



KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

65 W.a. Jenkins Rd
Elizabethtown, KY 42701

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

The Hardin County School District consists of 23 schools (3 high schools, 1 Early College and Career Center, 5 middle schools, 13 elementary schools, and 1 alternative school, as well as other alternative school settings) serving a total of 14,837 students in Hardin County. In August 2014 Hardin County proudly opened the Hardin County College and Career Center to assist our students in being prepared for college and career. Students from any of our high schools in grades 11 and 12 are eligible to attend classes at the center. The total number of certified employees in our district is 1,079, and we employ a total of 2,636 total employees. Our district is currently the fourth largest school district in the state, serving both suburban and rural populations. The current rate of minority students in our district is 30.8%.

State assessment results have increased steadily over the last nine years, and national assessment results (EXPLORE, PLAN, and ACT) have never been higher than they are currently. Hardin County Schools has been designated as a Proficient School District based on state assessment and accountability results from spring 2015 for the third year in a row. We have instituted a system for monitoring classroom progress tied to three SMART goals that drive what occurs in all of our schools. We have significantly increased the use of integrated technology in the classroom, and we have increased our college and career readiness percentage by more than 50% over the past four years. The biggest area for improvement over the next three years will be a focus on increasing opportunities for our students to become college and career ready. Specifically, construction has been completed and students are attending a college and career center (Hardin County Schools Early College and Career Center) that is focusing on college and career readiness. In addition to the center, schools are also focusing on instilling "soft skills" in our students through our innovative "Work Ethic Certification" program to help them become productive citizens.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

Helping Children Succeed.

Vision

Schools, parents, and community actively involved in "Helping Children Succeed."

Our Mission

Success for all students by providing a high quality education through excellent teachers, support staff and leadership embraced by supportive parents and an active community.

The Hardin County School District embodies its purpose through providing opportunities for our students to achieve success and become productive citizens. The goal of every employee of the district is to make decisions from a student-centered perspective. By putting students first, our district will create an environment both conducive to learning and aligned to the vision of creating college and career ready citizens.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

For the third consecutive school year, data released by the Kentucky Department of Education indicates that Hardin County Schools has earned "proficient" status on state tests (K-PREP, End-of-Course Assessments) administered to students and Program Reviews administered by school staffs. This new data was collected from tests given primarily at the end the 2014-15 school year. The data indicates that HCS is in Kentucky's top 13% of the Commonwealth's school districts.

The proficiency status label created three years ago by the Kentucky Department of Education goes to the state's top 30% of school districts. Hardin County Schools' overall accountability score for this year is 68.7. This score earned the proficient label as defined by the KDE Assessment and Accountability System. Ten schools in the district have also earned either proficient or distinguished status.

All three of the high schools in the district have earned the "Distinguished" label. Distinguished status is earned by schools that score in the state's top 10%.

North Hardin High School's Marching Band has been invited to participate in the 2015 Macy's Day Parade. Only 6 high schools bands are invited to participate in the annual event.

The Central Hardin High School VEX Robotics team 6135B earned 3rd place at the World VEX Robotics Championship in April. They won the National VEX Robotics Championship in Washington D.C. in June.

The major focus in our district for the next 3 years will be in the area of writing. Our scores indicate that we have not yet met the goal of proficiency in this area. Our schools will be reviewing their current writing policies and make the necessary changes to improve.

Additionally, writing training will be available for all schools in our district beginning in January and continue throughout the school year.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Hardin County Schools--Helping Children Succeed! The employees of Hardin County Schools are committed to the success of each and every student. As you can see from the test scores and notable achievements, the employees of the Hardin County School District are committed to the success of each and every student.our school system. These efforts are making great things happen for the students of Hardin County.

2015-2016

Overview

Plan Name

2015-2016

Plan Description

2015-2016

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college- and career-ready from 72.2% in 2015 to 72.4% in 2016	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$18088000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated elementary gap group from 41.4% in 2015 to 69.6% in 2019	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$1257660
3	Increase the 5 year adjusted cohort graduation rate from 91.7% in 2015 to 92.5% by 2016.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$84000
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated middle school gap group from 36.8% in 2015 to 68.8% in 2019	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$1257660
5	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated high school gap group from 42.2.% in 2015 to 69.3% in 2019.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$1276660
6	Increase the averaged combined reading and math K-Prep scores for elementary students from 49.9 in 2015 to 74.5 in 2019	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0
7	Increase the averaged combined reading and math K-Prep scores for middle school students from 47.8% in 2015 to 73.8% in 2019	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$263000
8	Increase the averaged combined reading and math EOC scores for high school students from 53.0% in 2015 to 74.8% in 2019	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$6000
9	Increase the averaged combined reading and math K-Prep scores for elementary school students from 46.8 % to 73.4% by 2017	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
10	Hardin County Schools will reduce the total number of students scoring novice in the area of reading by 156 per year for a total of 779 over 5 years.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$250000
11	Hardin County Schools will reduce the total number of students scoring novice in the area of math by 115 per year for a total of 577 over 5 years.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$272000

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Goal 1: Increase the percentage of students who are college- and career-ready from 72.2% in 2015 to 72.4% in 2016

Measurable Objective 1:

collaborate to increase the percentage of students who are college- and career-ready from 72.2% in 2015 to 72.4% in 2016 by 06/03/2016 as measured by the Unbridled Learning Formula.

Strategy 1:

Career Readiness Pathways - HCS ISD will coordinate with schools to develop career pathways available to students. The district will communicate these opportunities to students and parents so they may plan course work.

Category: Career Readiness Pathways

Activity - Career Exploration Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.</p> <p>Schools: James T Alton Middle School, Bluegrass Middle School, John Hardin High School, North Middle School, East Hardin Middle School, Central Hardin High School, West Hardin Middle School, North Hardin High School</p>	Career Preparation/Orientation	08/01/2012	05/20/2016	\$4000	District Funding	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals

Status	Progress Notes	Created On	Created By
In Progress		December 01, 2014	Mrs. Teresa Morgan
Completed	All eighth grade students attended a single site career fair to give students an opportunity to learn about career pathways and increase their chances of graduating college and/or career ready.	February 25, 2014	Mr. Mark Kopp

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Activity - EC3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the school year 2015-16 Hardin County Schools will focus on increasing enrollment in the pathways offered at the Early College and Career Center in order to increase the number of career pathways for students to follow. Pathways: Advanced manufacturing, health sciences, engineering (Project Lead the Way), automotive technology, welding, information technology, culinary arts. Schools: All Schools	Career Preparation/Orientation	08/06/2014	05/20/2016	\$18000000	District Funding	EC3 principal and staff

Strategy 2:

Targeted Intervention - District will coordinate with schools to identify programs to provide opportunities for credit recovery and skills remediation.

Category: Continuous Improvement

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students interact with technology-based modules to learn concepts in identified subjects to attain credit in previously failed subjects. Schools: All Schools	Technology	08/01/2012	05/20/2016	\$84000	District Funding	High school counselors

Status	Progress Notes	Created On	Created By
In Progress	Apex is working to increase opportunities for credit recovery, and there are adequate number of licenses for students needs.	February 25, 2014	Mr. Mark Kopp

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated elementary gap group from 41.4% in 2015 to 69.6% in 2019

Measurable Objective 1:

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demonstrate a proficiency increase the average combined reading and math proficiency ratings in the elementary non-duplicated gap group from 41.4% to 51.4 by 05/20/2016 as measured by KPREP.

Strategy 1:

CIITS - CIITS data warehouse will be used to analyze district and state assessments results for all students, especially gap groups. All teachers have rights to add quality questions to the item bank. Teacher leaders have the rights to publish and administer classroom assessments. Schools will develop common assessments during PLCs and analyze data in CIITS. Results can be monitored by school and district leadership.

Category: Continuous Improvement

Research Cited: Data driven decision making is a proven research strategy.

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop common learning assessments in PLCs for grade levels. Schools: All Schools	Academic Support Program	02/01/2013	05/24/2019	\$0	No Funding Required	Certified staff supported by instructional services department

Strategy 2:

At-Risk Initiatives - A variety of programs and support services will be offered to students to reduce barriers that contribute to the achievement gap.

Category: Continuous Improvement

Activity - Barrier Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide programs to reduce barriers to learning (e.g., Backpack program, FRYSC services, nursing services, EL services, KSI, Cradle School, Preschool Program, full day kindergarten, ESS services). Funding is provided by various sources including, district funds, which are distributed across the district based upon population and need. Schools: All Schools	Academic Support Program	02/01/2013	05/24/2019	\$597660	Other	Certified and classified staff

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Status	Progress Notes	Created On	Created By
Not Completed	need funding amount	January 08, 2013	Kim Adkins

Activity - Support Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.</p> <p>Schools: G C Burkhead Elementary School, Howe Valley Elementary School, Lincoln Trail Elementary School, New Highland Elementary School, Radcliff Elementary School, Meadow View Elementary School, Heartland Elementary School, Rineyville Elementary School, Vine Grove Elementary School, North Park Elementary School, Lakewood Elementary School, Creekside Elementary School, Woodland Elementary School</p>	Academic Support Program	08/06/2014	05/24/2019	\$660000	Title I Part A	Federal Programs Director, Associate Superintendent of Instruction

Goal 3: Increase the 5 year adjusted cohort graduation rate from 91.7% in 2015 to 92.5% by 2016.**Measurable Objective 1:**

collaborate to improve the Average 5 year adjusted cohort graduation rate for Hardin County High Schools to 92.5% by 05/20/2016 as measured by number of students receiving diploma.

