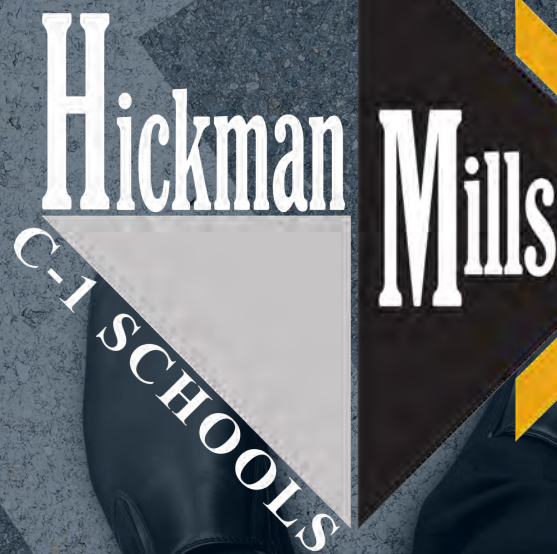


COMPREHENSIVE STRATEGIC IMPROVEMENT PLAN 2022-2027  
Hickman Mills C-1 Schools

# CROSSROADS TO THE FUTURE

HICKMANMILLS.ORG



OUR DISTRICT  
+  
OUR SCHOOLS  
+  
OUR COMMUNITY

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OUR BIG GOAL = STUDENT SUCCESS



# CROSSROADS TO THE FUTURE

A crossroad is an intersection of two or more roads or a point at which an individual makes crucial decisions that have far-reaching consequences. For students, the Hickman Mills C-1 School District (HMC-1) is the crossroad where their academic efforts have a lasting impact on their futures. Therefore, HMC-1 school's motivation is to guide our students to their desired destiny through emphasizing student success which includes four major parts:

1. **Student Achievement:** Developing minds with an aptitude for acquiring knowledge and communicating skillfully.
2. **Social-Emotional Health:** Enhancing empathy, active listening, and emotional intelligence, making leaders that influence change in their community.
3. **Ethical Development:** Focusing on the understanding of how human rights and social justice meet to predict the outcome of our student's development and future.
4. **Physical Development:** Promoting mental and physical wellness by developing healthy habits of exercise, a well-balanced diet, and proper amounts of rest.

# SUPERINTENDENT'S MESSAGE



The best school districts share certain essential and enduring characteristics. These elements are key for building the brightest futures possible for our students:

- Caring teachers and staff who work as a team
- Students who feel safe, connected, and valued as unique people
- Parents and families who are engaged
- Thoughtful leaders who listen and act
- Graduates who are prepared for college, career, and a fulfilling life
- A community that understands its schools are an irreplaceable element of economic development and invests accordingly

These characteristics also represent the aspirations of our district and the goals of this Hickman Mills Strategic Plan. This plan is our roadmap for growth. The Pillars and Focus Areas represent our greatest needs. The Targets and Strategies will ensure our progress with accountability. We commit to academic growth and continuous improvement at the very heart of our work. We also commit to increasing student attendance and decreasing teacher turnover, making every school safe and supportive for all students. We therefore commit to leading courageous conversations about diversity and equity, and raising quality engagement with each student's family through enriched community partnerships.

I believe no challenge is too great, when good people work together toward a shared vision of something better. For this reason, we are optimistic for the work that lies ahead. We will build upon the legacy of togetherness between people of diverse backgrounds and interests throughout Hickman Mills, to respond to community needs. Our historic consolidation in 1902 proves we did it before, and we will embrace an ever-brighter future. Our success requires hard work, patience and perseverance by Our District, Our Schools and Our Community. Today, our work helps secure the lasting change we all desire to give students the future they want.

Sincerely,

**Yaw Obeng**  
Superintendent of Schools



# BOARD MESSAGE

The HMC-1 Board of Education's primary goal is to provide the best possible future for students and families in our community. We believe the district's commitment to the "future we want" demonstrates unity as One Team: The School Board, Superintendent, Staff and Families. By taking one step at a time, we move both our school system and the South Kansas City community forward.

We are committed to doing our part to ensure every student has the consistent opportunity for an exceptional educational experience at every level of engagement. As the Board, our commitment to providing HMC-1 staff strong leadership and resources creates a culture where students thrive, while creating lifelong memories. With great honor and responsibility, the Hickman Mills School Board Members proudly support and approve this updated Strategic Plan as the next step toward the future we want.

Yours in Service,

DaRon McGee, President  
Carol Graves, Vice President  
Byron Townsend, Director  
Ann E. Coleman, Director  
Irene C. Kendrick, Director  
Beth Boerger, Director  
Terri Barr-Moore, Director

# VISION AND MISSION

## Our Vision

Our vision is to empower our diverse student population as lifelong learners to think critically, communicate effectively, achieve and innovate in the rapidly changing world. We will engage all stakeholders in pursuing an environment that promotes inclusive communication.

