Target (Results)	Due to details provided within the "Progress Narrative" and "Adjusted Approach," this will be the projected new target.

APPENDIX A

Sample Balanced Scorecard for Academic Achievement

ACADEMIC ACHIEVEMENT							
Key Performance Indicator (KPI) *1.# = Goal 1 Academic Achievement KPI*	**2018-2019 Progress Monitoring (PM)** Status Indicator (✓ ↑ ↓ ↑ ↓) * Requires 2 data points to measure growth			**Annual Growth Targets**	**KPI STATUS SUMMARY as of current Progress Monitoring (PM)** *See current PM highlighted to the left*		
Ensuring that All students are achieving academic growth in reading. Ensuring that a higher percentage of third-graders are reading at/above grade level.							
1.1 K – 8 *i-Ready* (Reading)	**BOY 18/19**	**MOY 18/19**	**EOY 18/19**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
A) % of students in Tier 1	14%	25% ↑		45%			
B) % of students meeting growth expectations for Reading	*	32%		50%			
C) % of students exceeding growth expectations for Reading	*	12%		20%			
D) % of 3rd graders in Tier 1	22%	32% ↑		55%			
E) % of 3rd graders meeting growth expectations for Reading	*	25%		25%			
F) % of 3rd graders exceeding growth expectations for Reading	*	5%		15%			
Ensuring that All students are achieving academic growth in math. Ensuring that a higher percentage of third-graders are achieving at/above grade level in math.							
1.2 K – 8 *i-Ready* (Math)	**BOY 18/19**	**MOY 18/19**	**EOY 18/19**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
A) % of students in Tier 1	11%	22% ↑		40%			
B) % of students meeting growth expectations for Math	*	27%		50%			
C) % of students exceeding growth expectations for Math	*	10%		20%			
D) % of 3rd graders in Tier 1	7%	15% ↑		35%			
E) % of 3rd graders meeting growth in expectations for Math	*	13%		25%			
F) % of 3rd graders exceeding growth in expectations for Math	*	3%		15%			
The *i-Ready* Reading and Math Norm Scores identify how students are performing relative to national grade-level peers. For example, if a student's percentile rank is 90%, this means the student scored better than or equal to 90% of his/her national peers within the same grade level.							
1.3 K-Readiness Assessment - Reading (MKAS²)	**Fall 18/19**	**Spring 18/19**		**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
A) Reading: % of K students at-risk (score below 530) on K-Readiness Assessment	77.6%			20%			
The Mississippi K-3 Assessment Support System (MKAS2) utilizes the STAR early literacy/ numeracy assessment. At-risk means that a student requires targeted interventions with varied levels of intensity based on achieving a scaled score below 530 (cutoff score for the beginning of kindergarten). HCCSD can use the assessment to identify each student's strengths/needs and determine the necessary interventions for improvement.							

APPENDIX A
Sample Balanced Scorecard for Academic Achievement

ACADEMIC ACHIEVEMENT							
Key Performance Indicator (KPI) *1.# = Goal 1 Academic Achievement KPI*	**2018-2019 Progress Monitoring (PM)** Status Indicator (✓↑↓↑↓) * Requires 2 data points to measure growth			**Annual Growth Targets**	**KPI STATUS SUMMARY as of current Progress Monitoring (PM)** *See current PM highlighted to the left*		
Ensuring that Students with Disabilities (SWDs) are making progress toward proficiency in reading.							
1.4	**3 – 8 Students with Disabilities (SWD)** ***i-Ready* (Reading)**	**BOY 18/19**	**MOY 18/19**	**EOY 18/19**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
	A) % of SWDs in Tier 1							
	B) % of SWDs meeting or exceeding growth expectations for Reading							
	C) Median National Percentile (NP) for SWDs							
Ensuring that Students with Disabilities (SWDs) are making progress toward proficiency in math.							
1.5	**3 – 8 Students with Disabilities (SWD)** ***i-Ready* (Math)**	**BOY 18/19**	**MOY 18/19**	**EOY 18/19**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
	A) % of SWDs in Tier 1							
	B) % of SWDs meeting or exceeding growth expectations for Math							
	C) Median National Percentile (NP) for SWDs							
Ensuring that HCCSD is increasing the percentage of students who are proficient or above on MAAP ELA; increasing the percentage of students who are showing growth on MAAP Math.							
1.6	**3– 8 MAAP (ELA) Results** (ELS is being used as the benchmark assessment)	**MAAP Spring 2018**	**BM 1 18/19**	**BM 2 18/19**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
	A) % of students in level 4 or 5	19.3%	20.8% ↑					
	B) % of students showing growth by at least 1 level	48.7%	*					
	C) % of students in the lowest 25% group who show growth by at least 1 level	59.0%	*					

