

HARDIN COUNTY SCHOOLS

COMPREHENSIVE DISTRICT IMPROVEMENT PLAN



ASSURANCE CERTIFICATION

School Year 2008--2009

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive District Improvement Planning Guidebook (2004)*. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement. It is the responsibility of the local district to keep copies of past plans on file at the school district.

Nannette Johnston
Superintendent

Kay Sharon
Board Chairperson

A complete copy of the “Assurances” is available for download from the Kentucky Department of Education’s Comprehensive improvement Planning Web Page at:

<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm?SUBMIT=Search>

Note: For instructions regarding electronic submission via the district web page, contact the Kentucky Department of Education or visit the Comprehensive School and District Improvement planning website at:

<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm?SUBMIT=Search>

Categorical Program	Contact E-mail	Phone
NCLB, Title I: Part A (Improving Basic Programs)	James.Phillips@Hardin.kyschools.us	(270) 769-8853
NCLB, Title I: Part C (Education of Migratory Children)	Robert.King@Hardin.kyschools.us	(270) 769-8808
NCLB, Title I: Part D (Neglected and Delinquent)	Eric.Vowels@Hardin.kyschools.us	(270) 769-8853
NCLB, Title II: Part A (High Quality Teachers and Principals)	James.Phillips@Hardin.kyschools.us	(270) 769-8853
NCLB, Title II: Part D (Education Technology)	Bruce.Haggerty@Hardin.kyschools.us	(270) 769-8895
Title III	Marykaye.Sanders@Hardin.kyschools.us	(270) 769-8800
NCLB, Title IV: Part A (Safe and Drug Free Schools & Communities)	Bobby.lewis@Hardin.kyschools.us	(270) 769-8800
NCLB, Title V: Part A (Innovative Programs)	Eric.Vowels@Hardin.kyschools.us	(270) 769-8851
Individuals with Disabilities Education Act (IDEA) Basic	Joni.Davis@hardin.kyschools.us	(270) 769-8841
Individuals with Disabilities Education Act (IDEA) Preschool	Nannette.Johnston@Hardin.kyschools.us	(270) 769-8912
Carl D. Perkins Vocational and Technical Education Act- Basic	James.Phillips@Hardin.kyschools.us	(270) 769-8806
Extended School Services	James.Phillips@Hardin.kyschools.us	(270) 769-8806
Gifted and Talented Education	Jimmie.Kelley@Hardin.kyschools.us	(270) 769-8846
State Preschool Program	Carlena.Sheeran@Hardin.kyschools.us	(270) 769-8912
Kentucky Education Technology System	Bruce.Haggerty@Hardin.kyschools.us	(270) 769-8895
Textbooks	Robert.King@Hardin.kyschools.us	(270) 769-8808
Professional Development	James.Phillips@Hardin.kyschools.us	(270) 769-8853



EXECUTIVE SUMMARY

MISSION STATEMENT

Hardin County School's mission statement is as follows: "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 mission statement reflects our vision of "Helping Children Succeed." It was through that vision and our continued pursuit to bring success to every student that our district has adopted the phrase "Making the Ordinary...Extraordinary." Through our interactions with parents, students, staff members and community stakeholders we demonstrate our beliefs as follows:

- "Success for all – whatever it takes"
- "School, parent and community engagement, collaboration and communication are winning combinations"
- "Investing in our students is investing in Hardin County's future."

Thus we have established three district wide goals to promote student success. These goals represent our continued pursuit towards perfection, not settling on excellence, but building on excellence as we move forward:

Goal I: Refocus on culture to build internal and external trust that ensures positive experiences for students, parents, staff and community as indicated in the 2007-08 Scholastic Audit.

Goal II: Foster a system-wide commitment to learning for all- -whatever it takes- - in an effort to assure that students, administration and staff reach their greatest potential.

Goal III: Prepare students for a successful transition to post secondary education, the world of work or both.

The district's mission, vision and goals drive the priorities established in the 2008-09 Comprehensive District Improvement Plan (CDIP), moving Hardin County from a "system of schools" to a "school system."

NEEDS ASSESSMENT

The district reviewed multiple sources of data prior to the development of our Comprehensive District Improvement Plan. The needs assessment process involved analyzing student performance data and district practices, utilizing data driven decisions and identifying gaps in student achievement tied to student academic performance.