***“Students will have success today and be prepared for tomorrow.”***

## Our Mission

The mission of the Hickman Mills C-1 School District, 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 or career preparation

# WHO WE ARE

Hickman Mills C-1 School District made history in 1902, when the Hickman Mills area schools became the first consolidated school district in Missouri. Over the past 100 years, the district has grown from less than 100 students to an enrollment of 5,200 students.

The Hickman Mills area is a diverse, first ring suburban community located approximately 10 miles southeast of downtown Kansas City and includes 56 square miles. The area is within the 5th and 6th council districts developed in the decades following World War II (1950-1970). During that time, Interstates 435 and 470 were built and postwar housing developed at a rapid pace. Each of the district's schools strive for academic excellence. The schools include:

- 2 - Early Childhood Centers (PK)
- 7 - Elementary Schools (K-5)
- 1 - Sixth Grade Center
- 1 - Middle School (7-8)
- 1 - Senior High School (9-12)
- 2 - Alternative Centers (Special Education and Real-World Learning Programs)

The district also offers a gifted program, an alternative school, and STEAM (Science, Technology, Engineering, Art, and Math) curriculum to all schools. The Hickman Mills C-1 School District is proud to be one of the few districts in the country making STEAM and Project Based Learning a priority in the classroom and offering such teaching to all students regardless of their grade or academic standing.

The patrons of the community have always strongly supported our schools. Working together with people of diverse backgrounds through various groups and organizations. The Hickman Mills C-1 School District strives to stay on the cutting edge of all areas of instruction. Ethno-Cultural diversity in the schools reflects that of the community.



# WHO WE ARE

## RECOGNITION & HIGHLIGHTS

- HMC-1's Pre-Kindergarten Program provides free, full day instruction and bus transportation to every 4-year-old in the district.
- HMC-1 has Pre-K through 2nd grade Literacy Interventionists in every school to support Reading proficiency.
- By the end of the 20-21 school year, over 40% of students in grades K-3 were reading at or above grade level.
- We offer 1:1 technology device for PK-12.
- STEAM and Project Based Learning fully implemented district wide. Project Lead the Way, First Lego League, and Makerspaces are utilized in every building.
- HMC-1 has one of 17 nationally recognized Project Lead the Way Distinguished Districts.
- Ruskin High School is a 3-year recipient of the Kauffman Foundation's Real-World Learning (RWL) grant to promote and expand opportunities for high school students to earn a Market Value Asset (MVA).
- Social Emotional Learning Supports include district-wide SEL curriculum and SEL/Wellness clubs focused on self-awareness, social awareness, self-management, relationship skills, and responsible decision-making skills.
- HMC-1 is working towards district wide implementation of restorative practices.

# STRATEGIC PLAN OVERVIEW

## THE PLANNING PROCESS

In July 2019, The Hickman Mills C-1 School Board of Education approved a five-year Strategic Plan for the 2020 – 2025 school years. The plan is a road map for growth and includes three focus areas – Our District, Our Schools, and Our Community. The emphasis is on the district's greatest needs and includes the steps to ensure HMC-1 progress with complete transparency.

In August 2020, the new superintendent released his post-entry plan, which included revised Comprehensive School Improvement Plan (CSIP) goals. The changes plot a new pathway driven by "Teaching & Learning" strategies with a focus on building instructional practices that measure improved student achievement.



In July of 2022, the superintendent's Post-Entry Plan was combined with the original HMC-1 Strategic Plan 2020–2025. The school district's restructured strategy maintains the core concepts and "Pillars" of the original strategic plan while including the focus areas, targets, strategies, and measurable outcomes that the current administration considers necessary for student success. Resulting in an updated 2022–2027 Comprehensive Strategic Improvement Plan.



# STRATEGIC PLAN HICKMAN MILLS C-1 SCHOOLS

# CROSSROADS TO THE FUTURE

## PILLARS

The three pillars are the foundation of what we must do well to create student success. The pillars represent our greatest needs, the Focus Areas will ensure our progress with accountability and our Targets set the final destinations for the future. The Three Pillars are:

### PILLAR A – OUR DISTRICT

Establish and maintain best practices in staffing, ethno-cultural equity, finance and facilities that will support the recruitment and retention of the very best teachers and staff to serve Hickman Mills students.

**Focus Area 1** – Staffing: Recruit and Retain Quality Staff

**Focus Area 2** – Equity: Equitable Access, Opportunities and Outcomes

**Focus Area 3** – Business: Finance and Facilities



### PILLAR B – OUR SCHOOLS

Increase academic success of students' attendance, college, and career readiness, while ensuring a safe and supportive environment required for learning.

