

Central Hardin High School

(SCHOOL NAME)

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008 – 2010

The Central Hardin High School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

Ron Ortiz
Chairperson, School Council

10-15-08
Date

Chastity Yates
Chairperson, School Planning Committee

10-15-08
Date

Plan Approved by the School Council:

10-15-08
Date

School Council Members:

Mike Sisk	
Kim Case	Kenny Ashlock
Pam Cox	Mary Calloway
Tonya Harrington	Brian Messenger
Scott Rouse	Bob Wade, Jr.
Cherie Mingus	

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Hardin County Schools Comprehensive School Improvement Plan

School Name: Central Hardin

Date: 10-14-2008

Action Component: ACADEMIC PERFORMANCE

Component Manager: Chastity Yates

Priority Need	Goal (Addresses the Priority Need)															
As evidenced from the data analysis of student achievement from the 2008 Kentucky Performance Report, the school's academic index is 80.2. Advancing the number of students scoring in the proficient category will be necessary in order to meet the performance targets for each biennium.	<p>By the end of each accountability cycle between 2002 and 2008, the school will meet or exceed its Goal Line targeted proficient category.</p> <table><tr><td>2005/2006</td><td>Goal</td><td>78.2</td><td>Novice</td><td>17.77</td></tr><tr><td>2007/2008</td><td>Goal</td><td>83.7</td><td>Novice</td><td>14.58</td></tr><tr><td>2009/2010</td><td>Goal</td><td>89.6</td><td>Novice</td><td>11.39</td></tr></table>	2005/2006	Goal	78.2	Novice	17.77	2007/2008	Goal	83.7	Novice	14.58	2009/2010	Goal	89.6	Novice	11.39
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2007/2008	Goal	83.7	Novice	14.58												
2009/2010	Goal	89.6	Novice	11.39												
According to 2001 Needs Assessment and Evaluation of Resources and Routine by school leader the following causes and contributing factors are cited.																
Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success															
Standard 1 (Curriculum):																
<ul style="list-style-type: none">The curriculum is organized to provide access to a common academic core for all students. There is a need to consistently meet the needs of all students in academic core as well as specific links to continuing education, life and career options.Curriculum standards are not sufficiently aligned across the curriculum allowing gaps in what students learn as they move from level to level and from middle school to high school.	By June 2010, all students will receive continued support through an integrated curriculum free of overlaps and gaps, varied enrichment activities, and specific links to continuing education, life and career options. The measure of success will be a review of Standard 1 Curriculum, which will indicate that the needs of all students are being met.															
Standard 2 (Assessment):																
<ul style="list-style-type: none">All teachers are involved in student writing instruction and samples of student writing are analyzed to enhance instruction and obtain information about student progress.	By June 2010, teachers will demonstrate improved knowledge in preparation of portfolio pieces by participating in analysis of student work. The measure of success will be an increase in proficient and distinguished writing portfolio categories.															
Standard 3 (Instruction):																
<ul style="list-style-type: none">Instructional resources are routinely needed to effectively deliver the curriculum.	By August 2010, teachers and students will have access to sufficient, up-to-date, instructional resources. The measure of success will be a review of Standard 3, which indicates instructional resources as strengths.															

Action Component ACADEMIC PERFORMANCE

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
1.1	a. Each department's curriculum is aligned with the Core Content 4.1 with assessments and activities corresponding to appropriate DOK levels.	a. Teachers will be clear on which standards are necessary to teach students at each level to help ensure student mastery.	Department Chairs	6/2008	6/2010		
1.1	e. Students have the opportunity to select advanced placement.	e. Challenge academically gifted students as evidenced by the course guide handbook, sample teacher lesson plans, and administrative observations.	Guidance AP Teachers	6/2008	6/2010	\$3,000	Dist. AP Funds
1.1	g. All students [particular emphasis on E.L.L. and Special Education students], including economically, academically disadvantaged and/or disabled, and special needs will have opportunities for enriched core content through courses in core and elective areas and through community based education. NCLB	g. Enhance learning through the practical applications within core and elective courses as measured by adopted textbooks, course guide handbook, sample teacher lesson plans, and administrative observations.	Administration Special Ed. Teachers Guidance Office	6/2008	6/2010	\$3,000 \$1,150 \$1,189 \$2,975 \$4,576	District IDEA FMD Inst. MMD Inst. EBD/ Special Ed. Instruct.
2.1	a. Teachers will display student work and scoring guides in the classroom to provide students with examples of proficient and distinguished levels of writing. Teachers will share Scoring Rubrics with the writing assignment. c.	a. Students will be aware of the requirement for scoring in the proficient and distinguished levels. Student assessments will show increases in the number of students demonstrating proficiency in all writing areas. c.	Teachers	6/2008	6/2010		
3.1	d. Encourage the involvement of teachers and administrators in professional organizations, current professional practices and AP training to increase	d. Administrators and teachers will receive and share current information through publications and materials.	Administration	6/2008	6/2010	\$10,000	PD Funds Title II CTE Funds (10% to fund Career &

