

North Hardin High School

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2006 – 2008

The North Hardin High School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

Bill Dennison

Chairperson, School Council

Date

Shelly Hendricks

Chairperson, School Planning Committee

Date

Plan Approved by the School Council:

Date

School Council Members:

Vicki Hughes, Parent	Aundra Jackson, Parent
Douglas Bennett, Parent	Anna Winchell, Parent
Ray Phelps, Teacher	Mary Parker, Teacher
April Pieper, Teacher	Michelle Russell, Teacher
Pam Carter, Teacher	David Fredricks, Teacher
Shelly Hendricks, Administrator	Bill Dennison, Principal

Hardin County Schools Comprehensive School Improvement Plan

School Name: North Hardin High School

Date: Spring 2006

Action Component: ACADEMIC PERFORMANCE

Component Manager: Shelly Hendricks

Priority Need	Goal (Addresses the Priority Need)
<p>As evidenced from the data analysis of student achievement from the 2006 KPR, the school's accountability index is 74.0 with 20.26% novice compared to the baseline of 61.1 with a 31.13% novice. At this rate, the school should be able to make its performance targets each biennium on the way to 100 in 2014. However, there is a need to improve the achievement of students in the following subpopulations and content areas:</p> <ul style="list-style-type: none"> • Student approved for free/reduced lunch – math (-30 scale score pts. in 2006) • African-American students- math (-62 scale score pts. in 2006) • Students with disabilities- math & reading (-32 and -91 scale score points, respectively in 2006) (SB168) 	<p>By the end of the accountability cycle between 2006 and 2008, the school will meet or exceed its Goal Line and targeted novice performance as follows:</p> <ul style="list-style-type: none"> • 2006/07 – (Goal) 80.0 (Novice) 17.40 • 2007/08 – (Goal) 85.8 (Novice) 14.20 <p>Additionally, the point difference in average scale scores for the following subpopulations will decrease by 10% each year:</p> <ul style="list-style-type: none"> • Students approved for free/reduced lunch in math (-3 pts. per year, or -24 scale score difference or less by 2008) • African-American students in math (-6.2 pts. per year, or -49.6 scale score difference or less by 2008) • Students with disabilities in math & reading (-3.2 pts. per year, or -26.6 scale score difference or less in math by 2008; -9.1 pts. per year, or -72.8 scale score points or less in reading by 2008) (SB168)
<p>Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)</p>	<p>Objectives with Measures of Success</p>
<p>According to the 2006 KPR, Senate Bill 168 (06 NCLB) data disaggregation, curriculum, assessment, and instruction standards from the SISl document need further refinement due to the following:</p>	
<p>Standard 1 (Curriculum):</p>	
<p>1.1.a Curriculum alignment has been evident but new alignment with the new 4.1 Core Content and other updates are needed to enhance instruction.</p>	<p>By May 2008, all students will be regularly and rigorously exposed to Academic Expectations and Core Content. This will be measured by reaching or surpassing the projected accountability indices for each year (80.0 in 2007 and 85.8 in 2008).</p>
<p>1.1.e Continued work with ILP's and career planning and refinement of the process will enhance student success.</p>	<p>By May 2008, 100% of students will have an Individual Learning Plan that is reviewed annually and revised with input from</p>

<p>1.1.g High expectations, higher order thinking, and problem solving need more consistent practice with all students.</p>	<p>parents. These plans will be utilized to impact student scheduling options based on career choices. The measure of success will be reduction in drop out rates.</p> <p>By May 2008, all students will experience high expectations, higher order thinking skills and problem solving. The measure of success will be based on walk through observations and evaluations by administrators in which at least 80% of the teachers will consistently demonstrate the use of high expectations, higher order thinking, and problem solving. This percentage should increase until 100% of the staff is consistently employing these techniques by 2008. Thus also decreasing the achievement gap found between minority students and Caucasian students, between special needs students and the general student population, and students approved for free/reduced lunch and students who are not.</p>
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Standard 2 (Assessment):