**Focus Area 4** – Student Achievement: Academic Growth & Attendance

**Focus Area 5** – Student Readiness: Success Ready Students

**Focus Area 6** – Student Safety: Safe and Supportive Climate

### PILLAR C – OUR COMMUNITY

Improve the quality of communications between district and community, establish and expand partnerships with families, service organizations, and businesses to benefit our schools and help strengthen the Hickman Mills community.

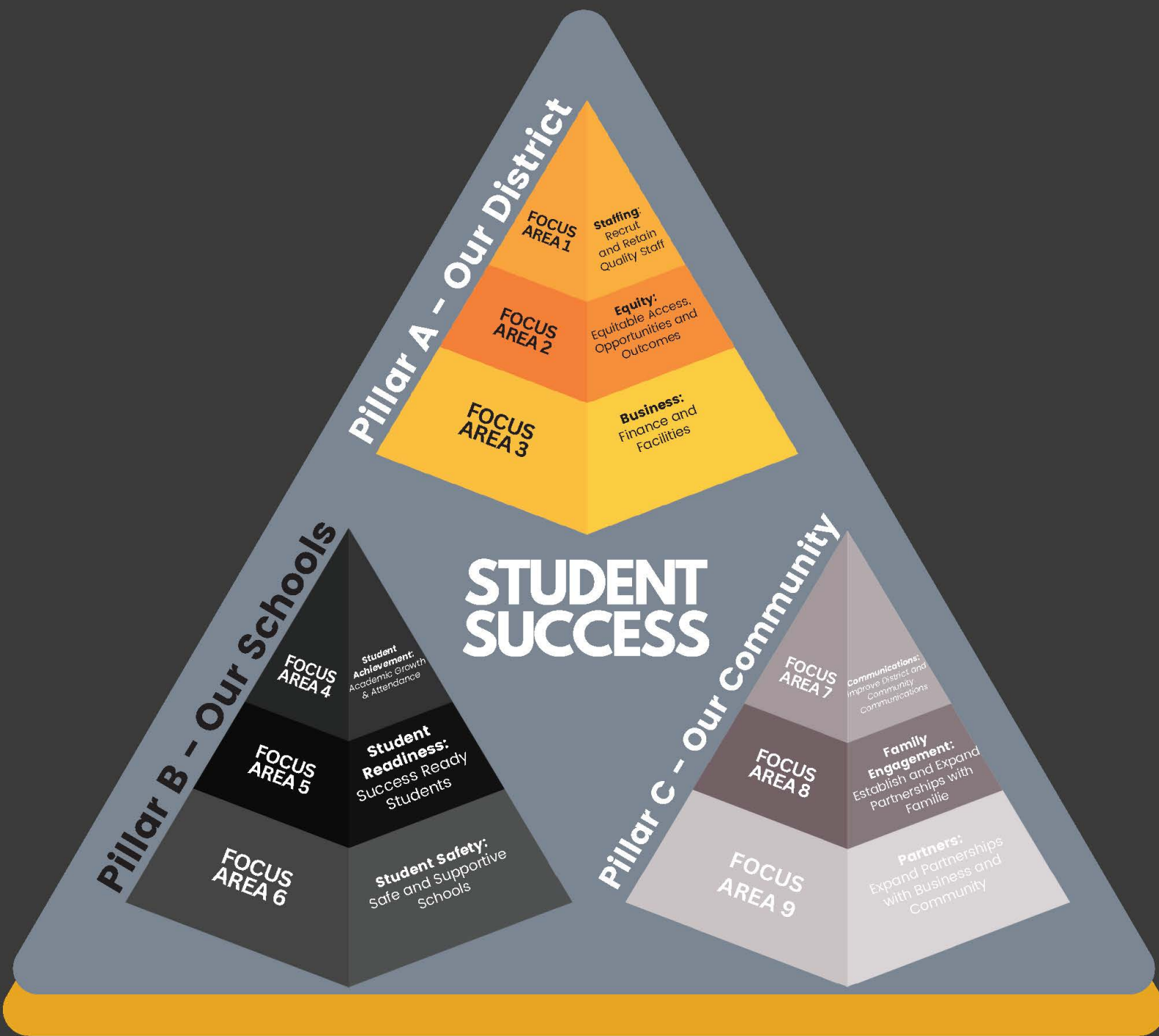
**Focus Area 7** – Communications: Improve District and Community Communications

**Focus Area 8** – Family Engagement: Establish and Expand Partnerships with Families

**Focus Area 9** – Partners: Expand Partnerships with Business and Community

STRATEGIC PLAN  
HICKMAN MILLS C-1 SCHOOLS

# CROSSROADS TO THE FUTURE





# OUR DISTRICT

## PILLAR A: Our District

The success of Hickman Mills depends on stable and responsive leadership that builds consensus and inspires action throughout the district, schools, and community. In addition, strategic and lasting progress in staffing, equity, and business and finance will require the district to establish and maintain best practices and, most critically, a collaborative approach that reaches every part of our district.