Strategy 1:

Targeted Intervention - Hardin County High Schools will increase intervention provided to high school students who are a drop out risk.

Category: Persistence to Graduation

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Activity - Credit Recovery Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors at the three high schools and Brown Street alternative center will identify at-risk students and enroll them in the APEX credit recovery program. Recovered credits will allow students to graduate. Schools: John Hardin High School, Brown Street Education Center, Central Hardin High School, North Hardin High School	Academic Support Program	08/08/2012	05/20/2016	\$84000	General Fund	ISD Associate Superintendent, High School, EC3 and Brown Street Principals and Counselors

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school in the district will develop a plan to provide services for students who are not on grade level. Schools: All Schools	Academic Support Program	08/11/2014	05/20/2016	\$0	General Fund	High School Principals

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated middle school gap group from 36.8% in 2015 to 68.8% in 2019

Measurable Objective 1:

demonstrate a proficiency increase the average combined reading and math proficiency ratings in the middle school non-duplicated gap group from 38.7% to 50% by 05/20/2016 as measured by K-PREP..

Strategy 1:

CIITS - CIITS data warehouse will be used to analyze district and state assessments results for all students, especially gap groups. All teachers have rights to add quality questions to the item bank. Teacher leaders have the rights to publish and administer classroom assessments. Schools will develop common assessments during PLCs and analyze data in CIITS. Results can be monitored by school and district leadership.

Category: Continuous Improvement

Research Cited: Data driven decision making is a proven research strategy.

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Status	Progress Notes	Created On	Created By
N/A	Building level coaches have been trained by district personnel and have met with teachers and PLC's to increase CIITS usage. District personnel have attended PLC meetings to assist teachers with implementation.	February 25, 2014	Mr. Mark Kopp
N/A	Building level coaches have been trained by district personnel and have met with teachers and PLC's to increase CIITS usage. District personnel have attended PLC meetings to assist teachers with implementation.	February 25, 2014	Mr. Mark Kopp

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop common learning assessments in PLCs for grade levels. Schools: All Schools	Academic Support Program	02/01/2013	05/24/2019	\$0	No Funding Required	Certified staff supported through Instructional Services Department.

Status	Progress Notes	Created On	Created By
In Progress	The usage of CIITS in terms of PD360 varies from school to school. Five schools are requiring at least 6 hours of PD to be completed in the EDS of CIITS.	February 25, 2014	Mr. Mark Kopp

Strategy 2:

At-Risk Initiatives - A variety of programs and support services will be offered to students to reduce barriers that contribute to the achievement gap.

Category: Continuous Improvement

Activity - Barrier Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide services to reduce barriers to learning (e.g., FRYSC services, Cradle School, Preschool, Backpack program, nursing services, EL services, ESS services, KSI). Funding is provided by various sources including district funds, which are distributed across the district based upon population and need. Schools: All Schools	Academic Support Program	02/01/2013	05/24/2019	\$597660	Other	Certified and classified staff

Status	Progress Notes	Created On	Created By
Not Completed	need funding amount	January 08, 2013	Kim Adkins

Activity - Support Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.</p> <p>Schools: James T Alton Middle School, Bluegrass Middle School, North Middle School, East Hardin Middle School, West Hardin Middle School</p>	Academic Support Program	08/06/2014	05/24/2019	\$660000	Title I Part A	Federal Programs Director, Associate Superintendent of Instruction

Goal 5: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated high school gap group from 42.2.% in 2015 to 69.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math proficiency ratings in the high school's non-duplicated gap group from 42.2 to 50.8 by 05/20/2016 as measured by EOC..

Strategy 1:

CIITS - CIITS data warehouse will be used to analyze district and state assessments results for all students, especially gap groups. All teachers have rights to add quality questions to the item bank. Teacher leaders have the rights to publish and administer classroom assessments. Schools will develop common assessments during PLCs and analyze data in CIITS. Results can be monitored by school and district leadership. As areas of need are identified, Edvation will be used for support

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and growth in targeted areas.

Category: Continuous Improvement

Research Cited: Data driven decision making is a proven research strategy.

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop common learning assessments in PLC's for grade levels. Schools: All Schools	Career Preparation/Orientation	02/01/2013	05/20/2016	\$0	No Funding Required	Certified staff supported through Instructional Services Department

Strategy 2:

At-Risk Initiatives - A variety of programs and support services will be offered to students to reduce barriers that contribute to the achievement gap.

Category: Continuous Improvement

Activity - Barrier Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide services to reduce barriers to learning (e.g., FRYSC services, Cradle School, Preschool, Backpack program, nursing services, EL services, ESS services, KSI). Funding is provided by various sources including, district funds, which are distributed across the district based upon population and need. Schools: All Schools	Academic Support Program	02/01/2013	05/20/2016	\$597660	Other	Certified and classified staff

Activity - Career Options Resource Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide instruction and opportunities for students based on student's post-secondary transition goal. Schools: All Schools	Career Preparation/Orientation	08/12/2013	05/20/2016	\$19000	Grant Funds	High School Special Education Teachers Post-secondary Transition Consultant
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Activity - Support Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources. Schools: John Hardin High School, Brown Street Education Center, Central Hardin High School, North Hardin High School	Academic Support Program	08/06/2014	05/20/2016	\$660000	Title I Part A	Federal Programs Director, Associate Superintendent of Instruction

Goal 6: Increase the averaged combined reading and math K-Prep scores for elementary students from 49.9 in 2015 to 74.5 in 2019

Measurable Objective 1:

demonstrate a proficiency by increasing the combined reading and math for elementary schools from 49.8 to 59.2 by 05/20/2016 as measured by K-prep.

Strategy 1:

CIITS - CIITS coaches have been established at each school. CIITS coaches receive training at the district level. Coaches will then train teachers at the building level

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on the components and how to utilize CIITS.

Category: Continuous Improvement

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Schools: All Schools	Professional Learning	07/12/2012	06/02/2017	\$0	No Funding Required	ISD, CIITS Principals

Status	Progress Notes	Created On	Created By
In Progress	Teachers need release time during school day in order to work effectively in CIITS. It is too difficult to do this work currently. It is not a user-friendly product.	February 25, 2014	Mr. Mark Kopp

Activity - CIITS - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders increase use CIITS for analyzing student level data for teacher and school wide instructional practices. Schools: All Schools	Academic Support Program	08/05/2013	06/02/2017	\$0	No Funding Required	Superintendent, ISD, and school administrators

Strategy 2:

Instructional Rounds - Teachers will participate in instructional rounds within their school.

Category: Professional Learning & Support

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the assistance of the Instructional Services Department, schools will establish instructional rounds for the purpose of improving instruction with teachers as an intricate part of the process. Schools: All Schools	Professional Learning	09/02/2013	05/04/2018	\$0	No Funding Required	Superintendent, ISD, Principals

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Status	Progress Notes	Created On	Created By
In Progress	Every administrator does at least one walk-through per month to be recorded on E-Walk. Results shared through faculty meetings, PLC's, etc. Rounds occurring at elementary during planning times, including teachers in the process. Teams set goals they want to work on.	February 25, 2014	Mr. Mark Kopp

Activity - Instructional Rounds - Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data gathered during the walk-thrus, priorities for improving instruction will be selected and steps will be established for carrying out improvement. Schools: All Schools	Professional Learning	09/02/2013	06/01/2018	\$0	No Funding Required	ISD, Principals, Teachers

Strategy 3:

RTI / KSI - KSI / RTI plans will be established at all schools to meet the needs of students.

Category: Continuous Improvement

Activity - RTI / KSI - Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school in the district will develop a plan to provide services for students who are not on grade level and will address core instruction issues if greater than 20% of students are in need of KSI based on cut scores Schools: All Schools	Academic Support Program	10/18/2012	05/24/2019	\$0	No Funding Required	ISD, Principal, RTI/ KSI school lead

Status	Progress Notes	Created On	Created By
In Progress	District has provided an RTI/KSI plan. Implementation varies from school to school in terms of processess (the HOW it gets done). Schools have blocks of time at either grade level or whole school for intervention services. Various programs are being used to assist in providing intervention services (iRead, Read 180, Compass, Apex).	February 25, 2014	Mr. Mark Kopp

Goal 7: Increase the averaged combined reading and math K-Prep scores for middle school students from 47.8% in 2015 to 73.8% in 2019

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by increasing the combined reading and math for middle schools from 47.8 to 58.0 in Mathematics by 05/20/2016 as measured by KPREP.

Strategy 1:

LDC/MDC - Teachers will receive training in the area of LDC/MDC.

Category: Integrated Methods for Learning

Activity - LDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A select group of teachers from each middle school will learn and implement the Literacy Design Collaborative model to utilize in their classrooms. Schools: All Schools	Professional Learning	11/21/2013	05/20/2016	\$150000	Grant Funds	ISD Department and experienced trainers.