	knowledge in up-to-date information for improvement of teaching and motivation of students to high levels of learning. NCLB						Technical Teachers)
3.1	e. Students will have continued access to up-dated print, non-print and on-line sources of information, as well as current multi-media equipment to assist teachers in incorporating technology in their classrooms.	e. Students [particular emphasis on E.L.L. and Special Education students] will continue to develop research and location skills as well as skills using technology as evidenced by sample teacher lesson plans, sample student projects and administrative observations.	Technology Coordinator Teachers	6/2008	6/2010	\$20,000	Instruct.
3.1	f. Textbooks and supplemental materials will be purchased in content areas during eligible adoption years to ensure that instructional resources are sufficient to effectively deliver the curriculum.	f. Students will receive instruction from up-to-date textbooks.	Administration Dept. Chairs	6/2008	6/2010	\$112,000	Textbook Funds

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
3.1	a. Students [particular emphasis on E.L.L. and Special Education students] in the required Arts & Humanities course will attend or participate in live performances or workshops to enhance the curriculum covered.	a. Student assessments will show increases in the number of students demonstrating proficiency in the Arts and Humanities Core Content.	Arts and Humanities Component Manager, Arts and Humanities Teachers	8/2008	6/2010	\$1838.00	Cultural Arts Funds (based on student population)
3.1	c. Foreign Language, music and art students [particular emphasis on E.L.L. and Special Education students] will continue to be involved in regional contests and competitions.	c. Lesson plans and classroom observations, newspaper results will show evidence of usage of competition funds. Student assessments will show increases in the number of students demonstrating proficiency in the Arts and Humanities Core Content.	Department Head, Teachers	8/2008	6/2010	Art: \$3000 Chorus \$2500 Inst. Music \$10,500	Instructional Funds
3.1	f. Supplemental materials, instructional resources and equipment that supports an aligned curriculum with attention to DOK, will be purchased.	f. Lesson plans and classroom observations will show evidence of usage of instructional resources purchased. Student assessments will show increases in the number of students demonstrating proficiency in the Arts and Humanities Core Content.	Department Head, Teachers	8/2008	6/2010	A & H \$3000 Foreign Language \$4200	Instructional Funds

Action Component **ACADEMIC PERFORMANCE- Language Arts** **Component Manager:** Jennifer Burnham **Date** 11/2008
Strategies/Activities *(Activity or Strategic Sequence of Activities to Achieve Objectives)*

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
2.1	a. Teachers will provide classroom assessments of student learning that are frequent, rigorous, and aligned with Kentucky's core content and DOK levels. NCLB	a. To increase the number of students [particular emphasis on E.L.L. and Special Education students] reaching proficiency in reading and writing by providing assessments that are intentionally standards-based and that require students to use inquiry, problem-solving, and higher order thinking.	English Department	7/2008	6/2010	\$500	Instructional
2.1	g. Implementation of the state-required portfolio assessment will be reviewed and coordinated by the school writing cluster leader.	g. To improve writing scores by implementing school-wide policies for the appropriate development of portfolio pieces and implementing operational procedures for the management of the portfolio process.	CHHS Writing Cluster Leader	8/2008	6/2010		
3.1	a. Effective and varied instructional strategies (i.e. Literacy First and Thoughtful Education) will be used in English Classrooms and the Intensive Reading program. and through course-related field trips. NCLB	a. To improve student skills [particular emphasis on E.L.L. and Special Education students] through research-based instruction that routinely addresses varied learning styles and provides a variety of activities both in and out of the classroom that are student-centered and culturally responsive.	English Department	7/2008	6/2010	\$1,700	Instructional
3.1	e. Teachers will incorporate the use of technology in their classrooms.	e. To improve student performance [particular emphasis on E.L.L. and Special Education students] by using technology to expand the classroom, to address multiple learning styles, and to demonstrate learning in a variety of ways.	English Department	7/2008	6/2010	\$1,800	Instructional
3.1	f. Sufficient Instructional resources will be purchased to effectively deliver the curriculum. NCLB	f. To improve student achievement [particular emphasis on E.L.L. and Special Education students] by providing a variety of current print and non-print materials, supplemental resources, and instructional supplies	English Department Chairperson	7/2008	6/2010	\$5,730	Instructional

