

# **CENTRAL HARDIN HIGH SCHOOL**

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## **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**



### **ASSURANCE CERTIFICATION School Year 2009--2010**

The Central Hardin High School SBDM 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

**12/16/09**  
Date

**Chastity Yates**  
Chairperson,  
School Planning Committee

**12/16/09**  
Date

**Plan Approved by the School Council:**

**December 16, 2009**

#### **School Council Members:**

<b>Kenny Ashlock</b>	<b>Parent</b>
<b>Mary Calloway</b>	<b>Parent</b>
<b>Brian Messenger</b>	<b>Parent</b>
<b>Bob Wade, Jr.</b>	<b>Parent</b>
<b>Kim Case</b>	<b>Teacher</b>
<b>Pam Cox</b>	<b>Teacher</b>
<b>Tonya Harrington</b>	<b>Teacher</b>
<b>Rita Highbaugh</b>	<b>Teacher</b>
<b>Cherie Mingus</b>	<b>Teacher</b>
<b>Scott Rouse</b>	<b>Teacher</b>
<b>Tim Isaacs</b>	<b>Assistant Principal</b>



## **EXECUTIVE SUMMARY**

### **MISSION STATEMENT**

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Central Hardin High School's mission statement is as follows: "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 the knowledge, skills and attitudes essential for success."

The mission statement reflects our school motto of "Bruin Excellence-In everything We Do." Through our interactions with parents, students, staff members and community stakeholders we demonstrate our beliefs as follows:

- We believe the individual has intrinsic worth.
- We believe that all people have the ability and the need to learn.
- We believe that all children have a right to safety, love, and learning.
- We believe that a high-quality, public system of education open to all is imperative for society to flourish.
- We believe that diversity strengthens society and should be honored and protected.
- We believe that broad, informed participation committed to a common good is critical to democracy.
- We believe that humanity prospers when people work together.
- We believe that the culture of an organization is a major factor in shaping individual attitudes and behaviors.
- We believe that shared values and common goals shape and change the climate of healthy organizations.

The school's mission, motto and beliefs drive the priorities established in the 2009-10 Comprehensive School Improvement Plan (CSIP).

### **NEEDS ASSESSMENT**

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The school reviewed multiple sources of data prior to the development of our Comprehensive School Improvement Plan. The needs assessment process involved analyzing student performance data and school practices, utilizing data driven decisions and identifying gaps in student achievement tied to student academic performance.

For No Child Left Behind (NCLB) accountability, Central Hardin met AMO in reading for the following student groups: All Students, White, and Free/Reduced Lunch. CHHS did not meet AMO in reading for students with disabilities. CHHS met AMO in math for White students, but failed to meet AMO for All Students, Free/Reduced Lunch, and Students with disabilities. The fact that students with disabilities failed to meet their Annual Measurable Objective's (AMO) in reading and math has remained our focus and attention on the needs of that population as well as the addition of Free and Reduced Lunch students.

## Goal and Strategy Development

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Each department chair reviewed specific data from their content area and upon meeting with their departments, recommended priority needs to be addressed in the 2009-10 CSIP. Members of the CHHS Planning Committee also reviewed and approved changes to the CSIP.

In reviewing IPR's, MAP scores, and freshman retention rates, we determined that while the progress of our subpopulations has not reached the levels defined by NCLB, we have continued to see signs of positive growth in most of our accountable areas as identified by 2009's IPR. We need to continue with the initiatives that are currently in place, such as Literacy First, while developing monitoring strategies to properly assess the effectiveness of these strategies. We need to continue to get instructional assistance delivered to the individual student if academic achievement is to be achieved for all. For students, this means identifying individual abilities and skills and tailoring their educational experience accordingly. For teachers, this means determining instructional strengths and growth areas through a data-based review of the performance of their students and creating professional development plan that will lead to individual student and classroom improvements.

## EVALUATION OF PLAN

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The effectiveness of the 2009-10 plan will be evaluated by using implementation and impact checks at various times throughout the year.

Central Hardin High School's desires to respond to the students' needs by basing our plan on "...**intervention** rather than remediation. . ." in making our response "...**systematic** . . .," "...**timely** . . .," and "...**direct** . . ." (pp. 7-8) as based upon the research detailed and methodology suggested by Richard DuFour, Rebecca DuFour, Robert Eaker and Gayle Karhanek in the book Whatever It Takes (2004) Rather than corrective action, we have chosen to further develop a school improvement plan that emphasizes personalization and focused instruction as central themes. We recognize the intense need to determine what students know and can do starting from the beginning of school. Teachers must stress learning every day and must create strong strategies for targeted interventions based on continuous, formative assessment. Strategies must be research based and must be measured quickly to make the necessary course adjustments.

