

JOHN HARDIN HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW **REVISED** for SCHOOL YEAR 2008-2009

The John Hardin High School site-based council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2004) prior to approval of our plan.

Alvin Garrison

Chairperson, School Council

11/7/08

Date

Lynne Gibson

Chairperson, School Planning Committee

11/7/08

Date

Plan Approved by the School Council:
November 7, 2008
Date

School Council Members:

Alvin Garrison, principal	Pauline Crittenden, parent
Brandon Davis, teacher	Steven Hill, parent
Jessica Forrest, teacher	
Carrie Wafford, teacher	

Note: Although the Assurance Certification is not included in the school's improvement plan, the assurances for the categorical programs should be reviewed by the school council and the school planning committee prior to approval of the plan by the school council. The Assurances for 2004-2005 are in the Comprehensive School Improvement Planning Framework (2004) and can be downloaded from the KDE Web Page at:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/KDE+Planning+Tools+for+Schools+and+Districts.htm>

John Hardin High School School Improvement Plan

Executive Summary

School Mission Statement Description of Planning Process School Communication Plan

Mission Statement

Our mission is to educate students, in cooperation with the family and community, to have knowledge, skills, and attitudes necessary to achieve their potential as socially responsible, lifelong learners in a diverse and changing society.

Description of School Planning Process:

All members of the staff at John Hardin High School have been involved in the development of John Hardin High School Improvement Plan (SIP). Representatives from each department served on the SIP Committee. Several meetings were held in order to disseminate and request information regarding the school's plan. Each department assessed needs within their respective department and determined what goals needed to be implemented and resources needed to implement them.

After setting and reaching a deadline, the information gathered from the staff was compiled, then again disseminated to the SIP committee for final revision.

The SIP was sent to the JHHS SBDM Committee for approval.

As stipulated in the document, the John Hardin High School SIP is to be reviewed annually, or as needed.

School Communication Plan:

The following measures are being implemented regarding communication of the John Hardin SIP.

- A copy has been sent to all staff members via email.
- A copy will be sent to Central Office personnel, with JHHS SBDM and HCS Board approval.
- A copy will be sent to all school partners (Youth Service Center, Extended Schools Coordinator, etc.).
- A copy will be placed on the school website.
- A copy of the goals from each component has been posted in each classroom.
- The plan and where it may be viewed will be mentioned in a school newsletter.

A SIP Committee was set up to review and revise the SIP, as needed.

Area of Need: Academic PerformanceDistrict Name Hardin CountySchool Name John HardinDate November 7, 2008

Priority Need	Goal (Addresses the Priority Need)
As evidenced in the data analysis from the 2008 NCLB report, John Hardin did not meet its goal in the areas of reading (students with disabilities) and math (African American and Free/Reduced Lunch students). The school's academic index is 78.4. Advancing the number of students scoring in the proficient category will be necessary in order to meet the performance targets for each biennium.	The school will meet all of its target goals to get out of Tier 2 consequences. In order to do this, our students must make Adequate Yearly Progress by meeting an Annual Measurable Objective of 49.54% proficient in reading and 49.85% proficient in math. To reach proficiency by 2014, the school's academic index will need to progress as follows for its biennium goals: 2010 – 89.0 2012 – 94.3 2014 – 99.6
	Finally, ELL students will improve at least one level on the ACCESS in order for JH to reach its attainment goal.
Causes and Contributing Factors	
According to an analysis of school level assessment data, the following standards for the SISI document are not being effectively implemented for the following reasons:	
1. Teaching reading is the responsibility of the entire school, yet not all teachers feel adept at teaching reading. The more educated our teachers are on teaching literacy and the more resources they have, the more successful we will be in reading.	
2. Writing is another area the entire school must be actively involved in order for our school to be successful. For each content area, the writing must be authentic and not forced	
3. Some assessments that are given are not being utilized to their fullest to promote student success and continuous improvement.	

