



Marion County Public Schools Comprehensive District Improvement Plan

Achievement Gap

Objective(s):	To support continuous improvement, by May 2026, the district will decrease the percentage of students with disabilities scoring at the novice level by 10%, as measured by the Kentucky Summative Assessment.
Strategy:	Strategies that will support this will include co-teaching, intentional schedule alignment to allow for more tiered interventions, and analysis of formative/summative assessments.
Activities:	Specific activities to support this objective include PLCs, flexible interventions, data analysis of assessments, small group instruction in general education classes, and one-on-one interventions during pull-out times.
Progress Monitoring:	Progress will be monitored through walkthroughs, i-Ready, and Pear assessment.
Funding	Funding sources will be provided by the general fund and federal/state grants.

State Assessment Results in Reading and Mathematics

Three- to Five-Year Goal:	Over the next three to five years, the district will increase the reading percentage of proficient/distinguished students to 81.8% at the elementary level, 80.9% at middle school and 76.8% at the high school level, as measured by the Kentucky Summative Assessment. Additionally, the district will increase the math percentage of proficient/distinguished students to 80.9% at the elementary level, 82.0% at middle school and 76.4 % at the high school level, as measured by the Kentucky Summative Assessment.
Objective(s):	To support progress toward the long-term goal, the district will increase the percentage of proficient/distinguished students in reading to 63.6% at the elementary school level, 61.9% at the middle school level and 53.6% at the high school level. In addition, the district will increase the percentage of proficient/ distinguished students in math to 61.7% at the elementary school level, 63.8% at the middle school level and 52.8% at the high school level.
Strategy:	Targeted strategies to support this goal include continued implementation and professional learning with HQIRs, implementation of Access to Algebra, enhanced tiered instruction for all students, co-teaching, and rigorous, standards-aligned assessments.
Activities:	Specific activities to support this goal include PLCs, data meetings, walkthroughs, school instructional rounds, live scoring, collaborations with instructional coaches, continuous analysis of common assessments,



	daytime waiver, and professional learning focused on school improvement.
Progress Monitoring:	Progress will be monitored through walkthroughs, i-Ready, and Pear assessment.
Funding	Funding sources will be provided by the general fund and federal/state grants.

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes ▾
English Learner Progress	Choose an item ▾
Quality of School Climate and Safety	Choose an item ▾
Postsecondary Readiness (high schools and districts only)	Choose an item ▾
Graduation Rate (high schools and districts only)	Choose an item ▾

Priority Indicator Goals:

Priority Indicator #1: State Assessment Results in science, social studies and writing ▾

Three- to Five-Year Goal:	Over the next three to five years, the district will increase the science percentage of proficient/distinguished students to 76.8% at the elementary level, 70.8% at middle school and 67.2% at the high school level. Additionally, the district will increase the social studies percentage of proficient/distinguished students to 76.7% at the elementary level, 80.2% at middle school and 74.0% at the high school level. Lastly, the district will increase the combined writing percentage of proficient/distinguished students to 83.3% at the elementary level, 83.0% at middle school and 76.4% at the high school level, as measured by the Kentucky Summative Assessment.
Objective(s)	To support progress toward the long-term goal, the district will increase the percentage of proficient/distinguished students in science to 53.4% at the elementary school level, 41.8% at the middle school level and 34.4% at the high school level. In addition, the district will increase the percentage of proficient/ distinguished students in social studies to 53.5% at the elementary school level, 60.2% at the middle school level and 48.0% at the high school level. Lastly, the district will increase the combined writing percentage of proficient/distinguished students to 66.7% at the elementary level, 66.2% at middle school and 52.8% at the high school level.
Strategy:	Targeted strategies to support this goal include continued instructional support from instructional coaches, live scoring, use of Thoughtful Classroom strategies, components of an ideal lesson, and rigorous, standards-aligned assessments.



Activities:	Targeted strategies to support this goal include PLCs, data analysis of formative/summative assessments, use of AI as an instructional tool for teachers, and rigorous, standards-aligned assessments.
Progress Monitoring:	Progress will be monitored through walkthroughs and Pear assessment.
Funding	Funding sources will be provided by the general fund and federal/state grants.

Priority Indicator #2: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #3: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #1: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	



Calvary Elementary School School Comprehensive School Improvement Plan

Achievement Gap

Objective(s):	To support continuous improvement, the school will reduce the percentage of economically disadvantaged scoring novice to less than 10% in 2025, as measured by the KSA assessment.
Strategy:	Strategies that will support this will include continued implementation of HQIRs, SB9 support, monitoring of MTSS, and PLCs looking at sub-group data.
Activities:	Specific activities to support this objective include continuous lesson internalization of the adopted HQIR, rigorous, standards-aligned assessments, extended school services and targeted reading support.
Progress Monitoring:	Progress will be monitored through Pear assessment, school assessment tracker and iReady diagnostic.
Funding	Funding sources will be provided by the general fund and federal/state grants.