Progress on the plan's strategies will be shared with the various stakeholder groups throughout the year. Any necessary adjustments to the strategies will be made based on the review of impact checks in order to increase the opportunities for all students to experience success within our system of education. It is our belief that the plan is an ongoing, living document that demands responsiveness to the needs of our students and community, therefore making its success dependent on the constant monitoring of all of its goals and strategies to ensure applicability to current events and information.

We recognize that we must work collaboratively to review progress, solve problems, seek resources, and provide the professional and personal supports necessary to accomplish our goals.

## STAKEHOLDER INVOLVEMENT

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We believe that any plan's success is directly linked to the involvement and subsequent contribution of every member that the plan affects.

Prior to the posting of any revision to the plan, every stakeholder group, via department chairs and the Planning Committee, was given a copy of the plan to review and offer suggestions. We have representation from principals, parents, community members, staff and students since every voice is critical in ensuring the plan adequately addresses the needs of our diverse student population while maintaining the integrity of our abilities to effectively carry out the plan.

## 2009-2010 COMPREHENSIVE PLANNING COMMITTEE

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**Action Component: Academic Achievement****Component Manager(s): Principal****Date: November 2009****School/District: Central Hardin H.S./ Hardin County Schools**

<b>Priority Need:</b>		<b>Goal:</b>
<b>Reading</b> Based upon the School's 2009 NCLB report, the school percent of students scoring proficient and distinguished in reading was 65.67%  The AMO for reading was 49.54%  Students with disabilities scored 29.09% proficient and above. The school received a NO in Adequate Yearly Progress for these students.		Based on the results of the 2010 Kentucky Core Content Test (KCCT), the state percent of students scoring proficient and above in reading is set at 68.69. The school AMO target for next year is 75%  The school will receive a YES in meeting Adequate Yearly Progress in reading for all subpopulations.  The 2010 Goals for all other "reportable" Sub Groups are: Students with disabilities: 39% White (Non Hispanic): 77% African American: 50% Asian: Non-reportable Hispanic: Non-reportable LEP: Non-reportable Free/Reduced Lunch: 65%
<b>Math</b> The School's 2009 NCLB report also indicated that the percent of students scoring proficient and above in math was 40.29%.  The AMO for math was 49.85%.  Students with disabilities scored 16.67% proficient and above. The school received a NO in Adequate Yearly Progress for these students as well as All Students, and Free/Reduced Lunch.		Also based on the results of the 2010 KCCT, the state percent of students scoring proficient and above in reading is set at 59.49% The school AMO target for next year is 50%  The school will receive a YES in meeting Adequate Yearly Progress in math for all subpopulations.  The 2010 Goals for all other "reportable" Sub Groups are: Students with disabilities: 27% White (Non Hispanic): 51% African American: 28% Asian: Non-reportable Hispanic: Non-reportable LEP: Non-reportable Free/Reduced Lunch: 41%  The School will continue to decrease the Novice levels of proficiency in spring of 2010:  <div>Reading 2%</div> <div>Math 18%</div>

<p><b>Writing</b> The total on-demand percent proficient and distinguished for the school in 2009 was as follows:</p> <p><b>Other Academic Indicator</b> The total Graduation Rate for 2009 was: Our ACT composite score for 2009 was: 18.6</p> <p>Our Science Proficiency and Distinguished results as reported on our IPR for 2009 was: 35.53%</p> <p>Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2009 was: 33.81%</p> <p>Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 32.65%</p> <p><b>Program Reviews:</b> To be phased in during the 2009 – 2010 School Year.</p>	<p><b>Writing</b> The total on-demand proficient and distinguished for the school for 2010 will be as follows:</p> <p><b>Other Academic Indicator</b> The total Graduation Rate for 2010 will be: 89% Our ACT composite score for 2010 will be: 19</p> <p>Our Science Proficiency and Distinguished results as reported on our IPR for 2010 will be: 45%</p> <p>Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be: 43%</p> <p>Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 43%</p> <p><b>Program Reviews:</b> Continued progress in the development, implementation and sustainment of quality instructional program in the areas of: Writing, Arts and Humanities, and Practical Living/Career Studies will be an ongoing focus for the 2010 school year.</p>
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<b>BENCHMARK</b>				
<b>Measure – Fall 2009 MAP scores Mean RIT</b>		<b>Winter 2009 Mean RIT</b>	<b>End of Year Mean RIT</b>	<b>Spring 2009 Mean RIT</b>
<b>Reading Grade 9 –</b>		224.4	222.6	
<b>Reading Grade 10 –</b>		227.5	225.4	
<b>Math Grade 9 –</b>		234.6	234	
<b>Math Grade 10 –</b>		238.6	237.1	

