

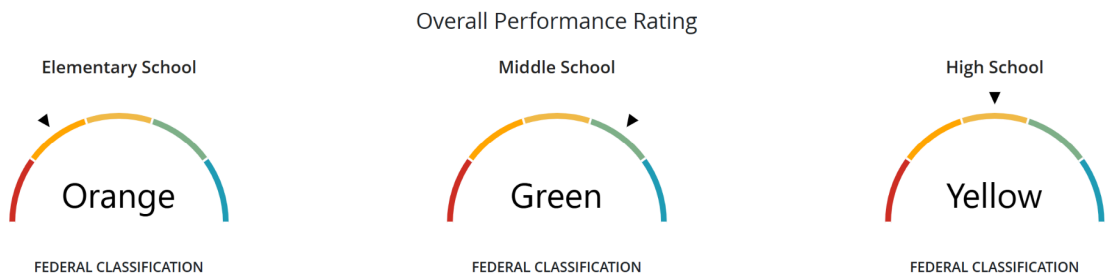
Hickman County School District – CDIP Goals

District: Hickman County School District

Location: Clinton, Kentucky

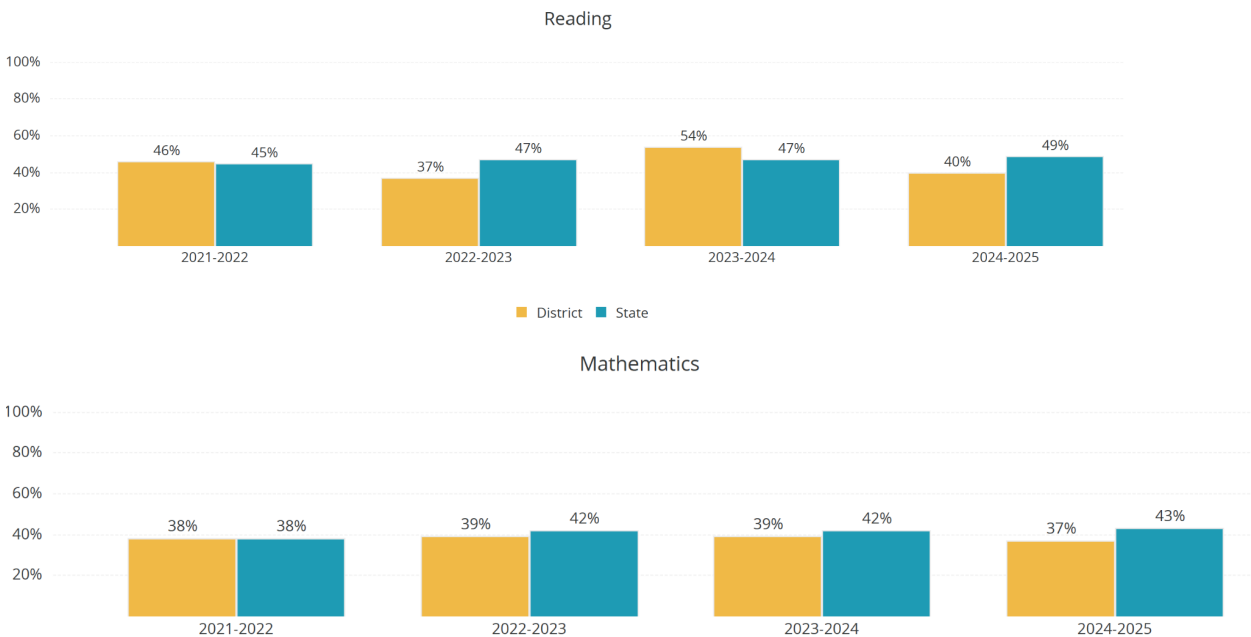
School Year: 2025–2026

Overview of Hickman County School Percentage of Proficient /Distinguished Data (all student groups)Lagging Data



KSA:

Elementary School Reading and Math Score Comparison 2021-2025:



Middle School Reading and Math Score Comparison 2021-2025:



High School Reading and Math Score Comparison 2021-2025:



KSA HCSD Gap Data Scores

Reading Economically Disadvantaged Proficient/Distinguished

	Economically Disadvantaged	Non-economically Disadvantaged
Elementary	37%	48%
Middle	44%	59%
High	35%	56%

Math

	Economically Disadvantaged	Non-economically Disadvantaged
Elementary	30%	52%
Middle	47%	61%
High	16%	31%

Minority to Non-Minority Gap Scores in Math and Reading

Reading

	Minority	Non-minority
Elementary	24%	40%
Middle	17%	58%
High	25%	42%

Math

	Minority	Non-minority
Elementary	21%	40%
Middle	25%	59%
High	19%	21%

Special Education Proficient/Distinguished Reading and Math Data:

	Special Education
Elementary	16%
Middle	19%
High	15%

Math

	Special Education
Elementary	21%
Middle	13%
High	13%

Current/Leading Data

iReady Scores January 2026 K-8 for Reading:

