

Print Your Plan



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Basic Information

Plan Entity Name: FY 2024 Hardin Community

School One Plan (0)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 011324

Plan Status: Plan Agency Approved

Revision #: 0

Primary Contact: undefined (OEDS_Superintendent)

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Plan Information

1. Goal #1 of 3

1.1. Root Cause Analysis

Mental health and trauma in a student's life must be stabilized so students can be more engaged in school and life. Mental health treatment is limited. To create a positive impact for students HCS will provide evidence-based treatment-oriented small groups (The Seven Challenges, Moral Reconation Therapy, and Anger Management) to subsidize what is already in place. Additionally, HCS will work to engage the community and grow workforce partners to assist with mentoring and expand options for Student Success Plan development and implementation.

1.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, Students with Disabilities, Homeless Students, Low-Economic Status Students, Foster Children, Justice Involved Youth, Priority (CSI) School and Gifted Student, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade, Eleventh Grade, Twelfth Grade** students at/in **Hardin Community School** to **increase 25.00 %** in **Student Wellness** using **Student Engagement/Outcome Measures**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Semester, Social Emotional Learning - Treatment Engagement of All Students, Students with Disabilities, Homeless Youth, Foster Children, Justice Involved Youth, Low-Economic Status Students and Gifted Student** will be monitored by **Staff**, with an annual improvement of **increase 10.00 %** resulting in an overall improvement of **increase 25.00 %** by the end of the plan.

12/31/2023

05/31/2024

12/31/2024

05/31/2025

12/31/2025

05/31/2026

1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Developing a working relationship with the Hardin County/Kenton Health Department and Expand based on needs identified.

A 10-session group intervention provided by mental health professionals/teachers using Cognitive Behavior Intervention in Trauma in the Schools (CBITS) to reduce children's post-traumatic stress disorder (PTSD), depression and anxiety resulting from exposure to violence. Also included are 1-3 individual child sessions, 2 optional parent sessions, and a teacher educational session. Level 1

Additionally, The Seven Challenges, Moral Reconation Therapy (MRT), and Motivational Interviewing (evidence based mental health group programming will be provided (SAMHSA and OJJDP). Level 4 programs. These programs are cognitive behavior interventions that have demonstrated to be effective with HCS target population (rural, impoverished, mid - high functioning).

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.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2024, End Action Step: 06/30/2024

Develop partnership with Kenton/Hardin Health Department and then expand capacity with Kenton/Hardin Health Department to address overall student health issues.

Implement Moral Reconation Therapy (cognitive behavior treatment) to assist with behavior.

Implement The Seven Challenges to assist with youth substance use.

Utilize Motivational Interviewing to help students pursue their goals.

Implement CBITS to assist students to deal with trauma through cognitive behavior interventions.

Participant(s):

- District Administration
- Teachers
- Staff
- Support Staff
- Related Service Personnel
- Positive Behavior Intervention Support Team

1.4.1.4.2. Start Action Step: 2025, End Action Step: 06/30/2025

Continue partnership with Kenton/Hardin Health Department and expand capacity with Kenton/Hardin Health Department as needed to address overall student health issues.

Complete fidelity evaluation on MRT, The Seven Challenges, MI, and CBITS, and make adjustments for year 2.

Continue Moral Reconation Therapy (cognitive behavior treatment) to assist with behavior.

Continue The Seven Challenges to assist with youth substance use.

Continue with MI to assist students to reach their goals.

Continue CBITS to assist students to deal with trauma through cognitive behavior interventions.

Participant(s):

- District Administration
- Teachers
- Staff
- Support Staff
- Related Service Personnel
- Positive Behavior Intervention Support Team

1.4.1.4.3. Start Action Step: 2026, End Action Step: 06/30/2026

Continue partnership with Kenton/Hardin Health Department and expand capacity with Kenton/Hardin Health Department as needed to address overall student health issues.

Evaluate evidence based programs prior to beginning year 3: MRT, The Seven Challenges, MI, CBITS for fidelity, make adjustments as the evaluation of data indicates, and continue.

- Participant(s):
- District Administration
 - Teachers
 - Staff
 - Support Staff
 - Related Service Personnel
 - Positive Behavior Intervention Support Team

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

Every **Semester, Student Success Plan will identify treatment models student is to participate in and complete. - Student Success Plan completion by graduation. of All Staff** will be monitored by **Student Wellness Coordinator**, with an overall improvement of **increase 75.00 %** by the end of the plan.