The 2008 Commonwealth Accountability Testing System (CATS) testing results indicate that, as a district, Hardin County Schools made progress in increasing its accountability index from 77.5 in the 2006 biennium to 80.0 in the 2008 biennium report. The following schools met or exceeded their 2008 biennium goals: Creekside, G. C. Burkhead, Lincoln Trail and Rineyville. All other schools in the district were classified as progressing. In addition, 15 schools and the district met or exceeded novice goals for 2008.

For No Child Left Behind (NCLB) accountability, eight schools met overall Adequate Yearly Progress (AYP): Creekside, Howe Valley, Lakewood, Lincoln Trail, New Highland, Rineyville, Vine Grove and Woodland. The remaining schools and the district did not meet AYP goals. One school entered Tier I, three schools entered Tier II, two schools entered Tier III, two schools entered Tier IV and the district is now in its third year of Tier III. The fact that students with disabilities failed to meet their Annual Measurable Objective's (AMO) in reading and math at the district level has remained our focus and attention on the needs of that population.

In an effort to include resources that extended beyond the traditional data reporting tools, we utilized Hardin County Schools Effective Schools Administrative Climate Survey results as well as the results obtained from a joint partnership with the North Central Education Foundation to obtain a better understanding of our learning environment and the impact of various programs on continued student achievement in the workforce post-graduation.

Goal and Strategy Development

Each member of the Instructional Services Team reviewed specific data from their content area and recommended priority needs to be addressed in the 2008-09 CDIP. The members developed measurable goals and drafted strategies to accomplish the goals. The members met on a weekly basis to share the draft plan and provide critical insight and feedback. Throughout this process, the plan was reviewed with the Superintendent and Associate Superintendents to gain individual comments and expectations, insuring alignment in each respective area of assignment.

In our review of last year's plan for 2007-2008, the 2008 NCLB and Kentucky Performance Report (KPR) results and the 2007-2008 Scholastic Audit Report, there was a clear need to review the plan using high quality research-based Professional Development (PD) that is both systemic and comprehensive in nature with built in monitoring strategies to safeguard success. Specific measurable targets for student subgroups not meeting AYP based on AMO's in reading and math; the district's role in addressing the teaching and learning needs of each school, including Effective Schools correlates will be addressed. A clear systemic approach to extended learning for targeted groups of students and an explanation for why the previous plan failed to bring about student achievement will be addressed by the new plan, district officials and administrators.

During this process we determined that while the progress of our subpopulations has not reached the levels defined by NCLB, we have continued to see signs of positive growth in most of our accountable areas as identified by 2008's KPR. We need to continue with the initiatives that are currently in place, while developing monitoring strategies to properly assess the effectiveness of these strategies. We need to continue to get instructional assistance delivered to the individual student if academic achievement is to be achieved for all. For students, this means identifying individual abilities and skills and tailoring their educational experience accordingly. For teachers, this means determining instructional strengths and growth areas through a data-based review of the performance of their students and creating professional development plan that will lead to individual student and classroom improvements.

EVALUATION OF PLAN

The effectiveness of the 2008-09 plan will be evaluated by using implementation and impact checks at various times throughout the year.

Our district desires to respond to the students' needs by basing our plan on “. . . **intervention** rather than remediation. . .” in making our response “. . . **systematic** . . .,” “. . . **timely** . . .,” and “. . . **direct** . . .” (pp. 7-8) as based upon the research detailed and methodology suggested by Richard DuFour, Rebecca DuFour, Robert Eaker and Gayle Karhanek in the book Whatever It Takes (2004) Rather than corrective action, we have chosen to

further develop a district improvement model that emphasizes personalization and focused instruction as central themes. We recognize the intense need to determine what students know and can do starting from the beginning of school. Teachers must stress learning every day and must create strong strategies for targeted interventions based on continuous, formative assessment. Strategies must be research based and must be measured quickly to make the necessary course adjustments.

Progress on the plan's strategies will be shared with the various stakeholder groups throughout the year. Any necessary adjustments to the strategies will be made based on the review of impact checks in order to increase the opportunities for all students to experience success within our system of education. It is our belief that the plan is an ongoing, living document that demands responsiveness to the needs of our students and community, therefore making its success dependent on the constant monitoring of all of its goals and strategies to ensure applicability to current events and information.