<p>2.1.b the need for more collaboration to design authentic assessment tasks that are frequent, relevant, and rigorous,</p> <p>2.1.d better understanding of how to use analysis of student work to modify instruction,</p> <p>2.1.e the need to provide a variety of assessments with timely, meaningful feedback to the students,</p> <p>2.1.f better understanding of performance standards and how to communicate these standards to students, especially through modeling</p>	<p>By May 2008, 100% of students will experience multiple evaluation and assessment strategies. Assessment data will be analyzed by at least 95% of the teachers as evidenced by improved student achievement and the decrease in achievement gaps. Evidence will also be presented through walk through observations and formative evaluations and through lesson plans.</p>
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Standard 3 (Instruction):

<p>3.1.a,c teachers relying on teacher-directed instructional strategies that accommodate the verbal-linguistic learner. Instruction is not consistently modified through the use of</p>	<p>By May 2008, 100% of students will learn from varied, research-based instructional practices, embedding and enhancing an assortment of technology uses into instruction. This will be</p>
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varied teaching strategies and differentiation in order to meet the needs of all students.

3.1e the use of varied technology is not adequately used to enhance classroom instruction.

measured through walk through observations, formative evaluations, and lesson plans. This will lead to increased student performance and the decrease in achievement gaps as evidenced in the KPRs and NCLB reports.

Action Component ACADEMIC PERFORMANCE

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
<p>A1 Standard 1: Curriculum</p>	<p>a. Content areas will meet annually as embedded PD to align curriculum to any changes in Core Content format and to enhance instruction and to insure that in math, students with disabilities, students receiving FR lunch and African American students and in reading for students with disabilities, that these subpopulations have equal access to and opportunity to learn the regular curriculum. (SB168)</p>	<p>a. All students will receive the same content instruction and learning and performance will be enhanced as gaps in content instruction are recognized and amended. SB 168 (06 NCLB)</p>	<p>Current PD chair and content department chairs</p>	<p>8/06</p>	<p>5/08</p>	<p>\$500</p>	<p>PD funds and departmental funds</p>

	b. Continued embedded Professional Development will be provided for certified staff to facilitate instruction and assistance with the ILP process, with a special emphasis on course sequencing in math for students receiving F/R lunch, students with disabilities and African-American students and in English course sequences for students with disabilities in reading. (SB168)	b. Students will actively seek class schedules that will enhance their educational and career goals. Drop outs will decrease as students find relevance in their learning. (06 NCLB)	Current PD chair, YSC and IGP Coordinator	8/06	5/08	\$500	PD funds and YSC funds
	c. A copy and/or summary of each student's IGP/ILP will be sent home annually for parental/guardian signatures. IGP/ILP's will also be discussed at ARC meetings.	c. IGP/ILP signature pages will be returned by the parent/guardian. IGP/ILPs will be present at ARC meetings.	IGP Coordinator and IEP managers	8/06	5/08	NA	NA
	d. A financial literacy course will be offered to students to promote personal financial awareness.	d. Students will demonstrate better financial skills.	Business department chair	8/07	5/08	\$2400	Sec. 7 funds
	e. An ACT preparatory class will be offered to students to better prepare students for the ACT assessment	e. Students ACT scores will improve	Principal	8/07	5/08	\$12150	Sec. 7 funds

