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:
 - o State Assessment Results in reading and mathematics
 - o State Assessment Results in science, social studies and writing
 - o Achievement Gap
 - o English Learner Progress
 - o Quality of School Climate and Safety
 - o Postsecondary Readiness
 - o Graduation Rate

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

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
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.	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 <u>Kentucky's six (6) Key</u> <u>Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.).</i>	Describe the actionable steps the district will take 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 specific federal, state, or local funding source(s) used to support each improvement initiative.

Updated June 2023 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 Funding Activities Measure of Strategy **Progress Monitoring** Success Objective 1 KCWP 2: Design & Ensure congruency is present between standards, Fall 2024: Title I State Assessment By 2024 the percentage of learning targets, and assessment measures. Results Title II Deliver Instruction State Assessment Score students scoring (To include but not limited to: Technology, GRREC, I-Ready Results Title III Release proficient/distinguished in Cooperative Learning Strategies, Orton-Gillingham, **PLC** Agendas School Report Card Title IV Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & reading will increase from ATSI/CSI Identification ESS Professional GT Elementary: 48% to 57% Talented Program, Common Assessments, Professional Learning Quarterly: Learning, Educational/Technology Opportunities I-Ready Data District Middle: 45% to 54% Resources, Classroom Visits, College Prep, Master Walkthroughs High: 47% to 60.5% Instructional Funds District Assessment Data Schedules, Thoughtful Education, Middle School Data/Monitoring ESSER Enrichment Teachers) Forms Develop a clearly defined MTSS/RTI Fall 2024: Title I State Assessment Title II school/district-wide process with applicable Results State Assessment Score checklist(s) and documentation tools, including such I-Ready Results Release Title III information as service frequency, intervention **PLC** Agendas School Report Card Title IV programs/strategies, and progress monitoring checks. Professional ATSI/CSI Identification ESS (To include but not limited to: Technology, GRREC, GT Learning Quarterly: Cooperative Learning Strategies, Orton-Gillingham, I-Ready Data **Opportunities** District Fluency, PLCs, ESS, MTSS, I-Ready, Edgenuity, Gifted & Walkthroughs District Assessment Data Instructional Funds Talented Program, Common Assessments, Professional Data/Monitoring ESSER Learning, Educational/Technology Forms Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School **Enrichment Teachers**) Ensure that vertical curriculum mapping is occurring Title I Fall 2024: State Assessment to identify instructional gaps, including planning for Title II Results State Assessment Score the introduction of the standard, development and I-Ready Results Release Title III gradual release phases, and arrival at standards **PLC** Agendas School Report Card Title IV ATSI/CSI Identification ESS mastery.

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

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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, 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
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning). (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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		 Plan for and implement active student engagement strategies. (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
		Ensure that all users of assessment data use information to benefit student learning. (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 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); will increase the percentage of Social Studies Proficient/Distinguished from 34% to 54% (elementary) and 32% to 52% (middle), and 36% to 56% (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); will increase the percentage of Social Studies Proficient/Distinguished from 34% to 54% (elementary) and 32% to 52% (middle), and 36% to 56% (HS); will increase the percentage of Social Studies Proficient/Distinguished from 34% to 54% (middle), and 45% to 65% (HS) .

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Dbjective 1	KCWP 1:	Ensure regularly-scheduled curriculum meetings to review	State Assessment	Fall 2024:	Title I
By 2024 the percentage of	Design & Deploy	the alignment between standards, learning targets, and	Results	State	Title II
students scoring	Standards	assessment measures.	PLC Agendas	Assessment	Title III
proficient/distinguished in		(To include but not limited to: Technology, GRREC,	Professional	Score Release	ESS
reading Science		Cooperative Learning Strategies, PLCs, ESS, MTSS, Gifted &	Learning	School Report	GT
Elementary: 32% to 40.5%		Talented Program, Common Assessments, Professional	Opportunities	Card	District
Middle: 28% to 38%		Learning, Educational/Technology Resources, Classroom	Walkthroughs	ATSI/CSI	Instructional
High: 12% to 24%		Visits, Master Schedules, Thoughtful Education, Middle	Data/Monitoring	Identification	Funds
		School Enrichment Teachers)	Forms	Quarterly:	ESSER
		,		District	
				Assessment	
				Data	
		Ensure that vertical curriculum mapping is occurring to	State Assessment	Fall 2024:	Title I
		identify instructional	Results	State	Title II
		gaps, including planning for the introduction of the standard,	PLC Agendas	Assessment	Title III
		development	Professional	Score Release	ESS
		and gradual release phases, and arrival at standards mastery.	Learning	School Report	GT
			Opportunities	Card	District
		(To include but not limited to: Technology, GRREC,	Walkthroughs	ATSI/CSI	Instructional
		Cooperative Learning Strategies, PLCs, Amplified Science, ESS,	Data/Monitoring	Identification	Funds
		MTSS, Gifted & Talented Program, Common Assessments,	Forms	Quarterly:	ESSER
		Professional Learning, Educational/Technology Resources,		District	
		Classroom Visits, Master Schedules, Thoughtful Education,		Assessment	
		Middle School Enrichment Teachers)		Data	
		Ensure ongoing professional development in the area of best	State Assessment	Fall 2024:	Title I
		practice/high yield instructional strategies to aid in curricular	Results	State	Title II
		adjustments when students fail to meet mastery. In addition	PLC Agendas	Assessment	Title III