Grade	% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below
K	30%	45%	23%	0%	0%
1st	17%	30%	50%	2%	0%
2nd	21%	18%	44%	18%	0%
3rd	25%	25%	20%	22%	5%
4th	21%	19%	40%	3%	12%
5th	21%	18%	20%	23%	4%
6th	21%	19%	38%	12%	10%
7th	20%	30%	27%	7%	14%
8th	10%	27%	27%	7%	27%

iReady Scores January 2026 K-8 for Math:

Grade	% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below
K	32%	17%	50%	0%	0%
1st	13%	15%	70%	2%	0%
2nd	15%	18%	64%	3%	0%
3rd	5%	22%	58%	13%	0%
4th	13%	16%	46%	10%	9%
5th	18%	25%	32%	9%	13%
6th	6%	35%	42%	17%	0%
7th	11%	39%	27%	7%	11%
8th	17%	20%	29%	12%	8%

Goal Area: State Assessment Results in Reading and Mathematics

District Reading Goal for Hickman County School District will increase reading proficiency for all students, with intentional focus on students impacted by poverty and other identified GAP Groups, by implementing high-quality, standards-aligned literacy instruction; using multiple measures of data to guide instruction and intervention; and aligning resources to ensure equitable access to reading supports across all grade levels.

3–5 Year Reading Target

Over the next three to five years, Hickman County School District will demonstrate sustained growth in reading proficiency across elementary, middle, and high school levels, as evidenced by improved performance on the Kentucky state assessment and district-approved universal screeners, with reduced achievement gaps for students impacted by poverty.

Reading Objective

Increase reading proficiency for students identified in GAP Groups, including students impacted by poverty, by a minimum of **5%** by May 2026, as measured by the Kentucky state assessment.

Reading – Level-Specific Focus

- **Elementary:** Strengthen foundational literacy through explicit instruction, structured literacy practices, and early intervention.
 - **Middle:** Improve comprehension, vocabulary, and content-area literacy through standards-aligned instruction and targeted supports.
 - **High:** Increase literacy proficiency through disciplinary literacy, intervention supports, and credit-bearing reading strategies.
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Objective 1

Objective	Measure of Success	Timeline
Increase proficiency of students identified in reported GAP Groups across all accountable areas by 5% .	Kentucky State Assessment results	May 2026

Strategies (KCWP Alignment)

KCWP	Strategy Description
KCWP 1 & 2	Monitoring systems are in place to ensure curriculum is implemented with fidelity and Tier I instruction and assessments meet the intent of Kentucky Academic Standards. Instructional adjustments to content and pacing are made based on student data.
KCWP 3	Assessment data is intentionally designed and used to inform instruction and improve student learning.

- KCWP 4** An established system is used to analyze formative, summative, and universal screener data to determine instructional priorities and tiered supports.
- KCWP 5** Resources and support are aligned to district and school needs to ensure cohesive systems that promote continuous improvement and student success.
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Activities

KCWP	Activity	Person(s) Responsible	Timeline
KCWP 1 & 2	Identify curricular modification needs using pre-assessment data and frontload instruction where gaps in prerequisite skills are identified (HQIR implementation).	District & School Administration, Teachers, Instructional Coaches	Ongoing
KCWP 1 & 2	Provide ongoing professional learning and implement high-yield instructional and active engagement strategies through PLCs and district PD.	Administration, Instructional Coaches	Ongoing
KCWP 1 & 2	Ensure alignment among standards, learning targets, and assessments.	Teachers, PLC Teams	Ongoing
KCWP 3	Develop and implement formative and summative assessments aligned to Kentucky Academic Standards.	Teachers, PLC Teams	Ongoing
KCWP 3	Use assessments to support students in monitoring and adjusting their learning.	Teachers	Ongoing
KCWP 4	Use formative, summative, and universal screener data to determine tiered intervention needs.	PLCs, RtI/MTSS Teams	Ongoing
KCWP 4	Implement a district-wide RtI/MTSS process with documentation and monitoring tools.	District Leadership, RtI Teams	Ongoing
KCWP 4	Communicate intervention placement and progress monitoring results to parents/guardians.	Teachers, Administrators	Ongoing
KCWP 5	Align funding and resources with Needs Assessment priorities to support improvement efforts.	District Administration	Annual Review

KCWP 5	Provide academic and behavioral support through RtI, MTSS, ESS, and extended learning opportunities.	District & School Teams	Ongoing
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Progress Monitoring

Monitoring Method	Frequency
PLCs and Leadership documentation reviewing instructional alignment, assessment data, and student progress	Monthly/ weekly
Universal Screeners and diagnostics (iReady, UFLI, IXL, TruScore)	As scheduled
RtI/MTSS documentation and progress monitoring data	Ongoing
Walkthroughs, observations, and coaching feedback	Ongoing
Parent/guardian communication and progress reports	Ongoing

Evidence of Implementation

- PLC and Leadership meeting agendas and minutes
 - iReady Universal screener, TruScore and diagnostic reports
 - RtI/MTSS documentation and intervention plans
 - Professional learning agendas and sign-in sheets
 - Walkthrough and observation data
 - Parent communication records
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Purpose

Funding Source

Title I	Instructional resources, HQIRs, assessments, extended learning
Title II	Professional learning, instructional coaching
ESS	After-school, summer learning, intervention supports
IDEA B	Special education consultation and instructional support
Local Funds	Staffing and supplemental instructional supports

MATHEMATICS

District Mathematics Goal: Hickman County School District will increase mathematics proficiency for all students, with intentional focus on students impacted by poverty and other identified GAP Groups, by strengthening Tier I instruction aligned to Kentucky Academic Standards; using assessment data to guide instructional decisions and interventions; and aligning resources to provide equitable access to high-quality mathematics instruction.