<p>A2 Standard 2: Assessment</p>	<p>a. Embedded Professional Development will be provided for certified staff on how to design and implement authentic assessment tasks and rubrics, with priority being given to designing appropriate assessments for SB168 targeted populations in reading and math. (SB168)</p>	<p>a. The diverse learning styles/needs of students will be met so that individual students' performances will improve in the classroom as well as on CATS assessments. SB 168 (06 NCLB)</p>	<p>PD Chair</p>	<p>8/06</p>	<p>5/08</p>	<p>\$500</p>	<p>PD funds</p>
	<p>b. Embedded PD will be provided to acquaint certified staff with changes in CATS assessment design and standards in writing.</p>	<p>b. Student performance will continue to improve because teachers will have an understanding of new writing configurations and scoring.</p>	<p>Current PD chair and Portfolio Coordinator and/or CIA</p>	<p>8/06</p>	<p>5/08</p>	<p>\$500</p>	<p>PD and instructional funds</p>
	<p>c. Certified staff will analyze test data and student work in order to utilize the results to modify instruction, with an emphasis on reading and math for SB168 targeted populations. (SB168)</p>	<p>c. Classroom instruction will improve so that the needs of diverse learners are met. The achievement gap in all areas will decrease yearly. SB 168 (06 NCLB)</p>	<p>Administrative Team and CIA</p>	<p>8/06</p>	<p>5/08</p>	<p>NA</p>	<p>NA</p>
	<p>d. Faculty will meet at least quarterly in departmental groups to analyze student work to modify instruction by sharing teacher-made authentic assessments.</p>	<p>d. Results of analysis will be used to target strategies to improve the performance of students while also narrowing the Achievement Gap. SB 168 (06 NCLB)</p>	<p>Principal and CIA</p>	<p>8/06</p>	<p>5/08</p>	<p>NA</p>	<p>NA</p>

	e. RAP, a school-wide method for answering open response questions, will be refined and utilized by all teachers to assist students in developing more effective performance on Open Response.	e. Students' performance on open response will continue to improve.	CIA	8/06	5/08	\$200	Instructional Funds
	f. Each faculty member will include at least 2 open responses with rubrics monthly as part of classroom instruction and/or assessment.	f. Students will become more adept at answering open response items by employing higher order thinking skills.	CIA and administrators	8/06	5/08	N/A	N/A
A3 Standard 3: Instruction	a. The student-teacher ratio should be lowered to 26:1, especially in core content areas, in order to facilitate individualization for all students, with priority being given to students in targeted SB168 populations and content areas. (SB 168) (06 NCLB)	a. Student achievement and test scores will increase for all learners.	Board of Education, SBDM, and Principal	8/06	5/08	Est. \$123,000	Board of Education

	b. The Minority Achievement Gap Task Force will be revitalized to address Instructional strategies to decrease the gap in minority achievement. (SB 168) (06 NCLB)	b. Minority achievement will improve, especially among African American students in reading and math.	Principal and Minority Achievement Gap Task Force Chair	9/06	5/08	NA	NA
	c. Targeted students (often at risk due to socio-economic factors or disabilities) with reading and/or math deficiencies will receive additional instructional support in smaller classes and materials to facilitate reading and/or math improvement. (SB 168) (06 NCLB)	c. Targeted students will demonstrate improved cross-curricular academic performance.	SRA Reading and Math Coordinators, Title I Coordinator, YSC	8/06	5/08	Est. \$140,000	Title 1 Funds, YSC Funds
	d. The Literacy Team will be expanded to address various literacy needs of our diverse student population. (06 NCLB)	d. All students, especially those with literacy needs, will demonstrate greater academic success.	Literacy Team and CIA	8/06	5/08	Est. \$1000	Title 1, Contingency Funds, Instructional Funds

	e. The renewal license will be paid and embedded PD will be provided for certified staff on plagiarism and the use of turnitin.com as an instructional resource tool.	e. Students and teachers will better understand the concept of plagiarism.	Writing Cluster Leader, PD Coordinator	9/06	5/08	\$2100	PD Funds, CSIP Funds
	f. Teachers will be trained through Literacy First to better meet the literacy needs of students, with a special emphasis on the school's identified SB168 populations. SB 168 (06 NCLB)	f. Students with literacy needs will show growth in reading.	Reading Specialist	8/07	5/08	\$30,000	SLC grant
	g. Differentiated instructional strategies will be a focus of classroom instruction to better meet the needs of our diverse population, with priority being given to the school's targeted SB168 populations in reading and math. (SB 168) (06 NCLB)	g. Certified staff will actively incorporate differentiated instruction into their lessons to enhance students' academic success.	CIA, Administrators	9/06	5/07	NA	NA

