2020-21 Phase One: Continuous Improvement Diagnostic for Schools_10272020_10:30

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Hart County High School
Gregory Cecil
1014 S Dixie Hwy
Munfordville, Kentucky, 42765
United States of America

2020-21 Phase One: Continuous Improvement Diagnostic for Schools - 2020-21 Phase One: Continuous Improvement Diagnostic for Schools_10272020_10:30 - Generated on 02/05/2021

Hart County High School

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Schools - 2020-21 Phase One: Continuous Improvement Diagnostic for Schools_10272020_10:30 - Generated on 02/05/2021

Hart County High School

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

2020-21 Phase One: Continuous Improvement Diagnostic for Schools - 2020-21 Phase One: Continuous Improvement Diagnostic for Schools_10272020_10:30 - Generated on 02/05/2021

Hart County High School

Greg Cecil and Tracy Sims will complete each diagnostic to the best of my ability. Greg Cecil 10-27-20

2020-21 Phase Two: HCHS The Needs Assessment for Schools_09282020_15:42

2020-21 Phase Two: The Needs Assessment for Schools

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Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: HCHS The Needs Assessment for Schools_09282020_15:42 - Generated on 02/05/2021

Hart County High School

2020-21 Phase Two: The Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: HCHS The Needs Assessment for Schools_09282020_15:42 - Generated on 02/05/2021

Hart County High School

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

This starts from the district level with our District Curriculum Supervisor. Our Curriculum Supervisor has been using data to work on virtual ACT skills builders for the ACT. She meets consistently with teachers. Building administrators meet with teachers through PLC meetings to discuss instruction, testing data, and analysis. Department Impact meetings are occurring within the building with documented minutes. The administrators are meeting consistently with District Office personnel to implement plans for improvement in the building. Administrators are meeting weekly to discuss lesson plans and provide feedback. Benchmark assessments are given and communicated to students. Administrators conduct walkthroughs to monitor rigor within the classroom. Department chairs share minutes from Impact Meetings on Google Drive for the administrative staff to view and make comments. The administrative staff attends Impact Meetings.

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Academic - Our school was below all state averages which includes: reading, math, science, English. We scored 17.4 % in English compared to the state average of 18.8. We scored 17.5% in math compared to the state average of 18.8. We scored an 18.7 in reading compared to a state average of 19.8. We scored 18.4% in science compared to a state average of 19.2. Our overall composite was 18.1 compared to the state composite area of 19.3. The number of discipline referrals has decreased this past year with only Non- Academic - Our office referrals were down in numbers of referrals to the office. We had 141 students that received a referral to the office. We had 330 behavioral events. Our Professional Development Plan was developed around the direct needs of the teachers. Teachers were given a choice in what PD they wanted to attend for instructional purposes. Non-academic - Our teacher's attendance improved this year.

ATTACHMENTS

Attachment Name

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Our goal this year and last is to maintain the rigor of instruction while teaching in a virtual setting. With the pandemic, our students are learning in a virtual setting or a hybrid model. Teachers are flexible in teaching with various models. Teachers are trying to teach content and skills in a non-traditional setting.

Trends

. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

We are moved into our new building which has allowed us to spread out and involve more teachers, classes, and students for Raider Time and offer more activities that are of student interest. Central Office staff helped us focus on improving the ACT through enrichment and strategy activities. Our ACT scores weren't as strong as we thought they should be. When we began looking at data and digging through how to help the process, a pandemic hit, and the school was released to an all-virtual schedule. We are discussing ways we can reach students virtually. We have started the process by offering a virtual ACT academy.

Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

We will focus on meeting all state averages in every section of the ACT. We want to target all juniors during Raider Time. We are gradually integrating all students into ACT Test Prep Courses. We are focusing on students with IEP needs and learning disabilities by utilizing our SPED staff. The challenge is the fact that we started the year in a virtual setting. Students have returned to school for two weeks in an AB schedule. We are back on a virtual schedule/ We hope to have all students back in the building soon to start extra ACT practice. We also hope to have small groups to work on certifications with the CTE programs.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: HCHS The Needs Assessment for Schools_09282020_15:42 - Generated on 02/05/2021

Hart County High School

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Transition Readiness Data 14-15 - 75.2 15-16 - 86.5 16-17 - 73.1 17-18- 70.3 18-19 - 82.1 19-20 - 78.8 as of March 12, 2020, when school was shut down due to Covid-19 In order to steadily increase Transition Readiness numbers Hart County High School has an intentional focus to ensuring students are college and/or career ready. Data tracking sheets have been created and are updated from the time a student steps into our school as freshmen through graduation. The College and Career Coach maintains accurate records as students take the ACT, pass dual credit courses, earn certifications, and pass EOP exams- which are all ways to earn transition readiness status. Data in TEDS is also reviewed, modified, and used to make decisions for students preparing to take EOP exams and industry certifications. We utilize one-on-one scheduling to ensure students are taking courses that align within a pathway. Hart County High School also offers many dual credit courses as another option for students to meet transition readiness. Our school offers both quantitative and qualitative dual credit courses in order to provide more opportunities to meet academic readiness. Hart County High School has also implemented the KYOTE exam for reading and math. Our senior non-dual credit course curriculum focuses on key aspect on each of these exams. We administer the KYOTE exam to our seniors not reaching ACT benchmarks in the fall and spring. In the past year we have also expanded our ability to offer dual credit in our Health Science career pathway. In addition we are constantly looking for new ways to offer dual credit courses in our career pathways. Conversations are ongoing with our regional post-secondary community to offer more classes for our students. Hart County High School also allows students to attend Barren County ATC where they can earn additional certifications and dual credit in CTE pathways that we do not offer. Hart County High School leverages the local community by providing resources for students otherwise not available. GRCCA, which opened last fall, was a combined effort between the local community and the school system. This new addition added two new pathways and expanded our business pathway. Our local community has been monumental in ensuring these pathways are well established. In addition, Hart County High School leverages the local community by providing co-op opportunities for students. We are currently working on expanding

work based learning opportunities and providing students with a meaningful work experience before graduation. Furthermore, we now have representation, from our school, on our local Chamber of Commerce Board. This will help build that relationship from the school to community and how we can work together to build a stronger partnership. The five year plan is to have every pathway ending in a meaningful work-based learning experience or dual credit related to that pathway. This will require Hart County High School to leverage the community and build those relationships with our local business and industry leaders.

2020-21 Phase Two: The Needs Assessment for Schools - 2020-21 Phase Two: HCHS The Needs Assessment for Schools_09282020_15:42 - Generated on 02/05/2021

Hart County High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 District Day PD Schedule		•
📄 PD Agenda		•
📄 Summer PD Schedule		•

2020-21 Phase Three: HCHS Executive Summary for Schools_09282020_15:46

2020-21 Phase Three: Executive Summary for Schools

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2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: HCHS Executive Summary for Schools_09282020_15:46 -

Generated on 02/05/2021

Hart County High School

Table of Contents

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: HCHS Executive Summary for Schools_09282020_15:46 -

Generated on 02/05/2021

Hart County High School

2020-21 Phase Three: Executive Summary for Schools

. 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?

