

North Hardin High School

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008 – 2010

The North 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.

Bill Dennison
Chairperson, School Council

10/16/08
Date

Shelly Hendricks
Chairperson, School Planning Committee

10/16/08
Date

Plan Approved by the School Council:

10/16/08
Date

School Council Members:

Lori Duesler, Parent	Chelsie Mansell, Parent
Pete Debibar, Parent	Kim Shepherd, Parent
Tony Garrison, Teacher	Chuck Goodlet, Teacher
James Beard, Teacher	Debra Berenbroick, Teacher
Pam Carter, Teacher	Michael Goodlet, Teacher
Shelly Hendricks, Administrator	Bill Dennison, Principal

Mission:

The mission of North Hardin High School, as a cohesive body of students, educators, parents, and community supporters, is to establish learning opportunities which guarantee successful transition into an age of technology, to provide a smooth assimilation for our culturally diverse and mobile community, to reflect a positive community relationship, and to produce an alumni fully capable of becoming responsible, productive members of society.

Executive Summary:

North Hardin High School is committed to providing a quality education to all students. To guide our efforts and provide direction for our improvement plan, North Hardin initiated a voluntary Scholastic Review in the fall of 2001. The results of the Scholastic Review became the foundation of our plan at that time. Each year since 2001, our Comprehensive School Improvement Committee has worked with the SBDM to review our current gains and review areas needing further improvement, including the areas for growth in our NCLB report. Our resulting Comprehensive School Improvement Plan (CSIP) is a living document that reflects the current and ever changing needs of our diverse population. To further assure that identified areas for continued improvement are adequately gauged, we participated in the Safe Schools Audit in 2004 and also in 2004 a SACS Review to renew our accreditation. These more recent methods of gathering new data helped design our current CSIP. Our document is a living, evolving document, driven by the changing needs of our school community.

We believe that all students can achieve learning success and continually seek means to aid in the success of our students. Thus, our current CSIP focuses on improved instructional practices that reflect research-based methods such as those espoused by Marzano, Zemelman, and other leaders in the field. We are placing emphasis on providing classroom instruction that elicits higher order thinking. Additionally, we are also focusing on analyzing student work and test data to modify instruction to meet the needs of our diverse student population. We are making a concerted effort to provide additional resources, human and material, and lower student-to-teacher ratios to assist our learners, especially those struggling in the areas of math and reading. Literacy First is another school wide initiative to assist us in this endeavor. We are also targeting drop out prevention through the implementation of a Plato Credit Recovery Lab, Smaller Learning Communities and AVID. These efforts are supported in the CSIP and training and professional development to assist teachers in these efforts will be embedded and ongoing.

North Hardin is steadily advancing toward Proficiency.

Hardin County Schools Comprehensive School Improvement Plan

School Name: North Hardin High School

Date: Fall 2008

Action Component: ACADEMIC PERFORMANCE

Component Manager: Shelly Hendricks

Priority Need	Goal (Addresses the Priority Need)
As evidenced from the data analysis of student achievement from the 2008 KPR, the school's accountability index is 77.2 with 14.17% novice compared to the goal of 82.9 with a 16.2% novice. Additionally, there is a need to improve the achievement of students in the following subpopulations and content areas:	By the end of the accountability cycle between 2008 and 2010, the school will meet or exceed its Goal Line and targeted novice performance as follows: <ul style="list-style-type: none"> • 2008/09 – (Goal) 85.0 (Novice) 13.5 • 2009/10 – (Goal) 90.5 (Novice) 11.0
<ul style="list-style-type: none"> • Students approved for free and reduced lunch in math 	Additionally, students approved for free and reduced lunch will meet AMO in math.
Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
According to the 2008 KPR and 08 NCLB data disaggregation, curriculum, assessment, and instruction standards from the SISI document need further refinement due to the following:	
Standard 1 (Curriculum):	
1.1.a Curriculum alignment has been evident but new alignment with the new Combined Curriculum Document and the College Readiness Standards as well as other updates are needed to enhance instruction.	By May 2010, all students will be regularly and rigorously exposed to the Combined Curriculum Document. This will be measured by reaching or surpassing the projected accountability indices for each year (85.0 in 2008).
1.1.b Continued work with ILP's and career planning and refinement of the process will enhance student success.	By May 2010, all students will have an Individual Learning Plan. These plans will be utilized to impact student scheduling options based on career choices. The measure of success will be reduction in drop out rates.
1.1.g High expectations, higher order thinking, and problem solving need more consistent practice with all students.	By May 2010, all students will experience rigor- high expectations, higher order thinking skills and problem solving. The measure of success will be based on walk through observations and evaluations by administrators and by improved assessment scores as evidenced in the KPR and NCLB reports.