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
1.1	d. Incoming freshmen (feeder schools) will be given math placement exam(s) in the spring. These results, along with MAP scores and 8 th grade teacher recommendation, will be analyzed for placement. NCLB	d. Provide students [particular emphasis on E.L.L. and Special Education students] a positive experience and chance for success with best possible placement and thus reduce failure rates in our freshmen mathematics courses.	Math Department Chair, Counselors	7/2008	8/2010		Instruct.
3.1	e. All students will receive instruction using the graphing calculator or computer each semester. NCLB	e. Students [particular emphasis on E.L.L. and Special Education students] will develop skills in using technology to connect the algebraic, numerical, and graphical approaches in problem solving. Student assessments will show increases in the number of students demonstrating proficiency in the Math Core Content.	Teachers	7/2008	7/2010	\$1500	Instructional and other sources
3.1	e. Students in (Pre-Algebra), (CP) and Algebra I Part 1 and Part 2, (CP) & Geometry, (CP) and Algebra II will use the Accelerated Math and/or Carnegie programs to aid in the mastery and retention of objective pertaining to Kentucky Core Content with attention to the DOK levels. NCLB	e. Students [particular emphasis on E.L.L. and Special Education students] will improve in ability to understand and recall mathematical concepts and answer multiple-choice questions. Student assessments will show increases in the number of students demonstrating proficiency in the Mathematics Core Content.		7/2008	7/2010	\$4500 \$9000	Instructional Carnegie grant money

Action Component **ACADEMIC PERFORMANCE- Practical Living/Vocational Studies** Component Manager: **Cherie Mingus** Date **10/2008**

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
1.1	a. Instructional resources, supplemental resources, equipment, and curriculum that are aligned with the Academic Expectations, Core Content and Program of Studies will be used to enrich practical living and Career and Technical Education content.	a. Students [particular emphasis on E.L.L. and Special Education students] will experience improved instruction as evidenced by teachers' lesson plans and /or units of study and student assessments will show increases in the number of students demonstrating proficiency in the Practical Living and Vocational Studies Core Content with attention to DOK.	Department Chair, CTE Teachers	7/2008	6/2010	Ag. \$5,000 Business \$7,000 FACS \$5,148 Health & PE \$3,000 Pathways to Careers \$700 ROTC \$3,600 Tech Ed \$5,500 TVP \$1,000	Instructional CTE funds
1.1	e. PL/VS curriculum will provide specific links to continuing education, life and career options (Articulation agreement with colleges).	e. The curriculum will integrate and expand learning opportunities in school and within the community as evidenced by field trips, work-based learning, and articulation agreements. Student assessments will show increases in the number of students demonstrating proficiency in the Practical Living and Vocational Studies Core Content with attention to DOK..	CTE Teachers	7/2008	6/2010		CTE funds
3.1	c. Career and Technical students will have the opportunity to participate in co-curricular career and technical education organizations that include FBLA, FCCLA, FFA, TSA, HOSA and JROTC.	c. CTSO's will use instructional strategies to develop, improve and expand occupational competencies for students [particular emphasis on E.L.L. and Special Education students] and gain personal and leadership skills as evidenced by meeting agendas. Student assessments will show increases in the number of students demonstrating proficiency in the Practical Living and Vocational Studies Core Content.	CTSO advisers	7/2008	6/2010		CTSO funds
3.1	e. A sequence of academic and Career and Technical courses will provide students the	e. IGP's will be developed which includes Career and Technical courses within a career cluster as	Guidance	7/2008	6/2010		