12/31/2023	05/31/2024	12/31/2024	05/31/2025	12/31/2025	05/31/2026
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1.6. Funding Sources

1.6.1. FY 2024

Develop partnership with Kenton/Hardin Health Department and then expand capacity with Kenton/Hardin Health Department to address overall student health issues. Implement Moral Reconation Therapy (cognitive behavior treatment) to assist with behavior. Implement The Seven Challenges to assist with youth substance use. Utilize Motivational Interviewing to help students pursue their goals. Implement CBITS to assist students to deal with trauma through cognitive behavior interventions.

Title I SIG 1003(g)	Title IV-A Student Support and Academic Enrichment	General Fund
ESSER II	IDEA-B Special Education	

1.6.1. FY 2025

Continue partnership with Kenton/Hardin Health Department and expand capacity with Kenton/Hardin Health Department as needed to address overall student health issues. Complete fidelity evaluation on MRT, The Seven Challenges, MI, and CBITS, and make adjustments for year 2. Continue Moral Reconation Therapy (cognitive behavior treatment) to assist with behavior.

Continue The Seven Challenges to assist with youth substance use. Continue with MI to assist students to reach their goals. Continue CBITS to assist students to deal with trauma through cognitive behavior interventions.

Title I SIG 1003(g)	ESSER II	IDEA-B Special Education	General Fund	Title IV-A Student Support and Academic Enrichment
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1.6.1. FY 2026

Continue partnership with Kenton/Hardin Health Department and expand capacity with Kenton/Hardin Health Department as needed to address overall student health issues. Evaluate evidence based programs prior to beginning year 3: MRT, The Seven Challenges, MI, CBITS for fidelity, make adjustments as the evaluation of data indicates, and continue.

Title IV-A Student Support and Academic Enrichment	Title I SIG 1003(g)	IDEA-B Special Education	ESSER II	General Fund
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2. Goal #2 of 3

2.1. Root Cause Analysis

There is great difficulty attracting and retaining teachers in this high need/dropout recovery/prevention school because of teacher struggles with classroom management and student engagement. Hardin Community School is working to remedy these struggles by providing building wide staff support, small class size, trauma responsive professional development (Cognitive Behavior Intervention for Trauma in the School (CBITS), professional development and implementation coaching, competitive compensation, and an assortment of student incentives and classroom furnishings/teaching/fidgeting resources.

2.2. SMART Goal Statement

Staff Retention and Classroom Effectiveness will increase 50.00 % at Hardin Community School in Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade, Eleventh Grade, Twelfth Grade with All Students, Students with Disabilities, Homeless Students, Gifted Student, Low-Economic Status Students, Foster Children, Justice Involved Youth and Priority (CSI) School using Retention and Effectiveness Data by 06/30/2026.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Semester, Behavior - Referrals** of **Students with Disabilities, Homeless Youth, Foster Children, Justice Involved Youth, Low-Economic Status Students, Gifted Student and All Students** will be monitored by **Superintendent**, with an annual improvement of **increase 20.00 %** resulting in an overall improvement of **increase 50.00 %** by the end of the plan.

01/01/2024	06/01/2024	01/01/2025	06/01/2025	01/01/2026	06/01/2026
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2.4. Strategies and Actions

2.4.1. Strategy #1: Professional Capital

2.4.1.1. Strategy Level: Level 2

2.4.1.2. Description:

HCS staff will participate in professional development that will equip staff to Maximize Student Engagement and Manage Challenging Classroom Behaviors. Maximizing Student Engagement professional development will help HCS staff gain skills and knowledge in providing instruction and interventions utilizing strategies and systems that promote student engagement within the classroom. Types of student engagement, research findings on student engagement, engaging underperforming students, the science of boredom, review and view various classroom techniques to increase students engagement and issues of student resistance will also be part of this PD. Managing Challenging Classroom Behaviors will help participants gain skills and knowledge in providing interventions for common classroom discipline problem areas of attention-seeking behavior, power-seeking behavior, revenge-seeking behavior, and avoidance of failure behaviors. Techniques to identify each type of behavior and a comprehensive collection of intervention strategies will be shared. Dozens of strategies to build a positive classroom environment/climate and strategies to improve communication with parents will be presented. Both PDs are courses offered through Cleveland State University, Ashland University, and The University of Akron.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2024, End Action Step: 06/30/2025

Enroll and engage in PD courses Managing Challenging Classroom Behaviors and Maximizing Student Engagement.

Participant(s):

- Teachers

2.4.1.4.2. Start Action Step: 2025, End Action Step: 06/30/2025

Continue to engage and complete PD courses. Pilot some of the material as decided by the team with expected outcomes determined for initial evaluation.

