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Basic Information

Plan Entity Name: FY 2027 Hardin Community School One Plan (0)
Plan Fiscal Year: FY 2027
Cohort #: 3
District IRN: 011324
Plan Status: Plan Agency Approved
Revision #: 0

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Plan Information

1. Goal #1 of 2
   1.1. Root Cause Analysis

   Root Cause Analysis of Literacy Challenges in a Credit Recovery School Challenge: Students in the credit recovery program are not achieving consistent literacy proficiency, particularly in reading comprehension, fluency, vocabulary, and foundational skills, which is impacting their ability to earn credits and progress toward graduation. Five Whys Analysis (Credit Recovery Context) Why are credit recovery students not achieving consistent literacy proficiency? Because evidence-based literacy practices are not implemented consistently during credit recovery instruction and intervention. Why is implementation inconsistent? Because teachers and staff vary in their use of structured literacy routines, targeted interventions, and progress monitoring for students with unfinished learning. Why do adult practices vary? Because professional learning and coaching are not fully tailored to the unique needs of credit recovery classrooms, which include older students with interrupted or incomplete education histories. Why is professional learning and coaching not tailored? Because systems for monitoring adult implementation, providing role-specific coaching, and ensuring fidelity of evidence-based practices in credit recovery contexts are not fully developed. Why are monitoring and coaching systems underdeveloped? Because adult implementation data have not been systematically used to drive targeted professional learning and instructional adjustments for credit recovery staff. ? Root Cause: Inconsistent literacy outcomes in the credit recovery program are primarily due to adult behavior

variability—inconsistent application of evidence-based practices—driven by gaps in targeted professional development, interventions , and implementation monitoring specific to credit recovery settings. This outcome was based on our Needs assessment meetings and data that was provided. Stakeholders included Adminstration, Staff, Parents and Board members. HCS also had input from mini surveys that parents were provided and assisted by supports from Probation officers .

1.2. SMART Goal Statement

Students in **High School** at **Hardin Community School** will be progress monitored using **District Formative Assessments** with an anticipated **increase 10.00 points in student growth percentile yearly** in **English Language Arts** focusing for **Students with Disabilities, Low-Economic Status Students and Justice Involved Youth** students by **06/30/2029**.

1.3. Student Measures

1.3.1. Student Measure #1

Students with Disabilities, Justice Involved Youth and Low-Economic Status Students will be monitored for **English Language Arts - District Formative Assessments** every **Semester** by **Classroom Teacher/s** with an annual improvement of **increase 10.00 student growth percentile** and an overall improvement of **increase 30.00 student growth percentile** by the end of the plan

01/01/2027	06/01/2027	01/01/2028	06/01/2028	01/01/2029	06/01/2029

1.4. Strategies and Actions

1.4.1. Strategy #1: Curriculum, Instruction and Assessment

1.4.1.1. Strategy Level: Level 1

1.4.1.2. Description:

A research informed intervention using Khan academy to improve students ELA/Reading outcomes , resulting in increased achievement on assessments over time.

Research:
Large-Scale Study (2026): A peer-reviewed study published in PNAS (Proceedings of the National Academy of Sciences) analyzed data from over 200,000 U.S. students. It found a statistically significant link between Khan Academy usage and improved student learning gains, controlling for factors like motivation and teacher effect.
University of Toronto RCT (2023): A randomized controlled trial (RCT) involving 11,000 students demonstrated a "meaningful, positive effect" of Khan Academy on student learning in mathematics.
SRI International Evaluation (2014-2016): An independent evaluation by SRI International found a positive association between high usage of Khan Academy and improved math scores, as well as better student attitudes (lower anxiety, higher self-concept).

Meta-Analysis of Math Efficacy (2023): Research published in Education and Information Technologies indicates that Khan Academy's mastery learning, which allows students to progress at their own pace, is effective for learning outcomes.
Limitations Found in Research: While generally positive, some studies have noted that Khan Academy's effectiveness is limited in under-resourced settings where digital literacy or access is low, and that it works best when integrated into teacher-led instruction rather than as a standalone solution.

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1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.
- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2027, End Action Step: 07/01/2026
Year 1: Planning & Initial Implementation
Focus: Foundation, training, and baseline data

1Review student reading comprehension data (benchmarks, classroom assessments, prior state test results) to establish baseline performance.

2Provide professional development for teachers on effective use of Khan

Academy for reading comprehension, including assignment creation, progress monitoring, and instructional alignment.

3Align Khan Academy reading content with grade-level standards and identified comprehension skill gaps.
4Communicate with parents about the use of Khan Academy, including its purpose, how it supports reading comprehension, and how families can support student learning at home.
5Implement Khan Academy as a Tier 1 instructional support during literacy blocks or independent practice time.

