



2021-22 HCHS Phase One: Continuous Improvement Diagnostic for
Schools_09142021_12:16

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Greg Cecil and Tracy Sims 10/12/21



2021-22 HCHS Phase Two: The Needs Assessment for
Schools_09142021_12:17

2021-22 Phase Two: The Needs Assessment for Schools

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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Our District leadership team creates an analysis of our tests scores. Then our school leadership team analyzes the tests scores. Test scores are presented to SBDM committee. The principal along with the school leadership team share the scores with the department chairs. The scores are distributed to teachers through department PLC meetings. Individual scores are shared with students. Meetings are documented through agendas and minutes from meetings. Data is compared to state averages. Data was also shared compared to surrounding districts in our region. Data was used to identify areas of improvement based on the areas in which

we were below the state average in each category. Each department is identifying gaps between subgroups and making adjustments to the curriculum as needed.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

ACT Average ENGLISH 15.8- 20-21 year 15.9-18-19 year MATH 16.3-20-21 year 17.1-18-19 year READING 17.7 -20-21 year 17.9 -18-19 year COMPOSITE 17.0- 20-21 year 17.1 -18-19 year Percent Meeting Benchmark on ACT ENGLISH 30.9-20-21 year 33.3-18-19 year Math 14.5 - 20-21 year 24.5 -18-19 year READING 33.6 -20-21 year 30.8 -18-19 year 174 9th and 10th grades students participated in the fall 2020 counselor check-in. 15% indicated that they were experiencing feelings of stress, frustration, sadness, or being overwhelmed. 78 students stated that they would consider participating in small group activities related to college/career planning, coping strategies for stress/anxiety, study skills, relationships, or meditation/yoga. HCHS Percent of Proficient and Distinguished Reading - 34.3 Math - 20.1 Writing - 47.8 Science - 20.4 Graduation Rate - 98.8

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Reading - 34.3 Math - 20.1 Writing - 47.8 Science - 20.4 Graduation Rate - 98.8 See attached Assessment Survey Overall the culture in our building is positive with students and staff as indicated from the student assessment survey. In order to improve that data we are working to build a mentorship program with our students that do not identify with adults in our building to improve school culture. Enrollment as of 10/28/21- 9-185 10-177 11- 155 12- 172 14-1 Total- 690 Total by race: Black or African American- 8 Asian- 1 American Indian or Alaskan Native- 3 Hispanic Latino- 18 Gender: Males-346 Females- 344

ATTACHMENTS

Attachment Name

 HCHS Student Survey Results

Priorities/Concerns

4. Clearly and concisely identify the greatest 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 greatest area of weakness is in reading, math, science, and writing based on the state assessment data. When compared to the data of other schools in our region we are below their proficient and distinguished numbers.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Reading Grant: Writing: 47.8 STEM Grant:

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.


After analyzing the Key Elements of your teaching and learning environment, 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.

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

See attached document created by committee members, leadership team, and departments.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 HCHS Student Survey Results		• 3



2021-2022 HCHS Phase Three: Comprehensive School
Improvement Plan_09142021_12:20

2021-2022 Phase Three: Comprehensive School Improvement Plan

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2021-22 Phase Three: Comprehensive School Improvement Plan Rationale

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- 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.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

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, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement. The CSIP should be a living document that guides the faculty and staff. While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective

improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Operational Definitions

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, as identified in the Needs Assessment for Schools, 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, Baldrige, etc.*).

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](#)

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as

your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 HCHS Phase Three: Executive Summary for
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2021-22 Phase Three: 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?

Currently, with a population of around 700 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.

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.

Hart County High School's mission is "Our students will pursue personal and educational goals as they learn, live and give with the proud HART of a raider". We work for all students to achieve and exceed defined expectations at established levels of success in order to demonstrate the district outcomes in the following areas: a. basic communication b. core concepts and principals in diverse areas c. self-sufficient behaviors d. interpersonal skills. We believe all students can achieve college and career readiness and we strive to have all students meet benchmarks and earn industry certifications.

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.

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 to offer credit recovery for our students. Our school ranks very high in successfully obtaining MOS certifications for our students. We were 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. Last year, during a pandemic, our students still obtained over 150 certifications.

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.

N/A

Additional Information

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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