Student success begins with recruiting and retaining the best teachers and staff to serve Hickman Mills students. The district seeks to better understand factors that contribute to high turnover, explore options, and adopt practices to reverse this trend.

# OUR DISTRICT

## Current State:

Using the Board Report Separation Tracker for the past seven years, the district has realized an average turnover rate of approximately 22%. Therefore, our goal is to establish a 2% decrease in that number per year until the district is within the national average of 16%.

Compared to other metro area school districts, HMC-1 has ranked low-mid or low in rankings on the teachers' salary schedule based on starting, midpoint, and maximum salaries. The district implements an ongoing climate and culture survey, Pulse, administered continuously throughout the school year. The responses are in eight categories below:

1. Appreciation & Recognition
2. Career Development
3. Culture Fit
4. Job Satisfaction
5. Meaningful Work
6. Relationship With Colleagues
7. Relationship With Supervisor
8. School Management

An average score of 7.5 out of 10 places the category in a "green" status, meaning the outlook among staff is overall "positive" related to items in that category.



# OUR DISTRICT

## FOCUS AREA 1 – Staffing: Recruit and Retain Quality Staff

Target 1 – Improve teacher retention by 2% annually

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-accountability)	Budget (Funding source)	Responsibility (Title)
<b>1.</b>  <b>Improve teacher retention by 2% annually</b>	<b>1.</b> Improve Teacher Salary Schedule to retain highly qualified teachers	-Comparative pay data -Year to year teacher retention rate comparison using the Board Data Tracker Report	FY23 - FY26	State/Local Funds	Operations
	<b>2.</b> Execution of the DESE Recruitment and Retention Grant	-Monitoring tools identified within the approved grant will be implemented	FY23 - FY26	DESE Recruitment and Retention Grant	Human Resources
	<b>3.</b> Administer on-going climate and culture survey to certified staff members	-Use of data from the 8 categories identified in the Pulse data platform. -Target of no less than 6 of 8 categories showing “green” status (average score of 7.5-10.0)	FY23 - FY26	State/Local Funds	Human Resources
	<b>4.</b> Board of Education and Professional Development Committee (PDC) will review retention data annually as evidenced by agenda minutes	Agendas/Minutes	Annually	NA	Human Resources

# OUR DISTRICT

## FOCUS AREA 1 – Staffing: Recruit and Retain Quality Staff

Target 2 – Improve teacher recruitment to reduce start of school year vacancies by 10% annually

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-accountability)	Budget (Funding source)	Responsibility (Title)
<b>2.  Improve teacher recruitment to reduce start of school year vacancies by 10% annually</b>	<b>1.</b> Execution of the DESE Recruitment and Retention grant	-Monitoring tools identified within the approved grant will be implemented	FY23 - FY26	Federal - Recruitment and Retention Grant	Human Resources
	<b>2.</b> Expand the district Grow Your Own Program / Hickman Mills Teachers of Tomorrow	-Identify a Ruskin Sponsor for the program. -Enrollment of at least 10 students in the Hickman Teachers of Tomorrow Program. -Execute the items identified in the district's Grow Your Own grant	FY23 - FY26	Federal - Grow Your Own Grant & Title II	Human Resources
	<b>3.</b> Hire Staff members focused on recruiting highly qualified staff	-Job description created. -Qualified person hired for the position. -Decrease in year over year certified teacher vacancies at the start of the school year	FY23 - FY26	State/Local Funds	Human Resources
	<b>4.</b> The Board of Education and Professional Development Committee will review retention data annually	Agendas/Minutes	Annually	NA	Human Resources



# OUR DISTRICT

## FOCUS AREA 2 – Equity: Equitable access, opportunities and outcomes

Target 1 – Improve equity of access, opportunity and outcomes for students, staff, and community

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-accountability)	Budget (Funding source)	Responsibility (Title)
<b>1.</b>  <b>Improve equity of access, opportunity and outcomes for students, staff and community</b>	<b>1.</b> Hire district Equity staff to improve curriculum instructional strategies; employment processes and inclusive community engagement	Develop baseline data Demonstrate increased involvement by parents, alumni and community	2022- Ongoing	Grant	Human Resources, Academic Services, Communications
	<b>2.</b> Implement Equity Audit	External agent to produce audit report	2023	Grant	Human Resources, Academic Services, Communications
	<b>3.</b> Develop Equity Plan	Present Equity Plan in phases	2023	Grant	Human Resources, Academic Services, Communications