	opportunity to develop academic and technical skills based on their career goals within career clusters.	evidenced by student IGP folders, along with developing a Career Pathway for each CTE area.					
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Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
3.1	c. Science students continue to be involved in science contests and competitions.	c. Students [particular emphasis on E.L.L. and Special Education students] will increase learning of science content through challenging competitions and contests. Student assessments will show increases in the number of students demonstrating proficiency in the Science Core Content.	Science Teachers	6/2008	6/2010	\$1580	Instructional
3.1	f. Instructional resources and aids (books, supplies, technology, other equipment, and supplemental materials) will be purchased for use in instruction of the science curriculum	f. Purchase of instructional resources that are necessary for equality for all students [particular emphasis on E.L.L. and Special Education students] in the classroom. Student assessments will show increases in the number of students demonstrating proficiency in the Science Core Content with attention to DOK.	Science Depart. Chair with input from the Science Teachers	6/2008	8/2010	\$9828.00	Instructional
3.1	f. Students will read science materials outside of the textbook at least 30 minutes biweekly NCLB	f. Students [particular emphasis on E.L.L. and Special Education students] will gain a greater understanding of science outside of textbook reading material. Student assessments will show increases in the number of students demonstrating proficiency in the Science Core Content.	Science Teachers	6/2008	8/2010	\$676.00	Instructional

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
1.1	a. Instructional resources, supplemental resources, equipment, test, writing assignments, on-demand, open response, activities, projects and curriculum maps will be aligned with the Core Content 4.1and correspond to the appropriate DOK level.	a. Increase student [particular emphasis on E.L.L. and Special Education students] understanding and ability to respond to written assignments. Evidence will be evidence in increasing scores to the proficient and distinguished.	Social Studies Department	11/2007	6/2010		
3.1	a. Students will have opportunities for field trips to enhance the social studies curriculum.	a. Improved student [particular emphasis on E.L.L. and Special Education students] motivation and learning. Student assessments will show increases in the number of students demonstrating proficiency in the Social Studies Core Content.	SS Department Head SS teachers	8/2008	6/2010	\$1400	Cultural Arts Funds (Based on student population)
3.1	e. Students will have access to a social studies computer lab with software that specifically targets social studies core content with attention to DOK levels as funds become available.	e. Increased student [particular emphasis on E.L.L. and Special Education students] learning and interest in social studies content as evidenced by student presentations. Student assessments will show increases in the number of students demonstrating proficiency in the Social Studies Core Content.	Department Head Teachers	8/2008	6/2010	\$500	Instructional Funds
3.1	f. Instructional resources (books, supplies, technology, other equipment, and supplemental materials) will be purchased for use in instruction.	f. Lesson plans and classroom observations will show evidence of usage of instructional resources purchased. Student assessments will show increases in the number of students demonstrating proficiency in the Social Studies Core Content.	Department Head Teachers	8/2008	6/2010	\$5100	Instructional Funds

Hardin County Schools Comprehensive School Improvement Plan**School Name:** CENTRAL HARDIN H.S.**Date:** 10-14-08**Action Component:** LEARNING ENVIRONMENT**Component Manager:** CHASTITY YATES

Priority Need	Goal (Addresses the Priority Need)
The non-academic index on the Spring 2008 Kentucky Performance Report indicated a score of 91.03. The non-academic index indicators are attendance (94.59), dropout rate (na), retention (na), graduation rate (83.58) and successful transition to adult life (95.82). In order to meet our biennium goals, dropout rate must remain below 5% as well as maintaining other indicator indices.	By the end of each accountability cycle until 2010, an evaluation will indicate that Standards 4, 5, and 6 are strengths.
Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
According to 2001 Needs Assessment Survey and a review of YSC and AHU referrals, the following causes & contributing factors are cited.	
Standard 4: School Culture	
The school provides means of communication to the community and parents to contribute to an effective learning environment, but these services need to be refined and expanded.	By January 2010, school safety and parents staff communications will improve. Improvement will be measured by an evaluation of standard 4 and functioning at performance level 3 will indicate success.
Standard 5: Community Support	
<ul style="list-style-type: none"> The school provides support to students to reduce barriers to learning; however, this support needs to be ongoing. The school provides additional assistance to support learning beyond the classroom instruction with Extended School Services; however, this service needs to be improved and expanded to include more students. The school provides services to facilitate transition from middle school to high school and from high school to post-secondary and/or career, but these services need to be expanded and refined. 	By January 2010, the school will provide additional assistance for learning and provide support to reduce barriers to learning. The measure of success will be: at least 1% of student population will have an IAT Plan on file; at least 5% of students will participate in individual/group mental health counseling; the number of students participating in ESS will increase by 30%; and all students will have support to prepare for transition to post-secondary and/or career as evidenced by Individual Learning Plan.
Standard 6: Professional Development	
Professional Development does not consistently provide time for colleagues to collaborate, engage in follow-up activities, or analyze data.	By January 2010, at least 95% of faculty/staff will report that professional development provided time for collaboration, data analysis, or follow-up activities.