State Assessment Results in Reading and Mathematics

Three- to Five-Year Goal:	Over the next 3-5 years, the school will increase percent proficient/distinguished in reading to 65%. In math, we will increase the percent proficient/distinguished to 80%.
Objective(s):	Calvary Elementary will improve from 56% proficient and distinguished in reading to 60%, and we will maintain above 70% proficient and distinguished in math.
Strategy:	Specific strategies to support this goal include continued implementation of HQIRs, monitoring of MTSS, and PLCs that drive instruction.
Activities:	Specific activities to support this goal include continuous lesson internalization of the adopted HQIRs, rigorous, standards-aligned assessments, extended school services and targeted reading/math support.
Progress Monitoring:	Progress will be monitored through Pear assessment, school assessment tracker and iReady diagnostic.
Funding	Funding sources will be provided by the general fund and federal/state grants.

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Choose an item ▾
English Learner Progress	Choose an item ▾

Quality of School Climate and Safety	Choose an item ▾
Postsecondary Readiness (high schools and districts only)	Choose an item ▾
Graduation Rate (high schools and districts only)	Choose an item ▾

Priority Indicator Goals:

Priority Indicator #1: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #2: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #3: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Glasscock Elementary School School Comprehensive School Improvement Plan

Achievement Gap

Objective(s):	To support continuous improvement, the school will decrease the percentage of students with disabilities scoring novice reading to 20%. In math, the objective is to decrease the percentage of students with disabilities scoring novice to 33%.
Strategy:	Strategies that will support this will include increased tiered-interventions/support, cross-curricular collaborations, progress monitoring and re-teaching.
Activities:	Specific activities to support this objective include use of daytime ESS to support small group instruction, data analysis of diagnostic/common assessments, and specific teacher feedback via walkthroughs that helps to drive instruction.
Progress Monitoring:	Progress will be monitored through i-Ready, easy CBM, KSA and Pear assessment.
Funding	Funding sources will be provided by the general fund and federal/state grants.

State Assessment Results in Reading and Mathematics

Three- to Five-Year Goal:	Over the next 3-5 years, the school will increase the percentage of students scoring proficient or distinguished in reading to 60%. In math, we will increase the percentage of students scoring proficient and distinguished to 60%.
Objective(s):	To support continuous improvement, the school will increase students scoring proficient/distinguished in both math and reading by spring 2026.
Strategy:	Specific strategies to support this goal include continued implementation of HQIRs, increased tiered-interventions/support, cross-curricular collaborations, progress monitoring and re-teaching.
Activities:	Specific activities to support this goal include PLCs, teacher feedback after walkthroughs, curriculum-based professional learning, and curriculum guides.
Progress Monitoring:	Progress will be monitored through i-Ready, KSA and Pear assessment.
Funding	Funding sources will be provided by the general fund and federal/state grants.

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Choose an item ▾

English Learner Progress	Choose an item ▾
Quality of School Climate and Safety	Choose an item ▾
Postsecondary Readiness (high schools and districts only)	Choose an item ▾
Graduation Rate (high schools and districts only)	Choose an item ▾

Priority Indicator Goals:

Priority Indicator #1: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #2: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #3: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Lebanon Elementary School Comprehensive School Improvement Plan

Achievement Gap

Objective(s):	To support continuous improvement, the school will reduce the percentage of novice for economically disadvantaged to 28% in Reading and 30% in Math.
Strategy:	Strategies that will support this will include utilizing both HQIRs, efficient use of tiered interventions, and modification of master schedule to support Reading and Math.
Activities:	Specific activities to support this objective include professional learning communities (PLCs), utilization of state and district instructional coaches, and ESS interventions.
Progress Monitoring:	Progress will be monitored through classroom assessments, iReady assessments, and effective use of PLCs.
Funding	Funding sources will be provided by the general fund and federal/state grants.

State Assessment Results in Reading and Mathematics

Three- to Five-Year Goal:	Over the next 3-5 years, the school will increase Reading proficient and distinguished to 60% (4% per year) and Math proficient and distinguished to 45% (4% per year).
Objective(s):	To support continuous improvement, the school will increase Reading proficient and distinguished to 60% (4% per year) and Math proficient and distinguished to 45% (4% per year).
Strategy:	Specific strategies to support this goal include utilizing both HQIRs, efficient use of tiered interventions, and modification of master schedule to support Reading and Math.
Activities:	Specific activities to support this goal include professional learning communities (PLCs), utilization of state and district instructional coaches, and ESS interventions.
Progress Monitoring:	Progress will be monitored through classroom assessments, iReady assessments, and effective use of PLCs.
Funding	Funding sources will be provided by the general fund and federal/state grants.

