As I begin my second year as Superintendent, I am excited about another year to collaboratively work with the Board of Education and Hickman Mills C-1 family to effectively serve children. During my first year as Superintendent, I spent an extensive amount of time learning about what was working well in the District, as well as paying close attention to areas needing improvement to ensure we continue to move in the right direction. My learnings during the 2017-18 school year served as a guide for the Post Entry Plan you will review in this document. My first year was not about finger pointing, it was about assessing the District with a critical eye to determine our strengths and areas of continuous improvement.

My slogan during the 2017-18 school year, was “It Starts with Me. It Starts with You. It Starts with Us”; however, through continued professional reflection, my slogan has been revised to “It Starts with Me. It Continues with You. It Depends on Us.” I continue to believe the work of educating our students in a manner that prepares them to survive in a global society starts with me. Yet the collaborative work continues with the Board of Education, staff, parents, students, and community. Lastly, the success we strive to accomplish depends on a combined effort and laser-like focus of ALL of us.

The second year of my superintendency will continue to focus on what sound instruction looks like for every child 100% of the time. When I walk into classrooms, I want to see students at the center. I want to observe high-level teaching and learning every single day for every single child 100% of the time. We will focus our efforts on doing what it takes to focus on the whole child by meeting their social, emotional, and academic needs.

I will continue to hold myself accountable for engaging in the work 100% of the time for 100% of our students. The 2018-19 school year begins the launch of the Hickman Mills C-1 Education Pledge for the District, Students, Parents, and Community, which is defined later in this document on page eight. The Hickman Mills C-1 Education Pledge details what District staff will provide to the students and families we serve. The Hickman Mills C-1 Education Pledge also outlines what the District is asking of parents, students, and community. I firmly believe our success depends on the collaboration of the entire community. It takes a village...school, church, business to raise and educate a child.

Sincerely,

Yolanda Cargile, Ed.D.
Superintendent
The mission of the Hickman Mills C-1 School District (HMC-1), a proudly diverse and historic community, is to provide a foundation for our students that maximizes academic success and fosters civic engagement, as distinguished by:

- Highly effective teaching focused on rigor and individual student needs
- Building strong family, community, and school partnerships
- Collaborative and data-driven decision making
- The integration of technology across the curriculum and the District
- Commitment to early childhood and ongoing college and/or career preparation

OBJECTIVES

- All students pass local, state, and national assessments at levels which exceed established standards
- All students graduate and succeed in higher education and/or the workplace, and the community
- All students are responsible citizens who demonstrate good character and the highest ethical standards
- All students attend school at a rate that exceeds state and national expectations

5-YEAR STRATEGIC PLAN STRATEGIES

- **Strategy 1:** We will guarantee a challenging learning environment for all students to become successful members of the community
- **Strategy 2:** We will foster an environment of highly effective faculty and staff
- **Strategy 3:** We will actively engage in positive partnership with all stakeholders
- **Strategy 4:** We will collaboratively foster a safe, culturally-diverse, and responsive school and community.

BIG 5 PRIORITIES

Beginning with the 2017-2018 school year, we focused our attention on the District’s “Big 5 Priorities” that include a strong emphasis on the Department of Elementary and Secondary Education’s (DESE) accreditation criteria, the Five Year Strategic Plan, the Every Student Succeeds Act (ESSA), the board-approved racial equity policy, and AdvancED accreditation indicators. This work ensures our vision and primary goal of becoming a fully accredited district as determined by DESE MSIP criteria.

*Highly Qualified Staff • Fiscal Responsibility • Attendance • Racial Equity • Family Engagement*
SUPERINTENDENT’S ENTRY PLAN

GOALS

**Goal 1**
To develop a trusting, productive, collaborative relationship with the HMC-1 Board of Education.

**Goal 2**
To ensure an effective, efficient, and orderly transition of leadership, keeping the focus on increased student achievement for all children.

**Goal 3**
To gain a deeper understanding of the organizational capacity and efforts to ensure students are academically, emotionally, and socially successful – ready for post-secondary pursuits.