	<p>h. Embedded PD will be provided annually for certified staff to provide strategies to better assist students with varied cultural and socio-economic backgrounds, including those receiving free and reduced lunch, African American students, and student with disabilities. SB 168 (06 NCLB)</p>	<p>h. All students will demonstrate improved academic success and successful transition into adult life.</p>	<p>PD Coordinator</p>	<p>9/06</p>	<p>5/08</p>	<p>\$500</p>	<p>PD Funds, Title I Funds</p>
	<p>i. The focus of Title I instruction will continue to be reading. Targeted populations will include students with disabilities. (SB 168) (06 NCLB)</p>	<p>i. Students at risk due to socio-economic factors will continue to show academic growth.</p>	<p>Title I Coordinator</p>	<p>8/06</p>	<p>5/08</p>	<p>NA</p>	<p>Title I Funds</p>
	<p>j. The AVID program will be implemented at the 9th grade level to meet the academic needs of minority and FRL students in both reading and math. (SB 168) (06 NCLB)</p>	<p>j. Minority and students approved for free and reduced lunch will show improved academic success.</p>	<p>AVID teachers and freshman administrator</p>	<p>8/07</p>	<p>5/08</p>	<p>\$18,000</p>	<p>NCLB funds</p>
	<p>k. A summer math institute will be offered to African-American students. SB 168 (06 NCLB)</p>	<p>k. African-American students will have greater success in math.</p>	<p>Principal</p>	<p>6/07</p>	<p>5/08</p>	<p>\$5000</p>	<p>Title I funds</p>

Hardin County Schools Comprehensive School Improvement Plan

School Name: North Hardin High School

Date: Spring 2006

Action Component: LEARNING ENVIRONMENT

Component Manager: Shelly Hendricks

Priority Need	Goal (Addresses the Priority Need)
<p>As evidenced from the 2004 Safe Schools Report and SACI Accreditation Review, the School Culture, Community Support, and Professional Development standards from the SISI document need further development and refinement.</p>	<p>By 2008, an evaluation of a comparison of the SISI document to school practices, activities, and policies will show continuous improvement within Standards 4, 5, and 6 until all descriptors within these standards are fully and consistently functioning at least Level 3.</p>

Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
<p>According to the 2004 Safe Schools Report and interviews, the School Culture, Community Support, and Professional Development standards from the SISI document need further development and refinement due to the following reasons:</p>	

Standard 4: School Culture	
<p>4.1.a Classroom behavior standards need further articulation and more consistent enforcement by administrators and teachers.</p> <p>4.1.c High behavioral and academic expectations need to be more consistent for all students.</p> <p>4.1.h Continued refinement is needed to communicate to students that all teachers and staff care about them and inspire their best efforts.</p>	<p>By May 2008, the school discipline plan will be reviewed and articulated to teachers expectations for classroom behavior and enforcement to include consistent expectations for classroom procedures and time-on-task expectations. The measure of success will be based upon walkthrough observations and evaluations by administrators in which at least 75% of teachers consistently demonstrate the use of successful classroom management strategies. The percentage is expected to increase annually. Additionally, discipline referrals should decrease as time-on-task expectations are enforced and higher academics expectations are articulated.</p>