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes ▾
English Learner Progress	Choose an item ▾

Quality of School Climate and Safety	Yes ▾
Postsecondary Readiness (high schools and districts only)	Choose an item ▾
Graduation Rate (high schools and districts only)	Choose an item ▾

Priority Indicator Goals:

Priority Indicator #1: Quality of School Climate and Safety ▾

Three- to Five-Year Goal:	Over the next 3-5 years, the school will increase Quality of School Climate and Safety survey results to 80% (increase 2% per year).
Objective(s)	To support continuous improvement, the school will increase Quality of School Climate and Safety survey to 75% (2% per year).
Strategy:	Specific strategies to support this goal include practicing similar questions during classroom assessments/counseling lessons.
Activities:	Specific activities to support this goal include professional learning communities (PLCs).
Progress Monitoring:	Progress will be monitored through classroom/counseling assessments.
Funding	Funding sources will be provided by the general fund and federal/state grants.

Priority Indicator #2: State Assessment Results in science, social studies and writing ▾

Three- to Five-Year Goal:	Over the next 3-5 years, the school will increase State Assessment Results in science, social studies and writing results: Science: 72%, Social Studies: 49%, Combined Writing: 85% (increase 3% per year).
Objective(s):	By spring of 2026, Lebanon Elementary will increase the State Assessment Results in science, social studies and writing index score Science: 66%, Social Studies: 43%, Combined Writing: 79% (increase 3% per year).
Strategy:	Specific activities to support this goal include professional learning communities (PLCs), utilization of state and district instructional coaches, and ESS interventions.
Activities:	Specific activities to support this goal include professional learning communities (PLCs), utilization of state and district instructional coaches, and ESS interventions.
Progress Monitoring:	Progress will be monitored through classroom assessments, iReady assessments, and effective use of PLCs.
Funding	Funding sources will be provided by the general fund and federal/state grants.

Priority Indicator #3: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	

Strategy:	
Activities:	
Progress Monitoring:	
Funding	

West Marion Elementary School Comprehensive School Improvement Plan

Achievement Gap

Objective(s):	To support continuous improvement, the school will reduce the percentage of economically-disadvantaged students scoring novice/apprentice in math from 51% to 45%.
Strategy:	Strategies that will support this will include continued implementation of math HQIRs, data analysis and tiered interventions.
Activities:	Specific activities to support this objective include live scoring, PLCs, and daytime ESS waiver.
Progress Monitoring:	Progress will be monitored through walkthroughs, i-Ready, and Pear assessment.
Funding	Funding sources will be provided by the general fund and federal/state grants.

State Assessment Results in Reading and Mathematics

Three- to Five-Year Goal:	Over the next 3-5 years, the school will increase proficiency in reading to 75% and 70% in math.
Objective(s):	To support continuous improvement, the school will increase proficiency in reading to 70% and 65% in math.
Strategy:	Specific strategies to support this goal include continued implementation of reading and math HQIRs, data analysis and tiered interventions.
Activities:	Specific activities to support this goal include live scoring, PLCs, cross-curricular collaborations, and daytime ESS waiver.
Progress Monitoring:	Progress will be monitored through walkthroughs, i-Ready, and Pear assessment.
Funding	Funding sources will be provided by the general fund and federal/state grants.

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Choose an item ▾
English Learner Progress	Choose an item ▾
Quality of School Climate and Safety	Choose an item ▾
Postsecondary Readiness (high schools and districts only)	Choose an item ▾

Graduation Rate (high schools and districts only)

Choose an item ▾

Priority Indicator Goals:

Priority Indicator #1: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #2: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #3: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Lebanon Middle School School Comprehensive School Improvement Plan

Achievement Gap

Objective(s):	To support continuous improvement, the school will decrease the percentage of students with IEPs scoring novice to 50% in 2025, as measured by the KSA assessment.
Strategy:	Strategies that will support this will include co-teaching, enhancing Tier 2 and Tier 3 instruction, and monitoring of standards mastery with subgroups.
Activities:	Specific activities to support this objective include monthly data meetings, PLCs, flexible interventions, strategic (WIN) intervention times, data analysis of assessments, co-teaching in general education classes, and one-on-one interventions during pull-out time.
Progress Monitoring:	Progress will be monitored through Pear assessment, common assessments and i-Ready diagnostics.
Funding	Funding sources will be provided by the general fund and federal/state grants.