Participant(s):

- District Administration
- Teachers

2.4.1.4.3. Start Action Step: 2026, End Action Step: 06/30/2026

Implement skills and knowledge from the PD courses into the classroom. At the end of this action step teachers and administration should evaluate, tweak, and continue with changes moving forward.

Participant(s):

- District Administration
- Teachers

2.5. Adult Measures

2.5.1. Adult Measure #1

- Professional Capital

Every **Semester, Professional Development - Participation of English Language Arts Teachers, Math Teachers, Science Teachers and Social Studies Teachers** will be monitored by **Superintendent, Classroom Teacher/s**, with an annual improvement of **increase 50.00 %** resulting in an overall improvement of **increase 100.00 %** by the end of the plan.

01/01/2024	06/01/2024	01/01/2025	06/01/2025	01/01/2026	06/01/2026
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2.6. Funding Sources

2.6.1. FY 2024,2025

Enroll and engage in PD courses Managing Challenging Classroom Behaviors and Maximizing Student Engagement.

General Fund	Title I SIG 1003(g)	ESSER II	Title IV-A Student Support and Academic
Enrichment	IDEA-B Special Education		

2.6.1. FY 2025

Continue to engage and complete PD courses. Pilot some of the material as decided by the team with expected outcomes determined for initial evaluation.

General Fund	ESSER II	Title I SIG 1003(g)	IDEA-B Special Education	Title IV-A Student
Support and Academic Enrichment				

2.6.1. FY 2026

Implement skills and knowledge from the PD courses into the classroom. At the end of this action step teachers and administration should evaluate, tweak, and continue with changes moving forward.

ESSER II	Title I SIG 1003(g)	Title IV-A Student Support and Academic Enrichment	IDEA-B
Special Education	General Fund		

3. Goal #3 of 3

3.1. Root Cause Analysis

Students who are not on track to graduate at their school of residence have enrolled at Hardin Community School from their school of residence to participate in the Dropout Prevention and Recovery Program. These students have access to teachers, teacher aides, tutors and resources to

assist them in strengthening their ELA and Math skills, catching up on their credits, and graduating on time. Additionally, every student in grades 9 – 12 develops, implements, and follows an individualized student success plan that the student and parents design in cooperation with the Student Success Coordinator. This tool keeps the end in sight for each student as credits needed and earned, seals earned, and graduation pathways are identified and tracked. In reviewing each of the 19 student’s academic and pathway situations for the most recent graduating class all the students can and are on pace to graduate on time.

3.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, Students with Disabilities, Homeless Students, Gifted Student, Low-Economic Status Students, Foster Children, Justice Involved Youth and Priority (CSI) School, Eighth Grade, Ninth Grade, Tenth Grade, Eleventh Grade, Twelfth Grade** students at/in **Hardin Community School** to **increase 30.00 %** in **Graduation** using **Completed Student Success Plan**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Semester, Student Success Plan Progress - Student Success Plan** of **Students with Disabilities, Foster Children, Justice Involved Youth, Low-Economic Status Students, Gifted Student, All Students and Homeless Youth** will be monitored by **Student Success Coordinator**, with an annual improvement of **increase 25.00 %** resulting in an overall improvement of **increase 100.00 %** by the end of the plan.

01/01/2024	06/01/2024	01/01/2025	06/01/2025	01/01/2026	06/01/2026
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3.4. Strategies and Actions

3.4.1. Strategy #1: College and Career Readiness

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

- The National Dropout Prevention Center: 12 of 15 Evidence Based Effective Strategies for Dropout Prevention will be processed and implemented.
- Foundational Strategies
 - Systemic Approach
 - School-Community Collaboration
 - Safe Learning Environments
 - Basic Core Strategies
 - Mentoring/Tutoring
 - Service-Learning
 - Alternative Schooling
 - After-School/Out-of-School Opportunities
 - Managing and Improving Instruction

Professional Development
 Active Learning
 Educational Technology
 Individualized Instruction
 Career and Technical Education (CTE)

EnvisionIT (Ohio State University)

EnvisionIT (EIT) is an, evidence-based, standards-aligned, college and career readiness curriculum for 21st century students in middle and high school. EIT is a teacher-guided, digital curriculum for students with and without disabilities focused on helping students develop key literacy and career skills needed for the 21st Century workplace. The program will also provide additional student support for Math and ELA.