# **Action Component: Academic Achievement**      **Component Manager: Principal**

<b>Activity Number</b>	<b>NCLB SB168</b>	<b>Strategy/Activity</b>	<b>Responsible Person</b>	<b>Start/End Date</b>	<b>Cost/Funding</b>	<b>I PI NI</b>	<b>Date</b>	<b>Implementation/Impact CHECK</b>
<b>1</b>		Each department's curriculum is aligned with the Core Content 4.1 with assessments and activities corresponding to appropriate DOK levels.	Department Chairs	12/2009-6/2010				
<b>2</b>		Students have the opportunity to select advanced placement.	Guidance AP Teachers	12/2009-6/2010	\$3,000/AP Funds			
<b>3</b>	<b>Yes</b>	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.	Administration Special Ed. Teachers Guidance Office	12/2009-6/2010	\$3,000/ IDEA \$9,890/Special Ed.			
<b>4</b>		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.	Teachers	12/2009-6/2010				
<b>5</b>	<b>Yes</b>	Encourage the involvement of teachers and administrators in professional organizations, current professional practices and AP training to increase knowledge in up-to-date information for improvement of teaching and motivation of students to high levels of learning.	Administration	12/2009-6/2010	\$10,000/PD Funds			



6	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.	Technology Coordinator Teachers	12/2009-6/2010	\$20,000 Instructional		
7	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.	Administration Dept. Chairs	12/2009-6/2010	\$112,000 Textbook Fund		

**Action Component: Academic Achievement/Arts & Humanities** **Component Manager: Beth Rambo**

8	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&H Component manager A&H Teachers	12/2009-6/2010	\$1,838 Cultural Arts Funds		
9	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.	Dept. Head Teachers	12/2009-6/2010	\$16,000 Instructional		
10	Supplemental materials, instructional resources and equipment that supports an aligned curriculum with attention to DOK, will be purchased	Dept. Head Teachers	12/2009-6/2010	\$7,200 Instructional		

**Action Component: Academic Achievement/ Language Arts** **Component Manager: Jennifer Burnham**

11	Teachers will provide classroom assessments of student learning that are frequent, rigorous, and aligned with Kentucky's core content and DOK levels.	English Dept.	12/2009-6/2010	\$500 Instructional		
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12		Implementation of the state required portfolio assessment will be reviewed and coordinated by the school writing cluster leader.	CHHS Writing Cluster Leader	6/2008-6/2010				
13	Yes	Effective and varied instructional strategies (i.e. Literacy First and Thoughtful Education) will be used in English Classrooms and the Intensive Reading program.	English Department	12/2009-6/2010	\$1,700 Instructional			
14		Teachers will incorporate the use of technology in their classrooms.	English Department	12/2009-6/2010	\$1,800 Instructional			
15	Yes	Sufficient Instructional resources will be purchased to effectively deliver the curriculum.	Dept. Chair	12/2009-6/2010	\$5,730 Instructional			

**Action Component: Academic Achievement/**

**Math**

**Component Manager: Vera Priddy**

16	Yes	Incoming freshmen (feeder schools) will be given math placement exam(s) in the spring. These results, along with MAP scores and 8 <sup>th</sup> grade teacher recommendation, will be analyzed for placement.	Dept. Chair Counselors	12/2009-6/2010				
17	Yes	All students will receive instruction using the graphing calculator or computer each semester.	Teachers	12/2009-6/2010	\$1,500 Instructional			
18	Yes	Students in ( <del>Pre-Algebra</del> ), (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.	Math Teachers	12/2009-6/2010	\$4,500 Instructional \$9,000 Carnegie Grant			

**Action Component: Academic Achievement/**

**PLVS**

**Component Manager: Cherie Mingus**

		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.	Dept. Chair CTE Teachers	12/2009- 6/2010	\$31,000 Instructional and CTE Funds		
19		PLVS curriculum will provide specific links to continuing education, life and career options (Articulation agreement with colleges).	CTE Teachers	12/2009- 6/2010			
20		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.	CTSO advisers	12/2009- 6/2010			
21		A sequence of academic and Career and Technical courses will provide students the opportunity to develop academic and technical skills based on their career goals within career clusters.	Guidance	12/2009- 6/2010			
22							