6Monitor student engagement and progress using Khan Academy data and formative assessments.

7Conduct mid-year and end-of-year reviews to evaluate implementation fidelity and student growth.

Participant(s):

- District Administration
- Teachers
- Support Staff

1.4.1.4.2. Start Action Step: 2028, End Action Step:
Year 2: Refinement & Targeted Support

Focus: Data-driven adjustments and expanded use

1Analyze Year 1 data to identify strengths, gaps, and implementation challenges.

2Provide follow-up professional development focused on data analysis, differentiation, and targeted assignment strategies.

3Refine instructional use by assigning Khan Academy reading content based on specific student needs.

4Use Khan Academy as a supplemental Tier 2 support for selected students requiring additional reading comprehension practice.

5Increase parent communication by sharing student progress updates through conferences, newsletters, or digital platforms.

Offer guidance to parents on monitoring student progress and encouraging consistent at-home practice.
6Increase progress monitoring frequency for targeted students.

7Compare benchmark data and interim assessments to measure growth trends.

Participant(s):

1.4.1.4.3. Start Action Step: 2029, End Action Step: 06/30/2029
Year 3: Sustainability & Long-Term Impact

Focus: Institutionalization and outcome evaluation

1Evaluate multi-year student growth trends in reading comprehension and state assessment results.

2Provide advanced professional development for staff on best practices, instructional integration, and sustainability.

3Strengthen parent partnerships by sharing long-term outcomes, celebrating student growth, and reinforcing home–school collaboration

4Use outcome data to determine continued use, expansion, or enhancement of the strategy.

4Document effectiveness to support long-term planning, school improvement goals, and accountability reporting.

Participant(s):

- District Administration
- Teachers
- Support Staff

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

High School Staff will be monitored for **English Language Arts - Fidelity Instrument** every **Semester** by **Superintendent** with an annual improvement of **increase 10.00 %** and an overall improvement of **increase 100.00 %** by the end of the plan

01/01/2027	06/01/2027	01/01/2028	06/01/2028	01/01/2029	06/01/2029

1.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

English Language Arts - communication log will be monitored each **Semester** by **Superintendent**, focusing on **High School Staff** with an annual improvement of **increase 25.00 %** and an overall improvement of **increase 100.00 %** by the end of the plan.

01/01/2027	06/01/2027	01/01/2028	06/01/2028	01/01/2029	06/01/2029

1.6. Funding Sources

1.6.1. FY

Year 2: Refinement & Targeted Support Focus: Data-driven adjustments and expanded use 1Analyze Year 1 data to identify strengths, gaps, and implementation challenges. 2Provide follow-up professional development focused on data analysis, differentiation, and targeted assignment strategies. 3Refine instructional use by assigning Khan Academy reading content based on specific student needs. 4Use Khan Academy as a supplemental Tier 2 support for selected students requiring additional reading comprehension practice. 5Increase parent communication by sharing student progress updates through conferences, newsletters, or digital platforms. Offer guidance to parents on monitoring student progress and encouraging consistent at-home practice. 6Increase progress monitoring frequency for targeted students. 7Compare benchmark data and interim assessments to measure growth trends.

Title I-A Improving Basic Programs	General Fund	Title II-A Supporting Effective Instruction	IDEA-B Special Education

1.6.1. FY 2027

Year 1: Planning & Initial Implementation Focus: Foundation, training, and baseline data 1Review student reading comprehension data (benchmarks, classroom assessments, prior state test results) to establish baseline performance. 2Provide professional development for teachers on effective use of Khan Academy for reading comprehension, including assignment creation, progress monitoring, and instructional alignment. 3Align Khan Academy reading content with grade-level standards and identified comprehension skill gaps. 4Communicate with parents about the use of Khan Academy, including its purpose, how it supports reading comprehension, and how families can support student learning at home. 5Implement Khan Academy as a Tier 1 instructional support during literacy blocks or independent practice time. 6Monitor student engagement and progress using Khan Academy data and formative assessments. 7Conduct mid-year and end-of-year reviews to evaluate implementation fidelity and student growth.

General Fund	Title II-A Supporting Effective Instruction	Title I-A Improving Basic Programs	IDEA-B Special Education

1.6.1. FY 2029

Year 3: Sustainability & Long-Term Impact Focus: Institutionalization and outcome evaluation 1Evaluate multi-year student growth trends in reading comprehension and state assessment results. 2Provide advanced professional development for staff on best practices, instructional

integration, and sustainability. 3Strengthen parent partnerships by sharing long-term outcomes, celebrating student growth, and reinforcing home–school collaboration 4Use outcome data to determine continued use, expansion, or enhancement of the strategy. 4Document effectiveness to support long-term planning, school improvement goals, and accountability reporting.

