



2025-2026 Phase One: Executive Summary for Schools_09302025_13:49

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Central Hardin High School

Kim Case

3040 Leitchfield Road
Cecilia, Kentucky, 42724
United States of America

Table of Contents

2025-2026 Phase One: Executive Summary for Schools 3

2025-2026 Phase One: 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 public high school accredited by both the Kentucky Department of Education and the Southern Association of Colleges and Schools. Serving approximately 1,840 students in grades 9–12, Central Hardin is one of three high schools in the Hardin County School District, located on the outskirts of Elizabethtown, Kentucky, a city with a population of about 28,500.

Due to ongoing construction, the Class of 2029 (current freshmen) is temporarily housed off-campus for the 2025–2026 school year.

Our student body is drawn from multiple small communities in the southern end of Hardin County and reflects a diverse population. The local economy has shifted in recent years from agriculture and farming to include industry, healthcare, service-sector employment, and small businesses. The current unemployment rate in Hardin County is 5.8% (as of May 2025), and employment opportunities are gradually improving.

Due to our proximity to Fort Knox, Central Hardin serves a significant number of military families, both active duty and retired, further contributing to our school's cultural and demographic diversity. Many students are able to find local employment upon graduation due to the growing presence of local industry.

The current senior class includes 432 students, and the community is served by Elizabethtown Community and Technical College, offering local post-secondary opportunities.

Starting with the 2025–2026 school year, Central Hardin High School is under the new leadership of Principal Kim Case. Building upon the school's established foundation, Principal Case continues to emphasize data-driven instruction, implementation of Portrait of a Learner and a commitment to collaborative professional development.

Professional Learning Communities (PLCs) remain a core component of the instructional strategy, meeting regularly to:

- Develop and refine common formative assessments
- Analyze student achievement data
- Share and evaluate instructional strategies
- Reflect on teaching practices and student learning outcomes

This sustained focus ensures a results-driven, student-centered learning environment where teachers work collaboratively to meet the diverse needs of all learners.

The school's Instructional Leadership Calendar includes regular monthly meetings between:

- The principal, assistant principals and counselors
- The principal and PLC leaders
- The principal and the full faculty

This structured collaboration fosters a focused, results-oriented teaching and learning environment.

Challenges and Areas of Need

Despite its strengths, Central Hardin faces a number of socioeconomic and academic challenges:

- 34% of students qualify for free or reduced lunch.
- Many students work part-time jobs to help support their families, placing additional strain on their academic performance.
- A number of students lack exposure to broader world experiences, which can limit background knowledge and vocabulary critical to academic success.
- In some households, education is not prioritized, making parental support at home inconsistent.
- The COVID-19 pandemic over the last five years has compounded these challenges, affecting families' financial stability and contributing to heightened levels of anxiety, stress, and mental health concerns among students and families.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Central Hardin High School values input from all stakeholders and maintains an active Site-Based Decision Making (SBDM) Council that represents a cross-section of the school community. The council includes parents, students, teachers, and administrators, and is supported by two subcommittees, each of which also includes representatives from each stakeholder group.

To ensure meaningful engagement and broad representation, the school regularly gathers feedback through surveys, questionnaires, and direct communication with stakeholder representatives. These subcommittees meet regularly and report

findings and recommendations to the Site-Based Council, which then uses this information to guide decision-making related to school policies, curriculum, and improvement planning.

Parent representation and ongoing community involvement are key priorities, and the school is committed to maintaining transparent, two-way communication with families and the broader community.

School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The mission of Central Hardin High School, in partnership with students, families, and the 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 vision of Central Hardin High School will provide a safe, inclusive, and academically rigorous environment that prepares every student to be college, career, and life ready. Our school community fosters lifelong learning, resilience, and responsible citizenship in an increasingly complex and global society.

Core Beliefs and Values

- All students are capable of learning at high levels when provided equitable support and opportunities.
- Strong partnerships with families and the community are essential for student success.
- A respectful, safe, and collaborative school culture enhances academic achievement.
- Instruction should be data-driven, engaging, and differentiated to meet diverse learning needs.
- Continuous improvement through professional development and reflective practice is vital to school growth.

Section: Alignment of Purpose with Programs and Expectations

Central Hardin High School embodies its mission and vision through a broad range of instructional strategies, support systems, and advanced learning opportunities.

Instructional Practices

The faculty at CHHS regularly engage in professional development focused on:

- Best practices in teaching and learning, including: Cooperative learning, Project Based Instruction, Community-based learning, Differentiated instruction to meet various learner needs.
- Ongoing collaboration through Professional Learning Communities (PLCs), which meet regularly to analyze student data, develop formative assessments, and refine instructional strategies.

Support for At-Risk Students

To support student equity and success:

- CHHS has implemented a tiered intervention system aligned with Kentucky's education legislation (Senate Bill 1), designed to ensure all students are transition ready.
- The Intervention Assistance Team, composed of administrators, counselors, teachers, Youth Service Center staff, and healthcare personnel, works collaboratively to support students' academic and emotional needs.

Special Populations

- Students with disabilities are served in a variety of instructional settings, including self-contained, resource, collaborative, and general education classrooms—ensuring the least restrictive environment. Special focus is given to community based instruction for students with special needs

Opportunities for Advanced Learners

Central Hardin offers a robust array of Advanced Placement (AP) and Dual Credit courses to challenge and prepare high-performing students.

- Through partnerships with Elizabethtown Community and Technical College (ECTC) and the Early College and Career Center (EC3), eligible juniors and seniors may participate in the Early College Program, earning both high school and college credit.

Notable Achievements

Describe the school's notable achievements in the last three years.

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 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. To further the instructional effectiveness of teachers, the administration team in 2022-2023 is focusing on giving more targeted and frequent feedback to teachers from walkthroughs. In 2022-2023, the district also started training our administration and staff on the New Tech network to enhance the student engagement and use more authentic learning opportunities. As of August 2024, we have all administration and staff trained on the New Tech network and it continues to be a top priority. We are continuing the "Portrait of a Learner" initiative. Providing students with learning experiences that are rich in real world skills and real work opportunities to improve the student competencies for daily life which include: engaged learner, effective communicator, responsible citizen, personal champion, personal champion, active collaborator. Student Focus/ Opportunities: We have worked diligently to improve the transition readiness of our students. In collaboration with the Hardin County Schools Early College & Career Center, we have continued to provide various career pathways. Through one to one scheduling, counselors and other faculty 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. We implemented one to one scheduling in 2015-2016 and have continued to develop and refine our process. We now ask 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, but we are now using the Illustrative Mathematics Curriculum and are implementing a math lab to give our students more opportunities for success. We are fully implementing the New Tech Strategies, particularly Project Based Learning. Over the last few years our teachers have bought into this system and are creating collaborative and engaging lessons that use PBL strategies and reinforce the Portrait of a Learner competencies.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Last year, we continued our Power Hour Intervention System, but have created a committee to refine our intervention system and plan on launching it in the second trimester. 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 PBL. We have continued to focus on making sure students have agency and know that they are in the correct classes to follow and complete career pathways. We are especially focused on closing the gap and assisting our students with IEPs in this goal. We plan to continue to offer parent nights for each grade level to help assist parents with scheduling and continue to have Central Celebrates and other family activities to further our engagement with various stakeholders.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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