

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 seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Updated June 2023

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

There are proficiency and growth concerns in math and reading at all levels. In all levels, except 4th grade reading, more than half are scoring Novice/Apprentice. In all data, significant achievement gaps were identified for students with disabilities. In elementary, 46% of our students with disabilities are scoring Novice in reading and 49% are scoring Novice in math. In middle school, 56% of our students with disabilities are scoring Novice in reading and 58% in math. In high school, 46% of our students (this is down from 63% the previous year)with disabilities are scoring Novice in reading and 57% in math.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Professional Development Calendar

- **District Curriculum Maps**
- **PLC Agendas and Minutes**
- **Instructional Focus Strategies**
- **Walkthroughs**
- **Lesson Plans**
- **Processes used to select and monitor materials/programs**

Updated June 2023

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	ES:64; MS:57.8; HS:61	ES:5.4 MS:2,8; HS:.2
State Assessment Results in science, social studies and writing	ES:62.5; MS:57.1; HS:52.2	ES:4.4; MS:4.7; HS:.7
English Learner Progress	ES:59.3;MS:17; HS:24.1	ES:2.8; MS: -1.9; HS:-31.4
Quality of School Climate and Safety	ES:76.2; MS:68.4; HS:59.2	ES:1.5; MS:4.6; HS:-.5
Postsecondary Readiness (high schools and districts only)	89.4	7.7
Graduation Rate (high schools and districts only)	91.3	.4

Goal: 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
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By 2025, Hardin County Schools will increase the percentage of Reading Proficient/Distinguished from 46% to 66% (elementary), 43% to 63% (middle), and 54% to 74% (HS) and will increase the percentage of Math Proficient/Distinguished from 35% to 55% (elementary), 33% to 53% (middle), and 39% to 59% (HS).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024 the percentage of students scoring proficient/distinguished in reading will increase from Elementary: 48% to 57% Middle: 45% to 54% High: 47% to 60.5%	KCWP 2: Design & Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III Title IV 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. (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III Title IV 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.	State Assessment Results I-Ready Results PLC Agendas	Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification	Title I Title II Title III Title IV ESS

Updated June 2023

Goal 1 (State your reading and math goal.): By 2025, Hardin County Schools will increase the percentage of Reading Proficient/Distinguished from 46% to 66% (elementary), 43% to 63% (middle), and 54% to 74% (HS) and will increase the percentage of Math Proficient/Distinguished from 35% to 55% (elementary), 33% to 53% (middle), and 39% to 59% (HS).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Quarterly: I-Ready Data District Assessment Data</p>	<p>GT District Instructional Funds ESSER</p>
		<p>Plan for and implement active student engagement strategies.</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Title I Title II Title III Title IV ESS GT District Instructional Funds ESSER</p>
		<p>Ensure that all users of assessment data use information to benefit student learning.</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Title I Title II Title III Title IV ESS GT District Instructional Funds</p>

Updated June 2023

Goal 1 (State your reading and math goal.): By 2025, Hardin County Schools will increase the percentage of Reading Proficient/Distinguished from 46% to 66% (elementary), 43% to 63% (middle), and 54% to 74% (HS) and will increase the percentage of Math Proficient/Distinguished from 35% to 55% (elementary), 33% to 53% (middle), and 39% to 59% (HS).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	Data/Monitoring Forms		ESSER
Objective 2 By 2024 the percentage of students scoring proficient/distinguished in math will increase from Elementary: 42% to 48.5% Middle: 35% to 44% High: 39% to 49%	KCWP 2: Design & Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/TechnologyResources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2024: 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. (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/TechnologyResources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2024: 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

Updated June 2023

Goal 1 (State your reading and math goal.): By 2025, Hardin County Schools will increase the percentage of Reading Proficient/Distinguished from 46% to 66% (elementary), 43% to 63% (middle), and 54% to 74% (HS) and will increase the percentage of Math Proficient/Distinguished from 35% to 55% (elementary), 33% to 53% (middle), and 39% to 59% (HS).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>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.</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/TechnologyResources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds ESSER</p>
		<p>Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning).</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/TechnologyResources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds ESSER</p>