**Action Component: Academic Achievement/**

**Science**

**Component Manager: Pam Cox**

23		Science students continue to be involved in science contests and competitions.	Science Teachers	12/2009- 6/2010	\$1,580 Instructional		
24		Instructional resources and aids (books, supplies, technology, other equipment, and supplemental materials) will be purchased for use in instruction of the science curriculum	Dept. Chair	12/2009- 6/2010	\$9,828 Instructional		

12/22/2009

25	Yes	Students will read science materials outside of the textbook at least 30 minutes biweekly	Science Teachers	12/2009-6/2010	\$676.00 Instructional		
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**Action Component: Academic Achievement/ Social Studies**      **Component Manager: Jennifer Mills**

26		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 4.1 and correspond to the appropriate DOK level.	Social Studies Department	12/2009-6/2010	\$1,400 Instructional		
27		Students will have opportunities for field trips to enhance the social studies curriculum.	Dept. Chair SS Teachers	12/2009-6/2010			
28		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.	Dept. Chair	12/2009-6/2010	\$500 Instructional		
29		Instructional resources (books, supplies, technology, other equipment, and supplemental materials) will be purchased for use in instruction.	Dept. Chair SS Teachers	12/2009-6/2010	\$5,100 Instructional		

**Action Component: Learning Environment/Efficiency**  
**Component Manager(s): Principal**  
**Date: November 2009**  
**School/District: Central Hardin High School School/Hardin County**

<b>Priority Need:</b>		<b>Goal:</b>
An analysis of CHHS School Climate Survey reveals that school culture; student, family and community support; and efficiency standards from the SISI document have been developed and implemented but still need to be monitored to ensure continued effectiveness.		CULTURE PLAN
The school provides support to students to reduce barriers to learning with an emphasis on at-risk students.		<ul style="list-style-type: none"> <li>At-Risk students will meet monthly with a community mentor. The success of this program will be evident through the continued reduction of retention rates.</li> </ul>
The school provides recognition to students and staff for academic and non-academic achievements.		<ul style="list-style-type: none"> <li>Each department will nominate a "Teacher of the Month."</li> <li>A teacher will be nominated monthly for "Fred of the Month" and entered into a drawing.</li> <li>The student "Fred of the Month" will be published in the school newspaper.</li> </ul>
The school provides support in the organizational structure by conducting Learning Walks in teacher classrooms.		<ul style="list-style-type: none"> <li>Feedback and monitoring from Learning Walks will result in improvement of teacher performance.</li> </ul>
The school has transitioned into a freshman academy and grade level houses as part of the implementation of wall-to-wall Small Learning Communities (SLC's), through which every student feels connected to students and adults.		<ul style="list-style-type: none"> <li>Research and training on Professional Learning Communities (PLC's) will be conducted throughout 2009-2010 and fully implemented by 2010-2011. PLC's allow teachers to become familiar in working with other faculty both within and outside of their department to enrich the curriculum across academies and houses of the SLC model.</li> </ul>

# Action Component: Learning Environment/Efficiency      Component Managers: Principal and Assistant Principal

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1		The Safe School Plan is annually reviewed/revised to maintain a safe, orderly, and equitable learning environment	Learning Environment Committee Chair	12/2009-6/2010				
2		A school resource officer will be provided via the Hardin County Board of Education and Elizabethtown Police Department as grants and funding are available.	Administration	12/2009-6/2010	\$10,000 Title IV			
3		Communicate with parents by mailing discipline forms, progress reports, report cards, attendance reports and using the one-call system as needed.	Administration	12/2009-6/2010	\$12,000 Instructional			
4		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.	Administration	12/2009-6/2010	\$2,250. Instructional & YSC			
5	Yes	An Intervention Assistance Program + (Intervention Assistance Team Meetings) will be implemented identify and address at-risk student needs.	Guidance Dept. Administration	12/2009-6/2010				
6	Yes	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.	Guidance Dept. Volunteer Coord. ESS Coordinator	12/2009-6/2010	\$2,100 Title IV ESS Guidance			
7	Yes	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	Youth Service Center Guidance Dept.	12/2009-6/2010	\$6150. Title IV & YSC			

12/22/2009

		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).	Administration						
8	Yes	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 cessation sessions, emergency and first aid services.	Nurse Youth Service Center	12/2009- 6/2010	\$1,000 AHU				
9	Yes	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 High School) and morning PAWS math and science tutorial is offered three mornings.	ESS Coordinator	12/2009- 6/2010	\$45,000 ESS				
10		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	Administration	12/2009- 6/2010	\$50,000 Title I				
11		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.	Planning Committee Chair	12/2009- 6/2010	\$4,100 PD				
14	Yes	Leadership decisions are focused on student academic performance and are data-driven (MAP assessment results and placement tests) and collaborative.	Administration SIS Counselors Teachers	12/2009- 6/2010					
15	Yes	School is organized to maximize use of all available resources. [particular emphasis on E.L.L. and Special Education students]	SBDM, Academic Performance Committee, Learning Environment Committee, Planning Committee	12/2009- 6/2010					
16	Yes	School promotes studying and implementing smaller learning communities which are designed to ensure that all staff provide quality instruction and that students	Administration Counselors	12/2009- 6/2010					