# OUR DISTRICT

## FOCUS AREA 3 – Business: Finance and Facilities

Target 1 – Improve Financial status in order to resource CSIP

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-accountability)	Budget (Funding source)	Responsibility (Title)
<b>1.</b>  <b>Improve Financial status in order to resource CSIP</b>	<b>1.</b> Implement Superintendent Financial Management System  Strategic-resource evidence and research based instructional plans	Present monthly financial reports  Maintain Healthy Fund Balance  Financial Audit Report  Develop and Monitor Policies and Procedures  Communicate in various forms to community and DESE	2022- Ongoing	State and Local, Grants, Federal Funds	Business Department, Human Resources, Communications, Board Oversight



# OUR DISTRICT

## FOCUS AREA 3 – Business: Finance and Facilities

Target 2 – Improve our Facilities through approved Bonds

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-accountability)	Budget (Funding source)	Responsibility (Title)
<b>2.  Improve our Facilities through approved Bonds</b>	<b>1.</b> Implement a successful Bond campaign	Approve Bonds	2022- Ongoing	Bonds State and Local Grants Federal Funds	Business Department Human Resources Academic Services Communications
	<b>2.</b> Develop and Implement Master Facilities Plan	Monthly reports on Bond /Facilities upgrades	2022- Ongoing	Bond, State and Local, Grants, Federal Funds	Human Resources Academic Services Communications

# OUR SCHOOLS

## PILLAR B: Our Schools

The schools of Hickman Mills are the heart and soul of our learning community. Successful implementation of our plan requires the investment of everyone who depends on Hickman Mills. From employees and students, to families and partners in the community – we are one.

Without question, full accreditation is an urgent focus. As such, we must create a solid and dedicated focus on maximizing daily attendance for each student – and creating the safe and supportive environment required for the best learning to happen. Only then will we lay the foundation of full accreditation and establish a long-term path of continuous improvement.



### Current State:

HMC-1 serves approximately 5200 students in grades PK-12. As measured by iReady Benchmark Assessments (K-9) from the 20-21 school year, formative data illustrates that approximately 24% of students are on grade level in Reading and 19% in Math. Graduation rates have increased by over 10% in the last five years; however, they still fall below the state average. HMC-1 has evidence of success in improving college and career readiness outcomes for high school students and is strategically planning how to expand programming into K-8, as evidenced in this strategic plan.



# OUR SCHOOLS

## FOCUS AREA 4 – Student Achievement: Academic Growth and Attendance

Target 1 – Increase grade level performance in ELA by 12% (3% annually)

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-Accountability)	Budget (Funding source)	Responsibility (Title)
<b>1.</b>  <b>Increase grade level performance in ELA by 12% (3% annually)</b>  <b>*Increase Focus Students grade level performance in ELA by 12% (3% annually)</b>  * HMC-1 School Board regular oversight	<b>1.</b> Implement Literacy Interventionists / Read 180 teachers in all K-8 buildings	iReady diagnostic	Fall, Winter, Spring	Title I & ESSER	Academic Services
	<b>2.</b> Create Student Achievement Plan (SAP) for students who need Tier 2 support	Increased number of students reading on grade level based on iReady via SIPPS+ resource	Fall, Winter, Spring	ESSER	Academic Services
	<b>3.</b> Implement Center for Collaborative Literacy curriculum with fidelity in grades K-5	Ongoing professional development and classroom observations- Checklist of High Yield strategies	On-going	Title I & ESSER	Academic Services
	<b>4.</b> Implement iReady Online Instruction in Reading to support personalized learning	iReady diagnostic student growth data indicates positive trend	Weekly / Ongoing	Title I	Academic Services
	<b>5.</b> Implement Grade Level ELA Goals for students with IEPs	SpedTrack Progress Monitoring Report	Ongoing - Progress Monitor December & May	IDEA	Academic Services
	<b>6.</b> Implement LETRS training for all PK	100% training completion by PK certified staff	22-23 SY	State and Local	Academic Services

# OUR SCHOOLS

## FOCUS AREA 4 – Student Achievement: Academic Growth and Attendance

Target 2 – Increase grade level performance in Math by 12% (3% annually)

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-Accountability)	Budget (Funding source)	Responsibility (Title)
<b>2.</b>  <b>Increase grade level performance in Math by 12% (3% annually)</b>  <b>*Increase Focus Students grade level performance in Math by 12% (3% annually)</b>  <b>* HMC-1 School Board regular oversight</b>	1. Implement Into Math curriculum with fidelity in grades K-11	Ongoing professional development and classroom observations- Checklist of High Yield strategies	On-going	Title I	Academic Services
	2. Implement iReady Online Instruction in Math to support personalized learning	iReady diagnostic	Fall, Winter, Spring	Title I & ESSER	Academic Services
	3. Provide ongoing professional development to teachers in the area of Math - PD Plan	Math PD plan developed -Teachers are utilizing the strategies developed in these PDs with fidelity and their iReady scores have improved	Fall, Winter, Spring	Title I & ESSER	Academic Services
	4. Implement District Continuous Improvement (DCI)	100% of schools have completed the required documentation from the DCI team	September to May	DESE Grant	Building Level Principals
	5. Implement Grade Level MATH Goals for students with IEPs	SpedTrack Progress Monitoring Report	Ongoing - Progress Monitor December & May	IDEA	Academic Services