Updated June 2023

Goal 1 (State your reading and math goal.): By 2025, Hardin County Schools will increase the percentage of Reading Proficient/Distinguished from 46% to 66% (elementary), 43% to 63% (middle), and 54% to 74% (HS) and will increase the percentage of Math Proficient/Distinguished from 35% to 55% (elementary), 33% to 53% (middle), and 39% to 59% (HS).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Plan for and implement active student engagement strategies.</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/TechnologyResources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds ESSER</p>
		<p>Ensure that all users of assessment data use information to benefit student learning.</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/TechnologyResources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds ESSER</p>

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): By 2025, Hardin County Schools will increase the percentage of Science Proficient/Distinguished from 29% to 49% (elementary), 28% to 48% (middle), and 16% to 36% (HS); will increase the percentage of Social Studies Proficient/Distinguished from 34% to 54% (elementary) and 32% to 52% (middle), and 36% to 56% (HS); and will increase the percentage of Writing Proficient/Distinguished from 41% to 61% (elementary), 38% to 58% (middle), and 45% to 65% (HS) .

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024 the percentage of students scoring proficient/distinguished in reading Science Elementary: 32% to 40.5% Middle: 28% to 38% High: 12% to 24%</p>	<p>KCWP 1: Design & Deploy Standards</p>	<p>Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds ESSER</p>
		<p>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. . (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, Amplified Science, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds ESSER</p>
		<p>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. In addition</p>	<p>State Assessment Results PLC Agendas</p>	<p>Fall 2024: State Assessment</p>	<p>Title I Title II Title III</p>

Updated June 2023

Goal 2 (State your science, social studies, and writing goal.): By 2025, Hardin County Schools will increase the percentage of Science Proficient/Distinguished from 29% to 49% (elementary), 28% to 48% (middle), and 16% to 36% (HS); will increase the percentage of Social Studies Proficient/Distinguished from 34% to 54% (elementary) and 32% to 52% (middle), and 36% to 56% (HS); and will increase the percentage of Writing Proficient/Distinguished from 41% to 61% (elementary), 38% to 58% (middle), and 45% to 65% (HS) .

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>to participating in a Principal Cohort and Teacher Grow Your Own initiative with Western Kentucky University to recruit and retain aspiring quality teachers and principals.</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, Amplified Science, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data</p>	<p>ESS GT District Instructional Funds ESSER</p>
<p>Objective 2 By 2024 the percentage of students scoring proficient/distinguished in social studies will increase from Elementary: 43% to 48.5% Middle: 38% to 45% High: 41% to 48.5%</p>	<p>KCWP 1: Design & Deploy Standards</p>	<p>Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds ESSER</p>
<p>Ensure that vertical curriculum mapping is occurring to identify instructional</p>	<p>State Assessment Results</p>	<p>Fall 2024: State</p>	<p>Title I Title II</p>		

Updated June 2023

Goal 2 (State your science, social studies, and writing goal.): By 2025, Hardin County Schools will increase the percentage of Science Proficient/Distinguished from 29% to 49% (elementary), 28% to 48% (middle), and 16% to 36% (HS); will increase the percentage of Social Studies Proficient/Distinguished from 34% to 54% (elementary) and 32% to 52% (middle), and 36% to 56% (HS); and will increase the percentage of Writing Proficient/Distinguished from 41% to 61% (elementary), 38% to 58% (middle), and 45% to 65% (HS) .

