



2021-22 Hart County Phase One: Continuous Improvement  
Diagnostic for Districts\_09142021\_14:25

2021-22 Phase One: Continuous Improvement Diagnostic for Districts

**Hart County**  
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## **2021-22 Phase One: Continuous Improvement Diagnostic for Districts**

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with 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, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2021-22 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

### **Phase Four: January 1 - December 31**

- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Progress Monitoring

***As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that***

Hart County

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***the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).***

Please enter your name and date below to certify.

Nathan Smith



2021-22 District Phase Two: The Needs Assessment for  
Districts\_09142021\_14:42

2021-22 Phase Two: The Needs Assessment for Districts

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## **2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous Improvement: The Needs Assessment for Districts**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

All schools carefully analyze and report findings to their SBDM Councils and the Board of Education. Initially, school principals meet with the All schools carefully analyze and report findings to their SBDM Councils and the Board of Education. Initially, school principals meet with the superintendent and instructional supervisors to review and analyze data from the state summative assessment. District Leadership teams consisting of central office staff and principals meet monthly to continue reflection on highly effective instructional practices along with formative data. Principals review the data with their entire staff initially, then break

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into smaller grade level teams to identify specific areas of need in particular grade levels. Meeting minutes are submitted to the principal. The SBDM councils review instructional data monthly to determine areas of strengths and weakness. These reviews are reflected in monthly agendas and minutes.

## Trends

2. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Due to spending most to 2020-21 school year in virtual instruction, there is a continued need for student acceleration of learning in reading and math.

## Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Thirty-five percent (35%) of students in grades 3-5 scored at or above the 50th percentile on the fall administration of the STAR Reading Diagnostic Assessment  
Twenty-seven percent (27%) of students in grades 6-8 scored at or above the 50th percentile on the fall administration of the STAR Reading Diagnostic Assessment

## Priorities/Concerns



4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

40 Percent of students in elementary (Grades 3-5) and middle grades (Grades 6-8) scored at or below the 25th percentile on the fall administration of the STAR Reading diagnostic assessment

#### Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Our district along with community members have created a "profile of a graduate." These skills will be intentionally taught in all grade levels to ensure all students are competent in communication, collaboration, commitment to excellence and critical thinking skills to prepare them to be successful citizens.

#### Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Our district will focus on student growth. The district will also focus on 21st century skills for students to become "Raider Ready."

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 21-22 District Key Elements		.



2021-22 Phase Three: Comprehensive District Improvement  
Plan\_11232021\_14:34

2021-22 Phase Three: Comprehensive District Improvement Plan

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## 2021-22 Phase Three: Comprehensive District Improvement Plan Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between 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).

### Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

All academic objectives and strategies will be maintained as we work to determine specific academic needs for all students. Additional certified and classified staff have been hired to assist in meeting these needs.

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. 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

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reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) 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](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

### Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 21-22 Goal Builder		.





2021-22 Phase Three: Executive Summary for  
Districts\_11232021\_14:32

2021-22 Phase Three: Executive Summary for Districts

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## 2021-22 Phase Three: Executive Summary for Districts

### Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

The Hart County School District is a small, rural district in south-central Kentucky, mid-way between Louisville and Bowling Green/Nashville on I-65. The largest town and County Seat is Munfordville, the location of one of the elementary schools (Munfordville) and Hart County High School. Several other small communities have elementary schools as well; Bonnieville, Cub Run, LeGrande, and Memorial each are in very small towns with a relatively large rural population surrounding them. Unique to most districts in the state is the fact that rather than have elementary and middle schools, our district is comprised of five schools that all have the configuration of preschool through grade 8. This has proven to be an effective way of educating our students because it enables each of our communities to feel more connected to their schools. Since populations are relatively stable, it also affords the personnel in each building to watch the children progress through eight to nine years of education, thus getting to know the complete child and differentiate and plan for the specific needs of each student. Conversely, there are a few unique challenges that this set-up presents as well. One challenge is the limited opportunities for advanced coursework at the middle school level. A means to address this challenge is the development of the "Profile of a Graduate." This profile was developed by a team of administrators, teachers, community members, and students. The "Raider Ready" profile addresses the following 21st century skills: commitment to excellence, communication, critical thinking, and collaboration. Hart County's Profile of a Raider Ready Graduate is an outline of essential work ethic skills that we believe are important for all students to demonstrate prior to graduation. These skills can be taught and practiced at all grade levels and create basic guidelines for any student to earn the Work Ethic Certification. Intentionally teaching these skills will help us with our mission, "Working together to provide all students with a quality education that prepares them to be successful citizens."

### District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

Motto: Where Students Come First Mission: Working together to provide all students with a quality education that prepares them to be successful citizens.

**Vision:** As a leader of public PreK-12 education, the Hart County School District has a student-focused culture. We believe all students will achieve success and graduate prepared for college and/or career, as well as for life.

#### **Notable Achievements and Areas of Improvement**

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

There are a number of areas where the Hart County Schools have excelled both academically and athletically at the state and national level. One of the most notable achievements is the opening of the Green River College and Career Academy, which has opened the door for additional opportunities and career pathways for our students. The state-of-the-art building is attached to our new high school. Every student has access to technology. There are over 3,200 chromebooks and 771 personal computers and laptops in the district.

#### **Additional Information**

**Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

#### **Additional Information**

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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