Action Component: Academic Performance

District Name Hardin County
Date November 7, 2008

School Name John Hardin

Focused District Activities

Focused Activity	Evidence of Implementation	Expected Impact in Terms of Progress and Success	Progress (I, IP, NI)
Title I's focus will be literacy. The entire staff will receive training in Literacy First over a three-year period in all content areas.	<ul style="list-style-type: none">• Training schedules for content-area teachers• Administrator evaluations and walk-throughs• Lesson plan evaluations	Students serviced in content-area Literacy First classes will meet AMO in reading and performance on CATS assessment, and retention rates in content-area classes will decrease.	
The Literacy First Intensive Reading program will continue to expand to service students who demonstrate below grade-level achievement, with priority given to students with disabilities, free/reduced lunch students, and African American students. (SB168)	<ul style="list-style-type: none">• Master schedule reflecting additional classes• Administrator evaluations and walk-throughs• Lesson plan evaluations	MAP reading test data will be utilized to target specific needs of students with significant gaps in order to increase reading and vocabulary comprehension skills to grade level.	
Title I will continue to purchase non-fiction reading materials such as periodicals, content-related magazines, and graphic novels.	<ul style="list-style-type: none">• Use of materials reflected in lesson plans• Administrator observation of materials being used	The purchase of instructional resources that are necessary for reaching all students will promote increases in the number of students reaching proficiency in reading.	
All teachers will use a variety of reading and vocabulary strategies to increase reading proficiency of all students (with an emphasis on students with disabilities) to increase comprehension of core content. (SB 168)	<ul style="list-style-type: none">• Lesson plans• Administrator evaluations and walk-through observations	All students (with special emphasis on students with disabilities) will develop reading skills and a wider variety of reading strategies across the curriculum.	

All teachers will do critical writing activities at least once per week. This may be in the form of lab reports, open responses, scenario writings (CTE teachers), or other formats applicable to class.	<ul style="list-style-type: none"> • Student samples • Lesson plans • Administrator evaluations 	Students will apply writing in a more authentic manner, which will make it more meaningful. In turn, writing scores will increase at the proficient and distinguished level due to the use of inquiry, problem-solving, and higher-order thinking.	
Implementation of state-required portfolio assessment will be reviewed and coordinated by the school writing cluster leader. All teachers will follow the John Hardin Writing Plan for all grade levels.	<ul style="list-style-type: none"> • Successful completion of senior portfolios • Lesson plans • Samples of student writings • Administrator evaluations 	Writing scores will improve by implementing school-wide policies for the appropriate development of portfolio pieces and implementing procedures for the management of the portfolio process.	
Sub-populations in the Freshmen Academy that have a significant gap in math will be targeted and receive additional instructional support / materials to facilitate math improvement through Carnegie math and tutoring. (SB168)	<ul style="list-style-type: none"> • Use of MAP scores in math to determine flexible grouping • Lesson plans 	Gap students will meet the AMO due to more real-life application of the math subject matter and individualized instruction.	
Department-wide math activities will be used to re-teach and reinforce concepts found to be weak based on MAP math assessments. (SB 168)	<ul style="list-style-type: none"> • Use of MAP scores to determine areas of weaknesses • Lesson plans • Shared, common review activities / student samples of work 	All students (with a special emphasis on African Americans and Free/Reduced Lunch students) will improve in the ability to understand and recall mathematical concepts (number computation and measurement). Student assessments will show increases in the number of students demonstrating proficiency in math.	
All math students (with an emphasis on African American and Free / Reduced Lunch students) will receive additional instruction in the area of open-response writing. (SB 168)	<ul style="list-style-type: none"> • Open response prompts • Samples of student work • Lesson plans • KPR and NCLB reports 	The gap between multiple choice and open response in the area of math will narrow and student achievement will increase for all students.	

CTE programs will increase the percentage of students receiving certificates or the number of students tested and the number receiving skills standards certificates each year.	<ul style="list-style-type: none"> • Certificates awarded • CTE testing reports 	Perkins Accountability #1 will be met and more opportunities will be given to more students to receive certificates.	
Flexible grouping strategies will be implemented based on MAP results to place students in appropriate learning groups for specific objectives.	<ul style="list-style-type: none"> • Differentiated instruction and flexible grouping observed in administrative walk-throughs • Lesson plans 	Teachers will use up-to-date MAP data to target specific needs of individual students through differentiated instruction and flexible grouping. An increase in student achievement and a decrease in academic retention will occur.	
Each science teacher will utilize non-fiction science periodicals, on a rotation basis, to further science comprehension.	<ul style="list-style-type: none"> • Lesson plans • Administrator evaluation/observations • Materials sign-out logs 	Students will gain a greater understanding of science outside of textbook reading material. Student assessments will show increases in the number of students demonstrating proficiency in science.	
Each science teacher will lead a minimum of <u>one</u> science inquiry activity per quarter.	<ul style="list-style-type: none"> • Lesson plans • Administrator evaluation/observations 	Student learning and interest in science will be evidenced through student participation. Student assessments will show increases in the number of students demonstrating proficiency in science.	
Social Studies teachers will implement critical reading at least three times per week in each class.	<ul style="list-style-type: none"> • Lesson plans • Administrator evaluation/observations 	Social Studies scores will increase as students are exposed to content in different manners and literacy will be supported.	
ELL students will be provided instructional and supplemental resources and opportunities needed to be successful.	<ul style="list-style-type: none"> • Lesson plans • Extended School Services attendance records 	ELL students will continue to progress on the ACCESS assessment as instruction addresses varied learning styles and provides activities that are culturally responsive.	