Standard 2 (Assessment):	
2.1.b the need for more collaboration to design authentic assessment tasks that are frequent, relevant, and rigorous,	By May 2010, all students will experience multiple varied authentic assessments. Assessment data will be analyzed by the teachers as evidenced by improved student achievement and the decrease in achievement gaps. Evidence will also be presented through walk through observations, formative evaluations, through lesson plans, and improved assessment scores as evidenced in the KPR and NCLB reports.
2.1.d, h better understanding of how to use analysis of student work to modify instruction,	
2.1.e the need to provide a variety of assessments with timely, meaningful feedback to the students,	
2.1.f better understanding of performance standards and how to communicate these standards to students, especially through modeling	
Standard 3 (Instruction):	
3.1.a, c instruction is not consistently modified through the use of varied teaching strategies and differentiation in order to meet the needs of all students.	By May 2010, all students will learn from research-based instructional practices to include an assortment of technology uses. This will be measured through walk through observations, formative evaluations, and lesson plans. This will lead to increased student performance and the decrease in achievement gaps as evidenced in the KPR and NCLB reports.
3.1e the use of varied technology is not adequately used to enhance classroom instruction.	

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
A1 Standard 1: Curriculum	a. Content areas will meet annually as embedded PD to align curriculum to any changes in the Combined Curriculum Document/College Readiness Standards and to enhance instruction to insure that in math and reading, all students will have equal access and opportunity to learn the regular curriculum.	a. All students will receive the same content instruction and learning and performance will be enhanced as gaps in content instruction are recognized and amended as evidenced in KPR and NCLB reports.	Current PD chair and content department chairs	8/08	5/10	\$500	PD funds and departmental funds
	b. Continued embedded Professional Development will be provided for certified staff to facilitate instruction and assistance with the ILP process with a special emphasis on course sequencing.	b. Students will actively seek class schedules that will enhance their educational and career goals. Drop-outs will decrease as students find relevance in their learning.	Current PD chair, YSC and ILP Coordinator	8/08	5/10	\$500	PD funds and YSC funds
	c. A financial literacy course will be offered to students to promote personal financial awareness.	c. Students will demonstrate better financial skills.	Business department chair	8/07	5/08	\$2400	Sec. 7 funds

	d. An ACT preparatory class will be offered to students to better prepare students for the ACT assessment.	d. Students ACT scores will improve.	Principal	8/07	5/08	\$12150	Sec. 7 funds
A2 Standard 2: Assessment	a. Embedded Professional Development will be provided for certified staff on how to design and implement authentic assessment tasks and rubrics.	a. The diverse learning styles/needs of students will be met so that individual students' performances will improve in the classroom as well as evidenced in the NCLB report.	PD Chair	8/08	5/10	\$500	PD funds
	b. Certified staff will analyze test data and student work in order to utilize the results to modify instruction.	b. Classroom instruction will improve so that the needs of diverse learners are met. The achievement gap in all areas will decrease yearly.	Administrative Team and department chairs	8/08	5/10	NA	NA
	c. Each faculty member will include at least 2 open responses with rubrics monthly as part of classroom instruction and/or assessment.	c. Students will become more adept at answering open response items by employing higher order thinking skills.	CIA and administrators	8/07	5/08	N/A	N/A
	d. Each faculty member will include one portfolio appropriate prompt with rubric per school year as part of classroom instruction/assessment.	d. Students will better create portfolio pieces by focusing on quality instead of quantity.	CIA and administrators	11/07	5/08	N/A	N/A