Activity - MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers will be trained in the Math Design Collaborative Model and then these teachers will then present training to thier colleagues within their content areas. Schools: James T Alton Middle School, Bluegrass Middle School, North Middle School, East Hardin Middle School, West Hardin Middle School	Professional Learning	11/08/2013	05/20/2016	\$113000	Grant Funds	Director of Secondary Curriculum, District Teachers

Goal 8: Increase the averaged combined reading and math EOC scores for high school students from 53.0% in 2015 to 74.8% in 2019

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase the averaged combined high school reading and math from 53.0% to 74.8% in Reading by 05/20/2016 as measured by EOC..

Strategy 1:

Formative Assessment - High schools will use formative assessments to guide instructional practices.

Category: Continuous Improvement

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues. Schools: John Hardin High School, Brown Street Education Center, Central Hardin High School, North Hardin High School	Academic Support Program	08/11/2014	05/20/2016	\$0	No Funding Required	ISD, Administration and certified teachers

Measurable Objective 2:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase or maintain scores in all areas of the Program Review to proficiency or higher in Art & Humanities by 05/20/2016 as measured by Program Review Rubric.

Strategy 1:

Program Review - Review - The district will develop a process for reviewing Program Reviews.

Category: Stakeholder Engagement

Activity - Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will be asked to send a group of teachers familiar with the process and selecting evidence for the program review to participate in a review process. This will provide each school with feedback on their program review and evidence matches selected score. Schools: All Schools	Professional Learning	01/09/2015	05/26/2017	\$6000	Title II Part A	ISD, School representatives

Goal 9: Increase the averaged combined reading and math K-Prep scores for elementary school students from 46.8 % to 73.4% by 2017

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase the averaged combined elementary reading and math from 53.1% to 62.8 in Reading by 05/22/2015 as measured by KPREP.

Strategy 1:

PLCs - District level staff will assist schools with the development of proficient working PLCs in the district.

Category: Learning Systems

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues. Schools: North Park Elementary School, Howe Valley Elementary School, G C Burkhead Elementary School, New Highland Elementary School, Lincoln Trail Elementary School, Radcliff Elementary School, Meadow View Elementary School, Heartland Elementary School, Rineyville Elementary School, Creekside Elementary School, Vine Grove Elementary School, Woodland Elementary School	Academic Support Program	08/11/2014	05/27/2016	\$0	No Funding Required	ISD, Administration, and teachers
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Goal 10: Hardin County Schools will reduce the total number of students scoring novice in the area of reading by 156 per year for a total of 779 over 5 years.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in the area of reading by 156 students by 05/20/2016 as measured by KPREP.

Strategy 1:

Enrichment Classes - Schools will utilize research based strategies to meet the needs of students scoring below grade level according to MAP and those scoring Novice on KPREP.

Category: Continuous Improvement

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, as selected by schools, will participate in enrichment programs to increase reading skills which may include Read 180, APEX, I Read, and/or Skills Navigator. Schools: All Schools	Academic Support Program	08/10/2015	05/24/2019	\$250000	District Funding	ISD School Administration

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - ISD Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ISD personnel will be assigned to schools as liaison support. Schools: All Schools	Professional Learning	08/10/2015	06/02/2017	\$0	No Funding Required	ISD

Goal 11: Hardin County Schools will reduce the total number of students scoring novice in the area of math by 115 per year for a total of 577 over 5 years.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in the area of math by 156 by 05/20/2016 as measured by KPREP.

Strategy 1:

Enrichment Classes - Schools will utilize research based strategies to meet the needs of students scoring below grade level according to MAP and those scoring Novice on KPREP.

Category: Continuous Improvement

Activity - Math 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional instruction in the area of math to increase mathematical skills. Schools: All Schools	Academic Support Program	08/10/2015	05/24/2019	\$272000	District Funding	ISD School Administrators

Activity - ISD Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

ISD will serve as liaisons to the schools. Schools: All Schools	Professional Learning	08/01/2015	05/27/2017	\$0	No Funding Required	ISD
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS	Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Professional Learning	07/12/2012	06/02/2017	\$0	ISD, CIITS Principals
ISD Support	ISD personnel will be assigned to schools as liaison support.	Professional Learning	08/10/2015	06/02/2017	\$0	ISD
CIITS	Develop common learning assessments in PLCs for grade levels.	Academic Support Program	02/01/2013	05/24/2019	\$0	Certified staff supported by instructional services department
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Instructional Rounds	With the assistance of the Instructional Services Department, schools will establish instructional rounds for the purpose of improving instruction with teachers as an intricate part of the process.	Professional Learning	09/02/2013	05/04/2018	\$0	Superintendent, ISD, Principals
CIITS - Data Analysis	Leaders increase use CIITS for analyzing student level data for teacher and school wide instructional practices.	Academic Support Program	08/05/2013	06/02/2017	\$0	Superintendent, ISD, and school administrators
RTI / KSI - Plan	Each school in the district will develop a plan to provide services for students who are not on grade level and will address core instruction issues if greater than 20% of students are in need of KSI based on cut scores	Academic Support Program	10/18/2012	05/24/2019	\$0	ISD, Principal, RTI/ KSI school lead
Instructional Rounds - Analysis	Based on data gathered during the walk-thrus, priorities for improving instruction will be selected and steps will be established for carrying out improvement.	Professional Learning	09/02/2013	06/01/2018	\$0	ISD, Principals, Teachers
CIITS	Develop common learning assessments in PLC's for grade levels.	Career Preparation/Orientation	02/01/2013	05/20/2016	\$0	Certified staff supported through Instructional Services Department
ISD Support	ISD will serve as liaisons to the schools.	Professional Learning	08/01/2015	05/27/2017	\$0	ISD

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/20/2016	\$0	ISD, Administration and certified teachers
CIITS	Develop common learning assessments in PLCs for grade levels.	Academic Support Program	02/01/2013	05/24/2019	\$0	Certified staff supported through Instructional Services Department.
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MDC	Select teachers will be trained in the Math Design Collaborative Model and then these teachers will then present training to thier colleagues within their content areas.	Professional Learning	11/08/2013	05/20/2016	\$113000	Director of Secondary Curriculum, District Teachers
Career Options Resource Class	Provide instruction and opportunities for students based on student's post-secondary transition goal.	Career Preparation/Orientation	08/12/2013	05/20/2016	\$19000	High School Special Education Teachers Post-secondary Transition Consultant
LDC	A select group of teachers from each middle school will learn and implement the Literacy Design Collaborative model to utilize in their classrooms.	Professional Learning	11/21/2013	05/20/2016	\$150000	ISD Department and experienced trainers.
Total					\$282000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	Each school in the district will devekop a plan to provide services for students who are not on grade level.	Academic Support Program	08/11/2014	05/20/2016	\$0	High School Principals

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Credit Recovery Program	Counselors at the three high schools and Brown Street alternative center will identify at-risk students and enroll them in the APEX credit recovery program. Recovered credits will allow students to graduate.	Academic Support Program	08/08/2012	05/20/2016	\$84000	ISD Associate Superintendent, High School, EC3 and Brown Street Principals and Counselors
Total					\$84000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Barrier Reduction	District will provide services to reduce barriers to learning (e.g., FRYSC services, Cradle School, Preschool, Backpack program, nursing services, EL services, ESS services, KSI). Funding is provided by various sources including, district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/20/2016	\$597660	Certified and classified staff
Barrier Reduction	District will provide services to reduce barriers to learning (e.g., FRYSC services, Cradle School, Preschool, Backpack program, nursing services, EL services, ESS services, KSI). Funding is provided by various sources including district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/24/2019	\$597660	Certified and classified staff
Barrier Reduction	The district will provide programs to reduce barriers to learning (e.g., Backpack program, FRYSC services, nursing services, EL services, KSI, Cradle School, Preschool Program, full day kindergarten, ESS services). Funding is provided by various sources including, district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/24/2019	\$597660	Certified and classified staff
Total					\$1792980	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/20/2016	\$660000	Federal Programs Director, Associate Superintendent of Instruction
Total					\$1980000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read 180	Students, as selected by schools, will participate in enrichment programs to increase reading skills which may include Read 180, APEX, I Read, and/or Skills Navigator.	Academic Support Program	08/10/2015	05/24/2019	\$250000	ISD School Administration

