

# North Hardin High School 25-26

## Comprehensive School Improvement Plan (CSIP)

### Rationale

The North Hardin High School CSIP is a plan developed by the school council with the input of parents, faculty and staff 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).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I School wide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate School wide Program Plan is required.**

### 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 school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **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 school will focus its efforts upon, as identified in the Needs Assessment for Schools, 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 school 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 schools 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 Schools are optional.

### Required Goals

#### Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

#### Three- to Five-Year Goal:

**North Hardin High School will improve Postsecondary Readiness of Exceptional Needs Students to a score of 90 on the Kentucky Summative Assessment by 2029**

#### Objective(s):

**NHHS will improve the Postsecondary Readiness of the exceptional needs group**

**Strategy:**

1. Provide the students with opportunities for co-op experiences to get the 300 hours necessary.
2. Schedule students so they take all classes prior to taking End of Pathway classes so they have all prerequisite knowledge and skills prior to taking the assessment.
3. Ensure students take and complete requirements and assessments to earn industry certificates in their pathway.

**Activities:**

1. Providing teachers with SDI, accommodations and modification training to ensure those activities are offered to and used by students.
2. Monthly meetings with case managers, admins and students in the gap group to review student progress.
3. Utilize our job coach and transition coach to target these students for opportunities to meet the requirements to be career ready, college ready or both.

**Progress Monitoring:**

1. Utilize a data tracking sheet to monitor student performance and ensure they are taking advantage of opportunities to meet benchmarks on KYOTE, SAT, ACT and to pass industry certifications or end of pathway assessments.
2. Transcript Checks and 1-on-1 scheduling with student, counselor and case managers to ensure they are making progress.

**Funding:**

**Title I, Federal Funds, School Per Pupil Allocation, District 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 schools.

**Three- to Five-Year Goal:**

**North Hardin High School will increase the number of students scoring proficient and distinguished in Reading to 60 % by 2028 as measured on the Kentucky Summative Assessment.**

**Objective(s):**

**North Hardin High School will increase the number of students scoring proficient and distinguished in reading as measured by the Kentucky Summative Assessment results.**

**Strategy:**

1. Teachers will use differentiated reading texts of high interests to students to engage students in reading activities aimed at improving reading fluency, accuracy and reading rate.

**Activities:**

1. Students who score below grade level on reading assessments will be required to attend reading development classes and be referred for MTSS services.

**Progress Monitoring:**

**Pre and post assessment data, data provided to NHHS by our feeder middle schools prior to the start of a student's 9<sup>th</sup> grade year, results of CERT and classroom assessments.**

**Funding:**

**Title I funds, PPA and District funds**

**Three-to-Five-year Goal:**

North Hardin High School will increase the number of students scoring proficient and distinguished in Math to 63% by 2028 as measured on the Kentucky Summative Assessment.

**Objective(s):**

North Hardin High School will increase the number of students scoring proficient and distinguished in reading as measured by the Kentucky Summative Assessment results

**Strategy:**

1. Teachers are being trained in using and implementing the Illustrative Math Program with students to facilitate better inquiry, problem solving and student engagement

**Activities:**

1. Students who are identified as failing to make progress or who are below grade level will be required to attend intervention activities and referred for MTSS services.

**Progress Monitoring:**

1. Pre and post assessment data, common assessment data, Delta Math data. CERT module data.

**Funding:**

Title I, school PPA and District funds.

**Alignment to Needs: Optional Goals**

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school 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,” schools 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.

<b>Indicator</b>	<b>Priority Indicator?</b>
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	No

## **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:**

**North Hardin High School will improve the number of students scoring proficient and distinguished in Science from 21% in 2025 to 50% by 2029.**

#### **Objective(s):**

**NHHS will improve the percentage of students scoring proficient and distinguished in science on KSA assessments.**

#### **Strategy:**

1. Provide students with KSA type assessments throughout each class to familiarize the students with the format of the assessment.
2. Change the sequence of classes offered in the science department to ensure every student has had the required content prior to the KSA assessment.
3. Implement project and problem based learning to improve student engagement in class and to foster inquiry based learning.

#### **Activities:**

**Teachers will continue training in the use of project and problem based learning.**

**Students will engage in Portrait of a Learner Activities to take ownership of learning and practice inquiry based and problem-solving skills.**

#### **Progress Monitoring:**

**Cert data scores, KSA scores, common assessments (pre and post) scores, student grades**

#### **Funding:**

**Title I, School Per Pupil Allocation and District Funds**

### **Priority Indicator #2: Postsecondary Readiness**

#### **Three- to Five-Year Goal:**

**North Hardin High School will improve Postsecondary Readiness of Exceptional Needs Students from an 80 in 2025 to 90 on the Kentucky Summative Assessment by 2029**

**Objective(s):**

**NHHS will improve the Postsecondary Readiness of the exceptional needs group**

**Strategy:**

1. Provide the students with opportunities for co-op experiences to get the 300 hours necessary.
2. Schedule students so they take all classes prior to taking End of Pathway classes so they have all prerequisite knowledge and skills prior to taking the assessment.
3. Ensure students take and complete requirements and assessments to earn industry certificates in their pathway.