**Goal 4**
To strengthen family and community engagement and enhance communication.

**Goal 5**
To promote and ensure a positive, collaborative, and constructive climate focused on student outcomes.

**Goal 6**
To identify and analyze the critical issues in HMC-1 that represent both barriers and opportunities for accelerating the performance of all students.

At the beginning of the school year, Superintendent Yolanda Cargile, Ed.D, took photos with every pre-kindergarten student. Students then received a copy of their photo and a learn-to-read book to encourage at-home literacy.
Goal 1
To develop a trusting, productive, collaborative relationship with the HMC-1 Board of Education.
★ Meet with the Board President and individual board members to deepen relationships, broaden perspectives, and prioritize expectations and goals for the first year as Superintendent. The goal is to focus on immediate needs and long-term vision for our District.
★ Establish a weekly meeting time with the Board President and Vice President.
★ Partner with the Board President and Vice President to plan the first board retreat to gain clarity on communication protocols, roles and responsibilities, norms of behaviors and interaction, expectations for the first year, agenda setting, future retreat dates, and calendar professional learning opportunities for the Board and Executive Leadership Team.

Goal 2
To ensure an effective, efficient, and orderly transition of leadership, keeping the focus on increased student achievement for all children.
★ Review critical documents such as student achievement data, survey results, contracts, organization charts, board minutes, policies and procedures, operating budgets, results from audits for finance, special education, other grants, etc.
★ Meet/Consult one-on-one with outgoing superintendent.
★ Meet with Executive Leadership Team members, both one-on-one and as a group, to discuss key issues in the District related to their department areas.

Goal 3
To gain a deeper understanding of the organizational capacity and efforts in ensuring students are academically, emotionally, and socially successful – ready for post-secondary pursuits.
★ Meet with the HMC-1 instructional leadership team to discuss achievement data; instructional program alignment to standards; capacity of short- and long-term professional development plans to meet the training needs of principals, teachers, support staff, and central office staff; current goals; and priority action areas for the District.
Meet one-on-one with building principals to tour their school and discuss:
- What they are proud of/concerned about
- Where they feel the District has been supportive
- How the Executive Leadership Team can better serve/support their building

**Goal 4**

To strengthen family and community engagement and enhance communication.

- Work with Public Information & Partnerships to set up a communication network.
- Meet with key community stakeholders (South Kansas City Alliance, higher education presidents, local government leaders, including those from local service organizations and businesses, faith-based organizations etc.) to build relationships.
- Work with Executive Leadership Team to plan and execute HMC-1 Back to School Rally and Convocation.
- Engage in non-traditional outreach to parents and community; develop a system for ongoing outreach via monthly meetings.
- Begin Listening & Learning sessions at each school in the District to provide staff a forum to share what they are proud of and what they need support with.
- Provide follow-up communication to entire district that highlights successes and acknowledges needs to build trust, model communication, and build a sense of teamwork.

**Goal 5**

To promote and ensure a positive, collaborative, and constructive climate focused on student outcomes.

- Work with Executive Leadership Team to plan and execute an August Leadership Institute.
- Meet with leaders from each of the District negotiation teams to build relationships and to discuss:
  - District successes
  - District opportunities for growth
  - Priorities for each respective employee group
  - Agree to form/frequency of ongoing communication

Dr. Cargile meets with faculty and community members at Ruskin High School.
Ride a school bus route to assess the level of service students receive when traveling to and from school.

Visit classrooms and use social media to share good news.

Shadow a student for a day in each building. Create a protocol to process the observations with the building principal and share observation information with the Executive Leadership Team.

**Goal 6**

To identify and analyze the critical issues in HMC-1 that represent both barriers and opportunities for accelerating the performance of all students.

- Schedule a face-to-face meeting with the Missouri State DESE Commissioner to discuss MSIP 5 classification status as it relates to the Hickman Mills C-1 School District acquiring full accreditation.
- Become knowledgeable of state and federal initiatives that impact HMC-1.
- Begin meeting with state elected officials representing constituencies within HMC-1 boundaries.
- Hold Meet and Confer sessions with employees to hear their views.
After visiting 15 schools and program sites, meeting with the HMC-1 Board of Directors, students, teachers, staff, and community groups in my first year on the job, I now have a good idea of what key stakeholders want from our schools.