A3 Standard 3: Instruction	a. The student-teacher ratio should be lowered to 26:1, especially in core content areas, in order to facilitate individualization through instruction for all students.	a. Student achievement and test scores will increase for all learners as evidenced through the KPR and NCLB reports.	Board of Education, SBDM, and Principal	8/07	5/08	Est. \$123,000	Board of Education
	b. Targeted students (often at risk due to socio-economic factors or disabilities) with reading and/or math deficiencies will receive additional instructional support in smaller classes and materials to facilitate reading and/or math improvement.	b. Targeted students will demonstrate improved cross-curricular academic performance.	SIS, Counselors, and Title I Coordinator	8/07	5/08	Est. \$140,000	Title 1 Funds, YSC Funds
	c. The Literacy Team will be expanded to address various literacy needs of our diverse student population by improving instruction.	c. All students, especially those with literacy needs, will demonstrate greater academic success.	Literacy Team & SIS	8/07	5/08	Est. \$1000	Title 1, Contingency Funds, Instructional Funds
	d. Teachers will be trained through Literacy First to better meet the literacy needs of students.	d. Students with literacy needs will show growth in reading.	SIS and Title I Coordinator	8/08	5/10	\$30,000	SLC grant

	e. Embedded PD will be provided annually for certified staff to provide strategies to better assist students with varied cultural and socio-economic backgrounds.	e. All students will demonstrate improved academic success and successful transition into adult life.	PD Coordinator	9/08	5/10	\$500	PD Funds, Title I Funds
	f. The focus of Title I instruction will continue to be reading.	f. Students at risk due to socio-economic factors will continue to show academic growth.	Title I Coordinator	8/08	5/10	NA	Title I Funds
	g. The AVID program will be implemented at the 11 th grade level to meet the academic needs of students.	g. Students will show improved academic success and complete a more rigorous curriculum.	AVID teachers and administrator	8/08	5/10	\$18,000	NCLB funds
	h. A summer math institute will be offered to African-American students.	h. African-American students will have greater success in math.	Principal	6/07	5/08	\$5000	Title I funds
	i. The Smaller Learning Community initiative will be expanded to include Career Academies.	i. Students will show improved academic performance due to the increased relevance to their career interests.	SLC Coordinator and Counselors	11/08	5/10	NA	SLC Grant

Hardin County Schools Comprehensive School Improvement Plan

School Name: North Hardin High School

Date: Fall 2008

Action Component: LEARNING ENVIRONMENT

Component Manager: Shelly Hendricks

Priority Need	Goal (Addresses the Priority Need)
As evidenced from the 2004 Safe Schools Report and SACI Accreditation Review, the School Culture, Community Support, and Professional Development standards from the SISI document need further development and refinement.	By 2010, an evaluation of a comparison of the SISI document to school practices, activities, and policies will show continuous improvement within Standards 4, 5, and 6 until all descriptors within these standards are fully and consistently functioning at least Level 3.

Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
According to the 2004 Safe Schools Report and interviews, the School Culture, Community Support, and Professional Development standards from the SISI document need further development and refinement due to the following reasons:	
Standard 4: School Culture	
4.1.a Classroom behavior standards need further articulation and more consistent enforcement by administrators and teachers.	By May 2010, the school discipline plan will be reviewed and articulated to teachers expectations for classroom behavior and enforcement to include consistent expectations for classroom procedures and time-on-task expectations. The measure of success will be based upon walkthrough observations and evaluations by administrators. Additionally, discipline referrals should decrease as time-on-task expectations are enforced and higher academics expectations are articulated.
4.1.c High behavioral and academic expectations need to be more consistent for all students.	
4.1.h Continued refinement is needed to communicate to students that all teachers and staff care about them and	