Action Component **LEARNING ENVIRONMENT**

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
4.1	a. The Safe School Plan is annually reviewed/revised to maintain a safe, orderly, and equitable learning environment.	a. A safe, orderly and equitable learning environment is maintained.	Learning Environment Committee Chair	6/2008	6/2010		
4.1	a. A school resource officer will be provided via the Hardin County Board of Education and Elizabethtown Police Department as grants and funding are available.	a. School safety will be improved by additional supervision of difficult to monitor areas of the school.	Administration	6/2008	6/2010	\$10,000	Title IV School Funds
4.1	g. Communicate with parents by mailing discipline forms, progress reports, report cards, and attendance reports.	g. Parents will be notified of problems as evidenced by the number of mailings.	Administration	6/2008	6/2010	\$12,000	Instruct.
4.1	i. Multiple communication strategies and contexts are used to disseminate knowledge to stakeholders including the following: public relations plan, parent newsletter, program information brochures and frequently updated website. Parents have access to class syllabus, grades, assignments, attendance, and discipline referrals on the website.	i. Parents will receive important information from school and have the opportunity to be more active in decision-making at school as evidenced by the number of newsletters published and mailed.	Administration	6/2008	6/2010	\$250 \$2,000	YSC Instruct.
4.1	i. An Intervention Assistance Program + (Intervention Assistance Team Meetings) will be implemented identify and address at-risk student needs NCLB	i. Information will be provided to parents, students and staff. At-risk students [particular emphasis on E.L.L. and Special Education students] will be identified and program implemented.	Guidance Dept. Administrators	6/2008	6/2010		

5.1	a. Opportunities are provided to families and the community to be active partners in the educational process and work with the school to promote programs and services for all students. (booths at open house, volunteer program, training in at-risk issues, and ESS banquet/informational program. NCLB	a. Parents will receive information to make them aware of ways to support students [particular emphasis on E.L.L. and Special Education students] for academic and social success.	Guidance Dept. Volunteer Coord. ESS Coordinator	6/2008	6/2010	\$200 \$100 \$1,800	Title IV ESS Guidance Inst.
5.1	b. Structures are in place to ensure that all students have access to all of the curriculum (e.g. Intervention Assistance Program, character education, preventative education addressing pregnancy, HIV, and STD's, individual mental health counseling, support for pregnant teens and teen mothers, Anger Management groups, transitional support groups, and at-risk support groups). NCLB	b. Students [particular emphasis on E.L.L. and Special Education students] will receive preventative health services, intervention services, and guidance in dealing with emotional difficulties.	Youth Service Center Guidance Dept. Administration	6/2008	6/2010	\$3,700 \$2,450	Title IV YSC
5.1	c. The school provides organizational structures to reduce barriers to learning. (e.g. health education, one-on-one health counseling, immunizations, screenings, support groups for diabetes, tobacco and smoking cessations sessions, emergency and first aid services. NCLB	c. Students [particular emphasis on E.L.L. and Special Education students] will receive preventative health services, intervention services, and guidance in dealing with emotional difficulties.	Nurse Youth Service Center	6/2008	6/2010	\$1,000	AHU
5.1	d. Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction. Extended School Services is offered two afternoons a week (includes a credit recovery program also offered during summer school and Evening	d. Students [particular emphasis on E.L.L. and Special Education students] will receive additional instruction beyond the regular classroom. Students who have failed classes will have the opportunity to make up credits after school and during the summer.	ESS Coordinator	6/2008	6/2010	\$45,100	ESS