We recognize that we must use our collective wisdom to meet our challenges. Individual schools, Sight Based Decision Making (SBDM) councils and the district must work collaboratively to review progress, solve problems, seek resources, and provide the professional and personal supports necessary to accomplish our goals.

STAKEHOLDER INVOLVEMENT

We believe that any plan's success is directly linked to the involvement and subsequent contribution of every member that the plan affects.

Prior to the posting of any revision to the plan, every stakeholder group was given a copy of the plan to review and offer suggestions. We have representation from principals, parents, community members, board members, district staff and students since every voice is critical in ensuring the plan adequately addresses the needs of our diverse student population while maintaining the integrity of our abilities to effectively carry out the plan.

Leading up to final board approval of the plan, the plan will be available to the public at least two weeks before adoption to allow for any student, parent, or community member access to its content, ensuring equity and understanding of each goal and strategy.

2008-2009 COMPREHENSIVE PLANNING COMMITTEE

NAME	POSITION/REPRESENTING
Arel, Steve	Hardin Co. Educational Foundation
Brandenburg, Beth	Assistant Principal/Meadow View Elementary
Brown, Heather	Teacher/John Hardin High School
Davis, Joni	Director-Special Education
Emary, Jo	Representative-Board of Education
Gillispie, Linda	Meadow View
Hobbs, Jennifer	Director-Employment
Johnston, Nannette	Superintendent
Kelley, Jimmie Dee	Director-Curriculum and Instruction/GT
King, Robert	Associate Superintendent for Instruction
Lewis, Bobby	Associate Superintendent for Student Services
Marshall-Ousley, Renee	Intervention Resource Teacher
McGray, Laura	Principal/SBDM-Radcliff Middle
Melloy, Dr. Sam	Associate Superintendent for Personnel
Milby, Gary	Associate Superintendent for Finance
Morton, Patricia	Parent Member-Title I Advisory Council
Mudd, Chris	Student Representative/JHHS
Ortiz, Ron	Principal/SBDM Central Hardin High School
Phillips, James	Director-Title I and Professional Development
Pike, Angela	Assistant Principal/Lakewood Elementary
Powers, Sherry	Parent/SBDM/Lincoln Trail
Rider, Al	Community Representative/North Central Ed. Foundation
Sanders, Mary Kaye	Director-Assessment
Skees, Charlie	Community Representative-Technology
Tabb, Elizabeth	Coordinator-FRYSC and Health Services
Thompson, E.G.	Principal - Elementary
Thornton, Dick	Director-Public Relations

Action Component: Academic Achievement**Component Manager(s): Associate Superintendent for Instruction****Date: October 2008****School/District: Hardin County Schools District Plan**

Priority Need:	Goal:						
Reading Based upon the district's 2008 NCLB report, the district percent of students scoring proficient and distinguished in reading was 63.41. The AMO for reading was 53.04. Students with disabilities scored 32.95 proficient and above. The district received a NO in Adequate Yearly Progress for these students.	Based on the results of the 2009 Kentucky Core Content Test (KCCT), the percent of students scoring proficient and above in reading will exceed the AMO target of 60.86. The district will receive a YES in meeting Adequate Yearly Progress in reading for all subpopulations. Students with disabilities will also score at least 42.95% proficient/distinguished in reading and that subpopulation will move closer to achieving Adequate Yearly Progress.						
Math The district's 2008 NCLB report also indicated that the percent of students scoring proficient and above in math was 52.25.. The AMO for math was 39.68. Students with disabilities scored 24.92% proficient and above.	Also based on the results of the 2009 KCCT, the percent of students scoring proficient and above in math will exceed the AMO target of 49.73. The district will receive a YES in meeting Adequate Yearly Progress in math for all subpopulations. Students with disabilities will score at least 34.92% proficient and above in mathematics.						
School Level Reading and Math In addition, the following schools did not meet AMO for 2008: G. C. Burkhead – reading, disabilities Meadow View – reading, free & reduced lunch Parkway – reading, all students, African American, free/reduced lunch Bluegrass – reading and math, disabilities and free/reduced lunch East Hardin – reading and math, disabilities James T. Alton – reading, free/reduced lunch, disabilities; math, disabilities Radcliff Middle – reading and math – free/reduced lunch, disabilities West Hardin – math, disabilities Central Hardin – math, disabilities John Hardin – reading, disabilities; math, free/reduced lunch, African Americans North Hardin – math, free/reduced lunch	The District will meet AMO proficiency levels as follows in spring of 2009: <table><tr><td></td><td>Reading</td><td>Math</td></tr><tr><td></td><td>60.86</td><td>49.73</td></tr></table>		Reading	Math		60.86	49.73
	Reading	Math					
	60.86	49.73					