		[particular emphasis on E.L.L. and Special Education students] needs are met including teaming, counseling, yearly transitions and career planning.	Teachers						
17		The school community will review the school mission and belief statement as necessary.	Administration	12/2009-6/2010					
18		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.	Committee Chairs	12/2009-6/2010					

**Action Component: Learning Environment/Efficiency:  
Achievement Gaps**

**Component Managers: Principal and Assistant Principal**

19		Continue collaborative Senior English in the master schedule.	Administration	12/2009-6/2010					
20		Continue Literacy First content area reading strategies in all classrooms. NCLB	Administration SIS	12/2009-6/2010	\$45,000 Section 7				
21	Yes	Secure volunteers for KCCT testing and provide training.	Building Assessment Coordinator (BAC)	12/2009-6/2010					
22	Yes	Provide readers, scribes, etc. for testing for students with disabilities if specified on the IEP and being provided during regular instruction.	BAC Special Ed. Chair	12/2009-6/2010					
23	Yes	Extend ESS beyond the district program schedule to throughout the school year and include math tutoring all mornings.	ESS Coordinator	12/2009-6/2010					
24	Yes	Provide student tutors in mathematics classrooms.	Administration Math Dept. Chair	12/2009-6/2010					
25		Sustain the organization of the freshman class into a school within a school – Freshman Academy.	Administration Counselors	12/2009-6/2010					



<b>26</b>	Yes	Sustain use of a reading specialist/teacher to instruct ninth grade students who need assistance in reading to include using Literacy First Program.	Administration	12/2009-6/2010	\$45,000 Section 7			
<b>27</b>		Varied assessments will be utilized to plan intervention strategies in reading for 9 <sup>th</sup> and 10 <sup>th</sup> grade underachieving male students. (SB168)	English Dept. Chair Intervention Reading Instructors	12/2009-6/2010				
<b>28</b>		Teachers and media specialists will provide reading materials of high interest to male students. (SB168)	Media Specialists English Dept. Chair	12/2009-6/2010				



# **APPENDIX**

## **COMPREHENSIVE PLANNING**

### **Vocabulary/Acronyms**

**XXXXX School**

<b>Academic Performance</b>	Component that addresses curriculum, instruction and assessment issues.
<b>ALM</b>	Administrative leadership meetings involving principals and district administrators.
<b>AMO</b>	Annual Measurable Objective
<b>CC</b>	Core Content for Assessment—documented that specifies items in each content area that will be assessed by the Kentucky Core Content Test.
<b>CDIP</b>	Comprehensive District Improvement Plan
<b>CSIP</b>	Comprehensive School Improvement Plan
<b>CHAMPS</b>	A student behavior management process.
<b>Component</b>	A section of a school/district comprehensive plan that addresses specific priority needs.
<b>CSIP</b>	Comprehensive School Improvement Plan
<b>DOK</b>	Depth of Knowledge
<b>Efficiency</b>	Component that addresses leadership, use of resources, and comprehensive and effective planning.
<b>ELL</b>	English Language Learner
<b>Goal</b>	A statement closely aligned with the priority need that states the goal the organization needs to achieve.
<b>GT teachers</b>	Gifted and Talented teachers.
<b>IAT</b>	Intervention and Assistance Teams that support students who need academic or behavioral support.
<b>ISD</b>	Instructional Services Department
<b>Learning Environment</b>	Component which addresses school culture; school, family and community support; and professional development.
<b>NCLB</b>	No Child Left Behind
<b>NCLB Tier</b>	No Child Left Behind tier of consequences (a level of action that schools/districts must take to address identified needs)
<b>Priority Need</b>	Section of a component which utilizes data to identify areas that will be addressed in the component.
<b>SB 168</b>	Senate Bill 168; a Kentucky achievement gap law for schools.
<b>SISI</b>	Standards and Indicators for School Improvement; planning document from the Kentucky Department of Education utilized to guide comprehensive planning and needs assessment.
<b>Strategy/Activity</b>	A list of actions that need to be taken to meet stated objectives. Contains activities, person(s) responsible, a timeline and resources (financial, time, human, physical) that will be utilized.