	High School) and morning PAWS math and science tutorial is offered three mornings. NCLB						
6.1	a. All staff has been trained in Literacy First either in intensive or content level. Literacy First strategies will be sustained via annual update and administration evaluation. NCLB	a. Students [particular emphasis on E.L.L. and Special Education students] will have the opportunity to learn and practice reading skills in all areas.	Administrator	6/2008	6/2010	\$50,000	Title 1
6.1	b. The Planning Committee will develop the Professional Development Plan with input from department teams. The PD Plan will be sent to Site Based Council for adoption.	b. The Professional Development Plan will reflect needs of the faculty/staff and promote high faculty/staff and student performance.	Planning Committee Chair	6/2008	6/2010	\$4,100	PD
6.1	f. English teachers and select teachers, administrators and counselors will receive 3 hours training in portfolio scoring and will score senior writing portfolios.	f. Teachers/staff will analyze the benchmarks of student work [particular emphasis on E.L.L. and Special Education students], which will improve instruction.	Administrator	6/2008	6/2010	\$1,000	PD
6.1	a. All staff has been trained in Thoughtful Ed. Strategies. These strategies will be sustained via annual update and administration evaluation NCLB	a. Professional development will promote high faculty/staff and student performance [particular emphasis on E.L.L. and Special Education students].	Planning Committee Chair	6/2008	6/2010	\$3,500	PD

Hardin County Schools Comprehensive School Improvement Plan**School Name:** CENTRAL HARDIN H.S.**Date:** 10-14-08**Action Component:** EFFICIENCY**Component Manager:** CHASTITY YATES

Priority Need	Goal (Addresses the Priority Need)
As evidenced from the planning committee and school leadership's evaluation of Leadership, Organizational Structure and Resources, and Comprehensive Planning, the following causes and contributing factors are cited.	By January 2010, a self-study of the SISI will show that the school is functioning at a Level 3 performance rating.

Causes and Contributing Factors (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
Standard 7: Leadership	
<ul style="list-style-type: none">MAP, Measurement of Academic Progress, testing in the areas of Math and reading for 9th and 10th graders has been implemented to determine a base line for the said areas.	By January 2010, subsequent testing will show areas of growth, determine placement and shape teaching strategies. Scores will be communicated to students, parents, counselors and teachers.
Standard 8: Organizational Structure	
<ul style="list-style-type: none">The school takes advantage of resources outside the campus. School maintains a variety of structures to organize and implements educational needs. (Including: SBDM, Academic Performance Committee, Learning Environment Committee, Planning Committee.)	By January 2010, a self-study of the SISI, SBDM and committee minutes will show that the use of resources to support high student and staff performance is strength.
Standard 9: Comprehensive and Effective Planning	
<ul style="list-style-type: none">Surveys and/or interviews of stakeholders will be regularly administered to analyze various perspectives on the strengths and limitations of student learning.The school uses data for school improvement planning and analyzes students' learning needs. Staff identifies strengths and limitations of school effectiveness. The school improvement plan is implemented and evaluated as developed, but the planning process needs to be refined with greater stakeholder involvement.	By January 2010, the Planning Committee Self Study of SISI Document and/or SACS accreditation goals will show that the Consolidated Planning Process is strength.

Action Component **EFFICIENCY**

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
7.1	b. Leadership decisions are focused on student academic performance and are data-driven (MAP assessment results and placement tests) and collaborative. NCLB	b. Student [particular emphasis on E.L.L. and Special Education students] assessments from MAP testing will show areas of growth, determine placement and shape teaching strategies	Administration CIA Reading Specialist Counselors Teachers	8/2008	8/2010		
8.1	a. School is organized to maximize use of all available resources. [particular emphasis on E.L.L. and Special Education students] NCLB	a. The school systematically establishes partnerships with external entities focused on a specific need of the school.	SBDM, Academic Performance Committee, Learning Environment Committee, Planning Committee	8/2008	8/2010		
8.1	f. School promotes studying and implementing smaller learning communities which are designed to ensure that all staff provide quality instruction and that students [particular emphasis on E.L.L. and Special Education students] needs are met including teaming, counseling, yearly transitions and career planning. NCLB	f. Staff members use planning time to collaborate by both content area and grade level to focus classroom instruction on the goals and objectives promoting smaller learning communities.	Administration Counselors Teachers	8/2008	8/2010		
9.1	a. The school community will review the school mission and belief statement as necessary.	a. School mission will reflect the current vision for the school.	Administration	8/2008	8/2010		
9.3	a. Three SBDM committees as needed to research current local, state and national expectations will conduct various surveys and self-studies for student learning. Self-studies will be based on the SISI document and/or SACS accreditation goals.	a. School effectiveness of student learning will be assessed by a self-study and input from students, parents, and staff.	Committee Chairs	8/2008	8/2010		