General Fund | IDEA-B Special Education | Title I-A Improving Basic Programs | Title II-A Supporting Effective Instruction

2. Goal #2 of 2
   2.1. Root Cause Analysis

   Root Cause Analysis Using the Five Whys Method Problem: Students in credit recovery math courses are scoring below proficient on assessments. Step 1: Identify the Problem Many students in credit recovery mathematics courses are not meeting proficiency standards. Step 2: Ask “Why?” Five Times to Drill Down Why are students not proficient? They have gaps in foundational math skills (fractions, ratios, algebra) that prevent mastery of high school content. Why do students have gaps in foundational skills? Evidence-based math instruction and interventions are inconsistently implemented. Why are evidence-based strategies inconsistently implemented? Teachers and intervention staff have variable fidelity in using explicit instruction, scaffolding, and progress monitoring. Why is adult implementation fidelity variable? Professional learning and coaching opportunities are not consistently applied or tailored to teacher needs. Planning and data use practices are inconsistent across classrooms. Why are professional learning and coaching inconsistent? Limited time for collaboration. Lack of a structured system for monitoring adult implementation and providing feedback. Step 3: Identify Contributing Factors (within the organization’s control) Category Contributing Factors Adult Instruction Variable fidelity in explicit instruction, scaffolding, and intervention delivery. Professional Development Inconsistent PD schedules; lack of role-specific coaching on credit recovery math strategies. Data Use '||chr(38)||' Planning Teachers not consistently using progress monitoring data to adjust instruction. Collaboration Limited time for planning, peer observations, and feedback cycles. Instructional Materials Use Materials not consistently adapted to student skill levels; small-group instruction underutilized. Step 4: Root Cause Root Cause: Inconsistent adult implementation of evidence-based mathematics strategies due to insufficient professional learning, , and structured monitoring systems. Step 5: Implications To improve student math proficiency, HCS must focus on: Strengthening teacher and intervention staff implementation of evidence-based practices. Providing structured, ongoing professional learning and coaching. Monitoring fidelity through observations, lesson plan reviews, and progress tracking. Using data systematically to adjust instruction and intervention intensity.

   2.2. SMART Goal Statement

   Students in **High School** at **Hardin Community School** will be progress monitored using **District Formative Assessments** with an anticipated **increase 10.00 %** in **Math** focusing for **Students with Disabilities, Low-Economic Status Students and Justice Involved Youth** students by **06/30/2029**.

   2.3. Student Measures
      2.3.1. Student Measure #1

Students with Disabilities, Low-Economic Status Students and Justice Involved Youth will be monitored for **Math - District Formative Assessments** every **Semester** by **Classroom Teacher/s** with an annual improvement of **increase 10.00 %** and an overall improvement of **increase 30.00 %** by the end of the plan

01/01/2027	06/01/2027	01/01/2028	06/01/2028	01/01/2029	06/01/2029

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

A research informed intervention using Khan academy to improve student Math outcomes, resulting in increased achievement on assessment overtime

Research:
Large-Scale Study (2026): A peer-reviewed study published in PNAS (Proceedings of the National Academy of Sciences) analyzed data from over 200,000 U.S. students. It found a statistically significant link between Khan Academy usage and improved student learning gains, controlling for factors like motivation and teacher effect.
University of Toronto RCT (2023): A randomized controlled trial (RCT) involving 11,000 students demonstrated a "meaningful, positive effect" of Khan Academy on student learning in mathematics.
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Meta-Analysis of Math Efficacy (2023): Research published in Education and Information Technologies indicates that Khan Academy's mastery learning, which allows students to progress at their own pace, is effective for learning outcomes.
Limitations Found in Research: While generally positive, some studies have noted that Khan Academy's effectiveness is limited in under-resourced settings where digital literacy or access is low, and that it works best when integrated into teacher-led instruction rather than as a standalone solution.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.
- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2027, End Action Step: 07/30/2027

Planning & Initial Implementation
Focus: Foundation, training, and baseline data

1Review student math data (benchmarks, classroom assessments, prior state test results) to establish baseline performance.

2Provide professional development for teachers on effective use of Khan Academy for math, including assignment creation, progress monitoring, and instructional alignment.

3Align Khan Academy math content with grade-level standards and identified math skill gaps.

4Communicate with parents about the use of Khan Academy, including its purpose, how it supports math achievement, and how families can support student learning at home.

5Provide parents with access information, usage expectations, and support resources for Khan Academy.