The EnvisionIT curriculum is designed to teach fundamental 21st Century skills to students with and without disabilities in 4 key competency areas:
 Transition Planning/Career Readiness/Portfolio Development
 Information Technology (IT) Literacy
 Reading/Writing
 Financial Literacy

Completing online learning and transition assessments
 Researching careers and postsecondary programs
 Developing a resume and cover letter
 Writing a personal statement and career narrative
 Completing employment and college applications
 Creating a high school course schedule

These activities require students to directly apply what they learn from unit content in order to set measurable postsecondary goals and develop a realistic plan for attaining these goals. Additionally, the Transition Portfolio serves as a deliverable that students can update and reuse for their career path after completing the EnvisionIT course.

3.4.1.3. 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.

3.4.1.4. Action Steps

3.4.1.4.1. Start Action Step: 2024, End Action Step: 06/30/2024

Create EnvisionIT in Google Classroom and introduce/implement curriculum for Juniors and Seniors.

Create and have all enrolled students consistently update the Student Success Plan (measuring credits earned, credits needed, pathway, seals, EOC scores, other test scores, competency, and college and career readiness activities/skills).

Participant(s):

- Teachers
- Staff
- Support Staff
- Student Success Coordinator

3.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2026

Consistently review and utilize the dropout recovery strategies published by the National Dropout Prevention Center at Clemson University throughout the duration of the One Plan.

Participant(s):

- District Administration
- Teachers
- Staff
- Support Staff

3.4.1.4.3. Start Action Step: 2025, End Action Step: 06/30/2025

Continue EnvisionIT with new Seniors, all Juniors and 16 years old and older Sophomores.

Create and have all enrolled students consistently update the Student Success Plan (measuring credits earned, credits needed, pathway, seals, EOC scores, other test scores, competency, and college and career readiness activities/skills).

Participant(s):

- District Administration
- Teachers
- Staff
- Support Staff
- Student Success Coordinator

3.4.1.4.4. Start Action Step: 2026, End Action Step: 06/30/2026

Continue EnvisionIT with new Seniors, all Juniors and 16 years old and older Sophomores.

Create and have all enrolled students consistently update the Student

Success Plan (measuring credits earned, credits needed, pathway, seals, EOC scores, other test scores, competency, and college and career readiness activities/skills.

Participant(s):

- District Administration
- Teachers
- Staff
- Support Staff
- Student Success Coordinator

3.5. Adult Measures

3.5.1. Adult Measure #1

- College and Career Readiness

Every **Semester, Graduation - Completion of Task** of **Eighth Grade Staff, Ninth Grade Staff, Tenth Grade Staff, Eleventh Grade Staff and Twelfth Grade Staff** will be monitored by **Student Success Coordinator**, with an annual improvement of **increase 100.00 %** resulting in an overall improvement of **increase 100.00 %** by the end of the plan.

01/01/2024

06/01/2024

01/01/2025

06/01/2025

01/01/2026

06/01/2026

3.6. Funding Sources

3.6.1. FY 2024

Create EnvisionIT in Google Classroom and introduce/implement curriculum for Juniors and Seniors. Create and have all enrolled students consistently update the Student Success Plan (measuring credits earned, credits needed, pathway, seals, EOC scores, other test scores, competency, and college and career readiness activities/skills.

Title I SIG 1003(g)

ESSER II

Title IV-A Student Support and Academic Enrichment

IDEA-B

Special Education

General Fund

3.6.1. FY 2024,2025,2026

Consistently review and utilize the dropout recovery strategies published by the National Dropout Prevention Center at Clemson University throughout the duration of the One Plan.

General Fund

ESSER II

Title I SIG 1003(g)

Title IV-A Student Support and Academic

Enrichment

IDEA-B Special Education

3.6.1. FY 2025

Continue EnvisionIT with new Seniors, all Juniors and 16 years old and older Sophomores. Create and have all enrolled students consistently update the Student Success Plan (measuring credits earned, credits needed, pathway, seals, EOC scores, other test scores, competency, and college and career readiness activities/skills.

IDEA-B Special Education

Title I SIG 1003(g)

Title IV-A Student Support and Academic

Enrichment

ESSER II

General Fund

3.6.1. FY 2026

Continue EnvisionIT with new Seniors, all Juniors and 16 years old and older Sophomores. Create and have all enrolled students consistently update the Student Success Plan (measuring credits earned, credits needed, pathway, seals, EOC scores, other test scores, competency, and college and career readiness activities/skills.

General Fund	IDEA-B Special Education	ESSER II	Title I SIG 1003(g)	Title IV-A Student
Support and Academic Enrichment				