Hardin County Schools Comprehensive School Improvement Plan**School Name:** Central Hardin H.S.**Date:** 10/04/2008**Action Component:** Achievement Gaps**Component Manager:** Chastity Yates

Priority Need	Goal (Addresses the Priority Need)
According to the 2006 Kentucky Association of School Councils GAP Report, Central Hardin males score significantly lower than females in reading, social studies, practical living/vocational, and arts & humanities and students with disabilities scored significantly lower than students without disabilities in all areas.	To reduce the reading mean scale score difference between males and females by 2010. (SB 168) To reduce the math and reading mean scale score difference between students with disabilities and those without disabilities by 2010.
Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
<ol style="list-style-type: none">1. Males' reading achievement is significantly below females when students enter high school; this deficiency in reading affects all content areas. (SB168)2. Males come to high school behind and continue to lag behind as evidenced by the 2007-2008 9th Grade Retention List with 57% 50% of retentions male.3. More males are classified as students with disabilities as compared to females.	<ol style="list-style-type: none">A1. Target males with low reading achievement at the ninth grade level. (SB168)A2. Target reading at all levels.A3. All IEP accommodations for testing will be provided.A4. Students with disabilities will be provided instruction in a collaborative classroom in content areas whenever considered the least restrictive environment.A5. Resource room teachers will provide a rigorous curriculum in the classroom.A6. Instruction for diverse learners will be provided for all classrooms.

Action Component Achievement Gap

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Estimated Resources and Cost
1.1	b. Continue collaborative Senior English in the master schedule.	b. Students with disabilities will receive equal access to the English curriculum.	Ron Ortiz	8/01/08	6/01/10	
3.1	c. Continue Literacy First content area reading strategies in all classrooms. NCLB	c. Students [particular emphasis on E.L.L. and Special Education students] will develop reading skills across the curriculum as evidenced by teacher lesson plans.	Rosemary Perry	8/1/08	6/1/10	\$45,000 Section 7
5.1	a. Secure volunteers for CATS testing and provide training. NCLB	c. Students [particular emphasis on E.L.L. and Special Education students] with disabilities will receive appropriate testing accommodations.	Building Assessment Coordinator	8/1/08	6/01/10	
5.1	a. Provide readers, scribes, etc. for testing for students with disabilities if specified on the IEP and being provided during regular instruction. NCLB	a. Students [particular emphasis on E.L.L. and Special Education students] with disabilities will receive appropriate testing accommodations.	Building Assessment Coordinator Bruce McKain	8/1/08	6/01/10	
5.1	a. Extend ESS beyond the district program schedule to throughout the school year and include math tutoring all mornings. NCLB	a. Struggling students [particular emphasis on E.L.L. and Special Education students] will receive remediation through individualized instruction as evidenced by ESS evaluation and classroom teacher evaluation.	Angie Davis, ESS Coordinator	8/1/08	6/01/10	
5.1	b. Provide student tutors in mathematics classrooms. NCLB	b. Struggling students [particular emphasis on E.L.L. and Special Education students] will learn practical math strategies through peer tutoring as evidenced by fewer math class failures and ESS	Ron Ortiz Vera Priddy	8/01/08	6/01/10	

		evaluation.				
8.1	a. Sustain the organization of the freshman class into a school within a school – Freshman Academy. e.	a. Students [particular emphasis on E.L.L. and Special Education students] will adjust more successfully to high school as evidenced by fewer students retained in the freshman class. e.	Tim Isaacs Lisa Brown	8/1/08	8/1/10	
8.1	b. Sustain use of a reading specialist/teacher to instruct ninth grade students who need assistance in reading to include using Literacy First Program. NCLB	b. Students [particular emphasis on E.L.L. and Special Education students] will develop a wider variety of reading strategies as evidenced from sample teacher lesson plans and administrator observation.	Ron Ortiz	8/1/08	8/1/10	\$45,000 Section 7
8.1	c. Varied assessments will be utilized to plan intervention strategies in reading for 9 th and 10 th grade underachieving male students. (SB168)	c. The scale score difference on the KCCT between male and female readers will continue to be reduced	English Department Intervention Reading Instructors	8/1/08	8/1/10	
8.1	d. Teachers and media specialists will provide reading materials of high interest to male students. (SB168)	d. Ongoing assessments will indicate an increase in reading fluency and comprehension for male readers.	Media Specialists English Department	8/1/08	8/1/10	