ACADEMIC ACHIEVEMENT							
Key Performance Indicator (KPI) *1.# = Goal 1 Academic Achievement KPI*	**2018-2019 Progress Monitoring (PM)** Status Indicator (✓↑↓↑↓)			**Annual Growth Targets**	**KPI STATUS SUMMARY as of current Progress Monitoring (PM)** *See current PM highlighted to the left*		
Ensuring that HCCSD is increasing the percentage of students who are proficient or above on MAAP Math; increasing the percentage of students who are showing growth on MAAP Math.							
1.7	**3– 8 MAAP (Math) Results by:** (ELS is being used as the benchmark assessment)	**MAAP Spring 2018**	**BM 1**	**BM 2**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
	A) % of students in level 4 or 5	16.7%	15.8% ↓					

	B) % of students showing growth by at least 1 level	43.0%	*						
	C) % of students in the lowest 25% group who show growth by at least 1 level	44.2%	*						
*Ensuring that HCCSD is increasing the percentage of students who are proficient or above on MAAP Science.*								
1.8	3– 8 MAAP (Science) Results by: (ELS is being used as the benchmark assessment)	MAAP Spring 2018	BM 1	BM 2	2018-19 Target	Progress Narrative	Adjusted Approach	Updated Project Target	
	A) % of students in level 3 & 4	47.4%	15.0% ↓						
	Ensuring that HCCSD is increasing the percentage of students who are proficient or above on MAAP English EOC; increasing the percentage of students who are showing growth on MAAP English EOC.								
1.9	MAAP EOC (English II) Results by: (ELS is being used as the benchmark assessment)	MAAP Spring 2018	BM 1	BM 2	2018-19 Target	Progress Narrative	Adjusted Approach	Updated Project Target	
	A) % of students in level 4 or 5	16.2%	13.0% ↓						
	B) % of students showing growth by at least 1 level	52.2%	*						
	C) % of students in the lowest 25% group who show growth by at least 1 level	72.2%	*						
	Ensuring that HCCSD is increasing the percentage of students who are proficient or above on MAAP Algebra EOC; increasing the percentage of students who are showing growth on MAAP Algebra EOC.								
1.10	MAAP EOC (Algebra I) Results by: (ELS is being used as the benchmark assessment)	MAAP Spring 2018	BM 1	BM 2	2018-19 Target	Progress Narrative	Adjusted Approach	Updated Project Target	
	A) % of students in level 4 or 5	14.8%	3.0% ↓						
	B) % of students showing growth by at least 1 level	74.0%	*						
	C) % of students in the lowest 25% group who show growth by at least 1 level	91.7%	*						
	Ensuring that HCCSD is increasing the percentage of students who are proficient or above on MAAP Biology EOC.								
1.11	MAAP EOC (Biology) Results by: (ELS is being used as the benchmark assessment)	MAAP Spring 2018	BM 1	BM 2	2018-19 Target	Progress Narrative	Adjusted Approach	Updated Project Target	
	A) % of students scoring level 3 & 4	34.3%	1.0% ↓						
	Ensuring that HCCSD students are academically prepared to enter Kindergarten.								
1.12	Pre-Kindergarten Developmental Screen III	Fall 18/19	Winter 18/19	Spring 18/19	EOY	2018-19 Target	Progress Narrative	Adjusted Approach	Updated Project Target
	A) % of students meeting the Physical developmental band								
	B) % of students meeting the Cognitive developmental band								