Writing			
The total on-demand percent proficient and distinguished for the district in 2008 was as follows:		The total on-demand proficient and distinguished for the district for 2009 will be as follows:	
High Schools	33.30	High Schools	38.00
Middle Schools	35.28	Middle Schools	40.00
Elementary Schools	45.14	Elementary Schools	50.00
The total writing portfolio percent proficient and distinguished for the district in 2008 was as follows:		The total writing portfolio percent proficient and distinguished for the district for 2009 will be as follows:	
High Schools	31.82	High Schools	36.00
Middle Schools	52.45	Middle Schools	57.00
Elementary	68.73	Elementary Schools	74.00

BENCHMARK			
Measure – Fall 2008 MAP scores Mean RIT		Projected Data Spring 09 Mean RIT	Actual Data
Reading Grade 2 – 177.8		187.7	
Reading Grade 3 – 189.6		197	
Reading Grade 4 – 200.9		206.6	
Reading Grade 5 – 208.5		212.9	
Reading Grade 6 – 210		213.2	
Reading Grade 7 – 214		216.5	
Reading Grade 8 – 219.5		221.7	
Reading Grade 9 – 224.9		226.9	
Reading Grade 10 – 226.9		228.4	
Math Grade 2 – 179.9		191.2	
Math Grade 3 – 191.1		201.4	
Math Grade 4 – 202.7		211.1	
Math Grade 5 – 211.2		218.7	
Math Grade 6 – 215.3		220.8	
Math Grade 7 – 221.4		225.6	
Math Grade 8 – 226.6		230	
Math Grade 9 – 233.4		235.8	
Math Grade 10 – 237.4		239.3	

Action Component: Academic Achievement**Component Manager: Associate Superintendent for Instruction**

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1	NCLB	The district improvement team for Hardin County Schools will assist schools with Learning Walks, Comprehensive School Improvement Planning and Implementation Checks, data disaggregation, and other areas as requested by the schools. Results will be reported monthly during the Directors meetings.	King Phillips Sheeran Kelley Sanders Davis	November 2008 November 2009	N/A			
2	NCLB SB168	The district Education Consultants and school site Special Education Facilitators will assist in facilitating collaborative efforts to share instruction and intervention strategies that can be utilized to assist students with disabilities in meeting proficiency standards in math and reading.	Davis	November 2008 November 2009	N/A			
3	NCLB	The district will provide ongoing training on the application of formative assessments in reading and math throughout the teaching of content skills for the purpose of modifying and/or differentiating instruction for all students and for all subgroups.	King Kelley Principal Planning Committee	September 2008 May 2009	MAP Software \$1,000 PD/Title I \$2,500 Title II KETS			
4	NCLB SB 168	District staff will assist schools in analyzing math and reading scores from Measures of Academic Progress (MAP) assessments and other data for all students and in matching student needs to DesCartes curriculum for differentiated instruction and intervention assistance reducing the curriculum or instructional gaps for all subpopulations.	Sanders Gifted & Talented Teachers Interventionists	June 2008 May 2010	Title III			

Action Component: Academic Achievement**Component Manager: Associate Superintendent for Instruction**

