

Comprehensive District Improvement Plan (CDIP)

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
 - [KCWP 1: Design and Deploy Standards](#)
 - [KCWP 2: Design and Deliver Instruction](#)
 - [KCWP 3: Design and Deliver Assessment Literacy](#)
 - [KCWP 4: Review, Analyze and Apply Data Results](#)
 - [KCWP 5: Design, Align and Deliver Support](#)
 - [KCWP 6: Establish Learning Environment and Culture](#)
- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Required Goals

Achievement Gap:

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

Objective(s):

By 2026, the percentage of students with disabilities scoring novice in reading will decrease from 41% to 31% or below (elementary), 60% to 50% or below (middle) and 60% to 50% or below (HS)

Strategy:

KCWP 2:

Design & Deliver Instruction

Activities:

- 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).
- 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)
- 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). Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. (Emphasis on co-teaching model and SDI).
- 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).
- 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)
- 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).

Progress Monitoring:

Throughout the process leading up to Fall 2026, we will conduct **quarterly** monitoring to track student progress and the effectiveness of our interventions. These check-ins use two key internal data sources:

- **I-Ready Data:** We will analyze I-Ready assessment results to track individual student growth and proficiency across key academic areas. This provides a continuous, detailed view of learning progress.
- **District Assessment Data:** Scores from our local district assessments will be reviewed to measure student performance against specific curriculum standards and benchmarks, ensuring alignment with our local educational objectives.

By reviewing this data every quarter, we can identify trends, pinpoint areas needing improvement, and adjust instructional strategies quickly.

The culmination of our monitoring effort will occur in the **Fall of 2026**, utilizing the following external, high-stakes data points to definitively evaluate goal attainment:

- **State Assessment:** The primary measure of success will be the results from the **State Assessment**. This large-scale, standardized test provides an independent, comprehensive evaluation of student proficiency and school performance.
- **Score Release and School Report Card:** Following the State Assessment, the **Score Release** will provide the raw and scaled data, which will then be synthesized into the **School Report Card**. This public document summarizes school performance across multiple indicators, including student achievement, growth, and accountability metrics.
- **ATSI/CSI Identification:** The final and most critical step is the use of this data for **ATSI/CSI Identification** (Additional Targeted Support and Improvement / Comprehensive Support and Improvement). The resulting identification status will serve as the official, overarching judgment of the school's success in meeting the goal and determining necessary next steps for continued improvement.

Funding:

Title I, Title II, Title III, ESS, GT, District, Instructional funds

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all districts.

Three- to Five-Year Goal:

Between 2025 and 2028, Hardin County Schools will increase the percentage of Reading Proficient/Distinguished from 51% to 61% (elementary), 47% to 57% (middle), and 51% to 61% (HS) and will increase the percentage of Math Proficient/Distinguished from 45% to 55% (elementary), 38% to 48% (middle), and 51% to 61% (HS).

Objective(s):

By 2026 the percentage of students scoring proficient/distinguished in READING will increase from Elementary: 51% to 54% Middle: 47% to 50% High: 51% to 54%; and in MATH will increase from Elementary: 45% to 48% Middle: 38% to 41% High: 51% to 54%

Strategy:

KCWP 2: Design & Deliver Instruction

Activities:

- Ensure congruency is present between standards, learning targets, and assessment measures.
- 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.
- 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.
- Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning).
- Plan for and implement active student engagement strategies.
- Ensure that all users of assessment data use information to benefit student learning.

We will complete via the following resources and supports:

Technology

GRREC (Green River Regional Educational Cooperative)

Cooperative Learning Strategies

Orton-Gillingham (Instructional approach)

Fluency

PLCs (Professional Learning Communities)

ESS (Elementary and Secondary School Emergency Relief/Extended School Services)

MTSS (Multi-Tiered System of Supports)

I-Ready (Assessment/Instructional program)

ILC Classroom (math and EL curriculum)

Edgenuity (Online learning platform)

Gifted & Talented Program

Common Assessments

Professional Learning

Educational/Technology Resources

Classroom Visits
College Prep
Master Schedules
Thoughtful Education
Middle School Enrichment Teachers
Instructional Coaches
Mentors and Supports for Option 6 teachers

Progress Monitoring:

Our monitoring plan for reading and math goals employs a dual strategy, combining frequent, internal data checks with annual, high-stakes external accountability measures. This approach ensures we can make timely instructional adjustments while tracking our progress toward long-term goals.