Currently, with a population of around 670 students, Hart County High School serves the students of the district's five elementary schools, who, in turn, represent five of the major six 'major' communities in Hart County. All five elementary schools serve students in grades Pre-School through eighth grade. There is no middle school within our community. Students come to the high school as freshmen from five different elementary schools. There are three towns in Hart County; two are located in our district. Each of the two towns in our district has an elementary school. The other three elementary schools are located in small communities that, at one time, have been a town. Two of these schools have fewer or right at 200 students. The high school is centrally located in the largest town in the district. Each elementary school has a loyal and supportive community base with the school as the center of the community. Therefore, each community has a great deal of pride in their elementary school. The majority of Hart County High School faculty and staff reside in Hart County; the remainder resides in neighboring counties. We have two unique features that represent major challenges to us. First, we have a very high poverty level. Our school qualifies for free breakfast and lunch. We have a high number of single-parent households and we continue to graduate first-generation high school students. Hart County High School has very little ethnic diversity. We have around 5% that fall within our non-white category. The second unique challenge is our district not having a middle school. Our students come to us directly from an elementary school setting. Two of the elementary schools are so small that there is only one 8th grade class instead of two like the other three elementary schools. As a result, many of the incoming freshmen have a difficult transition from elementary straight to high school. Our elementary schools all compete against each other in sports as well as academics through the 8th grade. This aspect makes it difficult for most students when they all come together as Raiders.

. 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 for Hart County High School is for all students to achieve and exceed defined expectations at established levels of success in order to demonstrate the

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: HCHS Executive Summary for Schools_09282020_15:46 -
Generated on 02/05/2021

Hart County High School

district outcomes in the following areas: a. basic communication b. core concepts
and principals in diverse areas c. self-sufficient behaviors d. interpersonal skills

. 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.

We have raised the number of students participating in Dual Credit Programs both
on and off-campus. We continue to work toward maintaining our college readiness
and graduation rate. We continue offering a progressive schedule track for some of
our students. We continue to offer credit recovery for our students. Our school is
ranked in the top 10% for successfully obtaining MOS certifications. We are
recognized by the state for our college and career readiness along with the
graduation rate. We are growing in the number of certifications from our CTE
programs such as welding, agriculture, family consumer science, business, diesel,
and health sciences.

. **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.

Not available at this time.

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

Hart County High School is in a unique position to increase community support in
college and career readiness within our school. The new school and vocational
center will give opportunities for our community to stand behind a great
educational endeavor that will benefit all the students in the county. The High
School and Vocational Center employ a college and career counselor that works to
improve testing and community relations for job relations and experiences.

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: HCHS Executive Summary for Schools_09282020_15:46 -

Generated on 02/05/2021

Hart County High School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: HCHS Closing the Achievement Gap Diagnostic_09282020_16:03

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Hart County High School
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Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: HCHS Closing the Achievement Gap Diagnostic_09282020_16:03 - Generated on 02/05/2021

Hart County High School

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

. Complete the Achievement Gap Group spreadsheet and attach it.

Please see attached spreadsheet

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: HCHS Closing the Achievement Gap Diagnostic_09282020_16:03 - Generated on 02/05/2021

Hart County High School

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

During this year of COVID and the interruption of school, we have shifted our focus to students who are failing classes and not obtaining credits to advance to the next grade or graduate. We are using plans that include day-time teaching of foundational skills, after school credit recovery, Saturday school, and summer school opportunities. We are working with teachers to help implement time for foundational skills to be taught and students to fill the gaps.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

We were working to close the gaps, but COVID set us back. After our school was shut down and students and teachers were forced to go to a complete virtual platform, we are struggling to fill gaps that are directly linked to foundational skills students need to complete core classes. We are working to implement time during the school day that will allow students to catch up on foundational skills such as algebra and English. We have hired tutors to help students after school in completing work for core classes. We have proposed a Saturday school and Summer school. Our school has improved in Writing that includes on-demand. We are above the state average and hope to continue to improve. The writing and reading grants are helping to improve in the area of writing. Our transition readiness goal continues to be above the state average hope to continue to have an above state average graduation rate.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Our school has improved in Writing that includes on-demand. We are above the state average and hope to continue to improve. The writing and reading grants are helping to improve in the area of writing. Our transition readiness goal continues to be above the state average hope to continue to have an above state average graduation rate.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: HCHS Closing the Achievement Gap
Diagnostic_09282020_16:03 - Generated on 02/05/2021

Hart County High School

previous two academic years when analyzing trends.