5	NCLB	The district will develop and implement instruction that fosters collaboration among regular education, special education, Gifted and Talented (GT), EXCEL and English Language Learners (ELL) staff.	Davis Sanders Kelley Vowels	December 2008 ongoing May 2009	N/A			
6	NCLB	The district will develop ongoing monitoring strategies to assist schools in creating and sustaining successful collaborative classrooms.	Davis King	September 2008 ongoing May 2009	N/A			
7	NCLB SB 168	Extended School Services (ESS) will be available for students with priority given to students in subpopulations where the district has not met academic achievement goals. Teaching practices will include varied activities, aligned with the Best Practices for ESS programming and will be included in and monitored through learning walk observations by district improvement team members, ESS coordinators and building level administrators.	Phillips	January 2008 May 2009	N/A			
8		General education teachers, who serve as the first line of support for ELL, in conjunction with ELL support staff, will develop individual language goals and steps to reach those goals for each identified English Language Learner. These goals shall be developed based on the state language assessment results WIDA Access Placement Test (W-APT or ACCESS). Classroom instructional practices will reflect World Class Instructional Design and Assessment (WIDA) standards and any modifications listed on the students' Program	Sanders	December 2008 December 2009	\$2,000 Title III			

		Service Plan.						
9	NCLB SB 168	<p>The district will continue its focus to refine and more fully implement the following:</p> <ul style="list-style-type: none"> • use of Classroom Performance System (CPS) units in assessing student levels of understanding • research-based strategies • use of resources beyond textbook • questioning strategies • critical thinking skills • student and teacher engagement • understanding and application of Depth of Knowledge (DOK) in the curriculum to assure rigorous instruction • relevance through real-life applications of content • differentiated instruction including strategies for the general education students, ELL students, GT students & students with disabilities (to include demographics posting achievement gaps). <p>Strategies will be monitored by ongoing observations, dialogues with site leadership, PD trainings, various grade level/team meetings and administrators' professional growth plans.</p>	Kelley Phillips Davis Sanders Sheeran King Johnston	December 2008 December 2009	N/A			
10		<p>The district will provide training and support to schools in utilizing multiple choice and open response questions with varying DOK levels, in the use of scoring guides and</p>	Sanders Phillips Kelley Sheeran Davis King	January 2009 January 2010				

		rubrics and in implementing formative and benchmark assessments as documented by training agendas and E-mail communications.						
11	NCLB	The district will facilitate the development of professional learning teams and clubs focused on engaged, active and in-depth teaching and learning.	Kelley King Sheeran Phillips Davis Sanders	December 2008 Ongoing May 2009	\$1,500 Title I \$1,500 PD funds \$1,500 Title II \$5,000 G/T			
12		At the elementary level, schools will more fully implement the following Thoughtful Education strategies: Vocabulary's Connect Organize, Deep Process and Exercise (CODE), Reading for Meaning, Compare and Contrast, Task Rotation and Inference. Both elementary and middle schools will extend their focus on questioning, framing the work, hidden skills of academic literacy, alignment of standards to assessment and instruction, diagnostic use of tools and strategies, and analysis of student work to improve teaching and learning.	Kelley	December 2008 May 2009	Board funds			
13	NCLB	The district will continue its intensive focus on math across all grade levels. Specific areas to target are as follows: <ul style="list-style-type: none"> • content correctness for multiple choice; • application of content knowledge to open response questions; • use of content vocabulary within writing to learn and writing to demonstrate learning responses; 	Kelley King Sheeran Phillips Davis Sanders	January 2009 December 2009	\$1,500 Title I \$1,500 PD funds \$1,500 Title II \$5,000 State GT Grant \$5,000/ESS \$7,000 Title III			

		<ul style="list-style-type: none"> • use of Math Tools in grades 3-12; • fully interpreting the standards in both horizontal and vertical professional learning teams. 						
14		Superintendent will conduct regular walkthroughs in each school to assist the principals in instructional leadership.	Johnston	Ongoing May 2009	N/A			
15		District will continue to facilitate the teacher development of the Curriculum Guides in all core content areas ensuring all students have sustained growth throughout the district irrespective of school or grade level.	King Kelley Sanders Davis Phillips Sheeran Haggerty Ryan Johnston	Ongoing May 2009	PD Funds			

Action Component: Learning Environment/Efficiency**Component Manager(s): Superintendent and Associate Superintendent of Instruction****Date: November 2008****School/District: Hardin County Schools District Plan****Priority Need:**

An analysis of Hardin County Schools Effective Schools Administrative Climate Survey reveals that school culture; student, family and community support; and efficiency standards from the SISI document have been developed but not fully implemented.