# OUR SCHOOLS

## FOCUS AREA 4 – Student Achievement: Academic Growth and Attendance

Target 3 – Increase Average Daily Attendance (ADA) to 90% consistently

Target  (Empirical or product)	Strategies  (Evidence based)	Metrics/Indicators  (What does success look like?)	Timeline  (Review-Accountability)	Budget  (Funding source)	Responsibility  (Title)
<b>3.</b>  <b>Increase Average Daily Attendance (ADA) to 90% consistently</b>	<b>1.</b>  Attendance incentive program for schools based on Average Daily Attendance rates	Establish Baseline Data	FY23 - FY26	ESSER	Student Achievement

# OUR SCHOOLS

## FOCUS AREA 5 – Student Readiness: Success Ready Students

Target 1 – Implement SUCCESS READY PROGRAM in 100% of K-12 schools (Including Focus Students)

Target  (Empirical or product)	Strategies  (Evidence based)	Metrics/Indicators  (What does success look like?)	Timeline  (Review-Accountability)	Budget  (Funding source)	Responsibility  (Title)
<b>1.</b>  <b>Implement Success Ready Program in 100% of K-12 schools (Including Focus Students)</b>  * HMC-1 School Board regular oversight	<b>1.</b> Implementation of Project Lead the Way Launch in grades PK-5	Secondary PLTW Enrollment data  Student achievement data in science	2022-2023 SY - Grades PK-5	Title IV	Building Principals and Supplemental Teachers
	<b>2.</b> Implement AVID for grades 5-9	College & Career Readiness indicators	22-23 SY - Grades 6-8  22-23 SY - Grades 5 and 9	Title IV	Building Principals and Supplemental Teachers
	<b>3.</b> Implement STEAM Makerspaces in 100% of schools	Number of students/classes utilizing the Makerspaces in their perspective building on a weekly basis	22-23 SY	State and Local	Library Media Specialists and Supplemental Teachers
	<b>4.</b> Increase access to co-curricular clubs and activities (SEL Clubs, Enrichment, First Lego League, etc.)	Number of overall students participating in these activities per semester	Ongoing	ESSER	Supplemental Teachers/Club Sponsors



# OUR SCHOOLS

## FOCUS AREA 5 – Student Readiness: Success Ready Students

Target 2 – Increase district graduation rate of all students (including Focus Students) to 90% or higher

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review)	Budget (Funding source)	Responsibility (Title)
<b>2.</b>  <b>Increase district graduation rate of all students (including <i>Focus Students</i>) to 90% or higher</b>  * HMC-1 School Board regular oversight	<b>1.</b> Increased monitoring of students' on-track, on-time beginning in the 8th grade	Students (including FOCUS STUDENTS) will have completed credits/requirements to graduate	December and May, annually	State and Local, Title I, ESSER	Building Principals and Counselors
	<b>2.</b> Enhance alternative programming options at Burke Academy	Increased enrollment at Burke Academy	December and May, annually	State and Local, Title I, ESSER	Building Principals and Counselors



# OUR SCHOOLS

## FOCUS AREA 5 – Student Readiness: Success Ready Students

Target 3 – Increase the percentage of students (including Focus Students) participating in real-world learning and earning Market Value Assets (MVA's) to 50% of graduates by year 2025

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-Accountability)	Budget (Funding source)	Responsibility (Title)
<b>3.</b>  <b>Increase the percentage of students (including <i>Focus Students</i>) participating in real-world learning and earning Market Value Assets (MVA's) to 50% of graduates by year 2025</b>  * HMC-1 School Board regular oversight	<b>1.</b> Participate in the Kauffman Foundation's Real World Learning grant process	25% by 21-22 SY 50% by 24-25 SY 90% by 29-30 SY	20-21 SY Pilot Year  22-23 SY	Grant Funds	Academic Services High School Administration RWL Coordinator
	<b>2.</b> Implement South Kansas City Microregion Shared Pathways model	25% by 21-22 SY 50% by 24-25 SY 90% by 29-30 SY	20-21 SY Launch	Grant Funds State & Local	Academic Services High School Administration RWL Coordinator
	<b>3.</b> Hire a district Real World Learning Coordinator	25% by 21-22 SY 50% by 24-25 SY 90% by 29-30 SY	21-22 SY	Grant Funds	Academic Services High School Administration
	<b>4.</b> Pay for dual credit enrollment costs	Meet RWL strategic plan goals annually	21-22 SY (Year 1)	ESSER	Academic Services High School Administration
	<b>5.</b> Develop student intern program	Meet RWL strategic plan goals annually	Summer 2021 (Year 1)	State & Local	Academic Services High School Administration