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

EC3	In the school year 2015-16 Hardin County Schools will focus on increasing enrollment in the pathways offered at the Early College and Career Center in order to increase the number of career pathways for students to follow. Pathways: Advanced manufacturing, health sciences, engineering (Project Lead the Way), automotive technology, welding, information technology, culinary arts.	Career Preparation/Orientation	08/06/2014	05/20/2016	\$18000000	EC3 principal and staff
Career Exploration Fair	HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.	Career Preparation/Orientation	08/01/2012	05/20/2016	\$4000	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals
Math 180	Students will receive additional instruction in the area of math to increase mathematical skills.	Academic Support Program	08/10/2015	05/24/2019	\$272000	ISD School Administrators
Credit Recovery	Students interact with technology-based modules to learn concepts in identified subjects to attain credit in previously failed subjects.	Technology	08/01/2012	05/20/2016	\$84000	High school counselors
Total					\$18610000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Review Committee	Each school will be asked to send a group of teachers familiar with the process and selecting evidence for the program review to participate in a review process. This will provide each school with feedback on their program review and evidence matches selected score.	Professional Learning	01/09/2015	05/26/2017	\$6000	ISD, School representatives
Total					\$6000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS	Develop common learning assessments in PLCs for grade levels.	Academic Support Program	02/01/2013	05/24/2019	\$0	Certified staff supported by instructional services department
Barrier Reduction	The district will provide programs to reduce barriers to learning (e.g., Backpack program, FRYSC services, nursing services, EL services, KSI, Cradle School, Preschool Program, full day kindergarten, ESS services). Funding is provided by various sources including, district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/24/2019	\$597660	Certified and classified staff
CIITS	Develop common learning assessments in PLCs for grade levels.	Academic Support Program	02/01/2013	05/24/2019	\$0	Certified staff supported through Instructional Services Department.
Barrier Reduction	District will provide services to reduce barriers to learning (e.g., FRYSC services, Cradle School, Preschool, Backpack program, nursing services, EL services, ESS services, KSI). Funding is provided by various sources including district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/24/2019	\$597660	Certified and classified staff
CIITS	Develop common learning assessments in PLC's for grade levels.	Career Preparation/Orientation	02/01/2013	05/20/2016	\$0	Certified staff supported through Instructional Services Department
Barrier Reduction	District will provide services to reduce barriers to learning (e.g., FRYSC services, Cradle School, Preschool, Backpack program, nursing services, EL services, ESS services, KSI). Funding is provided by various sources including, district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/20/2016	\$597660	Certified and classified staff

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

CIITS	Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Professional Learning	07/12/2012	06/02/2017	\$0	ISD, CIITS Principals
CIITS - Data Analysis	Leaders increase use CIITS for analyzing student level data for teacher and school wide instructional practices.	Academic Support Program	08/05/2013	06/02/2017	\$0	Superintendent, ISD, and school administrators
Instructional Rounds	With the assistance of the Instructional Services Department, schools will establish instructional rounds for the purpose of improving instruction with teachers as an intricate part of the process.	Professional Learning	09/02/2013	05/04/2018	\$0	Superintendent, ISD, Principals
Instructional Rounds - Analysis	Based on data gathered during the walk-thrus, priorities for improving instruction will be selected and steps will be established for carrying out improvement.	Professional Learning	09/02/2013	06/01/2018	\$0	ISD, Principals, Teachers
RTI / KSI - Plan	Each school in the district will develop a plan to provide services for students who are not on grade level and will address core instruction issues if greater than 20% of students are in need of KSI based on cut scores	Academic Support Program	10/18/2012	05/24/2019	\$0	ISD, Principal, RTI/ KSI school lead
Credit Recovery	Students interact with technology-based modules to learn concepts in identified subjects to attain credit in previously failed subjects.	Technology	08/01/2012	05/20/2016	\$84000	High school counselors
LDC	A select group of teachers from each middle school will learn and implement the Literacy Design Collaborative model to utilize in their classrooms.	Professional Learning	11/21/2013	05/20/2016	\$150000	ISD Department and experienced trainers.
EC3	In the school year 2015-16 Hardin County Schools will focus on increasing enrollment in the pathways offered at the Early College and Career Center in order to increase the number of career pathways for students to follow. Pathways: Advanced manufacturing, health sciences, engineering (Project Lead the Way), automotive technology, welding, information technology, culinary arts.	Career Preparation/Orientation	08/06/2014	05/20/2016	\$18000000	EC3 principal and staff
Career Options Resource Class	Provide instruction and opportunities for students based on student's post-secondary transition goal.	Career Preparation/Orientation	08/12/2013	05/20/2016	\$19000	High School Special Education Teachers Post-secondary Transition Consultant
Intervention	Each school in the district will develop a plan to provide services for students who are not on grade level.	Academic Support Program	08/11/2014	05/20/2016	\$0	High School Principals
Review Committee	Each school will be asked to send a group of teachers familiar with the process and selecting evidence for the program review to participate in a review process. This will provide each school with feedback on their program review and evidence matches selected score.	Professional Learning	01/09/2015	05/26/2017	\$6000	ISD, School representatives

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Read 180	Students, as selected by schools, will participate in enrichment programs to increase reading skills which may include Read 180, APEX, I Read, and/or Skills Navigator.	Academic Support Program	08/10/2015	05/24/2019	\$250000	ISD School Administartion
ISD Support	ISD personnel will be assigned to schools as liaison support.	Professional Learning	08/10/2015	06/02/2017	\$0	ISD
Math 180	Students will receive additional instruction in the area of math to increase mathematical skills.	Academic Support Program	08/10/2015	05/24/2019	\$272000	ISD School Administrators
ISD Support	ISD will serve as liaisons to the schools.	Professional Learning	08/01/2015	05/27/2017	\$0	ISD
Total					\$20573980	

Woodland Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

West Hardin Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Career Exploration Fair	HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.	Career Preparation/Orientation	08/01/2012	05/20/2016	\$4000	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
MDC	Select teachers will be trained in the Math Design Collaborative Model and then these teachers will then present training to their colleagues within their content areas.	Professional Learning	11/08/2013	05/20/2016	\$113000	Director of Secondary Curriculum, District Teachers
Total					\$777000	

Vine Grove Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Rineyville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

Radcliff Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

North Park Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

North Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Exploration Fair	HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.	Career Preparation/Orientation	08/01/2012	05/20/2016	\$4000	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
MDC	Select teachers will be trained in the Math Design Collaborative Model and then these teachers will then present training to their colleagues within their content areas.	Professional Learning	11/08/2013	05/20/2016	\$113000	Director of Secondary Curriculum, District Teachers
Total					\$777000	

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

North Hardin High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery Program	Counselors at the three high schools and Brown Street alternative center will identify at-risk students and enroll them in the APEX credit recovery program. Recovered credits will allow students to graduate.	Academic Support Program	08/08/2012	05/20/2016	\$84000	ISD Associate Superintendent, High School, EC3 and Brown Street Principals and Counselors
Career Exploration Fair	HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.	Career Preparation/Orientation	08/01/2012	05/20/2016	\$4000	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/20/2016	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/20/2016	\$0	ISD, Administration and certified teachers
Total					\$748000	

New Highland Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

Meadow View Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

Lincoln Trail Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

Lakewood Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
Total					\$660000	

John Hardin High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery Program	Counselors at the three high schools and Brown Street alternative center will identify at-risk students and enroll them in the APEX credit recovery program. Recovered credits will allow students to graduate.	Academic Support Program	08/08/2012	05/20/2016	\$84000	ISD Associate Superintendent, High School, EC3 and Brown Street Principals and Counselors

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Career Exploration Fair	HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.	Career Preparation/Orientation	08/01/2012	05/20/2016	\$4000	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/20/2016	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/20/2016	\$0	ISD, Administration and certified teachers
Total					\$748000	

James T Alton Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Exploration Fair	HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.	Career Preparation/Orientation	08/01/2012	05/20/2016	\$4000	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
MDC	Select teachers will be trained in the Math Design Collaborative Model and then these teachers will then present training to thier colleagues within their content areas.	Professional Learning	11/08/2013	05/20/2016	\$113000	Director of Secondary Curriculum, District Teachers
Total					\$777000	

Howe Valley Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

Heartland Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

G C Burkhead Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

East Hardin Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Career Exploration Fair	HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.	Career Preparation/Orientation	08/01/2012	05/20/2016	\$4000	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
MDC	Select teachers will be trained in the Math Design Collaborative Model and then these teachers will then present training to their colleagues within their content areas.	Professional Learning	11/08/2013	05/20/2016	\$113000	Director of Secondary Curriculum, District Teachers
Total					\$777000	

Creekside Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0	ISD, Administration, and teachers
Total					\$660000	

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Central Hardin High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery Program	Counselors at the three high schools and Brown Street alternative center will identify at-risk students and enroll them in the APEX credit recovery program. Recovered credits will allow students to graduate.	Academic Support Program	08/08/2012	05/20/2016	\$84000	ISD Associate Superintendent, High School, EC3 and Brown Street Principals and Counselors
Career Exploration Fair	HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.	Career Preparation/Orientation	08/01/2012	05/20/2016	\$4000	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/20/2016	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/20/2016	\$0	ISD, Administration and certified teachers
Total					\$748000	

Brown Street Education Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Credit Recovery Program	Counselors at the three high schools and Brown Street alternative center will identify at-risk students and enroll them in the APEX credit recovery program. Recovered credits will allow students to graduate.	Academic Support Program	08/08/2012	05/20/2016	\$84000	ISD Associate Superintendent, High School, EC3 and Brown Street Principals and Counselors
Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/20/2016	\$660000	Federal Programs Director, Associate Superintendent of Instruction
PLCs	Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/20/2016	\$0	ISD, Administration and certified teachers
Total					\$744000	

Bluegrass Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Exploration Fair	HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.	Career Preparation/Orientation	08/01/2012	05/20/2016	\$4000	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Support Systems	All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000	Federal Programs Director, Associate Superintendent of Instruction
MDC	Select teachers will be trained in the Math Design Collaborative Model and then these teachers will then present training to their colleagues within their content areas.	Professional Learning	11/08/2013	05/20/2016	\$113000	Director of Secondary Curriculum, District Teachers
Total					\$777000	

KDE Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

DRAFT

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

When reviewing data we are wanting to ensure we are meeting the needs of all students, in all schools. We look for the strengths of the district and strengths of individual schools. Are there trends withing grade levels and/or content areas? If certain areas are areas of strength, what strategies were utilized that contributed to this growth? This same process is used for areas of weakness, what strategies were lacking that contributed to the lower scores and what changes must we make?