**Activities:**

1. **Providing teachers with SDI, accommodations and modification training to ensure those activities are offered to and used by students.**
2. **Monthly meetings with case managers, admins and students in the gap group to review student progress.**
3. **Utilize our job coach and transition coach to target these students for opportunities to meet the requirements to be career ready, college ready or both.**

**Progress Monitoring:**

1. Utilize a data tracking sheet to monitor student performance and ensure they are taking advantage of opportunities to meet benchmarks on KYOTE, SAT, ACT and to pass industry certifications or end of pathway assessments.
2. Transcript Checks and 1-on-1 scheduling with student, counselor and case managers to ensure they are making progress.

**Funding:**

**Title I, Federal Funds, School Per Pupil Allocation, District Funds.**

**Priority Indicator 3: Social Studies Achievement**

**Three- to Five-Year Goal:**

**NHHS will improve the percentage of students scoring proficient and distinguished on the social studies KSA assessment to 50% by 2029**

**Objective(s):**

**NHHS will improve the percentage of students scoring proficient and distinguished on the social studies KSA assessment.**

**Strategy:**

1. Teachers will implement project based learning and student engagement strategies to improve student achievement.
2. Teachers will review KSA assessment, common assessment data, implement pre and post tests and incorporate high interest varied reading ability texts into the classroom.

**Activities:**

Teachers will review state standards and refine or change lesson plans and curriculum guides to ensure they are teaching required content.

**Progress Monitoring:**

Lesson plans, Common assessments, Pear Assessment, PLC Meeting notes, CERT and KSA assessment data.

**Funding:**

Title I, School Per Pupil Allocation, District Funds

**Priority Indicator #4: English Learner Progress**

**Three- to Five-Year Goal:**

NHHS will improve the status of our English Learner from Yellow to Green status score of by 2029.

**Objective(s):**

Improve the of score of the EL subgroup to 34 on the 25-26 KSA assessment.

**Strategy:**

1. Students will be immersed in ELA activities
2. Teachers will meet with ELA staff to ensure they are aware of student needs and using appropriate strategies to teach the students and give them access to the curriculum.

**Activities:**

1. ELA teacher will collaborate with content teachers to ensure EL students have access to required content.
2. Ensure curriculum delivery and assessment measures provide all pertinent needs for the students (to include but not limited to EL academy, technology, GRREC, Cooperative learning strategies, ESS, MTSS, Common Assessments, etc.).

**Progress Monitoring:**

State Assessment results, ACCESS Test results, MODEL ASSESSMENT, PLC agendas, Walkthrough data, data monitoring forms.

**Funding:**

Title I, Title II, Title III, ESS, District Funds and PPA

**Priority Indicator # 5: Quality of School Climate and Safety**

**Three-to-Five year Goal:**

NHHS will improve the score on the QSCS survey to 70 on the KSA by 2029.

**Objectives:**

NHHS will improve ratings by students on the QSCS survey.

**Strategy:**

1. Meetings with student groups, parent groups and other stakeholders to gather information about various needs of students, their perceptions about issues facing the school and stakeholders in it.
2. Coordinate with the FRYSC to discuss issues affecting students, families and staff at NHHS to share data and develop solutions.

**Activities:**

1. Reward activities for those who meet positive behavioral goals
2. Coordinate services with the FRYSC to meet the needs of various groups inside the school.

**Progress Monitoring:**

Attendance and Behavior data reviews, survey results associated with services offered by the school and the FRYSC.

**Funding:** District Funds, PPA, student activity funds.

**Priority Indicator #6: Postsecondary Readiness**

**Three- to Five-Year Goal:**

North Hardin High School will improve Postsecondary Readiness of Exceptional Needs Students from an 80 in 2025 to 90 on the Kentucky Summative Assessment by 2029

**Objective(s):**

NHHS will improve the Postsecondary Readiness of the exceptional needs group

**Strategy:**

1. Provide the students with opportunities for co-op experiences to get the 300 hours necessary.
2. Schedule students so they take all classes prior to taking End of Pathway classes so they have all prerequisite knowledge and skills prior to taking the assessment.



3. Ensure students take and complete requirements and assessments to earn industry certificates in their pathway.

**Activities:**

1. Providing teachers with SDI, accommodations and modification training to ensure those activities are offered to and used by students.
2. Monthly meetings with case managers, admins and students in the gap group to review student progress.
3. Utilize our job coach and transition coach to target these students for opportunities to meet the requirements to be career ready, college ready or both.

**Progress Monitoring:**

1. Utilize a data tracking sheet to monitor student performance and ensure they are taking advantage of opportunities to meet benchmarks on KYOTE, SAT, ACT and to pass industry certifications or end of pathway assessments.
2. Transcript Checks and 1-on-1 scheduling with student, counselor and case managers to ensure they are making progress.

**Funding:**

Title I, Federal Funds, School Per Pupil Allocation, District Funds.

**Priority Indicator #7: Graduation Rate**

**Three- to Five-Year Goal:**

NHHS will improve the graduation indicator from green in 2025 to 98 (Blue) by 2029

**Objective(s):**

NHHS will improve graduation scores on the KSA

**Strategy:**

1. NHHS will utilize a data tracker sheet to identify students who are on track and those who need assistance and guidance to remain or make up ground to be able to graduate on time.

**Activities:**

1. Monthly credit checks of student transcripts and grades to ensure they are earning credits and making progress toward graduation.

**Progress Monitoring:**

1. Review of credit recovery classes, ESS rosters, Data Tracker Information

**Funding:** PPA, Title I