inspire their best efforts.	
Standard 5: Community Support	
5.1.a More frequent and varied methods of contacting families to discuss student progress need to be more consistently utilized. In addition, greater use of community resources to facilitate student learning and transition into adult life.	By May 2010 and annually thereafter, greater effort will be evident that parents/guardians are being notified through a variety of means concerning academic and behavioral achievement (positive or negative). Two way communication will be encouraged and greater efforts will be made to connect with all students and their families to make them feel welcomed and appreciated. Community support will be more highly encouraged.
Standard 6: Professional Development	
6.1.b,c,d,e,f Professional Development addresses the instructional focus of the school and district as well as meeting the needs of individual teachers through ongoing, job embedded professional development sessions	Annually until 2010, Professional Development will continue to be ongoing and job embedded, will address school-wide and district-wide foci, and will allow flexibility to meet teachers' individual needs. This will be evidenced through Individual Growth Plans, professional development records and evidence of follow-up activities.
6.2.f Teachers need follow-up and support to ensure implementation of instructional strategies and training suggestions.	

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
B1 Standard 4: School Culture	a. Support materials will be available and a listing provided to teachers to assist in establishing and maintaining effective learning environments	a. Equitable and consistent utilization and enforcement of rules and high expectations for all students within all divisions of the school will increase students' pride and productivity in their school and schoolwork.	Administrators, and YSC	8/08	5/10	\$500	Instructional Funds, Tech Funds, PD, and YSC
	b. A Freshman Academy will be implemented.	b. Students will transition from middle school to high school more successfully.	Principal	8/07	5/08	NA	NA
	c. Staff 1 certified staff to run the PLATO credit recovery program to afford students a greater opportunity to complete high school.	c. There will be an increase in the graduation rate and a decrease in the dropout rate.	Principal and Title I Coordinator	8/07	5/06	Est. \$15,000	Title I Funds
	d. The mentor program designed to build relationships with at risk students will be enhanced and refined.	d. At-risk students will show continue success in academic areas and have improved attendance and a greater sense of belonging to the school community.	YSC	9/07	5/08	\$200	YSC Funds

	e. A Student-2-Student (S2S) Program will be implemented to assist students new to our school due to relocation.	e. Students new to our school due to relocation will feel a greater sense of belonging and therefore will have a more successful transition.	S2S Coordinator and S2S Team and guidance counselors\	8/08	5/10	\$1000	Grants, YSC, Community Funds
	f. Celebration of achievement and leadership will be promoted through such activities as the President's Club and the Principal's Breakfast.	f. Students will feel a greater sense of pride for their accomplishments and community support will be fostered.	Principal	8/07	5/08	\$4000	Title I funds
B2 Standard 5: Community Support	a. The volunteer program will be enhanced and greater use of community resources and input will be sought through speakers, etc.	a. The community will feel a greater sense of pride and involvement with the school, thus enhancing communication.	Volunteer Coordinator	8/07	5/08	NA	NA
	b. Community Involvement will be enhanced through the presence of community leaders at the Principal's Breakfast.	b. Pride and cooperation will be fostered between the school and community.	Principal	2/08	5/10	\$1500	Title I Funds, Student Concessions
	c. Activities and programs (such as Senior Night, Portfolio Night, Freshmen Orientation, etc.) will continue to be offered and expanded to increase parental awareness and involvement in areas that affect their students.	c. Parents/guardians will become more aware of how to assist their students.	Title I Coordinator, Portfolio Coordinator, and Guidance Counselors	7/07	5/08	\$1000	Title I Funds

B3 Standard 6: Professional Development	a. Ongoing, embedded professional development will continue to focus on school and district instructional initiatives.	a. Instruction will be enhanced as teachers implement and refine instructional strategies learned.	PD Coordinator	8/08	5/10	NA	NA
	b. Opportunities for teacher to receive follow-up, reinforcement and refresher trainings will be available.	b. Teachers will experience greater success with new strategies and with retention of strategies previously learned.	PD Coordinator	8/07	5/08	NA	NA

Hardin County Schools Comprehensive School Improvement Plan**School Name:** North Hardin High School**Date:** Fall 2008**Action Component:** EFFICIENCY**Component Manager:** Shelly Hendricks

Priority Need	Goal (Addresses the Priority Need)
As evidenced by the 2004 Safe Schools Report and SACI Accreditation Review, the leadership, organizational structure and comprehensive planning standards from the SISI document need further refinement. Additionally, increased awareness and familiarization with the CSIP is needed. Further, the site-based council policies alignment process lacks completion.	An evaluation of the SISI document will indicate continuous improvement and refinement within Standards 7, 8, and 9 until all identified descriptors within each standard are fully functioning at least at level three. Continuous monitoring and evaluation of the CSIP by all stakeholders with documentation of Impact Checks and Component Manager Reports will be the evidence of meeting the priority need. The current policy alignment process of SBDM policies to the SISI document will be completed and future policy alignment will be ensured.