We encourage, through training on data analysis, how to look at results down to single classrooms to individual students.

Data is both useful and limiting at the same time, when looked at in isolation. It is essential to examine multiple pieces of data to get an accurate depiction of how a school or district is performing. The data helps us determine where we are in terms of a limited set of criteria, whether it be criterion referenced or standards referenced data. When possible, we prefer to triangulate the data to determine our needs and areas which we can improve.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Hardin County Schools' overall score in the accountability index this year is 68.7. This score earned the proficient label as defined by the KDE Assessment and Accountability System, and Hardin County Schools has been labeled as proficient now for three years in a row. Ten schools in the district have also earned either proficient or distinguished status.

All three of our high schools, Central Hardin, North Hardin, and John Hardin, have attained the "Distinguished" label this year. This is the third year in a row that Central Hardin and John Hardin have been labeled as "Distinguished," and it is the first time that North Hardin has earned this honor.

Two of our middle schools, West Hardin and East Hardin, have been labeled as "Proficient," and five of our elementary schools, Lincoln Trail, Vine Grove, Rineyville, Woodland, and G.C. Burkhead, have also earned the "Proficient" label.

Our district has established three SMART Goals related to culture and PLC's, instruction, and assessment that measure growth in each of these areas. Each school reports progress on a quarterly basis on these goals, and this data is analyzed to determine next steps for each school. Schools will continue to use the PLC structure and peer observations to share effective teaching strategies. Teachers will analyze data to show the connections between growth and effective teaching.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

The data shows that one area where improvement is needed is the on-demand writing assessment, where our district scored lower than the state average at the elementary school level (though they increased significantly from last year's scores). Middle school writing scores also increased and are now above the state average, though improvement is still needed. Many teachers in the district have chosen writing as part of their student growth goal.

As a result many teachers have attended writing training and shared strategies during PLCs. We have developed a system-wide plan for addressing this assessment, including training on "Building the Writer Within" from Able and Atherton Consulting. The training is being made available through a train-the-trainer model to ensure that teachers in every level and every classroom have access to the material and concepts discussed. We have also adopted district-wide common language and teaching pedagogy for writing. All of our elementary and middle schools are now teaching the same process and nomenclature for writing.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

As a district, we have implemented a system of three SMART goals that drive everything we do in the classroom. Each SMART goal deals with a different component of the educational process. SMART goal #1 deals with culture and Professional Learning Communities and their effectiveness. SMART Goal #2 focuses on instruction and pedagogical practice. SMART Goal #3 focuses on creating and implementing a balanced assessment system. The school and district leadership teams monitor the implementation of the SMART goals in each building through the walk-through process and observations of PLC meetings. The principals, with the assistance of the Instructional Services Department then report progress on each SMART goal on a quarterly basis, as each SMART goal has an individualized rubric for the principals to use to determine effectiveness. We post the results on a quarterly basis and discuss the data and what it means in monthly leadership meetings with the principals. Principals then meet in "Principal PLC" groups to discuss best practices and share what is working in their buildings. This process has brought an element of accountability, as well as a forum from which principals can learn from each other. It has been very effective from a continuous improvement/monitoring perspective.

DRAFT

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

In many ways, we are making excellent progress in our district, and this is reflected in the data we have analyzed. We need to continue to focus on the importance of instruction on a daily basis, and we need to continue to make decisions in the best interests of students at all times.

DRAFT

Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

DRAFT

Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

Goal 1:

Increase the percentage of students who are college- and career-ready from 72.2% in 2015 to 72.4% in 2016

Measurable Objective 1:

collaborate to increase the percentage of students who are college- and career-ready from 72.2% in 2015 to 72.4% in 2016 by 06/03/2016 as measured by the Unbridled Learning Formula.

Strategy1:

Targeted Intervention - District will coordinate with schools to identify programs to provide opportunities for credit recovery and skills remediation.

Category: Continuous Improvement

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students interact with technology-based modules to learn concepts in identified subjects to attain credit in previously failed subjects.	Technology	08/01/2012	05/20/2016	\$84000 - District Funding	High school counselors

Strategy2:

Career Readiness Pathways - HCS ISD will coordinate with schools to develop career pathways available to students. The district will communicate these opportunities to students and parents so they may plan course work.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Exploration Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.	Career Preparation/ Orientation	08/01/2012	05/20/2016	\$4000 - District Funding	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - EC3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the school year 2015-16 Hardin County Schools will focus on increasing enrollment in the pathways offered at the Early College and Career Center in order to increase the number of career pathways for students to follow. Pathways: Advanced manufacturing, health sciences, engineering (Project Lead the Way), automotive technology, welding, information technology, culinary arts.	Career Preparation/ Orientation	08/06/2014	05/20/2016	\$18000000 - District Funding	EC3 principal and staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated elementary gap group from 41.4% in 2015 to 69.6% in 2019

Measurable Objective 1:

demonstrate a proficiency increase the average combined reading and math proficiency ratings in the elementary non-duplicated gap group from 41.4% to 51.4 by 05/20/2016 as measured by KPREP.

Strategy1:

At-Risk Initiatives - A variety of programs and support services will be offered to students to reduce barriers that contribute to the achievement gap.

Category: Continuous Improvement

Research Cited:

Activity - Barrier Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide programs to reduce barriers to learning (e.g., Backpack program, FRYSC services, nursing services, EL services, KSI, Cradle School, Preschool Program, full day kindergarten, ESS services). Funding is provided by various sources including, district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/24/2019	\$597660 - Other	Certified and classified staff

Activity - Support Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000 - Title I Part A	Federal Programs Director, Associate Superintendent of Instruction

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Strategy2:

CIITS - CIITS data warehouse will be used to analyze district and state assessments results for all students, especially gap groups. All teachers have rights to add quality questions to the item bank. Teacher leaders have the rights to publish and administer classroom assessments. Schools will develop common assessments during PLCs and analyze data in CIITS. Results can be monitored by school and district leadership.

Category: Continuous Improvement

Research Cited: Data driven decision making is a proven research strategy.

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop common learning assessments in PLCs for grade levels.	Academic Support Program	02/01/2013	05/24/2019	\$0 - No Funding Required	Certified staff supported by instructional services department

Goal 3:

Increase the 5 year adjusted cohort graduation rate from 91.7% in 2015 to 92.5% by 2016.

Measurable Objective 1:

collaborate to improve the Average 5 year adjusted cohort graduation rate for Hardin County High Schools to 92.5% by 05/20/2016 as measured by number of students receiving diploma.

Strategy1:

Targeted Intervention - Hardin County High Schools will increase intervention provided to high school students who are a drop out risk.

Category: Persistence to Graduation

Research Cited:

Activity - Credit Recovery Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors at the three high schools and Brown Street alternative center will identify at-risk students and enroll them in the APEX credit recovery program. Recovered credits will allow students to graduate.	Academic Support Program	08/08/2012	05/20/2016	\$84000 - General Fund	ISD Associate Superintendent, High School, EC3 and Brown Street Principals and Counselors

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school in the district will develop a plan to provide services for students who are not on grade level.	Academic Support Program	08/11/2014	05/20/2016	\$0 - General Fund	High School Principals

Goal 4:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated high school gap group from 42.2.% in 2015 to 69.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math proficiency ratings in the high school's non-duplicated gap group from 42.2 to 50.8 by 05/20/2016 as measured by EOC..

Strategy1:

CIITS - CIITS data warehouse will be used to analyze district and state assessments results for all students, especially gap groups. All teachers have rights to add quality questions to the item bank. Teacher leaders have the rights to publish and administer classroom assessments. Schools will develop common assessments during PLCs and analyze data in CIITS. Results can be monitored by school and district leadership. As areas of need are identified, Edvation will be used for support and growth in targeted areas.

Category: Continuous Improvement

Research Cited: Data driven decision making is a proven research strategy.

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop common learning assessments in PLC's for grade levels.	Career Preparation/ Orientation	02/01/2013	05/20/2016	\$0 - No Funding Required	Certified staff supported through Instructional Services Department

Strategy2:

At-Risk Initiatives - A variety of programs and support services will be offered to students to reduce barriers that contribute to the achievement gap.

Category: Continuous Improvement

Research Cited:

Activity - Barrier Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide services to reduce barriers to learning (e.g., FRYSC services, Cradle School, Preschool, Backpack program, nursing services, EL services, ESS services, KSI). Funding is provided by various sources including, district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/20/2016	\$597660 - Other	Certified and classified staff

Activity - Career Options Resource Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instruction and opportunities for students based on student's post-secondary transition goal.	Career Preparation/ Orientation	08/12/2013	05/20/2016	\$19000 - Grant Funds	High School Special Education Teachers Post-secondary Transition Consultant

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - Support Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/20/2016	\$660000 - Title I Part A	Federal Programs Director, Associate Superintendent of Instruction

Goal 5:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated middle school gap group from 36.8% in 2015 to 68.8% in 2019

Measurable Objective 1:

demonstrate a proficiency increase the average combined reading and math proficiency ratings in the middle school non-duplicated gap group from 38.7% to 50% by 05/20/2016 as measured by K-PREP..