Below are details about the emergence of five key leverage points I have identified since being hired as Superintendent. These leverage points identify priorities for me as Superintendent moving into my second year and beyond.

Each of these leverage points align with the Five Year Strategic Plan 2.0 framework. Additionally, each leverage point directly impacts overall student achievement. My goal as Superintendent is to make sure the work associated with each leverage point will be implemented at an accelerated rate to ensure continued improvement district-wide.

**Leverage Point 1: High Quality Teaching and Learning**
A highly qualified teacher in every classroom makes an incredible difference for students regardless of socio-economic or cultural differences. As HMC-1 increases its capacity to plan and deliver high quality instruction, it will lead to success in other areas such as teacher recruitment and the development of a strong academic culture.

**Leverage Point 2: Improved Equity and Access to College and Career Opportunities**
HMC-1 is committed to providing every student a chance to pursue opportunities of individual interest in the areas of career and technical education and college-level coursework. Through increased career research and guidance, as well as increased partnerships of innovation, students will thrive in an educational environment that is both challenging and responsive to their unique interests and talents.

**Leverage Point 3: Culture of Excellence**
Culture is a powerful ingredient for organizational improvement. Organizational culture is about developing a global vision related to how we do business in HMC-1. The goal in the District is to create a culture that embodies a coherent and unified view of the District which focuses on interpersonal relationships and cultivating a culture of excellence.

**Leverage Point 4: Human Capital and Capacity Building**
The District’s most valuable resource is its personnel. High quality, effective human capital can contribute to the progress and prosperity of the organization. HMC-1 is committed to allocating the necessary resources to attract, hire and retain the best teachers. In addition to instructional leaders, maintaining highly qualified, skilled administrative and support staff will ensure greater organizational efficiency and support for the instructional program.

**Leverage Point 5: Community Engagement**
Community partnerships improve the quality of service to our students in many ways. Finding new and creative ways to involve the community in the daily operations of our schools is critical to improving educational opportunities for students. As Superintendent, my goal is to be more intentional in the manner in which I engage the community for the benefit of our children and families. I want to broaden the scope from individuals to working collaboratively with and through groups of stakeholders or groups/organizations committed to the improvement in HMC-1.

What is a **leverage point**?

A leverage point in the school setting is an action or approach that maximizes the use of available time and resources to ensure the greatest impact on student learning.
HMC-1 EDUCATION PLEDGE
with the district, parents, students, & community

Essential elements of the HMC-1 Education Pledge:
• Strong district schools
• Rigorous early learning and elementary education
• Innovative secondary schools
• Excellence for ALL students
• Services for our neediest children and families

A High-Quality Education is Every Child’s Civil Right...As educators, we must deliver on this essential principle.

The District’s Pledge is to:
• Guarantee pathways to opportunity that will lead to achievement and success in exchange for being your best you
• Hold high expectations for student achievement
• Foster a collaborative culture focused on continuous improvement for everyone
• Recruit and retain highly qualified personnel who reflect the diversity of our community and embrace the District’s mission & vision
• Model, acknowledge, and celebrate behaviors that are consistent with our mission & vision and address those that are not
• Encourage informed communication and purposeful involvement of home, school, and community
• Maintain a safe and secure learning environment
• Maintain a high level of respect for all HMC-1 stakeholders, including parents, students, staff, community members, and visitors

The Parent’s Pledge is to:
• Place a high focus on education
• Make sure your child(ren) attends school and all classes every day
• Make sure your child(ren) completes his/her in-school work to the best of his/her ability
• Make sure your child(ren) engages in additional study time (up to two hours each day) outside of school hours.
• Make sure you and your child(ren) show respect for teachers and staff
• Support and attend your child(ren)’s school events when possible

The Student’s Pledge is to:
• Be your best you
• Learn at a rate that positions you for a successful future
• Dedicate sufficient time outside of class to complete your homework
• Attend school every day and on time
• Communicate in a careful and respectful manner with teachers, peers, and other members of the HMC-1 family

HMC-1 asks the Community to:
• Attend District events
• Actively participate in the All In Mentors Program
• Adopt a school
• Sponsor a student
• Share our good news with the community at large & become a District Ambassador

It Starts with Me
It Continues with You
It Depends on Us
2017/18 SCHOOL YEAR HIGHLIGHTS

• Our inaugural Family Summit brought over 60 local organizations together and included seven in-depth workshops, all to help our parents find the resources they need to be successful at home and school. A new business model, changing a previous, similar event, successfully increased attendance from an average of 25 to 300 parents.

