

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, 44% of our students with disabilities are scoring Novice in reading and 46% are scoring novice in math. In middle school, 56% of our students with disabilities are scoring Novice in reading and 53% in math. In high school, 63% (up from 46% last year, which was down from 63% 2 years ago)of our students with disabilities are scoring Novice in reading and 64% 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.

- District Curriculum Maps
- PLC Agendas and Minutes
- INstructional Focus Strategies
- Walkthroughs and Learning Walks
- 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.

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	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	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	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.
Indicator			Status – ES/MS/HS	Change – ES/MS/HS	
State Assessment Results in reading and mathematics			ES:63.4; MS:57.8; HS:56.6	ES:-.6 MS:0; HS-4.4	
State Assessment Results in science, social studies and writing			ES:60.0; MS:55.4; HS:51.7	ES:-2.5; MS:-1.7; HS:-.5	
English Learner Progress			ES:60.5;MS:10.6; HS:60.9	ES:1.2; MS:-6.4 HS:36.8	
Quality of School Climate and Safety			ES:75.6; MS:66.1; HS:60.7	ES:-.6; MS:-2.3; HS:1.5	
Postsecondary Readiness (high schools and districts only)			89.9	.5	
Graduation Rate (high schools and districts only)			92.5	1.2	

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
can be multiple objectives for each goal.	Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).		both staff and students.		

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Between 2022 and 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 2025 the percentage of students scoring proficient/distinguished in reading will increase from Elementary: 48% to 58% Middle: 44% to 54% High: 45% to 60%	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, IL Classroom, 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 2025: 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, IL Classroom, 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 2025: 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	State Assessment Results I-Ready Results PLC Agendas	Fall 2025: State Assessment Score Release School Report Card	Title I Title II Title III Title IV

Goal 1 (State your reading and math goal.): Between 2022 and 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
		gradual release phases, and arrival at standards mastery. Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, IL Classroom, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	ESS GT District Instructional Funds ESSER
		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, IL Classroom, 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 2025: 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 all users of assessment data use information to benefit student learning.	State Assessment Results I-Ready Results PLC Agendas	Fall 2025: State Assessment Score Release School Report Card	Title I Title II Title III Title IV

Goal 1 (State your reading and math goal.): Between 2022 and 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
		(To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, IL Classroom, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	ESS GT District Instructional Funds ESSER
Objective 2 By 2025 the percentage of students scoring proficient/distinguished in math will increase from Elementary: 41% to 51% Middle: 85% to 48% High: 34% to 54%	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, IL Classroom, 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 2025: 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, IL Classroom,	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs	Fall 2025: 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

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Goal 1 (State your reading and math goal.): Between 2022 and 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
		Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/TechnologyResources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	Data/Monitoring Forms		
		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, IL Classroom, 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 2025: 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,	State Assessment Results I-Ready Results PLC Agendas Professional Learning	Fall 2025: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly:	Title I Title II Title III ESS GT District Instructional

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Goal 1 (State your reading and math goal.): Between 2022 and 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
		Fluency, PLCs, ESS, MTSS, I-Ready, IL Classroom, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/TechnologyResources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	Opportunities Walkthroughs Data/Monitoring Forms	I-Ready Data District Assessment Data	Funds ESSER
		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, IL Classroom, 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 2025: 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, IL Classroom, Edgenuity, Gifted & Talented Program, Common Assessments, Professional Learning,	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs	Fall 2025: 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

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Goal 1 (State your reading and math goal.): Between 2022 and 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
		Educational/TechnologyResources, Classroom Visits, College Prep, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	Data/Monitoring Forms		

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

Goal 2 (State your science, social studies, and writing goal.): Between 2022 and 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
Objective 1 By 2025 the percentage of students scoring proficient/distinguished in Science will increase from Elementary: 32% to 42% Middle: 25% to 38% High: --% to 17%	KCWP 1: Design & Deploy Standards	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)	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2025: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. . (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, OpenSciEd, 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 2025: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. In addition	State Assessment Results PLC Agendas	Fall 2025: State Assessment	Title I Title II Title III

Goal 2 (State your science, social studies, and writing goal.): Between 2022 and 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
		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. (To include but not limited to: Technology, GRREC, Cooperative Learning Strategies, PLCs, OpenSciEd, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	ESS GT District Instructional Funds ESSER
Objective 2 By 2025 the percentage of students scoring proficient/distinguished in social studies will increase from Elementary: 38% to 48% Middle: 37% to 47% High: 38% to 48%	KCWP 1: Design & Deploy Standards	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)	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2025: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Ensure that vertical curriculum mapping is occurring to identify instructional	State Assessment Results	Fall 2025: State	Title I Title II

Goal 2 (State your science, social studies, and writing goal.): Between 2022 and 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
		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, ESS, MTSS, Gifted & Talented Program, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Master Schedules, Thoughtful Education, Middle School Enrichment Teachers)	PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title III ESS GT District Instructional Funds ESSER
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 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. (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)	State Assessment Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2025: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds ESSER
		Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. (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	State Assessment Results PLC Agendas Professional Learning Opportunities	Fall 2025: State Assessment Score Release School Report Card	Title I Title II Title III ESS GT District

