

## Comprehensive District Improvement Plan (CDIP)

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal-building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

### Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

Explanations/Directions

<b>Goal:</b> Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency

Goal 1: By 2025, Hardin County Schools will increase the percentage of Reading Proficient/Distinguished from 51.9% to 65% (elementary), 56.9% to 68.7% (middle), and 44% to 59.3% (HS) and will increase the percentage of Math Proficient/Distinguished from 45.5% to 60.3% (elementary), 42.6% to 58.3% (middle), and 35.4% to 53% (HS). (Continuation Goal)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, 54.1% of elementary, 58.9% of middle, and 46.5% of high school students will score at or above proficiency in reading.	KCWP 2: Design & Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Develop a clearly defined MTSS/RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham,</i>	State Assessment Results I-Ready Results	Fall 2022:	Title I Title II Title III

		<b><i>Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i></b>	PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	ESS GT District Instructional Funds ESSER
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning). <b><i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i></b>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Plan for and implement active student engagement strategies. <b><i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i></b>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data	Title I Title II Title III ESS GT District Instructional Funds ESSER

				District Assessment Data	
		Ensure that all users of assessment data use information to benefit student learning. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
Objective 2 By 2022, 47.9% of elementary, 45.2% of middle, and 38.3% of high school students will score at or above proficiency in math.	KCWP 2: Design & Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Develop a clearly defined MTSS/RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification	Title I Title II Title III ESS GT District Instructional Funds

			Data/Monitoring Forms	Quarterly: I-Ready Data District Assessment Data	ESSER
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning). <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Plan for and implement active student engagement strategies. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results I-Ready Results PLC Agendas	Fall 2022: State Assessment Score Release School Report Card	Title I Title II Title III ESS GT

			Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	District Instructional Funds ESSER
		Ensure that all users of assessment data use information to benefit student learning. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER

2: Separate Academic Indicator

Goal 2: By 2025, Hardin County Schools will increase the percentage of Science Proficient/Distinguished from 28.9 % to 48.3% (elementary), 24.4 % to 45% (middle), and 32.3% to 50.8% (HS); will increase the percentage of Social Studies Proficient/Distinguished from 41.4% to 57.4% (elementary) and 56.1% to 68.1% (middle); and will increase the percentage of Writing Proficient/Distinguished from 52.6% to 65.5% (elementary), 27.8% to 47.5% (middle), and 59.6% to 70.6% (HS) . (Continuation Goal)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, 32.1% of elementary, 27.8% of middle, and 35.4% of high school students will score at or above proficiency in Science.	KCWP 1: Design & Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, ESS, MTSS, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, Amplified Science, ESS, MTSS, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER

		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, Amplified Science, ESS, MTSS, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
Objective 2: By 2022, 44.1% of elementary and 58.1% of middle school students will score at or above proficiency in Social Studies.	KCWP 1: Design & Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, ESS, MTSS, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, ESS, MTSS, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification	Title I Title II Title III ESS GT District Instructional Funds ESSER

				Quarterly: District Assessment Data	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, ESS, MTSS, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, ESS, MTSS, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
Objective 3: By 2022, 54.8% of elementary, 31.1% of middle, and 61.4% of high school students will score at or above proficiency in Writing.	KCWP 2: Design & Deliver Instruction	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Four Square Writing, On-Demand Writing 30 Point Checklist, PLCs, ESS, MTSS, Gifted &amp; Talented Program, Common</i>	State Assessment Results PLC Agendas Professional Learning Opportunities	Fall 2022: State Assessment Score Release School Report Card	Title I Title II Title III ESS GT

		<i>Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	Walkthroughs Data/Monitoring Forms	ATSI/CSI Identification Quarterly: District Assessment Data	District Instructional Funds ESSER
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Four Square Writing, On-Demand Writing 30 Point Checklist, PLCs, ESS, MTSS, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Four Square Writing, On-Demand Writing 30 Point Checklist, PLCs, ESS, MTSS, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER



3: Growth

Goal 3: By 2025, Hardin County Schools will increase the growth indicator from 54.4 to 65.4 (elementary) and 51.5 to 64 (middle). (Continuation Goal) By 2025, Hardin County Schools will increase the growth indicator of EL Proficiency from 54.2 to 70.0 (elementary), 17.1 to 34.8 (middle), and 45.7 to 65 (HS). (New Goal)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2022, the growth indicator will increase from 54.4 to 56.6 (elementary) and 51.5 to 54 (middle).	KCWP 2: Design & Deliver Instruction	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds
		Use formative and summative evidence to inform what comes next for individual students and groups of students. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs,</i>	State Assessment Results I-Ready Results	Fall 2022:	Title I Title II Title III

		<i>ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education)</i>	PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	ESS GT District Instructional Funds
		Ensure effective communication to guide instructional planning, student grouping, etc. <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds
Objective 2 By 2022, the growth indicator for EL Proficiency will increase from 54.2 to 60.0 (elementary), 17.1 to 18.5 (middle), and 45.7 to 55.0 (HS).	KCWP 2: Design & Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. <i>(To include but not limited to: EL Academy, Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education)</i>	State Assessment Results ACCESS Test Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds

Updated May 2021

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4: Achievement Gap

Districts are not required to establish long-term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, the percentage of Students with Disabilities scoring proficient/distinguished in Reading will increase from 25.9% to 29.3% (elementary), 19.3% to 23% (middle), and 9.9% to 14% (HS).	KCWP 2: Design & Deliver Instruction	Develop a clearly defined MTSS/RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks. (Emphasis on co-teaching model).	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (Emphasis on co-teaching model). <i>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Additional Support Staff)</i>	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. (Emphasis on co-teaching model).	State Assessment Results I-Ready Results PLC Agendas	Fall 2022: State Assessment Score Release	Title I Title II Title III ESS GT

			Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	District Instructional Funds
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. (Emphasis on co-teaching model).	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds
Objective 2 By 2022, the percentage of Students with Disabilities scoring proficient/distinguished in Math will increase from 21.4% to 25% (elementary), 10.5% to 14.6% (middle), and 3.6% to 8% (HS).	KCWP 2: Design & Deliver Instruction	Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks. (Emphasis on co-teaching model).	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to	State Assessment Results	Fall 2022:	Title I Title II

		meet mastery. (Emphasis on co-teaching model). ( <i>To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted &amp; Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education</i> )	I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	State Assessment Score Release Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title III ESS GT District Instructional Funds
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. (Emphasis on co-teaching model).	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	Fall 2022: State Assessment Score Release Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. (Emphasis on co-teaching model).	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	Fall 2022: State Assessment Score Release Card ATSI/CSI Identification Quarterly: I-Ready Data	Title I Title II Title III ESS GT District Instructional Funds

				District Assessment Data	
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5: Transition Readiness

Goal 5: By 2025, Hardin County Schools will increase the Transition Indicator (Academic & Career) from 66 to 74.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, Hardin County Schools will increase the Transition Indicator (Academic & Career) from 66 to 68.	KCWP 5: Design, Align, & Deliver Support	Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture. <i>(To include but not limited to: Technology, GRREC, Transition Coaches, PLCs, ESS, MTSS, ALEKS, APEX/Edgenuity, CERT, Common Assessments, Summer School, Credit Recovery, Professional Learning, Educational/Technology Resources, Classroom Visits, Tassel, Master Schedules Career Pathways, EC3, Academy, Dual Credit, PA Courses, Work Ethic Certification).</i> <i>(Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, Newcomer Academy, MTSS).</i>	Summer School Work Ethic Certification College/Career Counseling College/Military Visits Parent Meetings Open House Lesson plans Transition Meetings Sign-in sheets Scheduling ILPs Academy Newcomer Academy	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Transition Data	Title I Title II Title III Title IV ESS GT District Instructional Funds Migrant ESSER

		Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning. <i>(To include but not limited to: Technology, GRREC, Transition Coaches, PLCs, ESS, MTSS, ALEKS, APEX/Edgenuity, CERT, Common Assessments, Summer School, Credit Recovery, Professional Learning, Educational/Technology Resources, Classroom Visits, Tassel, Master Schedules Career Pathways, EC3, Academy, Dual Credit, PA Courses, Work Ethic Certification).</i> <i>(Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, Newcomer Academy, MTSS).</i>	Summer School Work Ethic Certification College/Career Counseling College/Military Visits Parent Meetings Open House Lesson plans Transition Meetings Sign-in sheets Scheduling ILPs Academy Newcomer Academy	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification Transition Data	Title I Title II Title III Title IV ESS GT District Instructional Funds Migrant ESSER
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6: Graduation Rate

Goal 6: By 2025, Hardin County will increase its averaged 4- and 5-year cohort graduation rate percentage from 90.9% to 92.2%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2022, HCS will increase the averaged 4- and 5-year cohort graduation rate percentage from 90.9% to 91.3%.	KCWP 5: Design, Align, & Deliver Support	Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation. <i>(To include but not limited to: Technology, GRREC, Transition Coaches, PLCs, ESS, MTSS, ALEKS, APEX/Edgenuity, CERT, Common Assessments, Summer School, Credit Recovery, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules).</i> <i>(Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, MTSS).</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms APEX/Edgenuity	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification	Title I Title II Title III Title IV ESS GT District Instructional Funds Migrant ESSER
		Incorporate professional knowledge of best practices and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement. <i>(To include but not limited to: Technology, GRREC, Transition Coaches, PLCs, ESS, MTSS, ALEKS, APEX/Edgenuity, CERT, Common Assessments, Summer School, Credit Recovery, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules).</i> <i>(Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, MTSS).</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms APEX/Edgenuity	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification	Title I Title II Title III Title IV ESS GT District Instructional Funds Migrant ESSER
		Assure consideration and addressment of non-academic barriers to learning. <i>(To include but not limited to: Technology, GRREC, Transition Coaches, PLCs, ESS, MTSS, ALEKS, APEX/Edgenuity, CERT, Common Assessments, Summer School, Credit Recovery, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules).</i>	State Assessment Results PLC Agendas Professional Learning Opportunities	Fall 2022: State Assessment Score Release School Report Card	Title I Title II Title III Title IV ESS GT

		<i>(Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, MTSS).</i>	Walkthroughs Data/Monitoring Forms APEX/Edgenuity	ATSI/CSI Identification	District Instructional Funds Migrant ESSER
		Develop school culture supports, both academic and behavioral, to promote and support learning for all. <i>(To include but not limited to: Technology, GRREC, Transition Coaches, PLCs, ESS, MTSS, ALEKS, APEX/Edgenuity, CERT, Common Assessments, Summer School, Credit Recovery, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules).</i> <i>(Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, MTSS).</i>	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms APEX/Edgenuity	Fall 2022: State Assessment Score Release School Report Card ATSI/CSI Identification	Title I Title II Title III Title IV ESS GT District Instructional Funds Migrant ESSER

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)).

Monitoring and Support
<p><b>Consider:</b> Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p><b>Response:</b></p>