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data</p>	<p>Title III ESS GT District Instructional Funds ESSER</p>
		<p>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. In addition to participating in a Principal Cohort and Teacher Grow Your Own initiative with Western Kentucky University to recruit and retain aspiring quality teachers and principals.</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds ESSER</p>
		<p>Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom</p>	<p>State Assessment Results PLC Agendas Professional Learning Opportunities</p>	<p>Fall 2024: State Assessment Score Release School Report Card</p>	<p>Title I Title II Title III ESS GT District</p>

Updated June 2023

Goal 2 (State your science, social studies, and writing goal.): By 2025, Hardin County Schools will increase the percentage of Science Proficient/Distinguished from 29% to 49% (elementary), 28% to 48% (middle), and 16% to 36% (HS); will increase the percentage of Social Studies Proficient/Distinguished from 34% to 54% (elementary) and 32% to 52% (middle), and 36% to 56% (HS); and will increase the percentage of Writing Proficient/Distinguished from 41% to 61% (elementary), 38% to 58% (middle), and 45% to 65% (HS) .

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	Walkthroughs Data/Monitoring Forms	ATSI/CSI Identification Quarterly: District Assessment Data	Instructional Funds ESSER
Objective 3 By 2024 the percentage of students scoring proficient/distinguished in writing will increase from Elementary: 45% to 53% Middle: 50% to 54% High: 44% to 54.5 %	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. (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Four Square Writing, On-Demand Writing 30 Point Checklist, PLCs, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2024: 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
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Four Square Writing, On-Demand Writing 30 Point Checklist, PLCs, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District	Title I Title II Title III ESS GT District Instructional Funds ESSER

Updated June 2023

Goal 2 (State your science, social studies, and writing goal.): By 2025, Hardin County Schools will increase the percentage of Science Proficient/Distinguished from 29% to 49% (elementary), 28% to 48% (middle), and 16% to 36% (HS); will increase the percentage of Social Studies Proficient/Distinguished from 34% to 54% (elementary) and 32% to 52% (middle), and 36% to 56% (HS); and will increase the percentage of Writing Proficient/Distinguished from 41% to 61% (elementary), 38% to 58% (middle), and 45% to 65% (HS) .

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Assessment Data	
		<p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> <p>(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Four Square Writing, On-Demand Writing 30 Point Checklist, PLCs, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)</p>	<p>State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds ESSER</p>

Updated June 2023

3: 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
<p>Objective 1 By 2024, the percentage of students with disabilities scoring novice in reading will decrease from 46% to 36% or below (elementary), 56% to 46% or below (middle) and 46% to 36% or below (HS).</p>	<p>KCWP 2: Design & Deliver Instruction</p>	<p>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).</p>	<p>State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds</p>
		<p>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). (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Additional Support Staff)</p>	<p>State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds</p>
		<p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and</p>	<p>State Assessment Results</p>	<p>Fall 2024: State</p>	<p>Title I Title II</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		how they can close the gap. (Emphasis on co-teaching model).	I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	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 2024: 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 2024, the percentage of students with disabilities scoring novice in math will decrease from 469% to 39% or below (elementary), 58%	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	Fall 2024: State Assessment Score Release School Report Card ATSI/CSI	Title I Title II Title III ESS GT District Instructional

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>to 48% or below (middle) and 57% to 47% or below (HS).</p>			<p>Walkthroughs Co-Teaching Data/Monitoring Forms</p>	<p>Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Funds</p>
		<p>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). (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education)</p>	<p>State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds</p>
		<p>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).</p>	<p>State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds</p>

Updated June 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. (Emphasis on co-teaching model).</p>	<p>State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms</p>	<p>Fall 2024: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data</p>	<p>Title I Title II Title III ESS GT District Instructional Funds</p>

Updated June 2023

4: English Learner Progress

Goal 4 (State your English learner goal.): By 2026, the English Learner Progress status/level for elementary schools will increase from 59.3/High to 69.3/Very High; for Middle school from 17/low to 31/high; for High School will increase from 24.1/medium to 45/very high .