Based on the data comparison of last year to this year in student progress, the pandemic has caused a huge increase in the gap. Student failures have increased significantly from the previous two years. We are developing a plan to extend resources to teachers and students that include tutoring to recover foundational skills, individualized learning plans for students, and daytime and after school tutoring.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

We were working to close the gaps, but COVID set us back. After our school was shut down our students and teachers were forced to go to a complete virtual platform, we are struggling to fill gaps that are directly linked to foundational skills students need to complete core classes. We have a lack of parent involvement. A lot of our students are living with grandparents that have no knowledge of the internet. A lot of our homes are single-parent homes which in return it causes our students to care for younger siblings. Internet access in some of our homes is non-existent or reliable. A lack of participation in virtual meets has caused a lack of instruction. We are working to implement time during the school day that will allow students to catch up on foundational skills such as algebra and English. We have hired tutors to help students after school in completing work for core classes. We have proposed a Saturday school and Summer school.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

We continue to utilize early release days, department head meetings, faculty meetings, and PLCs to consistently monitor data and goals. Our administrative leadership team consistently monitors data and classroom lessons of the teachers. We communicate monthly with CO and analyze data and progress. The focus of the most recent meetings has been to develop individualized plans for students falling behind.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing

the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Our PD focused on virtual options and platforms for students and teachers to enhance virtual learning. Teachers were coached on using Google Tools and resources to enhance instruction. We have recently hired a certified technology coordinator to oversee and guide teachers and students through the new virtual learning platform. We also utilized GRECC for online training options for both administrators and teachers.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: HCHS Closing the Achievement Gap
Diagnostic_09282020_16:03 - Generated on 02/05/2021

Hart County High School

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Our reading goal is 44.5 based on state assessments. Increase proficiency for students in the economically disadvantaged gap group by 5 percent. Our math goal is 35.3 based on state assessments. Increase proficiency for students in the economically disadvantaged gap group by 5 percent.

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Please see the attached chart that includes the main gap group that includes students with an IEP.

Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ 2021 Measurable Gap Goals		•
⊞ Measurable Gap Goals		•

2020-2021 Phase Three: HCHS Comprehensive School Improvement Plan_09282020_16:03

2020-2021 Phase Three: Comprehensive School Improvement Plan

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2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: HCHS Comprehensive School
Improvement Plan_09282020_16:03 - Generated on 02/05/2021

Hart County High School

Table of Contents

2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: HCHS Comprehensive School
Improvement Plan_09282020_16:03 - Generated on 02/05/2021

Hart County High School

2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: HCHS Comprehensive School
Improvement Plan_09282020_16:03 - Generated on 02/05/2021

Hart County High School

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

Our Improvement Plan will focus on ACT preparation with an improvement of scores. We have implemented several new strategies that are a highlight throughout the plan to help meet improvement goals. We will also mention our Writing and Literacy grants as we continue our building focus on Literacy. All roads of strategies lead to ACT improvements

2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: HCHS Comprehensive School Improvement Plan_09282020_16:03 - Generated on 02/05/2021

Hart County High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Comprehension School Improvement Plan		•

2020-2021 Phase Three: HCHS Comprehensive School Improvement Plan_09282020_16:03

2020-2021 Phase Three: Comprehensive School Improvement Plan

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2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: HCHS Comprehensive School
Improvement Plan_09282020_16:03 - Generated on 02/05/2021

Hart County High School

Table of Contents

2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: HCHS Comprehensive School
Improvement Plan_09282020_16:03 - Generated on 02/05/2021

Hart County High School

2020-21 Phase Three: Comprehensive School Improvement Plan

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Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

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2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: HCHS Comprehensive School Improvement Plan_09282020_16:03 - Generated on 02/05/2021

Hart County High School

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

Our Improvement Plan will focus on ACT preparation with an improvement of scores. We have implemented several new strategies that are a highlight throughout the plan to help meet improvement goals. We will also mention our Writing and Literacy grants as we continue our building focus on Literacy. All roads of strategies lead to ACT improvements

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Comprehension School Improvement Plan		•