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

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

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

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

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
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).	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 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
		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)	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
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and	State Assessment Results	Fall 2024: State	Title I Title II

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 tudents with disabilities coring novice in math will lecrease 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
to 48% or below (middle) and 57% to 47% or below (HS).			Walkthroughs Co-Teaching Data/Monitoring Forms	Identification Quarterly: I-Ready Data District Assessment Data	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). (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)	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 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 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

Updated June 2023

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

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

Updated June 2023 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
Objective 1	KCWP 6: Establishing	Establish a KARE (Kindness and	Studer Survey	Fall 2024:	Title II
By 2024, the climate index	Learning Culture and	Respect for Everyone) Committee	Impact Survey	Studer Survey Results	
Elementary:	Environment	that works to ensure that students		Impact Survey Results	
will increase from 78.8 to		and staff members are treated			
30.8		respectfully and with kindness			
Viddle		regardless of ethnicity, sexual			
will increase from 71.8 to		orientation, or mental health			
74.8		concerns.			
High School:		Provide training opportunities to	Walkthroughs	Fall 2024:	Title II
will increase from 62.2 to		address equity in the school	Studer Survey	Walkthrough Data	
65.2		environment (i.e., Equity, Implicit	Impact Survey	Studer Survey Results	
		Bias, Behavior Management,		Impact Survey Results	
		Culturally Responsive Teaching)			
		Ensure that PBIS Processes and	Walkthroughs	Fall 2024:	ESSER
		Procedures are implemented at all	Discipline Referrals	Walkthrough Data	
		sites.	Studer Survey	Infinite Campus Data	
			Impact Survey	Studer Survey	
				Impact Survey	
		Ensure that advisory councils are in	Walkthroughs	Fall 2024:	Title II
		place (i.e., classified, certified,	Discipline Referrals	Walkthrough Data	
		parent, and student).	Studer Survey	Infinite Campus Data	
			Impact Survey	Studer Survey	
				Impact Survey	
Dhiastiva 2	KOWD G. Establishing	Utilize on a Hall pass at the high	Dissipling Deferrels	Fall 2024:	
Objective 2	KCWP 6: Establishing	Utilize an e-Hall pass at the high	Discipline Referrals	Fall 2024:	Title IV
By 2024, the safety index	Learning Culture and	school level that will restrict or	e-hall Monitoring	Discipline Referrals	
	Environment	grant location access.	Data	e-Hall Data Reports	

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		Utilize services of Security Resource	Discipline Referrals	Fall 2023:	General Fund
to75.5		Officers (SRO) at each site.	Drug Violations	Infinite Campus Data	Title IV
Middle School:			Suspensions	Reports	
will increase from 65 to 70			Pre-Expulsions	PBIS Data	
High School:			Expulsions	SRO Data Reports	
will increase from 56.2 to					
60.2					

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 5:		Summer School	Fall 2024:	Title I
oy 2024, Hardin County	Design, Align, &	Ensure academic and behavioral expectations are	Work Ethic	State	Title II
Schools will increase the	Deliver Support	actively modeled and	Certification	Assessment	Title III
Postsecondary Readiness		are an existing part of the school culture.	College/Career	Score Release	Title IV
tatus/level from 89.4/ high		(To include but not limited to: Technology, GRREC,	Counseling	School Report	ESS
o 93.25/high		Transition Coaches, PLCs, ESS, MTSS,	College/Military	Card	GT
		ALEKS, APEX/Edgenuity, CERT, Common Assessments,	Visits	ATSI/CSI	District
		Summer School, Credit Recovery,	Parent Meetings	Identification	Instructional
		Professional Learning, Educational/Technology	Open House	Transition Data	Funds
		Resources, Classroom Visits, Tassel,	Lesson plans		Migrant
		Master Schedules Career Pathways, EC3, Academy,	Transition		ESSER
		Dual Credit, PA Courses, Work Ethic	Meetings		LAVEC
		Certification).	Sign-in sheets		
		(Barrier Reduction Supports: FRYSC, Migrant Program,	Scheduling		
		Backpack Program, Nursing	ILPs		
		Services, EL, ESS, Alternative Programs, ESS,	Academy		
		Newcomer Academy, MTSS).	Newcomer		
			Academy		
		Create a fluid and systemic functionality enabled by	Summer School	Fall 2024:	Title I
		solid academic	Work Ethic	State	Title II
		planning, schedule creation, and collegial	Certification	Assessment	Title III
		participation in PLCs to enhance	College/Career	Score Release	Title IV
		and promote a culture of/for learning. (To include but	Counseling	School Report	ESS
		not limited to:	College/Military	Card	GT
		Technology, GRREC, Transition Coaches, PLCs, ESS,	Visits	ATSI/CSI	District
		MTSS, ALEKS, APEX/Edgenuity, CERT,	Parent Meetings	Identification	Instructional
		Common Assessments, Summer School, Credit	Open House	Transition Data	Funds
		Recovery, Professional Learning,	Lesson plans		Migrant
		Educational/Technology Resources, Classroom Visits,	Transition		ESSER
		Tassel, Master Schedules Career	Meetings		LAVEC
			Sign-in sheets		