Standard 5: Community Support	
<p>5.1.a More frequent and varied methods of contacting families to discuss student progress need to be more consistently utilized. In addition, greater use of community resources to facilitate student learning and transition into adult life.</p>	<p>By May 2008 and annually thereafter, greater effort will be evident that parents/guardians are being notified through a variety of means concerning academic and behavioral achievement (positive or negative). Two way communication will be encouraged and greater efforts will be made to connect with all students and their families to make them feel welcomed and appreciated. Community support will be more highly encouraged. The measure of success will be determined by a review of documentation of contact with parents/guardians, to reach at least 80% of all students, and a review of documentation of utilization and cooperation with community resources.</p>
Standard 6: Professional Development	
<p>6.1.b,c,d,e,f Professional Development addresses the instructional focus of the school and district as well as meeting the needs of individual teachers through ongoing, job embedded professional development sessions.</p> <p>6.2.f Teachers need follow-up and support to ensure implementation of instructional strategies and training suggestions.</p>	<p>Annually until 2008, Professional Development will continue to be ongoing and job embedded, will address school-wide and district-wide foci, and will allow flexibility to meet teachers' individual needs. This will be evidenced through Individual Growth Plans, professional development records and evidence of follow-up activities. The measure of success will be based on walk through observations and evaluations by administrators in which at least 60% of teachers consistently demonstrate use of professional development strategies learned. This percentage will increase yearly until the objective is demonstrated by 100% of the staff.</p>

Action Component LEARNING ENVIRONMENT

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
B1 Standard 4: School Culture	a. Support materials will be available and a listing provided to teachers to assist in establishing and maintaining effective learning environments	a. Equitable and consistent utilization and enforcement of rules and high expectations for all students within all divisions of the school will increase students' pride and productivity in their school and school work.	Administrators, CIA, and YSC	8/06	5/08	\$500	Instructional Funds, Tech Funds, PD, and YSC
	b. The IAT process will be improved and refined.	b. Student performance and behavior will improve due to greater emphasis on intervention strategies.	Administrators, Counselors, YSC	8/06	5/08	\$500	PD, Title V, Title IV, YSC
	c. A Freshman Academy will be implemented.	c. Students will transition from middle school to high school more successfully.	Principal	8/07	5/08	NA	NA

	d. Staff 1 classified staff to run the PLATO credit recovery program to afford students a greater opportunity to complete high school.	d. There will be an increase in the graduation rate and a decrease in the dropout rate.	Principal	8/06	5/06	Est. \$15,000	Title I Funds
	e. The mentor program to assist at-risk students (especially FRL students, African American students and students with disabilities) will be enhanced and refined. SB 168 (06 NCLB)	e. At-risk students will show continue success in academic areas and have improved attendance and a greater sense of belonging to the school community.	YSC	9/06	5/08	\$200	YSC Funds
	f. Each student will be provided with an agenda book yearly.	f. Students will be more successful due to better organizational skills.	YSC	8/06	5/08	Est. \$3100	YSC and Instruct. Funds
	g. The character education program will be continued and enhanced.	g. Students will become more responsible, productive citizens.	IGP Coordinator, YSC	9/06	5/08	NA	NA
	h. A Student-2-Student (S2S) Program will be implemented to assist students new to our school due to relocation.	h. Students new to our school due to relocation will feel a greater sense of belonging and therefore will have a more successful transition.	S2S Coordinator and S2S Team and guidance counselors\	8/06	5/08	\$1000	Grants, YSC, Community Funds
	i. Celebration of achievement and leadership will be promoted through such activities as the President's Club and the Principal's Breakfast.	i. Students will feel a greater sense of pride for their accomplishments and community support will be fostered. Cross-reference B.2.5.b.	Principal	8/06	5/08	\$4000	Title I funds