6Implement Khan Academy as a Tier 1 instructional support during math blocks or independent practice time.

Monitor student engagement and progress using Khan Academy data and formative assessments.
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Participant(s):

- District Administration
- Teachers
- Support Staff

2.4.1.4.2. Start Action Step: 2028, End Action Step: 07/30/2028

Refinement & Targeted Support
Focus: Data-driven adjustments and expanded use

1Analyze Year 1 data to identify strengths, gaps, and implementation challenges.

2Provide follow-up professional development focused on data analysis, differentiation, and targeted assignment strategies.

3Refine instructional use by assigning Khan Academy math content based on specific student needs.

4Use Khan Academy as a supplemental Tier 2 support for selected students requiring additional math practice.

5Increase parent communication by sharing student progress updates through conferences, newsletters, or digital platforms.

6Offer guidance to parents on monitoring student progress and encouraging consistent at-home practice.

7Increase progress monitoring frequency for targeted students.

8Compare benchmark data and interim assessments to measure growth trends.

Participant(s):

- District Administration
- Teachers
- Support Staff

2.4.1.4.3. Start Action Step: 2029, End Action Step: 06/30/2029
Sustainability & Long-Term Impact
Focus: Institutionalization and outcome evaluation

1Evaluate multi-year student growth trends in math and state assessment results.

2Provide advanced professional development for staff on best practices, instructional integration, and sustainability.

3Strengthen parent partnerships by sharing long-term outcomes, celebrating student growth, and reinforcing home–school collaboration

4Use outcome data to determine continued use, expansion, or enhancement of the strategy.

5Document effectiveness to support long-term planning, school improvement goals, and accountability reporting.

Participant(s):

- District Administration
- Staff
- Support Staff

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester**, **Math - Fidelity Instrument** of **High School Staff** will be monitored by **Superintendent**, with an annual improvement of **increase 10.00 %** resulting in an overall improvement of **increase 100.00 %** by the end of the plan.

01/01/2027	06/01/2027	01/01/2028	06/01/2028	01/01/2029	06/01/2029

2.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Every **Semester**, **Math - communication log** of **High School Staff** will be monitored by **Superintendent**, with an annual improvement of **increase 25.00 %** resulting in an overall improvement of **increase 100.00 %** by the end of the plan.

01/01/2027	06/01/2027	01/01/2028	06/01/2028	01/01/2029	06/01/2029

2.6. Funding Sources

2.6.1. FY 2027

Planning & Initial Implementation Focus: Foundation, training, and baseline data 1Review student math data (benchmarks, classroom assessments, prior state test results) to establish baseline performance. 2Provide professional development for teachers on effective use of Khan Academy for math, including assignment creation, progress monitoring, and instructional alignment. 3Align Khan Academy math content with grade-level standards and identified math skill gaps. 4Communicate with parents about the use of Khan Academy, including its purpose, how it supports math achievement, and how families can support student learning at home. 5Provide parents with access information, usage expectations, and support resources for Khan Academy. 6Implement Khan Academy as a Tier 1 instructional support during math blocks or independent practice time. Monitor student engagement and progress using Khan Academy data and formative assessments. Con

General Fund	IDEA-B Special Education	Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction

2.6.1. FY 2028

Refinement & Targeted Support Focus: Data-driven adjustments and expanded use 1Analyze Year 1 data to identify strengths, gaps, and implementation challenges. 2Provide follow-up professional development focused on data analysis, differentiation, and targeted assignment strategies. 3Refine instructional use by assigning Khan Academy math content based on specific student needs. 4Use Khan Academy as a supplemental Tier 2 support for selected students requiring additional math practice. 5Increase parent communication by sharing student progress updates through conferences, newsletters, or digital platforms. 6Offer guidance to parents on monitoring student progress and encouraging consistent at-home practice. 7Increase progress monitoring frequency for targeted students. 8Compare benchmark data and interim assessments to measure growth trends.

Title II-A Supporting Effective Instruction | General Fund | IDEA-B Special Education | Title I-A Improving Basic Programs

2.6.1. FY 2029

Sustainability & Long-Term Impact Focus: Institutionalization and outcome evaluation 1Evaluate multi-year student growth trends in math and state assessment results. 2Provide advanced professional development for staff on best practices, instructional integration, and sustainability. 3Strengthen parent partnerships by sharing long-term outcomes, celebrating student growth, and reinforcing home–school collaboration 4Use outcome data to determine continued use, expansion, or enhancement of the strategy. 5Document effectiveness to support long-term planning, school improvement goals, and accountability reporting.

Title I-A Improving Basic Programs | IDEA-B Special Education | General Fund | Title II-A Supporting Effective Instruction