Causes and Contributing Factors (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
According to the 2004 Safe Schools Report and SACI Accreditation Review report that leadership, organizational structure and comprehensive planning standards need further refinement for the following reasons:	
Standard 7: Leadership	
7.1.a The school vision is articulated but needs more refinement and more consistent buy-in among all stakeholders.	By 2008, school instructional decisions to support teaching and learning for effective high performance facilitated through the leadership team will have consistent articulation to all stakeholders. Building and maintenance upgrades that result in a clean, safe learning environment that promotes pride and is conducive to effective teaching and learning will be achieved. The measure of success will be based on a review of Standard 7 in the SISI document which will indicate that leadership is fully functioning at least at a performance level 3.
7.1.h The building needs upgrading and improvement in appearance and maintenance from both the school and district levels to support an effective learning environment.	

7.1.i,j. Site based policy alignment with the SISI document lacks completion.	
Standard 8: Organizational Structure	
8.1.a The organization of the school is not maximized to effectively use all available resources to support high student and staff performance.	By 2008, teachers will be better utilizing instructional time as evidenced by walk through observations and formal observations. Classroom interruptions and disruptions will decrease.
8.1.d Teachers do not consistently maximize instructional time and classroom interruptions and disruptions often interfere with learning.	
Standard 9: Comprehensive and Effective Planning	
9.1.a Surveys and/or interviews of stakeholders need to be regularly administered to analyze various perspectives on the strengths and limitations of student learning.	By 2008, a more defined system for gathering data for the school's profile will be in place and surveys and/or interviews will be conducted annually to attain feedback from all stakeholders on the strengths and limitations of student learning. The measure of success will be the data collected and evidence of its use in the planning process.
9.2.b A more consistent method needs to be established to gather data for the school's profile.	

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
C1 Standard 7: Leadership	a. The school vision and mission will be reviewed annually and communicated to all stakeholders.	a. High academic expectations for all students will be evident in classroom performance and in the effective, clean, safe learning environment.	Principal and Leadership Team	7/07	5/08	NA	NA
	b. The school facility will undergo major renovation and building and grounds will be maintained and cleaned to ensure safety and pride.	b. Student performance will increase due to an instilled sense of pride in a renovated, clean, safe learning environment that is more comparable to our sister schools.	Principal and School Board	7/07	5/08	Est. \$14 million	construction bonds and/or renovation moneys
	c. The alignment of current SBDM policies to the SISI document will be completed and new policies will be aligned.	c. Expectations for faculty, students, and school will be guided by a clear, consistent set of standards.	Principal and Policy Alignment Committee	8/07	5/08	NA	NA

	a. Administrators will monitor use of instructional time and offer guidance for those teachers needing assistance with this area.	a. Student performance will increase as students are more actively engaged for the entire length of the instructional period.	Administrators	8/07	5/08	NA	NA
	b. Administrators, guidance counselors and office staff will work to further minimize classroom interruptions.	b. Student performance will increase as students more actively engaged for the entire length of the instructional period. With fewer interruptions.	Administrators, guidance counselors, office staff	8/07	5/08	NA	NA
C3 Standard 9: Comprehensive and Effective Planning	a. Surveys/questionnaires will be conducted yearly to elicit feedback on strengths and limitations of student learning and the information will be analyzed.	a. Student performance will increase and school planning will be focus on strengths and needs identified.	CSIP Committee and school's Title I coordinator	9/07	5/08	\$200	CSIP Funds
	b. Data for the school profile will be more efficiently gathered and housed in one location.	b. Easy access to information that affects school planning will result in more effective and efficient analysis of strengths and needs.	Principal	8/07	5/08	NA	NA