



## 2021-22 Phase Three: Executive Summary for Schools\_12022021\_08:58

2021-22 Phase Three: Executive Summary for Schools

**Central Hardin High School**

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### 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 September 2020. 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 1877, the senior class consists of 404. The community is served by Elizabethtown Community and Technical College. During the last ten 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 37% 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. Finally, in some families, education does not hold a high place in the parents' value system. Thus, parental support at home is a challenge. Furthermore, the last two years there is added stress due to the pandemic affecting families economic status

as well as mental health for students and families (anxiety over uncertainties with school, jobs, and society as a whole).

### 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 our college and career ready goals, CHHS has forged a new alliance of teachers, administrators, parents, community members, and students, working together to create a meaningful and relevant educational climate. 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 instituted 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. In addition, the district offers an early college program for juniors and seniors through ECTC and EC3.

### 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. Achievements and improvements are multifaceted and cover all areas of staff and student

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development. Professional Learning Communities: One of the biggest factors of our achievements has been successfully sustaining Professional Learning Communities and increasing communication among and between the faculty. PLC's meet weekly and also extensively over the summer. In these meetings they ensure that their curriculum and assessments are aligned. In the summer of 2020, PLC's received training in Growth Mindset to further develop their skills. Since 2012, emphasis has been placed on data analysis of CFA's and using the data to guide instruction. In 2017-2018, teachers have had training on standards based grading, and many piloted the process for others to follow. 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 instruction and assessment for our students increased. To further the instructional effectiveness of teachers, the administration team in 2021-2022 is focusing on giving more targeted and frequent feedback to teachers from walkthroughs. Each PLC was asked to identify an area in which they wanted to receive targeted feedback. Student Focus/ Opportunities: We have worked diligently to improve the transition readiness of our students. 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 pathway completion and Industry Certificates. To further aide in this, we implemented one to one scheduling in 2015-2016. In 2019-2020 we took the one to one scheduling even further, by making sure that parents of incoming freshmen attend the session with their child and a counselor. A disturbing trend that we had noticed over the last years with incoming freshmen, were students struggling in math and performing below grade level. Power Hour was implemented in 2016-2017 to allow students time throughout the day to seek remediation and enrichment daily. In 2018-2019 Second Chance Lunch was instituted during power hour, which mandates study time for students failing two or more classes. In the current 2021-2022 school year, due to Covid restrictions, we have implemented FLEX time in lieu of Power Hour, but it still serves the same purpose. 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.

Additional Information

**CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

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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.

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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