

Phase Three: Executive Summary for Schools 2018-2019

Phase Three: Executive Summary for Schools

Central Hardin High School

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Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Central Hardin High School is a comprehensive high school accredited by both the Kentucky State Department of Education and the Southern Association of Colleges and Secondary Schools. Central Hardin averages around 1,850 students in grades 9-12. Located on the outskirts of Elizabethtown, a city of approximately 28,500, it is one of three high schools in the Hardin County School System and serves the southern end of Hardin County. Our school community is a diverse population drawn from several small communities. Over the past few years, the economy of the community has shifted from agriculture/farming, to include industry, service jobs, medical, and small business. Employment opportunities are improving, and the current unemployment rate in Hardin County is 4.7% as of April 2015. That is a great improvement in the past 5 years, as unemployment in 2010 was 9.5%. Because of our proximity to Fort Knox, we also have a large number of active and retired military families in our area. This, along with the increase of business and industry in the area, provides a culturally diverse mix of students. The presence of industry also means that many of our graduates can find work locally upon graduation. Our current enrollment is 1980, the senior class consists of 494. The community is served by Elizabethtown Community and Technical College. During the last six years, Central Hardin has been operating under the leadership of Tim Isaacs who began as principal in 2012- 2013. Professional Learning Communities continue to meet bi-monthly and/or weekly to work on common formative assessments, analyze data, evaluate instructional strategies, and reflect on teaching and learning. Our Instructional Leadership Calendar includes monthly meetings between the principal and assistant principals, the principal and PLC leaders, and the principal and whole faculty. This organization allows for a more focused, results-driven teaching and learning environment. A number of challenges are faced by the community the school serves. Approximately 39% of our students are on free and reduced lunch. Many students have to work after school to help support the home. Besides the pressure of working, many of our students lack the worldliness and experience to understand academic concepts. Thus, extra teaching is required to provide the experiential background and vocabulary for learning to take place. This is particularly true in foreign language and arts and humanities. Finally, in some families, education does not hold a high place in the parents' value system. Thus, parental support at home is a challenge.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Central Hardin High School, in partnership with the student, home, and community, is to ensure through personal attention, effective leadership, and dedicated service, that all students develop knowledge, skills and attitudes essential for success. The faculty and staff of CHHS strive to create a school environment that prepares students to succeed in a global society. Realizing that change is necessary to reach the goals of Unbridled Learning, CHHS has forged a

new alliance of teachers, administrators, parents, community members, and students, working together to create a meaningful and relevant educational climate. During the 2017-2018 school year, parents logged over 11,190 volunteer hours in our school. As we progress through the current millennium, Central Hardin High School seeks to accelerate our present level of outstanding academic performance. Central Hardin plans professional development in best practices and strategies used to engage students of all learning styles. These include cooperative learning, hands on, lab instruction, community-based learning and differentiated instruction. CHHS proactively addresses the needs of at-risk students through our Interventions Assistance Team, consisting of administrators, counselors, faculty/staff, adolescent health personnel, and Youth Service Center staff. In accordance with Senate Bill 1, Central has begun instituting a tiered system of interventions designed to help all of our students become College or Career ready. Special attention is given to motivation and scheduling of minorities, as well as providing a balanced representation of genders in nontraditional career classes. Special needs students are served in self-contained, resource, collaborative, and regular classrooms, ensuring the least restrictive environment. For these students, special attention is given to community-based instruction. CHHS offers multiple advanced placement and dual credit courses to meet the needs of high performing students.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Achievements and Notable Improvements: Over the last three years Central Hardin High School has had significant achievements and improvements. In 2014 we were recognized as a school of distinction, as one of the top performing schools in the state. The class of 2018 graduated with 73.4% of students being transition ready. Achievements and improvements are multifaceted and cover all areas of staff and student development. **Professional Learning Communities:** Our biggest area of change has been successfully sustaining Professional Learning Communities and increasing communication among and between the faculty. Prior to the development of PLC's, teachers primarily worked in isolation from one another with limited communication on assessment and curriculum. Now, PLC's meet weekly and also extensively over the summer. In these meetings they ensure that their curriculum and assessments are aligned. Since 2012, emphasis has been placed on data analysis of CFA's and using the data to guide instruction. In the summer of 2018, information from another Kentucky school that is standards based school-wide was shared with our faculty and our knowledge and use of standards based for our students increased. **Student Focus/Opportunities:** We have worked diligently to improve the transition readiness of our students. In 2015 we began offering TCA prep, and ACT prep course for our students to improve ACT scores. In fall of 2014, EC3, the Early College and Career Center opened for Hardin County high school students. However, this also helped us shore up our career pathways to be consistent with the programs offered at EC3. Counselors have been more diligent in making sure that students are on the right track to enroll in their desired programs as well as helping students obtain Industry Certificates. To further aide in this, we implemented one to one scheduling in 2015-2016. A disturbing trend that we had noticed over the last 3 years with incoming freshmen, were students struggling in math and performing below grade level. In 2014-2015 we hired a math interventionist/tutor to pull out students during the day when they begin to struggle in Algebra I. Power Hour was implemented in 2016-2017 to allow students time throughout the day to seek remediation and enrichment daily. In fall of 2017 a student tutoring center was set up in the library to allow students access to additional help throughout power hour. In December 2018, a reading interventionist/tutor

was hired to assist students struggling in reading. In 2017-2018, teachers have had training on standards based grading, and many are piloting the process for others to follow. Recognition & Accomplishments: We are proficient in our scores and have in the past been designated a school of distinction by the state. Next 3 years: Our focus for the upcoming year is to sustain/improve the effectiveness of the PLC's, working on common formative assessments, data analysis, and continual alignment to standard based units of study. We have continued focus on making sure students know and are in the correct classes to follow and complete career pathways, especially students with IEP's. We plan to offer parent nights for each grade level to help assist parents with scheduling.

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

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Attachment Name	Description	Item(s)
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