B2 Standard 5: Community Support	a. The volunteer program will be enhanced and greater use of community resources and input will be sought through speakers, etc.	a. The community will feel a greater sense of pride and involvement with the school, thus enhancing communication.	Volunteer Coordinator	8/06	5/08	NA	NA
	b. Community Involvement will be enhanced through the presence of community leaders at the Principal's Breakfast.	b. Pride and cooperation will be fostered between the school and community.	Principal	2/07	5/08	\$1500	Title I Funds, Student Concessi ons
	c. Activities and programs (such as Senior Night, Portfolio Night, Freshmen Orientation, etc.) will continue to be offered and expanded to increase parental awareness and involvement in areas that affect their students.	c. Parents/guardians will become more aware of how to assist their students.	Title I Coordinator, Portfolio Coordinator, Guidance Counselors	7/06	5/08	\$1000	Title I Funds
B3 Standard 6: Professional Development	a. Ongoing, embedded professional development will continue to focus on school and district instructional initiatives.	a. Instruction will be enhanced as teachers implement and refine instructional strategies learned.	PD Coordinator	8/06	5/08	NA	NA
	b. Opportunities for teacher to receive follow-up, reinforcement and refresher trainings will be available.	b. Teachers will experience greater success with new strategies and with retention of strategies previously learned.	PD Coordinator and CIA	8/06	5/08	NA	NA

Hardin County Schools Comprehensive School Improvement Plan

School Name: North Hardin High School

Date: Spring 2006

Action Component: EFFICIENCY

Component Manager: Shelly Hendricks

Priority Need	Goal (Addresses the Priority Need)
<p>As evidenced by the 2004 Safe Schools Report and SACI Accreditation Review, the leadership, organizational structure and comprehensive planning standards from the SISI document need further refinement. Additionally, increased awareness and familiarization with the CSIP is needed. Further, the site-based council policies alignment process lacks completion.</p>	<p>An evaluation of the SISI document will indicate continuous improvement and refinement within Standards 7, 8, and 9 until all identified descriptors within each standard are fully functioning at least at level three. Continuous monitoring and evaluation of the CSIP by all stakeholders with documentation of Impact Checks and Component Manager Reports will be the evidence of meeting the priority need. The current policy alignment process of SBDM policies to the SISI document will be completed and future policy alignment will be ensured.</p>

Causes and Contributing Factors (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
<p>According to the 2004 Safe Schools Report and SACI Accreditation Review report that leadership, organizational structure and comprehensive planning standards need further refinement for the following reasons:</p>	

Standard 7: Leadership	
<p>7.1.a The school vision is articulated but needs more refinement and more consistent buy-in among all stakeholders.</p> <p>7.1.h The building needs upgrading and improvement in appearance and maintenance from both the school and district levels to support an effective learning environment.</p> <p>7.1.i,j. Site based policy alignment with the SISI document lacks completion.</p>	<p>By 2008, school instructional decisions to support teaching and learning for effective high performance facilitated through the leadership team will have consistent articulation to all stakeholders. Building and maintenance upgrades that result in a clean, safe learning environment that promotes pride and is conducive to effective teaching and learning will be achieved. The measure of success will be based on a review of Standard 7 in the SISI document which will indicate that leadership is fully functioning at least performance level 3. In additions, renovations will be at least 50% complete and daily maintenance and cleanliness walk through observations will show a 90% increase in effectiveness.</p>

Standard 8: Organizational Structure	
<p>8.1.a The organization of the school is not maximized to effectively use all available resources to support high student and staff performance.</p> <p>8.1.d Teachers do not consistently maximize instructional time and classroom interruptions and disruptions often interfere with learning.</p>	<p>By 2008, at least 80% of teachers will be better utilizing instructional time as evidenced by walk through observations and formal observations. Classroom interruptions and disruptions will decrease as evidenced by at least 80% of the teacher using more effective classroom management techniques.</p>
Standard 9: Comprehensive and Effective Planning	
<p>9.1.a Surveys and/or interviews of stakeholders need to be regularly administered to analyze various perspectives on the strengths and limitations of student learning.</p> <p>9.2.b A more consistent method needs to be established to gather data for the school's profile.</p>	<p>By 2008, a more defined system for gathering data for the school's profile will be in place and surveys and/or interviews will be conducted annually to attain feedback from all stakeholders on the strengths and limitations of student learning. The measure of success will be the data collected and evidence of its use in the planning process.</p>