Goal:

By June 2008, an evaluation of the SISI document and follow-up of actions resulting from the 2007 KDE Scholastic Audit will indicate continuous improvement within Indicators 4 and 5 (school culture and student, family and community support) and in Indicator 8 (organizational structure and resources)

BENCHMARK

Measure	May 2007 (Mean Score)	May 2008 (Mean Score)
Enjoy Job Rating	1.58	2.2
District Ran in Orderly Fashion	2.09	2.5
Climate Promotes Learning	2.05	2.5
Administrative Staff Cares about Students	1.73	2.3
District Atmosphere Conducive to Learning	2.22	2.3
Administrators Demonstrate Pride in District	2.02	2.3
Staff Members Recognized for Exceptionally Good Work	2.22	3.3

To be updated

Action Component: Learning Environment/Efficiency
**Component Managers: Superintendent & Associate
Superintendent of Instruction**

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1		Superintendent Parent Advisory Group will meet bi-monthly to review efforts to improve SBDM relationships. This group will be organized to encourage stakeholder involvement, community support and respect for diversity.	Johnston King	January 2009 January 2010	\$2,000 Title I			
2		District technology staff will conduct a needs assessment and compose and implement a data-driven technology plan that addresses the mandated five criteria of successful school and library initiatives and that includes budgeting and expenditures that follow Universal Service Fund (USF) mandated procedures.	Haggerty	December 2008 December 2009	\$450,000 Universal Service Fund			
3		A culture plan to address school and district culture will be developed and measured by principal feedback, principal's self assessment and district electronic survey.	Johnston Associate Superintendents ISD Directors	December 2008 December 2009				
4		Level of leadership will be raised through: <ul style="list-style-type: none"> professional readings Instructional Services Department/Pre Administrative Leadership Meetings (ISD/PALM) Maxwell Series Principals Academy Principal Mentorship learning walk w/ follow-up dialogue Superintendent Parent Advisory Council SBDM Roundtable summer retreat with leadership teams. 	Johnston Board of Education Associate Superintendents ISD Directors	December 2008 December 2009				

5		The district will enlist community engagement through the Wired 65 Grant Initiative and further development of Career Pathways creating Community Career Advisory Councils and a distribution list of participants to follow-up on ideas generated in order to close the gaps from P-12 to adult life and facilitate successful transition.	Johnston King	January 2009 January 2010	Wired 65 Grant			
6		The superintendent will send monthly news notes to staff in an effort to build rapport as well as to focus on instructional tips. Quarterly news to parents to focus on instructional tips and parent involvement.	Johnston	January 2009 January 2010				

APPENDIX

COMPREHENSIVE PLANNING

Vocabulary/Acronyms **Hardin Co. Schools**

Academic Performance	Component that addresses curriculum, instruction and assessment issues.
ALM	Administrative leadership meetings involving principals and district administrators.
AMO	Annual Measurable Objective
CC	Core Content for Assessment—documented that specifies items in each content area that will be assessed by the Kentucky Core Content Test.
CDIP	Comprehensive District Improvement Plan
CHAMPS	A student behavior management process.
Component	A section of a school/district comprehensive plan that addresses specific priority needs.
CSIP	Comprehensive School Improvement Plan
DOK	Depth of Knowledge
Efficiency	Component that addresses leadership, use of resources, and comprehensive and effective planning.
ELL	English Language Learner
Goal	A statement closely aligned with the priority need that states the goal the organization needs to achieve.
GT teachers	Gifted and Talented teachers.
IAT	Intervention and Assistance Teams that support students who need academic or behavioral support.
ISD	Instructional Services Department
Learning Environment	Component which addresses school culture; school, family and community support; and professional development.
NCLB	No Child Left Behind
NCLB Tier	No Child Left Behind tier of consequences (a level of action that schools/districts must take to address identified needs)
Priority Need	Section of a component which utilizes data to identify areas that will be addressed in the component.
RITA	
SB 168	Senate Bill 168; a Kentucky achievement gap law for schools.
SISI	Standards and Indicators for School Improvement; planning document from the Kentucky Department of Education utilized to guide comprehensive planning and needs assessment.
Strategy/Activity	A list of actions that need to be taken to meet stated objectives. Contains activities, person(s) responsible, a timeline and resources (financial, time, human, physical) that will be utilized.