3–5 Year Mathematics Target

Over the next three to five years, Hickman County School District will demonstrate sustained growth in mathematics proficiency across elementary, middle, and high school levels, as measured by the Kentucky state assessment and district-approved universal screeners, with decreased achievement gaps for students impacted by poverty.

Mathematics Objective

Increase mathematics proficiency for students identified in GAP Groups, including students impacted by poverty, by a minimum of **2%** by May 2026, as measured by the Kentucky state assessment.

Mathematics –

- **Elementary:** Build strong numeracy foundations through conceptual understanding and early intervention.
 - **Middle:** Strengthen problem-solving, reasoning, and procedural fluency through targeted instruction and intervention.
 - **High:** Improve mathematical proficiency through aligned coursework, intervention, and credit recovery support.
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Mathematics Strategies KCWP-Aligned

- **KCWP 1 & 2:** Plan and deliver Tier I mathematics instruction aligned to Kentucky Academic Standards using HQIRs and evidence-based numeracy practices.
 - **KCWP 3:** Use aligned formative and summative assessments to monitor student learning and guide instruction.
 - **KCWP 4:** Analyze assessment and progress monitoring data to determine instructional priorities and tiered interventions.
 - **KCWP 5:** Align math interventions, staffing, and extended learning opportunities to support proficiency and equity.
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Mathematics Evidence of Implementation

- PLC/Leadership documentation
 - Universal screener and diagnostic reports, TruScore
 - Math Improvement Plans and RtI/MTSS documentation
 - Walkthrough and observation data
 - Parent/guardian communication records
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Needs Assessment Crosswalk

Identified Need	CDIP Alignment
Students impacted by poverty demonstrate lower proficiency in reading and mathematics	Goals explicitly prioritize GAP Groups and equitable access to instruction

Inconsistent Tier I instructional implementation	KCWP 1 & 2 strategies ensure fidelity and HQR implementation
Need for stronger use of data to guide instruction	KCWP 3 & 4 strategies emphasize assessment literacy and data analysis
Limited access to extended learning and intervention supports	KCWP 5 strategies align resources, interventions, and ESS supports
Need for improved family communication and engagement	Evidence includes parent/guardian notification and progress reporting

Preschool Initiative CDIP Goals:

Goal 1: Increase Parent Engagement and Participation

Goal Area: Family Engagement

Goal Statement:

By the end of the 2027 school year, the preschool program will increase parent engagement and participation in school-related activities to 70%.

Measurable Objectives:

- Parent participation rates will increase from 50% to 70% as measured by attendance at family events, conferences, and school activities.
- At least [insert target]% of families will participate in one or more school-sponsored engagement opportunities each semester.

Strategies/Actions:

- Host monthly family engagement events (e.g., literacy nights, math nights, themed events).
- Provide take-home learning kits aligned to classroom instruction.
- Increase communication through newsletters, texts, and digital platforms.
- Offer parent workshops focused on supporting learning at home.
- Collaborate with community partners such as the Family Resource Center and Early Childhood Council.

Timeline:

August 2026 – May 2027

Data Sources:

- Event sign-in sheets
- Parent participation logs
- Family surveys and feedback

Persons Responsible:

Preschool Teachers, Family Resource Center Coordinator, Early Childhood Coordinator, Administration

Evaluation Method:

Data will be reviewed quarterly to monitor increases in participation and adjust strategies as needed.

CDIP Goal 2: Increase Kindergarten Readiness Scores

Goal Area: Early Childhood / School Readiness

Goal Statement:

By the end of the May 2027 school year, the preschool program will increase kindergarten readiness scores for all students.

Measurable Objectives:

- Kindergarten readiness scores will increase by 10% as measured by Brigance Kindergarten Screen.
- At least 85 % of preschool students will meet or exceed readiness benchmarks.

Strategies/Actions:

- Implement evidence-based instruction in early literacy, math, and social-emotional skills.
- Use small group and differentiated instruction to target student needs.
- Conduct ongoing progress monitoring to adjust instruction.
- Provide targeted interventions for students demonstrating delays.
- Align preschool curriculum with kindergarten readiness standards.
- Engage families in supporting readiness skills through home activities.

Timeline:

August 2026 – May 2027

Data Sources:

- Brigance Kindergarten Screen
- Preschool progress monitoring data
- Classroom assessment data

Persons Responsible:

Preschool Teachers, Early Childhood Coordinator, Administration

Evaluation Method:

Student data will be reviewed three times (fall, winter, spring) to monitor progress toward readiness goals and guide instructional adjustments. Parent teacher conferences will be held twice a year: fall and spring.