• A record high of 30 HMC-1 students received scholarships from KC Scholars. Of the 30 students, 16 earned traditional scholarships worth $10,000 per year; renewable for up to five years. Fourteen were freshman students receiving college savings match accounts, opened with $50 each in them; two of these students were also selected to receive 4:1 matching.

• Ruskin High School’s Class of 2018 received $3.4 million in scholarship offers.

• Three students received the Hope Scholarship offered through Honeywell. This full-ride scholarship is offered for students interested in pursuing a trade or manufacturing career.

• A student from the Class of 2018 scholars was selected as a Gates Scholar and a member of The Gates Scholarship Inaugural Class of 2018.

• A group of Ruskin High School students earned OSHA certification from the University of Central Missouri through a new partnership with Full Employment Council.

• Ruskin Theatre Department once again received Starlight’s Blue Star Nominations.

• Two Ruskin students were offered the Cerner Firsthand Foundation Internship.

• Ruskin’s Grow Your Own Teaching partnership program with Avila University was the pilot installment with the university. Eight Ruskin seniors are beginning their journey towards the teaching profession, and two have indicated they will return to HMC-1 upon graduation!

• Twenty students enrolled in the Business & Technology Campus program where they attend half the day at Ruskin High School and the other half at the Metropolitan Community College Business & Technology campus. These students are working towards earning their Associates Degree while still in high school.

• Three students are currently attending the Southland CAPS program and studying animal health sciences. These students attend class at the Kansas City Zoo in the chimpanzee room each day to learn more about this career.

• Millennium Principal Craig Merkerson, Ed.D. was named one of 12 Exemplary New Principals in Missouri.

• Kindergarten students at Ervin Early Learning Center were selected as the Red Friday Sidewalk Chalk Challenge winner for their eye-catching video highlighting their excitement for the Kansas City Chiefs’ Fall 2017 season.
• The Human Body Systems at Ruskin High School was added as a second course in the Project Lead the Way Biomedical Sciences Pathway.

• Off-site career exploration events aligned with Small Learning Communities were added for Hickman Mills Freshman Center students.

• Enrollment increased in the Engineering Early College Program and Advanced Placement courses.

• Hard-wired Apple televisions are now in every classroom in the District.

• Our first-ever Disaster Recovery Site was installed at the Hickman Mills Freshman Center location.

• Pre-kindergarten through 12th grades aligned ELA curriculum (Creative Curriculum, Treasures, Wonders, ELA/Literacy benchmarking).

• Pre-kindergarten through 6th grades aligned math curriculum (GoMath, math benchmarking).

• A total of four HMC-1 schools are now STEAM/Project-based learning sites. These schools are Compass, Millennium, Symington, and Smith-Hale.

• Student Services received the Legacy Grant offered by the Baptiste Trinity Lutheran Legacy Foundation in the amount of $12,500 to aid in assisting the medical needs of students.

• Student Services increased its community partnerships and programs by 71%.

• Established community collaboration with the YES program, offered through Cornerstones of Care, which focuses on additional support for students living within the foster care system.

• All early education and elementary schools were awarded funding for the Trauma Smart/Trauma Sensitive with Crittenton Children’s Center. This program helps address the negative effects of violence and trauma our students are facing.

• Human Resources began implementation of the Frontline Central Human Resources software. This will improve efficiency and record keeping in the department.

• HMC-1 received its highest audit rating in recent years.

• The Business Office is meeting fiscal responsibility goals, in part by meeting with principals one-on-one.

• Successfully created and launched a Superintendent’s communication plan, which included a SWOT analysis, research and development, student and parent relations, media relations, and internal communications.