Strategy1:

At-Risk Initiatives - A variety of programs and support services will be offered to students to reduce barriers that contribute to the achievement gap.

Category: Continuous Improvement

Research Cited:

Activity - Support Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000 - Title I Part A	Federal Programs Director, Associate Superintendent of Instruction

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - Barrier Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide services to reduce barriers to learning (e.g., FRYSC services, Cradle School, Preschool, Backpack program, nursing services, EL services, ESS services, KSI). Funding is provided by various sources including district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/24/2019	\$597660 - Other	Certified and classified staff

Strategy2:

CIITS - CIITS data warehouse will be used to analyze district and state assessments results for all students, especially gap groups. All teachers have rights to add quality questions to the item bank. Teacher leaders have the rights to publish and administer classroom assessments. Schools will develop common assessments during PLCs and analyze data in CIITS. Results can be monitored by school and district leadership.

Category: Continuous Improvement

Research Cited: Data driven decision making is a proven research strategy.

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop common learning assessments in PLCs for grade levels.	Academic Support Program	02/01/2013	05/24/2019	\$0 - No Funding Required	Certified staff supported through Instructional Services Department.

Goal 6:

Increase the averaged combined reading and math K-Prep scores for elementary students from 49.9 in 2015 to 74.5 in 2019

Measurable Objective 1:

demonstrate a proficiency by increasing the combined reading and math for elementary schools from 49.8 to 59.2 by 05/20/2016 as measured by K-prep.

Strategy1:

CIITS - CIITS coaches have been established at each school. CIITS coaches receive training at the district level. Coaches will then train teachers at the building level on the components and how to utilize CIITS.

Category: Continuous Improvement

Research Cited:

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Professional Learning	07/12/2012	06/02/2017	\$0 - No Funding Required	ISD, CIITS Principals

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - CIITS - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders increase use CIITS for analyzing student level data for teacher and school wide instructional practices.	Academic Support Program	08/05/2013	06/02/2017	\$0 - No Funding Required	Superintendent,ISD, and school administrators

Strategy2:

Instructional Rounds - Teachers will participate in instructional rounds within their school.

Category: Professional Learning & Support

Research Cited:

Activity - Instructional Rounds - Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on data gathered during the walk-thrus, priorities for improving instruction will be selected and steps will be established for carrying out improvement.	Professional Learning	09/02/2013	06/01/2018	\$0 - No Funding Required	ISD, Principals, Teachers

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the assistance of the Instructional Services Department, schools will establish instructional rounds for the purpose of improving instruction with teachers as an intricate part of the process.	Professional Learning	09/02/2013	05/04/2018	\$0 - No Funding Required	Superintendent, ISD, Principals

Strategy3:

RTI / KSI - KSI / RTI plans will be established at all schools to meet the needs of students.

Category: Continuous Improvement

Research Cited:

Activity - RTI / KSI - Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school in the district will develop a plan to provide services for students who are not on grade level and will address core instruction issues if greater than 20% of students are in need of KSI based on cut scores	Academic Support Program	10/18/2012	05/24/2019	\$0 - No Funding Required	ISD, Principal, RTI/ KSI school lead

Goal 7:

Increase the averaged combined reading and math K-Prep scores for middle school students from 47.8% in 2015 to 73.8% in 2019

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by increasing the combined reading and math for middle schools from 47.8 to 58.0 in Mathematics by 05/20/2016 as measured by KPREP.

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Strategy1:

LDC/MDC - Teachers will receive training in the area of LDC/MDC.

Category: Integrated Methods for Learning

Research Cited:

Activity - LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A select group of teachers from each middle school will learn and implement the Literacy Design Collaborative model to utilize in their classrooms.	Professional Learning	11/21/2013	05/20/2016	\$150000 - Grant Funds	ISD Department and experienced trainers.

Activity - MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will be trained in the Math Design Collaborative Model and then these teachers will then present training to thier colleagues within their content areas.	Professional Learning	11/08/2013	05/20/2016	\$113000 - Grant Funds	Director of Secondary Curriculum, District Teachers

Goal 8:

Increase the averaged combined reading and math EOC scores for high school students from 53.0% in 2015 to 74.8% in 2019

Measurable Objective 1:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase or maintain scores in all areas of the Program Review to proficiency or higher in Art & Humanities by 05/20/2016 as measured by Program Review Rubric.

Strategy1:

Program Review - Review - The dsitric will develop a process for reviewing Program Reviews.

Category: Stakeholder Engagement

Research Cited:

Activity - Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will be asked to send a group of teachers familiar with the process and selecting evidence for the program review to participate in a review process. This will provide each school with feedback on their program reveiw and evidence matches selected score.	Professional Learning	01/09/2015	05/26/2017	\$6000 - Title II Part A	ISD, School represenatives

Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase the averaged combined high school reading and math from 53.0% to 74.8% in Reading by 05/20/2016 as measured by EOC..

Strategy1:

Formative Assessment - High schools will use formative assessments to guide instructional practices.

Category: Continuous Improvement

Research Cited:

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	ISD, Administration and certified teachers

Goal 9:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 46.8 % to 73.4% by 2017

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase the averaged combined elementary reading and math from 53.1% to 62.8 in Reading by 05/22/2015 as measured by KPREP.

Strategy1:

PLCs - District level staff will assist schools with the development of proficient working PLCs in the district.

Category: Learning Systems

Research Cited:

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0 - No Funding Required	ISD, Administration, and teachers

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Goal 10:

Hardin County Schools will reduce the total number of students scoring novice in the area of reading by 156 per year for a total of 779 over 5 years.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in the area of reading by 156 students by 05/20/2016 as measured by KPREP.

Strategy1:

Enrichment Classes - Schools will utilize research based strategies to meet the needs of students scoring below grade level according to MAP and those scoring Novice on KPREP.

Category: Continuous Improvement

Research Cited:

Activity - ISD Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ISD personnel will be assigned to schools as liaison support.	Professional Learning	08/10/2015	06/02/2017	\$0 - No Funding Required	ISD

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, as selected by schools, will participate in enrichment programs to increase reading skills which may include Read 180, APEX, I Read, and/or Skills Navigator.	Academic Support Program	08/10/2015	05/24/2019	\$250000 - District Funding	ISD School Administration

Goal 11:

Hardin County Schools will reduce the total number of students scoring novice in the area of math by 115 per year for a total of 577 over 5 years.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in the area of math by 156 by 05/20/2016 as measured by KPREP.

Strategy1:

Enrichment Classes - Schools will utilize research based strategies to meet the needs of students scoring below grade level according to MAP and those scoring Novice on KPREP.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive additional instruction in the area of math to increase mathematical skills.	Academic Support Program	08/10/2015	05/24/2019	\$272000 - District Funding	ISD School Administrators

Activity - ISD Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ISD will serve as liaisons to the schools.	Professional Learning	08/01/2015	05/27/2017	\$0 - No Funding Required	ISD

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

Increase the percentage of students who are college- and career-ready from 72.2% in 2015 to 72.4% in 2016

Measurable Objective 1:

collaborate to increase the percentage of students who are college- and career-ready from 72.2% in 2015 to 72.4% in 2016 by 06/03/2016 as measured by the Unbridled Learning Formula.

Strategy1:

Targeted Intervention - District will coordinate with schools to identify programs to provide opportunities for credit recovery and skills remediation.

Category: Continuous Improvement

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students interact with technology-based modules to learn concepts in identified subjects to attain credit in previously failed subjects.	Technology	08/01/2012	05/20/2016	\$84000 - District Funding	High school counselors

Strategy2:

Career Readiness Pathways - HCS ISD will coordinate with schools to develop career pathways available to students. The district will communicate these opportunities to students and parents so they may plan course work.

Category: Career Readiness Pathways

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - EC3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the school year 2015-16 Hardin County Schools will focus on increasing enrollment in the pathways offered at the Early College and Career Center in order to increase the number of career pathways for students to follow. Pathways: Advanced manufacturing, health sciences, engineering (Project Lead the Way), automotive technology, welding, information technology, culinary arts.	Career Preparation/ Orientation	08/06/2014	05/20/2016	\$18000000 - District Funding	EC3 principal and staff

Activity - Career Exploration Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HCS ISD staff will coordinate with the three high schools to organize a Career Exploration Fair for all HCS eighth and ninth grade students. Community leaders from several local industries will share with students about career fields & strong work ethic. After visiting the Career Fair, students will be surveyed to the career pathways that interested them the most.	Career Preparation/ Orientation	08/01/2012	05/20/2016	\$4000 - District Funding	ISD staff, high school counselors, middle school counselors, high school principals, middle school principals

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated elementary gap group from 41.4% in 2015 to 69.6% in 2019

Measurable Objective 1:

demonstrate a proficiency increase the average combined reading and math proficiency ratings in the elementary non-duplicated gap group from 41.4% to 51.4 by 05/20/2016 as measured by KPREP.