Throughout the 2025-2026 school year, we'll monitor student progress in reading and math on a quarterly basis using two key internal data sources:

- I-Ready Data: This adaptive assessment data will be reviewed regularly to track individual student growth and measure proficiency against grade-level standards. It serves as our primary early warning system for students who need immediate intervention or enrichment.
- District Assessment Data: Results from our local, curriculum-aligned assessments will be analyzed to ensure our instruction is mastering specific standards and benchmarks defined by the district curriculum maps in both subjects.

These quarterly reviews are crucial for our Professional Learning Communities (PLCs) to evaluate the effectiveness of current instructional strategies and make data-driven decisions.

The true measure of our success will be determined by the official data release in Fall 2026, which reflects the results of the Spring 2026 State Assessment. This cycle provides the final accountability metrics for the academic year.

1. State Assessment Score Release: The release of official reading and math proficiency scores from the state assessment will provide the high-stakes data required to measure our overall goal attainment.
2. School Report Card: The state will synthesize this achievement and growth data into the School Report Card, which publicly documents our performance across all key indicators, providing a comprehensive final evaluation of our goal progress.
3. ATSI/CSI Identification: Finally, the assessment data will be used to determine our official status for ATSI/CSI (Additional Targeted Support and Improvement / Comprehensive Support and Improvement) identification. This designation serves as the definitive external validation of whether we met or exceeded our established reading and math goals.

This layered monitoring plan ensures that we use both timely, formative data to guide instruction and summative, high-stakes data to measure accountability.

Funding:

Title I
Title II
Title III
Title IV
ESS (Extended School Services, or sometimes Elementary and Secondary School Emergency Relief)
GT (Gifted and Talented)
District
Instructional Funds

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes”, districts must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Yes

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Between 2025 and 2028, Hardin County Schools will increase the percentage of Science Proficient/Distinguished from 34% to 44% (elementary), 31% to 41% (middle), and 21% to 31% (HS); will increase the percentage of Social Studies Proficient/Distinguished from 40% to 50% (elementary) and 36% to 56% (middle), and 40% to 50% (HS); and will increase the percentage of Writing Proficient/Distinguished from 46% to 56% (elementary), 42% to 52% (middle), and 46% to 56% (HS)

Objective(s):

By 2025 the percentage of students scoring proficient/distinguished in Science will increase from Elementary: 34% to 37% Middle: 31% to 34% High: 21% to 24%; in Social Studies Elementary: 40% to 43% Middle: 36% to 39% High: 40% to 43%; and in Writing, Elementary: 46% to 49% Middle: 42% to 45% High: 46% to 49 %

Strategy:

KCWP 2:
Design &
Deliver
Instruction

Activities:

- Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.
- 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.
- Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.
- Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.
- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

These are the unique activities focused on staff training, recruitment, and professional growth:

- 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.
- Participate in a Principal Cohort and Teacher Grow Your Own initiative with Western Kentucky University to recruit and retain aspiring quality teachers and principals.

Resources and Programs (To Include But Not Limited To) These are the unique specific programs, tools, and professional activities necessary for these activities:

- Technology
- GRREC (Green River Regional Educational Cooperative)
- Cooperative Learning Strategies
- PLCs (Professional Learning Communities)
- ESS (Extended School Services/Support)
- MTSS (Multi-Tiered System of Supports)
- Gifted & Talented Program
- Common Assessments
- Professional Learning
- Educational/Technology Resources
- Classroom Visits
- Master Schedules
- Thoughtful Education
- Middle School Enrichment Teachers
- OpenSciEd
- Four Square Writing
- On-Demand Writing 30 Point Checklist

Progress Monitoring:

Our strategy ensures continuous progress monitoring alongside a definitive measure of success by the target date of Fall 2026.