	C) % of students meeting the Social Emotional developmental band						
	D) % of students meeting the Language developmental band						
	E) % of students meeting the Literacy developmental band						

ACADEMIC ACHIEVEMENT: COLLEGE & CAREER READINESS						

Key Performance Indicator (KPI) *1.# = Goal 1 Academic Achievement KPI*	2018-2019 Progress Monitoring (PM) Status Indicator (✓↑↓↑↓)			Annual Growth Targets	KPI STATUS SUMMARY as of current Progress Monitoring (PM) *See current PM highlighted to the left*		

Ensuring that a higher percentage of students are meeting college-ready benchmarks.							
1.13	**ACT Participation and Composite Results (11th Grade Assessment)**	**Junior** Administration **Spring 2018**	**Mock ACT**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
	A) # of students participating	187					
	B) % of students meeting the benchmark of 18 in English	11%		47%			
	C) % of students meeting the benchmark of 22 in Reading	10%		29%			
	D) % of students meeting the benchmark of 22 in Math	3%		21%			
	E) % of students scoring 21 or Higher (Composite)	7%		25%			

Ensuring that a higher percentage of students are meeting college-ready benchmarks.							
1.14	**PreACT College Readiness Benchmark Results (10th Grade Assessment)**	**Winter 2019**	**BM1**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
	A) % of students participating	161					
	B) % of students meeting the benchmark of 18 in English	6%		47%			
	C) % of students meeting the benchmark of 22 in Reading	5%		29%			
	D) % of students meeting the benchmark of 22 in Math	0%		21%			
	E) % of students scoring 21 or Higher (Composite)	6%		25%			

Ensuring that a higher percentage of students are participating in Advanced Placement exams.							
1.15	**Advanced Coursework Participation, Exams & Passage (Advanced Placement)**	**Spring 2018**	**BM1**	**Spring 2019**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
	A) # of students taking Advanced Placement (AP) courses	64						

Sample Balanced Scorecard for Academic Achievement

	B) % of students scoring 3 or higher on the AP Exam	1.56%						
ACADEMIC AHIEVEMENT: COLLEGE & CAREER READINESS								

Key Performance Indicator (KPI) *1.# = Goal 1 Academic Achievement KPI*		2018-2019 Progress Monitoring (PM) Status Indicator (✓↑↓↑↓)			Annual Growth Targets	KPI STATUS SUMMARY as of current Progress Monitoring (PM) *See current PM highlighted to the left*		
*Ensuring that a higher percentage of students are completing at least one advanced academic course (e.g., Advanced Placement, Dual Enrollment).* *Ensuring that students are on-track for graduation (credit accumulation/recovery).*								
1.16	**Advanced Coursework Participation, Exams & Passage (Dual Enrollment)**	**Fall 2017**	**Spring 2018**	**Fall 2018**	**Spring 2019**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
	A) # of students taking Dual Enrollment/Dual Credit courses	87	38	24					
	B) # of students earning a "C" or better in Dual Enrollment/Dual Credit courses	87	38	21					
*Ensuring that a higher percentage of HCCSD students are receiving industry certifications; ensuring that students are scoring silver or above on WorkKeys.*								
1.17	**Industry Certification**	**Spring 2018**	**Winter 2019**	**Spring 2019**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
	A) # of students taking courses offering industry certification	30						
	B) % of students receiving industry certifications	3.33%						
	C) # of students taking the WorkKeys	90						
	D) % of students scoring silver and above on WorkKeys	17.7%						
*Ensuring that a higher percentage of students are graduating within 4 years.*								
1.18	**High School Graduation Rate**	**Spring 2018**	**Winter 2019**	**Spring 2019**	**2018-19 Target**	**Progress Narrative**	**Adjusted Approach**	**Updated Project Target**
	A) All Students	69.9%	66.7%					
	B) Students with Disabilities	20.0%						

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[i] Adapted from the 2017-18 Metro Nashville Public Schools (MNPS) District Scorecard. Available at: https://www.mnps.org/scorecard.

Note: Growth for MAAP is based on 2017 data.