# OUR SCHOOLS

## FOCUS AREA 5 – Student Readiness: Success Ready Students

Target 4 – Increase by 10% the percentage of students (including Focus Students) earning a qualifying score on college and career assessments

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-Accountability)	Budget (Funding source)	Responsibility (Title)
<b>4.</b>  <b>Increase by 10% the percentage of students (including <i>Focus Students</i>) earning a qualifying score on college and career assessments</b>  * HMC-1 School Board regular oversight	<b>1.</b> Increase enrollment in AP, Dual Credit, and Early College	Students (including FOCUS STUDENTS) schedule will reflect enrollment in the appropriate courses	Ongoing	NA	Counselors, Building Principal
	<b>2.</b> Increase teacher capacity through ongoing professional development	100% of AP teachers will have participated in AP Institute	Ongoing	District PDC	Building Principal/ Academic Services
	<b>3.</b> 100% of seniors participate in ACT, Workkeys, ASVAB, or Accuplacer as a requirement for graduation	At least 90% of all seniors will have a participation score by the year 2026	Annual evaluation	State & Local	School Counselors

# OUR SCHOOLS

## FOCUS AREA 5 – Student Readiness: Success Ready Students

Target 5 – Increase IEP transition opportunities by 10% annually

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-accountability)	Budget (Funding source)	Responsibility (Title)
<b>5.</b>  <b>Increase IEP transition opportunities by 10% annually</b>  * HMC-1 School Board regular oversight	<b>1.</b> Provide transition resources information to families of students with IEPs during IEP meetings and on the district website that supports post-secondary goals	Develop baseline of Transition Plan data  Increased number of students with IEPs graduating on time	Annually - May	IDEA	Student Services Transition Facilitator



# OUR SCHOOLS

## FOCUS AREA 6 – Student Safety: Safe and Supportive Climate

Target 1 – Reduce the number of OSS and Superintendent referrals (including Focus Students) by 10%

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-accountability)	Budget (Funding source)	Responsibility (Title)
<b>1.</b>  <b>Reduce the number of OSS and Superintendent referrals (including Focus Students) by 10%</b>  * HMC-1 School Board regular oversight	<b>1.</b> Implement Restorative Practices. Staff will receive training in the Fall and trainings throughout the school year with check in monthly with the facilitator	Establish baseline data of OSS and Superintendent referrals in Infinite Campus  3% annual decrease in OSS and Superintendent referrals	On-going, check progress at end of semesters (January, June) Monthly check-in	Grant, ESSER	Academic Services
	<b>2.</b> Implement Social Emotional Learning (SEL) supports	As evidenced by school schedules, all K-12 students participated, at least weekly, in 6-Minute SEL lessons.	Bi-weekly to monthly check-in with students Daily monitoring process	ESSER	Academic Services

# OUR COMMUNITY

## PILLAR C: Our Community

We at Hickman Mills fundamentally depend on partnerships with classrooms, families, volunteers, non-profits, and businesses for our continuous growth and long-term success.

Demands our district families face are different today than they were a decade ago. To strengthen partnerships with families, we must engage in new and different ways. Accessible meetings during school days for our student's families help leverage everyday technology, increasing other approaches that have the potential to benefit everyone and ultimately serve students better.

Surrounding any successful school system is a community that understands the unique role that its schools play in economic and workforce development. The work we have outlined will help establish and expand partnerships with service organizations and businesses. This growth will not only benefit our schools but also help strengthen the community of Hickman Mills.





# OUR COMMUNITY

## Current State:

The south Kansas City community that Hickman Mills C-1 Schools serves has dealt with a changing population over the last 25 years. Enrollment peaked in the school district in the early 1990s. As a result, what at the time was a suburban community, has transitioned to more of an urban population that experiences similar challenges typically seen in inner-city school districts.

The change in the population has required HMC-1 to change our approach to family and community engagement. New strategies include focusing on parents as teachers' programs, parent university programs, and increasing the number of mentors, volunteers, and community partners, including area businesses, to support student success. HMC-1 also understands the changing social-political climate, and that equity remains a top focus for all of our stakeholders.