State Assessment Results in Reading and Mathematics

Three- to Five-Year Goal:	Over the next 3-5 years, the school will increase students scoring proficient/distinguished on the KSA reading and math assessment to 75%.
Objective(s):	To support continuous improvement, the school will increase the percentage of students scoring proficient and distinguished to 58% in 2025, as measured by the KSA assessment.
Strategy:	Specific strategies to support this goal include continued implementation and professional learning with HQIRs, implementation of Access to Algebra, enhanced tiered instruction for all students, co-teaching, and rigorous, standards-aligned assessments.
Activities:	Specific activities to support this goal include PLCs, data meetings, walkthroughs, school instructional rounds, live scorings, collaborations with instructional coaches, continuous analysis of common assessments, daytime waiver, and professional learning focused on school improvement.
Progress Monitoring:	Progress will be monitored through Pear assessment, common assessments and i-Ready diagnostics.
Funding	Funding sources will be provided by the general fund and federal/state grants.

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Choose an item ▾

English Learner Progress	Choose an item ▾
Quality of School Climate and Safety	Choose an item ▾
Postsecondary Readiness (high schools and districts only)	Choose an item ▾
Graduation Rate (high schools and districts only)	Choose an item ▾

Priority Indicator Goals:

Priority Indicator #1: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #2: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #3: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Marion County Middle School School Comprehensive School Improvement Plan

Achievement Gap

Objective(s):	To support continuous improvement, the school will decrease the percentage of students with disabilities scoring novice in reading from 65% to 50%. In math the percentage of students with disabilities scoring novice will be decreased from 35% to 25%.
Strategy:	Strategies that will support this will include co-teaching, master schedule development, and progress monitoring.
Activities:	Specific activities to support this objective include scheduling to allow for co-teaching and additional time in the resource classroom, targeted Tier 3 instruction, and data analysis of assessments.
Progress Monitoring:	Progress will be monitored through Pear assessments, i-Ready data, and KSA scores
Funding	Funding sources will be provided by the general fund and federal/state grants.

State Assessment Results in Reading and Mathematics

Three- to Five-Year Goal:	Over the next 3-5 years, the school will increase proficiency in reading from 55% to 70%. In math, the school will increase proficiency from 60% to 75%.
Objective(s):	By May 2026, the number of students proficient in reading will increase from 55% to 60%. By May 2026, the number of students proficient in math will increase from 60% to 65%
Strategy:	Specific strategies to support this goal include PLCs, data meetings, structured lesson/assessment design, and continued implementation of HQIRs.
Activities:	Specific activities to support this goal include curriculum-based PD, analysis of common assessments and diagnostics to drive instruction, targeted interventions during WIN time, and live scoring.
Progress Monitoring:	Progress will be monitored through walkthroughs, Pear assessment, and diagnostic testing.
Funding	Funding sources will be provided by the general fund and federal/state grants.

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Choose an item ▾
English Learner Progress	Choose an item ▾

Quality of School Climate and Safety	Choose an item ▾
Postsecondary Readiness (high schools and districts only)	Choose an item ▾
Graduation Rate (high schools and districts only)	Choose an item ▾

Priority Indicator Goals:

Priority Indicator #1: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #2: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #3: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Marion County High School Comprehensive School Improvement Plan

Achievement Gap

Objective(s):	To support continuous improvement, the school will decrease the percentage of students with disability scoring novice in both reading and math by 20% in 2025, as measured by the KSA assessment.
Strategy:	Strategies that will support this include adoption of HQIRs addressing Tier 1 instruction. Specific resource classes address Tier 2 and Tier 3 instruction.
Activities:	Specific activities to support this objective include individualized (one-on-one), scaffolded instruction. Pear assessment is used to provide accommodations. Schedule changes help to provide additional co-teaching in reading math classes.
Progress Monitoring:	Progress will be monitored through Pear assessment.
Funding	Funding sources will be provided by the general fund.

State Assessment Results in Reading and Mathematics

Three- to Five-Year Goal:	Over the next 3-5 years, the school will increase percent proficient/distinguished in reading and math to 65%.
Objective(s):	In the next school year, the school will increase percent proficient/distinguished in reading and math to 60%.
Strategy:	Specific strategies to support this goal include content level PLCs, analysis of Pear assessment to drive instruction and reteaching, and continue to revise and develop standards-aligned, quality assessments.
Activities:	Specific activities to support this goal include bi-weekly Pear assessment with reteach and reassess, PLCs used to analyze data and plan next steps, SAT designed assessments at the 11th grade level, continued professional learning on HQIRs and SAT administration.
Progress Monitoring:	Progress will be monitored through Pear assessment and SAT/KSA results.
Funding	Funding sources will be provided by the general fund.

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Choose an item ▾
English Learner Progress	Choose an item ▾
Quality of School Climate and Safety	Choose an item ▾
Postsecondary Readiness (high schools and districts only)	Choose an item ▾

Graduation Rate (high schools and districts only)	Choose an item ▾
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Priority Indicator Goals:

Priority Indicator #1: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #2: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	

Priority Indicator #3: Choose an item ▾

Three- to Five-Year Goal:	
Objective(s):	
Strategy:	
Activities:	
Progress Monitoring:	
Funding	