Objective	Strategy	Activities		Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024 the ELP status/level will increase from 59.3/high to 65/very high (elementary); 17/low to 24/medium (middle); 24.1/medium to 31/high	KCWP 2: Design & Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. (To include but not limited to:EL Academy, Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS,MTSS, I-Ready, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Thoughtful Education) Carousel of Ideas (ElementaryCurriculum) Champion of Idea (MS and HS Curriculum)		State Assessment Results ACCESS Test Results MODEL Assessment I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2024: State Assessment Score Release, School Report Card, ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS District Instructional Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):By 2026, the Quality of School Climate and Safety status/level will increase for elementary from 76.2/medium to 82/very high; for middle school from 68.4 high to 75/very high; for high school from 59.2 medium to 68/very high.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2024, the climate index</p> <p>Elementary: will increase from 78.8 to 80.8</p> <p>Middle will increase from 71.8 to 74.8</p> <p>High School: will increase from 62.2 to 65.2</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Establish a KARE (Kindness and Respect for Everyone) Committee that works to ensure that students and staff members are treated respectfully and with kindness regardless of ethnicity, sexual orientation, or mental health concerns.</p>	<p>Studer Survey Impact Survey</p>	<p>Fall 2024: Studer Survey Results Impact Survey Results</p>	<p>Title II</p>
		<p>Provide training opportunities to address equity in the school environment (i.e., Equity, Implicit Bias, Behavior Management, Culturally Responsive Teaching)</p>	<p>Walkthroughs Studer Survey Impact Survey</p>	<p>Fall 2024: Walkthrough Data Studer Survey Results Impact Survey Results</p>	<p>Title II</p>
		<p>Ensure that PBIS Processes and Procedures are implemented at all sites.</p>	<p>Walkthroughs Discipline Referrals Studer Survey Impact Survey</p>	<p>Fall 2024: Walkthrough Data Infinite Campus Data Studer Survey Impact Survey</p>	<p>ESSER</p>
		<p>Ensure that advisory councils are in place (i.e., classified, certified, parent, and student).</p>	<p>Walkthroughs Discipline Referrals Studer Survey Impact Survey</p>	<p>Fall 2024: Walkthrough Data Infinite Campus Data Studer Survey Impact Survey</p>	<p>Title II</p>
<p>Objective 2</p> <p>By 2024, the safety index</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Utilize an e-Hall pass at the high school level that will restrict or grant location access.</p>	<p>Discipline Referrals e-hall Monitoring Data</p>	<p>Fall 2024: Discipline Referrals e-Hall Data Reports</p>	<p>Title IV</p>

Updated June 2023

Goal 5 (State your climate and safety goal.):By 2026, the Quality of School Climate and Safety status/level will increase for elementary from 76.2/medium to 82/very high; for middle school from 68.4 high to 75/very high; for high school from 59.2 medium to 68/very high.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Elementary: Will increase from 73.5 to 75.5 Middle School: will increase from 65 to 70 High School: will increase from 56.2 to 60.2					
		Utilize services of Security Resource Officers (SRO) at each site.	Discipline Referrals Drug Violations Suspensions Pre-Expulsions Expulsions	Fall 2023: Infinite Campus Data Reports PBIS Data SRO Data Reports	General Fund Title IV

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): By 2026, Hardin County Schools will increase the Postsecondary Readiness status/level will increase from 89.4 high to 95/very high					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 by 2024, Hardin County Schools will increase the Postsecondary Readiness status/level from 89.4/ high to 93.25/high	KCWP 5: Design, Align, & Deliver Support	Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture. (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). (Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, Newcomer Academy, MTSS).	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 2024: 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 LAVEC
		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. (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	Summer School Work Ethic Certification College/Career Counseling College/Military Visits Parent Meetings Open House Lesson plans Transition Meetings Sign-in sheets	Fall 2024: 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 LAVEC

Updated June 2023

Goal 6 (State your postsecondary goal.): By 2026, Hardin County Schools will increase the Postsecondary Readiness status/level will increase from 89.4 high to 95/very high