Throughout the process, we will conduct quarterly monitoring using internal data to track student progress and intervention effectiveness. This frequent check-in mechanism allows us to make timely instructional adjustments:

- District Assessment Data: We will regularly review results from District Assessment Data. This provides a consistent, curriculum-aligned measure of student performance against local benchmarks and standards, ensuring we address instructional gaps as they arise.

Final Accountability: Fall 2026 The true determination of goal attainment will occur with the official data release in Fall 2026, reflecting the results of the State Assessment administered in the Spring of that year (though your list refers to Fall 2025, the monitoring timeline requires the Fall 2026 data release).

- **State Assessment Score Release:** The primary measure of success will be the results from the State Assessment. This provides a comprehensive, external evaluation of student proficiency.
- **School Report Card:** Following the score release, the data will be compiled into the School Report Card. This public document will summarize our performance across all key indicators, serving as a comprehensive evaluation of our success.
- **ATSI/CSI Identification:** The final and most critical step is the use of this performance data for ATSI/CSI (Additional Targeted Support and Improvement / Comprehensive Support and Improvement) Identification. The resulting status will serve as the official, overarching judgment of the school's success in meeting the goal and determining necessary next steps for continued improvement.

This combination of internal, responsive monitoring and external, high-stakes accountability ensures all stakeholders understand our goal progress.

Funding:

Title I

Title II

Title III

ESS (Extended School Services, or sometimes Elementary and Secondary School Emergency Relief)

GT (Gifted and Talented)

District

Instructional Funds

Priority Indicator #2: English Learner Progress

Three- to Five-Year 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(s):

By 2026 the ELP status/level will increase from 58.3/high to 69.3/very high (elementary); 27.9 medium to 31/high (middle); 41.6 high to 45/very high (high)

Strategy:

KCWP 2: Design & Deliver

Instruction

Activities:

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 (Elementary Curriculum) Champion of Idea (MS and HS Curriculum; Off2Class (Middle Curriculum

Progress Monitoring:

Fall 2026:

State Assessment Score Release,

School Report Card,

ATSI/CSI Identification

Quarterly:

District Assessment Data

Funding:

Title I

Title II

Title III

ESS

District Instructional Funds

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year 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(s):

By 2026, the climate index Elementary: will increase from 81.5 to 82, Middle will increase from 70.5 to 74.8 High School: will increase from 67.2 to 68; the safety index Elementary will increase 75.9 to 82, Middle 62.9 to 75 and High 62 to 68.

Strategy:

KCWP 6: Establishing Learning Culture and Environment

Activities:

Utilize services of School Resource Officers (SRO) at each campus. Drug dog searches, drills, Sheriff Department School Therapy dog, DARE program at elementary schools.

Progress Monitoring:

Monitor throughout the year until Fall 2026: Infinite Campus Data Reports, PBIS Data, SRO Data Reports, Raptor Drill reports (drills, evacuations, Visitor Safe). Analyze data from each school safe School Assessment from KY Center for School Safety

Funding:

General fund, title IV and School Safety Grant

Priority Indicator #4: Postsecondary Readiness

Three- to Five-Year Goal:

By 2026, Hardin County Schools will increase the Postsecondary Readiness status/level will increase from 89.4 high to 95/very high

Objective(s):

By 2026, Hardin County Schools will increase the Postsecondary Readiness status/level from 96.5/ very high to 100/very high

Strategy:

KCWP 5: Design, Align, & Deliver Support

Activities:

- Academic and Career Supports: We will leverage programs like ALEKS, APEX/Edgenuity, CERT, Tassel, and Career Pathways to deliver rigorous instruction and opportunities such as Dual Credit, PA Courses, and Work Ethic Certification. This commitment extends to providing targeted learning via Summer School and Credit Recovery.
- Systemic Supports: Key structural components like the Master Schedules and the Academy/EC3 structure ensure time and resources are allocated effectively. Common Assessments and Classroom Visits provide accountability, while Professional Learning and Educational/Technology Resources continually build staff capacity, often supported through partners like GRREC.
- Barrier Reduction: To ensure every student can meet these expectations, we will provide comprehensive Barrier Reduction Supports. This includes FRYSC, the Migrant Program, the Backpack Program, Nursing Services, and specialized programs like EL (English Learner) services, Alternative Programs, and the Newcomer Academy. The Multi-Tiered System of Supports (MTSS) and ESS (Extended School Services) will provide both academic and social-emotional interventions.