Goal 2 (State your science, social studies, and writing goal.): Between 2022 and 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 2025 the percentage of students scoring proficient/distinguished in writing will increase from Elementary: 39% to 49% Middle: 46% to 56% High: 46% to 56 %	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 2025: 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 2025: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: District	Title I Title II Title III ESS GT District Instructional Funds ESSER

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Goal 2 (State your science, social studies, and writing goal.): Between 2022 and 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	
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. (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 2025: 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

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 2025, the percentage of students with disabilities scoring novice in reading will decrease from 44% to 34% or below (elementary), 56% to 46% or below (middle) and 63% to 53% 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 and SDI).	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	Fall 2025: 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 2025: 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 and SDI).	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 and SDI).	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	Fall 2025: 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 2025, the percentage of students with disabilities scoring novice in math will decrease from 46% to 36% or below (elementary), 53% to	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 and SDI).	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities	Fall 2025: 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
43% or below (middle) and 64% to 54% 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 and SDI). (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 2025: State Assessment Score Release School Report Card ATSI/CSI Identification Quarterly: I-Ready Data District Assessment Data	Title I Title II Title III ESS GT District Instructional Funds
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. (Emphasis on co-teaching model and SDI).	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	Fall 2025: 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. (Emphasis on co-teaching model and SDI).	State Assessment Results I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Co-Teaching Data/Monitoring Forms	Fall 2025: 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

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 2025 the ELP status/level will increase from 60.5/high to 65/very high (elementary); 10.6 very low to 24/medium (middle); 60.9 very high to maintain very high (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, Lexia English, 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; Off2Class (Middle Curriculum)		State Assessment Results ACCESS Test Results MODEL Assessment I-Ready Results PLC Agendas Professional Learning Opportunities Walkthroughs Data/Monitoring Forms	Fall 2025: 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
Objective 1 By 2025, the climate index Elementary: will increase from 78.2 to 80.8 Middle will increase from 69.4 to 74.8 High School: will increase from 63.2 to 66.2	KCWP 6: Establishing Learning Culture and Environment	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.	Studer Survey Impact Survey	Fall 2025: Studer Survey Results Impact Survey Results	Title II
		Each school site has the program School Gate Guardian for visitors.	Number of visitors vetted through the process	Fall 2025: Report Analysis	General Fund
		Provide training opportunities to address equity in the school environment (i.e., Equity, Implicit Bias, Behavior Management, Culturally Responsive Teaching)	Walkthroughs Studer Survey Impact Survey	Fall 2025: Walkthrough Data Studer Survey Results Impact Survey Results	Title II
		Increase number of trained staff and awareness of Trauma Informed Care (TIC) and update training for school TIC Teams	Studer Survey Impact Survey	Fall 2025: Studer Survey Results Impact Survey Results	School Safety Grant
		Ensure that PBIS Processes and Procedures are implemented at all sites.	Walkthroughs Discipline Referrals Studer Survey Impact Survey	Fall 2025: Walkthrough Data Infinite Campus Data Studer Survey Impact Survey	ESSER
		Ensure that advisory councils are in place (i.e., classified, certified, parent, and student).	Walkthroughs Discipline Referrals Studer Survey Impact Survey	Fall 2025: Walkthrough Data Infinite Campus Data Studer Survey Impact Survey	Title II

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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 2 By 2025, the safety index Elementary: Will increase from 72.9 to 75.5 Middle School: will increase from 62.7 to 70 High School: will increase from 58.1 to 63.2	KCWP 6: Establishing Learning Culture and Environment	Utilize services of Security Resource Officers (SRO) at each site.	Discipline Referrals Drug Violations Suspensions Pre-Expulsions Expulsions Safety Instruction provided at the schools	Fall 2025: Infinite Campus Data Reports PBIS Data SRO Data Reports	General Fund Title IV School safety Grant

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 2025, Hardin County Schools will increase the Postsecondary Readiness status/level from 90.4/ high to 93.75/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 2025: 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 CTE State-Supplemental Funds
		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 2025: 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 CTE State-Supplemental Funds

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		

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 2025, Hardin County Schools will increase the averaged 4 and 5 year graduation status/level from 92.5/medium to 93.8/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 2025: 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 CTE State-Supplemental Funds
			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 2025: 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 CTE State-Supplemental Funds

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
			Assure consideration and addressment of non-academic barriers to 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, 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 2025: 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 CTE State-Supplemental Funds
			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 2025: 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 CTE State-Supplemental Funds

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
<p>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.</p> <p>Response:</p> <p>Three 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.</p> <p>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 has positioned special ed. consultants within the schools. Co-teaching training, walkthrough visits and target SDI support and training are additional ways that we will develop skills within our school leadership. The Special Education Department meets monthly with administrators for continued support and training in monitoring SDI within their schools. 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.</p> <p>Furthermore, Hardin County Schools will continue to review allocations and use of resources in our TSI 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.</p> <p>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.</p>

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
<p>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?</p> <p>Response:</p> <p>Bluegrass Middle School, North Middle School, and North Hardin High School remained in TSI for Students with Disabilities</p> <p>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.</p> <p>The Hardin County Schools Special Education department along with the Instructional Services Department have met with the administration of the three identified schools to assist them in designing their plan to exit TSI status.</p>