Strategy1:

At-Risk Initiatives - A variety of programs and support services will be offered to students to reduce barriers that contribute to the achievement gap.

Category: Continuous Improvement

Research Cited:

Activity - Barrier Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide programs to reduce barriers to learning (e.g., Backpack program, FRYSC services, nursing services, EL services, KSI, Cradle School, Preschool Program, full day kindergarten, ESS services). Funding is provided by various sources including, district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/24/2019	\$597660 - Other	Certified and classified staff

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - Support Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000 - Title I Part A	Federal Programs Director, Associate Superintendent of Instruction

Strategy2:

CIITS - CIITS data warehouse will be used to analyze district and state assessments results for all students, especially gap groups. All teachers have rights to add quality questions to the item bank. Teacher leaders have the rights to publish and administer classroom assessments. Schools will develop common assessments during PLCs and analyze data in CIITS. Results can be monitored by school and district leadership.

Category: Continuous Improvement

Research Cited: Data driven decision making is a proven research strategy.

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop common learning assessments in PLCs for grade levels.	Academic Support Program	02/01/2013	05/24/2019	\$0 - No Funding Required	Certified staff supported by instructional services department

Goal 3:

Increase the 5 year adjusted cohort graduation rate from 91.7% in 2015 to 92.5% by 2016.

Measurable Objective 1:

collaborate to improve the Average 5 year adjusted cohort graduation rate for Hardin County High Schools to 92.5% by 05/20/2016 as measured by number of students receiving diploma.

Strategy1:

Targeted Intervention - Hardin County High Schools will increase intervention provided to high school students who are a drop out risk.

Category: Persistence to Graduation

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - Credit Recovery Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors at the three high schools and Brown Street alternative center will identify at-risk students and enroll them in the APEX credit recovery program. Recovered credits will allow students to graduate.	Academic Support Program	08/08/2012	05/20/2016	\$84000 - General Fund	ISD Associate Superintendent, High School, EC3 and Brown Street Principals and Counselors

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school in the district will develop a plan to provide services for students who are not on grade level.	Academic Support Program	08/11/2014	05/20/2016	\$0 - General Fund	High School Principals

Goal 4:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated high school gap group from 42.2.% in 2015 to 69.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math proficiency ratings in the high school's non-duplicated gap group from 42.2 to 50.8 by 05/20/2016 as measured by EOC..

Strategy1:

CIITS - CIITS data warehouse will be used to analyze district and state assessments results for all students, especially gap groups. All teachers have rights to add quality questions to the item bank. Teacher leaders have the rights to publish and administer classroom assessments. Schools will develop common assessments during PLCs and analyze data in CIITS. Results can be monitored by school and district leadership. As areas of need are identified, Edviation will be used for support and growth in targeted areas.

Category: Continuous Improvement

Research Cited: Data driven decision making is a proven research strategy.

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop common learning assessments in PLC's for grade levels.	Career Preparation/ Orientation	02/01/2013	05/20/2016	\$0 - No Funding Required	Certified staff supported through Instructional Services Department

Strategy2:

At-Risk Initiatives - A variety of programs and support services will be offered to students to reduce barriers that contribute to the achievement gap.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - Career Options Resource Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instruction and opportunities for students based on student's post-secondary transition goal.	Career Preparation/ Orientation	08/12/2013	05/20/2016	\$19000 - Grant Funds	High School Special Education Teachers Post-secondary Transition Consultant

Activity - Barrier Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide services to reduce barriers to learning (e.g., FRYSC services, Cradle School, Preschool, Backpack program, nursing services, EL services, ESS services, KSI). Funding is provided by various sources including, district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/20/2016	\$597660 - Other	Certified and classified staff

Activity - Support Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/20/2016	\$660000 - Title I Part A	Federal Programs Director, Associate Superintendent of Instruction

Goal 5:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated middle school gap group from 36.8% in 2015 to 68.8% in 2019

Measurable Objective 1:

demonstrate a proficiency increase the average combined reading and math proficiency ratings in the middle school non-duplicated gap group from 38.7% to 50% by 05/20/2016 as measured by K-PREP..

Strategy1:

CIITS - CIITS data warehouse will be used to analyze district and state assessments results for all students, especially gap groups. All teachers have rights to add quality questions to the item bank. Teacher leaders have the rights to publish and administer classroom assessments. Schools will develop common assessments during PLCs and analyze data in CIITS. Results can be monitored by school and district leadership.

Category: Continuous Improvement

Research Cited: Data driven decision making is a proven research strategy.

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop common learning assessments in PLCs for grade levels.	Academic Support Program	02/01/2013	05/24/2019	\$0 - No Funding Required	Certified staff supported through Instructional Services Department.

Strategy2:

At-Risk Initiatives - A variety of programs and support services will be offered to students to reduce barriers that contribute to the achievement gap.

Category: Continuous Improvement

Research Cited:

Activity - Barrier Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide services to reduce barriers to learning (e.g., FRYSC services, Cradle School, Preschool, Backpack program, nursing services, EL services, ESS services, KSI). Funding is provided by various sources including district funds, which are distributed across the district based upon population and need.	Academic Support Program	02/01/2013	05/24/2019	\$597660 - Other	Certified and classified staff

Activity - Support Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools operate under the Title 1 Part A School Wide Program components: Comprehensive Needs Assessments; School Reform Strategies; Instruction by Highly Qualified Professional Staff; High-quality and Ongoing Professional Development; Usage of Strategies to Attract Highly Qualified Staff; Usage of Strategies to Increase Parental Involvement; Use of Transition Strategies; Use of Teacher Participation in Making Assessment Decisions; Assurance of Timely and Additional Assistance to Students Having Difficulty Mastering the Standards; and Coordination and Integration of Federal, State, and Local Programs and Resources.	Academic Support Program	08/06/2014	05/24/2019	\$660000 - Title I Part A	Federal Programs Director, Associate Superintendent of Instruction

Goal 6:

Increase the averaged combined reading and math K-Prep scores for elementary students from 49.9 in 2015 to 74.5 in 2019

Measurable Objective 1:

demonstrate a proficiency by increasing the combined reading and math for elementary schools from 49.8 to 59.2 by 05/20/2016 as measured by K-prep.

Strategy1:

RTI / KSI - KSI / RTI plans will be established at all schools to meet the needs of students.

Category: Continuous Improvement

Research Cited:

SY 2015-2016

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KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - RTI / KSI - Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school in the district will develop a plan to provide services for students who are not on grade level and will address core instruction issues if greater than 20% of students are in need of KSI based on cut scores	Academic Support Program	10/18/2012	05/24/2019	\$0 - No Funding Required	ISD, Principal, RTI/ KSI school lead

Strategy2:

CIITS - CIITS coaches have been established at each school. CIITS coaches receive training at the district level. Coaches will then train teachers at the building level on the components and how to utilize CIITS.

Category: Continuous Improvement

Research Cited:

Activity - CIITS - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders increase use CIITS for analyzing student level data for teacher and school wide instructional practices.	Academic Support Program	08/05/2013	06/02/2017	\$0 - No Funding Required	Superintendent, ISD, and school administrators

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Professional Learning	07/12/2012	06/02/2017	\$0 - No Funding Required	ISD, CIITS Principals

Strategy3:

Instructional Rounds - Teachers will participate in instructional rounds within their school.

Category: Professional Learning & Support

Research Cited:

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the assistance of the Instructional Services Department, schools will establish instructional rounds for the purpose of improving instruction with teachers as an intricate part of the process.	Professional Learning	09/02/2013	05/04/2018	\$0 - No Funding Required	Superintendent, ISD, Principals

Activity - Instructional Rounds - Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on data gathered during the walk-thrus, priorities for improving instruction will be selected and steps will be established for carrying out improvement.	Professional Learning	09/02/2013	06/01/2018	\$0 - No Funding Required	ISD, Principals, Teachers

Goal 7:

Increase the averaged combined reading and math K-Prep scores for middle school students from 47.8% in 2015 to 73.8% in 2019

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by increasing the combined reading and math for middle schools from 47.8 to 58.0 in Mathematics by 05/20/2016 as measured by KPREP.

Strategy1:

LDC/MDC - Teachers will receive training in the area of LDC/MDC.

Category: Integrated Methods for Learning

Research Cited:

Activity - LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A select group of teachers from each middle school will learn and implement the Literacy Design Collaborative model to utilize in their classrooms.	Professional Learning	11/21/2013	05/20/2016	\$150000 - Grant Funds	ISD Department and experienced trainers.

Activity - MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will be trained in the Math Design Collaborative Model and then these teachers will then present training to thier colleagues within their content areas.	Professional Learning	11/08/2013	05/20/2016	\$113000 - Grant Funds	Director of Secondary Curriculum, District Teachers

Goal 8:

Increase the averaged combined reading and math EOC scores for high school students from 53.0% in 2015 to 74.8% in 2019

Measurable Objective 1:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase or maintain scores in all areas of the Program Review to proficiency or higher in Art & Humanities by 05/20/2016 as measured by Program Review Rubric.