The second pillar focuses on building a structure that supports our culture of learning: creating a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs.

- Academic Planning & Collaboration: Our Master Schedules will be strategically designed to support instruction. Professional Learning Communities (PLCs) will serve as the core engine for collegial participation, enabling staff to collaboratively analyze data, refine instruction, and enhance curriculum alignment. We will utilize the expertise of Transition Coaches to ensure continuity between grades and programs.
- Instructional Tools: We will continue to deploy resources like Technology, APEX/Edgenuity, and ALEKS to deliver flexible and targeted instruction.
- Integrated Support: Just as in our culture-building efforts, the systemic functionality will be supported by MTSS and ESS to provide tiered supports, and the same Barrier Reduction Supports will remain critical to ensuring that systemic planning is accessible and effective for all students.

Progress Monitoring:

Fall 2026:

State Assessment Score Release; School Report Card, ATSI/CSI Identification
Transition Data (Pathway completion, EOPs, KYOTE, etc.)

Funding:

Title I

Title II

Title III

Title IV

ESS

GT

District

Instructional

Funds

Migrant

CTE State- Supplemental Funds

Priority Indicator #5: Graduation Rate

Three- to Five-Year 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(s):

By 2026, Hardin County Schools will increase the averaged 4 and 5 year graduation status/level from 94/medium to 95/high

Strategy:

KCWP 5: Design, Align, & Deliver Support

Activities:

Early Identification and Intervention:

A core component of our strategy is the proactive identification of students who are at risk for remediation, failure, and/or untimely graduation. We will utilize the Persistence to Graduation Tool/Early Warning Tool to assist in this process. This allows us to move beyond reactive measures and implement targeted supports before minor issues escalate into academic barriers.

Personalized Instructional Design:

To propel student achievement once needs are identified, we will incorporate professional knowledge of best practices and high-yield strategies with knowledge of personalized student needs to procure a unique match. This means moving away from a one-size-fits-all model by fostering Professional Learning Communities (PLCs) and using instructional resources like Technology, ALEKS, and APEX/Edgenuity. This personalization is supported by Common Assessments and Classroom Visits to gauge effectiveness, alongside structured opportunities like Summer School and Credit Recovery to keep students on track. Transition Coaches will en Holistic Barrier Reduction and Culture Supports:

Achieving our graduation goal requires addressing more than just academic challenges. We must assure consideration and addressment of non-academic barriers to learning while simultaneously working to develop school culture supports, both academic and behavioral, to promote and support learning for all.

This is accomplished through a comprehensive network of supports:

- Integrated Intervention Systems: The Multi-Tiered System of Supports (MTSS) and Extended School Services (ESS) serve as the structural framework for both academic and behavioral interventions, ensuring every student receives the appropriate level of support.
- Essential Barrier Reduction Supports: A vital part of this framework is the provision of essential services that remove non-academic obstacles, including FRYSC (Family Resource and Youth Service Centers), the Migrant Program, the Backpack Program, and Nursing Services.
- Specialized Programs: Targeted support is provided through EL (English Learner) services and Alternative Programs to meet the specific needs of diverse student populations.

Progress Monitoring:

Fall 2026 State Assessment Score Release; School Report Card, ATSI/CSI Identification
Transition Data (Pathway completion, EOPs, KYOTE, etc.)

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Funding:

Title I

Title II

Title III

Title IV

ESS

GT

District

Instructional

Funds

Migrant

CTE State- Supplemental Fund