# OUR COMMUNITY

## FOCUS AREA 7 – Communication: Improve District and Community Communications

Target 1 – Improve the positive perception of the district

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-accountability)	Budget (Funding source)	Responsibility (Title)
<b>1.</b>  <b>Improve the positive perception of the district</b>	<b>1.</b> Create a marketing campaign to provide information about the district	Establish baseline of data based on analytics and surveys  2% positive increase in responses annually	Ongoing	State and Local	Communications and Community Engagement



# OUR COMMUNITY

## FOCUS AREA 7 – Communication: Improve District and Community Communications

Target 2 - Improve the quality of consistent communication between district and community

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-accountability)	Budget (Funding source)	Responsibility (Title)
<b>2.</b>  <b>Improve the quality of consistent communication between district and community</b>	<b>1.</b> Develop a comprehensive communications plan	Establish baseline of data based on analytics and surveys  2% positive increase in responses annually	1-3 years	State and Local Grants	Communications and Community Engagement



# OUR COMMUNITY

## FOCUS AREA 8 – Family Engagement: Establish and Expand Partnerships with Families

Target 1 – Increase the number of quality opportunities to build supportive relationships with staff

Target  (Empirical or product)	Strategies  (Evidence based)	Metrics/Indicators  (What does success look like?)	Timeline  (Review-accountability)	Budget  (Funding source)	Responsibility  (Title)
<b>1.</b>  <b>Increase the number of quality opportunities to build supportive relationships with staff</b>	<b>1.</b> Create events and activities that allow community members, families, and staff to engage	Establish baseline of data based on analytics and surveys  2% positive increase in responses annually	Ongoing	State and Local Grants	Communications and Community Engagement  Human Resources



# OUR COMMUNITY

## FOCUS AREA 8 – Family Engagement: Establish and Expand Partnerships with Families

Target 2 – Increase the number of quality opportunities for families to engage in the learning process

Target  (Empirical or product)	Strategies  (Evidence based)	Metrics/Indicators  (What does success look like?)	Timeline  (Review-accountability)	Budget  (Funding source)	Responsibility  (Title)
<b>2.</b>  <b>Increase the number of quality opportunities for families to engage in the learning process</b>	<b>1.</b> Improve and refine the Parents as Teachers Program  <b>2.</b> Launch a Parent Empowerment Institute	Establish baseline of data based on analytics and surveys  2% positive increase in responses annually	1-3 years	State and Local Grant	Communications and Community Engagement



# OUR COMMUNITY

## FOCUS AREA 9 – Partners: Expand Partnerships with Business & Community

Target 1 – Increase the number of quality opportunities for the business and community to build supportive relationships with students

Target (Empirical or product)	Strategies (Evidence based)	Metrics/Indicators (What does success look like?)	Timeline (Review-accountability)	Budget (Funding source)	Responsibility (Title)
<b>1.</b>  <b>Increase the number of quality opportunities for the business/ community to build supportive relationships with students</b>	<b>1.</b> Develop a comprehensive mentoring program between volunteers, and students	Establish baseline of data based on analytics and surveys  2% positive increase in participation annually	1-3 years	State and Local Grant	Communications and Community Engagement



## **Our Research Partner**

We partnered with Patron Insight Inc. to assist our effort in gathering feedback from all internal and external district stakeholders for the 2019–2024 Strategic Plan. Patron Insight used the Multiple Validation Protocol to validate ideas, desires, and perceptions through multiple audiences, using multiple research vehicles to allow everyone – from the superintendent to a non-parent patron who has not stepped foot on campus in many years – to have a role in creating a vision of what the district should achieve.

### **The following research processes comprised Patron Insight’s work for the original 2019–2024 Hickman Mills Strategic Plan process:**

- One-on-one interviews with more than 30 individuals inside and outside of the school district.
- Community meetings with active participation by attendees.
- Online surveys to students, employees, parents, and community members.
- Phone call survey of 400 “head of household” individuals living in district boundaries, statistically valid to a  $\pm 5$  percent error factor.

The research outcomes are incorporated throughout this plan. This process ensures the Hickman Mills updated Comprehensive Strategic Improvement Plan and focus areas are based on valid research outcomes, representing all stakeholder voices.

Patron Insight believes a school district’s CSIP should be a fluid document, always keeping in mind organizational shifts necessary to achieve the bigger picture. The plan is clear on its strategic focus areas and addresses the work that needs to be accomplished to reach Year 1 of the plan. Knowing we will need to change and adjust to accomplish the bigger picture strategies, the plan will be reviewed annually, and the upcoming school year’s action items will be identified. Then, working with strategy while considering the organizational shifts required to achieve the big picture, the district will create and modify a plan that achieves what is needed to be successful in each strategic focus area.

STRATEGIC PLAN  
HICKMAN MILLS C-1 SCHOOLS

# CROSSROADS TO THE FUTURE

HICKMANMILLS.ORG

THANK YOU TO THE  
BOARD OF DIRECTORS

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