Strategy1:

Program Review - Review - The dsitric will develop a process for reviewing Program Reviews.

Category: Stakeholder Engagement

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will be asked to send a group of teachers familiar with the process and selecting evidence for the program review to participate in a review process. This will provide each school with feedback on their program review and evidence matches selected score.	Professional Learning	01/09/2015	05/26/2017	\$6000 - Title II Part A	ISD, School representatives

Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase the averaged combined high school reading and math from 53.0% to 74.8% in Reading by 05/20/2016 as measured by EOC..

Strategy1:

Formative Assessment - High schools will use formative assessments to guide instructional practices.

Category: Continuous Improvement

Research Cited:

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	ISD, Administration and certified teachers

Goal 9:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 46.8 % to 73.4% by 2017

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase the averaged combined elementary reading and math from 53.1% to 62.8 in Reading by 05/22/2015 as measured by KPREP.

Strategy1:

PLCs - District level staff will assist schools with the development of proficient working PLCs in the district.

Category: Learning Systems

Research Cited:

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Central Office will provide training for schools for the purpose of teachers using formative assessment information to discuss teaching practices that are most effective and share these strategies with colleagues.	Academic Support Program	08/11/2014	05/27/2016	\$0 - No Funding Required	ISD, Administration, and teachers

Goal 10:

Hardin County Schools will reduce the total number of students scoring novice in the area of reading by 156 per year for a total of 779 over 5 years.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in the area of reading by 156 students by 05/20/2016 as measured by KPREP.

Strategy1:

Enrichment Classes - Schools will utilize research based strategies to meet the needs of students scoring below grade level according to MAP and those scoring Novice on KPREP.

Category: Continuous Improvement

Research Cited:

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students, as selected by schools, will participate in enrichment programs to increase reading skills which may include Read 180, APEX, I Read, and/or Skills Navigator.	Academic Support Program	08/10/2015	05/24/2019	\$250000 - District Funding	ISD School Administration

Activity - ISD Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ISD personnel will be assigned to schools as liaison support.	Professional Learning	08/10/2015	06/02/2017	\$0 - No Funding Required	ISD

Goal 11:

Hardin County Schools will reduce the total number of students scoring novice in the area of math by 115 per year for a total of 577 over 5 years.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in the area of math by 156 by 05/20/2016 as measured by KPREP.

Strategy1:

Enrichment Classes - Schools will utilize research based strategies to meet the needs of students scoring below grade level according to MAP and those scoring Novice on KPREP.

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Category: Continuous Improvement

Research Cited:

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive additional instruction in the area of math to increase mathematical skills.	Academic Support Program	08/10/2015	05/24/2019	\$272000 - District Funding	ISD School Administrators

Activity - ISD Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ISD will serve as liaisons to the schools.	Professional Learning	08/01/2015	05/27/2017	\$0 - No Funding Required	ISD

KDE Assurances - District

Introduction

KDE Assurances for Districts

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District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes	As indicated by their CSIPS, each school has developed goals to increase parental and community involvement.	

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	http://www.hardin.k12.ky.us/ On the left hand side of page, select "Comprehensive District Improvement Plan."	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes	The Human Resources Department attends job fairs at various colleges and universities. We seek out applicants for these highly competitive fields. 98.8% of Hardin County Teachers are Highly Qualified. For those who are not HQ, the district provides funding through Title II funds to help teachers gain HQ. Those providing services at the private schools are highly qualified.	

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes	Each paraeducator is required to take an assessment who does not meet the academic requirements for these positions	

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes	Our Human Resources Department assists schools with finding highly qualified teachers for long term absences. If a highly qualified teacher is not available, the HR department will work with the schools to notify parents.	

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	The Director of Federal Programs is working with directors and principals to ensure professional development is based on the needs of the teachers as indicated by data and self-reflection as required with PGES. Site visits ensure fidelity of implementation of this process.	

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes	The Human Resources Department works with colleges and universities to recruit highly qualified teachers. Beyond highly qualified, we also want to establish highly effective teachers so we have instituted a "New Teacher Induction" program.	

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes	The Director of Federal Programs ensures all program funds are spent within the established guidelines.	

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes	The Ranking Report ensures that all program funds are spent within the established guidelines.	

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes	All schools funded with flexibility are monitored to ensure it is used in this way.	

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes	Needs assessment data utilized for Title I and Title II reviews.	

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes	The Director of Federal Programs has personally made a site visit to all schools in Hardin County to ensure all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes	The Director of Federal Programs has personally made a site visit to all schools in Hardin County to ensure all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained. This is completed twice a year.	

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes	The Director of Federal Programs has personally made a site visit to all schools in Hardin County to ensure all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained. This is completed twice a year. In addition, a matrix has been designed to track student growth to keep parents informed.	

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes	Each school is responsible for keeping an accurate inventory of materials. Materials are added and deleted and housed at schools. Munis is used to track all purchases.	

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes	District meetings are held to ensure this is communicated to all stakeholders. The Director of Federal Programs ensures that all staff administration is trained on complaint procedures.	

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes	All records are kept within established time frame.	

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes	This is discussed at district meetings. Site checks for monitoring money are housed at central office.	

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes	Munis provides accurate records of this for our district.	

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes	All schools have had site visits where each component was discussed, Feedback given for correcting documentation.	

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes	Hardin County Schools is District wide Title I. No targeted assistance schools.	

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes	This data is pulled on the same day, and records are kept in Title I Part A folder to ensure accuracy.	

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes	Crosschecks through Title, Human Resources, and finance are implemented to ensure accuracy.	

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes	This data is pulled in December with data from Infinite Campus. Site checks with institutions are performed.	

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes	The district ensures that these funds are used for the students identified in the data. This data is pulled in December with data from Infinite Campus. Site checks with institutions are performed.	

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes	The needs of these students are discussed at the school and district level according to the student informational data. This data is pulled in December with data from Infinite Campus. Site checks with institutions are performed.	

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes	The funds are used appropriately for these students. Records are kept by the Federal Programs Director.	

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes	This is noted in the District-Wide Ranking Report in the District Set-Aside data.	

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes	This is ensured through site visits. Schools use information gathered from surveys, and all schools hold parent meetings. District wide meetings are held, and records of agendas and minutes are kept at central office.	

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes	This is ensured through site visits. Schools use information gathered from surveys, and all schools hold parent meetings. District wide meetings are held, and records of agendas and minutes are kept at central office.	

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes	Letters are on file and all schools have currently held parent meetings.	

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes	School wide plan goes to SBDM as well as parent compact/parent involvement data. All schools have on file in SBDM minutes.	

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes	This information is kept on file at Central Office.	

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes	This information is kept on file at Central Office.	

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes	Title II funds are utilized to assist teachers with becoming highly qualified.	

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes	All spreadsheets are housed in Munis at district level to reconcile budget.	

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	While we are part of the Innovation Lab Network, and we are implementing a Plan of Innovation, we are not a Innovative district as defined by the application process.	

KDE Comprehensive Improvement Plan for Districts

Hardin County Schools

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes	Submitted October 31, 2015.	

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Equitable Access Diagnostic

Introduction

Description

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes	A team of five educators, including teachers and administrators, attended an equity training conducted by GRREC. Data was reviewed and plans were developed as a result of attending this meeting. The team trained administrators from all district schools and time was allotted during the monthly district leadership meeting to peruse data. It was deemed necessary that the Human Resources department and school administrators attend college and university teacher recruitment fairs, as well as hosting a district recruitment fair.	

What are the barriers?

We have high poverty schools with high teacher turnover that cannot be addressed by a limited candidate pool.

Some district schools do not have student assignment policies.

List the data sources used to identify the barriers.

Teacher retention rates.

New teacher data.

What are the root causes of those identified barriers?

Transiency(BRAC numbers never materialized), low socio-economic status, and low parent involvement in affected schools.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers and leaders in the district?

No specific issues are detailed in PGES results.

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Equitable Access Strategies

Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

There is no district policy. Student assignment is based upon boundary lines and SBDM council-approved student assignment procedures.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

There is no district policy. Student assignment is based upon boundary lines and SBDM council-approved student assignment procedures.

Recruitment and Retention: How does the district analyze student level data to design targeted recruitment of effective and diverse teachers and leaders?

Human Resources Department has an established policy for recruitment and retention of teachers.

Recruitment and Retention: How does the district recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exception Children and Youth?

Human Resources Department has an established policy for recruitment and retention of teachers.

Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

Human Resources Department has an established policy for recruitment and retention of teachers.

Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.

Human Resources Department has an established policy for recruitment and retention of teachers.

Professional Learning: Identify district supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

New teacher professional development

Professional learning matrix is developed at the district level to encompass all professional learning opportunities so that all schools are ensured the opportunity to work collaboratively in all of these areas.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teacher with an effectiveness rating below accomplished being addressed?

Instructional support team members assist struggling teachers in schools when requested.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

They are analyzed in administrative leadership meetings and on individual levels to formulate plans.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Hardin County Schools will conduct an employment fair in order for principal to meet and recruit potential teacher candidates. In addition, principals will be invited to attend college and university fairs with the Human Resources department.

Administrative leadership meetings have been reorganized to encompass the growth aspect of PGES and professional learning.

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