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Pathways, EC3, Academy, Dual Credit, PA Courses, Work Ethic Certification). (Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, Newcomer Academy, MTSS).	Scheduling ILPs Academy Newcomer Academy		

7: Graduation Rate

Goal 7 (State your graduation rate goal.): By 2026, Hardin County will increase its averaged 4- and 5-year cohort graduation status/level from 91.3/low to 95/high						
Objective	Strategy		Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, Hardin County Schools will increase the averaged 4 and 5 year graduation status/level from 91.3 to 92.5/medium	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. (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). (Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, MTSS).	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms APEX/Edgenuity	Fall 2024: 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 LAVEC
			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. (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). (Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, MTSS).	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms APEX/Edgenuity	Fall 2024: 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 LAVEC
			Assure consideration and addressment of non-academic barriers to learning.	State Assessment Results PLC Agendas	Fall 2024: State Assessment	Title I Title II Title III

Updated June 2023

Goal 7 (State your graduation rate goal.): By 2026, Hardin County will increase its averaged 4- and 5-year cohort graduation status/level from 91.3/low to 95/high						
Objective	Strategy		Activities	Measure of Success	Progress Monitoring	Funding
			(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). (Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, MTSS).	Professional Learning Opportunities Walkthroughs Data/Monitoring Forms APEX/Edgenuity	Score Release School Report Card ATSI/CSI Identification	Title IV ESS GT District Instructional Funds Migrant ESSER LAVEC
			Develop school culture supports, both academic and behavioral, to promote and support learning for all. (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). (Barrier Reduction Supports: FRYSC, Migrant Program, Backpack Program, Nursing Services, EL, ESS, Alternative Programs, ESS, MTSS).	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms APEX/Edgenuity	Fall 2024: 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 LAVEC

Updated June 2023

8: Other (Optional)

Goal 8 (State your other goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Updated June 2023

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(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: 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.

Response:

Four HCS schools have been identified as TSI in the areas of Students with Disabilities. The district will monitor and provide support to these schools to ensure successful implementation of the school improvement plan. The Instructional Services Department works closely with schools throughout the year to analyze progress monitoring data in various forms, identify next steps/priority needs and continually monitor evidence based activities. This information is shared with the Board members on a regular basis through the Superintendent updates and special presentations on test data, CSIP and CDIP.

The district will ensure that school leadership has or develops the skills and disposition to achieve meaningful increases in student achievement. Hardin County Schools' Special Education Department sends a bi-monthly newsletter with best practices, administrative tips and PLC ideas. Co-teaching training and walkthrough visits are two additional ways that we will develop skills within our school leadership. HCS will continue to focus on Novice reduction with school leadership as well. The goal of 20 (N)/50(A)/30(P/D) will continue to be a focus for our schools receiving a TSI status due to the subgroup of Students with Disabilities.

Furthermore, Hardin County Schools will continue to review allocations and use of resources in our TSI schools. An instructional coach has been hired to work solely with three of our previous lower performing elementary schools. The district has provided and will continue to provide training on explicit instruction, modeling, reinforcement, and multi-sensory teaching strategies. Station teaching has been emphasized

with all schools and training on appropriate accommodations is also provided by the district.

The learning culture related to targeted subgroups will be reviewed as well. Hardin County has implemented a district-wide Trauma Informed Care initiative. Surveys such as KARE, PBIS, KSA, Impact are given to students and/or staff annually. The Student Services Department uses a Student Services Data Collection tool (reviewed with principals several times a year) to assess implementation and effectiveness of the improvement plan. The Superintendent has several Advisory Groups and meets with parents of special education students and minority students, parents and community members (KARE Committee) to gather input as well.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response:

Bluegrass Middle School, North Middle School, North Hardin High School and Radcliff Elementary School remained in TSI for Students with Disabilities
The district level special ed department has placed special education consultants and school psychologists in these schools. Training and emphasis has been put on Specially Designed Instruction. The Instructional Services Department also offered professional development to middle and high schools in Discourse.