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,	Scheduling		
		Work Ethic Certification).	ILPs		
		(Barrier Reduction Supports: FRYSC, Migrant Program,	Academy		
		Backpack Program, Nursing	Newcomer		
		Services, EL, ESS, Alternative Programs, ESS,	Academy		
		Newcomer Academy, MTSS).			

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 5:	Utilize the Persistence to Graduation Tool/Early	State Assessment	Fall 2024:	Title I
By 2024, Hardin County	Design, Align, &	Warning Tool to assist in identifying students at risk for	Results	State	Title II
chools will increase the	Deliver Support	remediation, failure, and/or untimely graduation.	PLC Agendas	Assessment	Title III
veraged r and 5 year		(To include but not limited to: Technology, GRREC,	Professional	Score Release	Title IV
raduation status/level		Transition Coaches, PLCs, ESS, MTSS, ALEKS,	Learning	School Report	ESS
om 91.3 to		APEX/Edgenuity, CERT, Common Assessments, Summer	Opportunities	Card	GT
2.5/medium		School, Credit Recovery,	Walkthroughs	ATSI/CSI	District
		Professional Learning, Educational/Technology	Data/Monitoring	Identification	Instructional
		Resources, Classroom Visits, Master Schedules).	Forms		Funds
		(Barrier Reduction Supports: FRYSC, Migrant Program,	APEX/Edgenuity		Migrant
		Backpack Program, Nursing Services, EL, ESS,			ESSER
		Alternative Programs, ESS, MTSS).			LAVEC
		Incorporate professional knowledge of best practices	State Assessment	Fall 2024:	Title I
		and high yield strategies with knowledge of	Results	State	Title II
		personalized student needs to procure a unique match	PLC Agendas	Assessment	Title III
		that will propel student achievement.	Professional	Score Release	Title IV
			Learning	School Report	ESS
		(To include but not limited to: Technology, GRREC,	Opportunities	Card	GT
		Transition Coaches, PLCs, ESS, MTSS, ALEKS,	Walkthroughs	ATSI/CSI	District
		APEX/Edgenuity, CERT, Common Assessments, Summer	Data/Monitoring	Identification	Instructional
		School, Credit Recovery,	Forms		Funds
		Professional Learning, Educational/Technology	APEX/Edgenuity		Migrant
		Resources, Classroom Visits, Master Schedules).			ESSER
		(Barrier Reduction Supports: FRYSC, Migrant Program,			LAVEC
		Backpack Program, Nursing Services, EL, ESS,			
		Alternative Programs, ESS, MTSS).			
		Assure consideration and addressment of	State Assessment	Fall 2024:	Title I
		non-academic barriers to learning.	Results	State	Title II
			PLC Agendas	Assessment	Title III

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		(To include but not limited to: Technology, GRREC,	Professional	Score Release	Title IV
		Transition Coaches, PLCs, ESS, MTSS, ALEKS,	Learning	School Report	ESS
		APEX/Edgenuity, CERT, Common Assessments, Summer	Opportunities	Card	GT
		School, Credit Recovery,	Walkthroughs	ATSI/CSI	District
		Professional Learning, Educational/Technology	Data/Monitoring	Identification	Instruction
		Resources, Classroom Visits, Master Schedules).	Forms		Funds
		(Barrier Reduction Supports: FRYSC, Migrant Program,	APEX/Edgenuity		Migrant
		Backpack Program, Nursing Services, EL, ESS,			ESSER
		Alternative Programs, ESS, MTSS).			LAVEC
		Develop school culture supports, both academic and	State Assessment	Fall 2024:	Title I
		behavioral, to promote and support learning for all.	Results	State	Title II
		(To include but not limited to: Technology, GRREC,	PLC Agendas	Assessment	Title III
		Transition Coaches, PLCs, ESS, MTSS, ALEKS,	Professional	Score Release	Title IV
		APEX/Edgenuity, CERT, Common Assessments, Summer	Learning	School Report	ESS
		School, Credit Recovery,	Opportunities	Card	GT
		Professional Learning, Educational/Technology	Walkthroughs	ATSI/CSI	District
		Resources, Classroom Visits, Master Schedules).	Data/Monitoring	Identification	Instruction
		(Barrier Reduction Supports: FRYSC, Migrant Program,	Forms		Funds
		Backpack Program, Nursing Services, EL, ESS,	APEX/Edgenuity		Migrant
		Alternative Programs, ESS, MTSS).			ESSER
					LAVEC

Updated June 2023 8: Other (Optional)

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

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.