Action Component **EFFICIENCY**

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
C1 Standard 7: Leadership	a. The school vision and mission will be reviewed annually and communicated to all stakeholders.	a. High academic expectations for all students will be evident in classroom performance and in the effective, clean, safe learning environment.	Principal and Leadership Team	7/06	5/08	NA	NA
	b. The school facility will undergo major renovation and building and grounds will be maintained and cleaned to ensure safety and pride.	b. Student performance will increase due to an instilled sense of pride in a renovated, clean, safe learning environment that is more comparable to our sister schools.	Principal and School Board	7/06	5/08	Est. \$14 million	construction bonds and/or renovation moneys
	c. The alignment of current SBDM policies to the SISI document will be completed and new policies will be aligned.	c. Expectations for faculty, students, and school will be guided by a clear, consistent set of standards.	Principal and Policy Alignment Committee	8/06	5/08	NA	NA

	a. Administrators will monitor use of instructional time and offer guidance for those teachers needing assistance with this area.	a. Student performance will increase as students are more actively engaged for the entire length of the instructional period.	Administrators	8/06	5/08	NA	NA
	b. Administrators, guidance counselors and office staff will work to further minimize classroom interruptions.	b. Student performance will increase as students more actively engaged for the entire length of the instructional period. With fewer interruptions.	Administrators, guidance counselors, office staff	8/06	5/08	NA	NA
C3 Standard 9: Comprehensive and Effective Planning	a. Surveys/questionnaires will be conducted yearly to elicit feedback on strengths and limitations of student learning and the information will be analyzed.	a. Student performance will increase and school planning will be focus on strengths and needs identified.	CSIP Committee and school's Title I coordinator	9/06	5/08	\$200	CSIP Funds
	b. Data for the school profile will be more efficiently gathered and housed in one location.	b. Easy access to information that affects school planning will result in more effective and efficient analysis of strengths and needs.	Principal	8/06	5/08	NA	NA

Mission:

The mission of North Hardin High School, as a cohesive body of students, educators, parents, and community supporters, is to establish learning opportunities which guarantee successful transition into an age of technology, to provide a smooth assimilation for our culturally diverse and mobile community, to reflect a positive community relationship, and to produce an alumni fully capable of becoming responsible, productive members of society.

Executive Summary:

North Hardin High School is committed to providing a quality education to all students. To guide our efforts and provide direction for our improvement plan, North Hardin initiated a voluntary Scholastic Review in the fall of 2001. The results of the Scholastic Review became the foundation of our plan at that time. Each year since 2001, our Comprehensive School Improvement Committee has worked with the SBDM to review our current gains and review areas needing further improvement, including the identification of Achievement Gap data. Our resulting Comprehensive School Improvement Plan (CSIP) is a living document that reflects the current and ever changing needs of our diverse population. To further assure that gage areas for continued improvement, we participated in the Safe Schools Audit in 2004 and also in 2004 a SACS Review to renew our accreditation. These more recent methods of gathering new data helped drive our current CSIP. Our CSIP is truly a living, evolving document driven by the changing needs of our school community.

We truly believe that all students can achieve and continually seek means to aid in the success of our students. Thus, our current CSIP focuses on improved instructional practices that reflect research-based methods such as those espoused by Marzano, Zemelman, and other leaders in the field. We are placing emphasis on providing classroom instruction that elicits higher order thinking. We are also focusing on analyzing student work and test data to modify and differentiate instruction to meet the needs of our diverse student population. Additionally, we are making a concerted effort to provide additional resources, human and material, and lowered student-to-teacher rations to assist our learners, especially those struggling in the areas of reading and math. We are also targeting drop out prevention through the implementation of a Plato Credit Recovery Lab and the funding of a fourth guidance counselor. These efforts are supported in the CSIP and training and professional development to assist teachers in these efforts will be embedded and ongoing.

North Hardin is steadily advancing toward Proficiency.