<p>All Special Education teachers will be trained in Literacy First and will implement vocabulary and reading comprehension strategies and activities daily in all resource and collaborative classes.</p>	<ul style="list-style-type: none"> • Lesson plans • Literacy First training documentation • Walls that Teach 	<p>Specific strategies focusing on vocabulary and reading comprehension will increase the number of students with disabilities reaching proficiency in reading, reducing the gap between students with disabilities and students without disabilities.</p>	
<p>Carnegie math will be used to instruct students with disabilities in geometry in order to aid in the mastery and retention of concepts and skills.</p>	<ul style="list-style-type: none"> • Lesson plans • Administrator evaluation/observations • Lab logs 	<p>Enhanced computer-based instruction will increase the number of students with disabilities reaching proficiency in math, reducing the gap between students with disabilities and students without disabilities.</p>	

Area of Need: Learning Environment

District Name Hardin County

School Name John Hardin

Date November 7, 2008

Priority Need	Goal (Addresses the Priority Need)
Within our school, the learning environment has some barriers that have a negative effect on learning. Also, our teachers need to be provided with on-going professional development to meet the needs of our students.	By spring 2009, John Hardin will decrease its suspension rate, per the quarterly discipline reports. All teachers will attend Professional Development applicable to our school's vision and addressing individual student needs, and apply it to instruction, as evidenced in lesson plans.

Causes and Contributing Factors
1. Our school needs another alternative to suspending students, as that puts the student at home rather than in our school environment.
2. Some of our students are faced with emotional challenges that impede learning.
3. Organization is a barrier to learning for some of our students. Additionally, some students who do not qualify for services such as ESS need opportunities for extra assistance.
4. Teachers feel as though they need more training on Infinite Campus and new technology our school has acquired, as well as training for career pathways implementation.
5. Barriers, which negatively effect test scores, attendance, retention rates, and program completion for students at-risk, will be removed.

Action Component: Learning Environment

District Name Hardin County
Date November 7, 2008

School Name John Hardin

Focused District Activities

Focused Activity	Evidence of Implementation	Expected Impact in Terms of Progress and Success	Progress (I, IP, NI)
An In-School-Suspension room will help give an alternative to suspensions and assist in creating a quality learning environment.	<ul style="list-style-type: none">• An established In-School-Suspension room	Students disrupting the learning environment can be removed, yet still be in school. This will enable them, as well as other students, to continue learning.	
Individual and group counseling will be offered to students to address anger management / bullying, grief, and character education for all students.	<ul style="list-style-type: none">• Log of visits by YSC Coordinator	Students will be able to focus more on learning, rather than issues that may distract them.	
The SLC will provide student planners to all freshmen.	<ul style="list-style-type: none">• Purchase and distribution of planners to freshmen	Students will engage in goal setting and learn organization skills. Agendas will also allow for two-way communication with parents.	
The SLC before and after school tutoring program will expand to help at-risk freshmen students who do not qualify for ESS. An Intervention Plan for all students will be implemented to provide assistance during the school day.	<ul style="list-style-type: none">• Sign-in sheets to monitor attendance• Departmental schedules reflecting teacher assignments for intervention sessions	Additional instructional support outside of the classroom will support student learning and promote success.	
The school will provide a professional development plan in which teachers: <ul style="list-style-type: none">• evaluate CATS, NCLB, and MAP test scores to identify gaps in curriculum• are educated on Infinite	<ul style="list-style-type: none">• Agendas of professional development offered / attended• Professional Development feedback forms	Student learning will be maximized due to new strategies and resources that teachers obtain from professional development sessions.	

<p>Campus and new technology</p> <ul style="list-style-type: none"> • are provided with opportunities for adding SLC career pathway professional development (and anticipated 3 x 5 block schedule professional development) • creating, updating, and revising curriculum maps must be ongoing per discipline per year. • 			
<p>Students will receive assistance with school supplies and basic needs: clothing and food.</p>	<ul style="list-style-type: none"> • YSC Coordinator records (as allowed by privacy restrictions) 	<p>Student learning will be maximized due to having essential school supplies and basic needs.</p>	
<p>The Library Media Specialists will host The Big Read and a minimum of one more literacy event throughout the school year.</p>	<ul style="list-style-type: none"> • Attendance sign-in sheets • Media coverage 	<p>Student participation will promote a greater sense of literary appreciation and increase reading comprehension skills through student/faculty discussions.</p>	

Area of Need: Efficiency

District Name Hardin County

School Name John Hardin

Date November 7, 2008

Priority Need	Goal (Addresses the Priority Need)
As evidenced from the planning committee and school's leadership evaluation of leadership, organizational structure and resources, and comprehensive planning, increased awareness and familiarization of the SIP is needed. Planning between the feeder schools and within the building itself needs to become a priority.	An evaluation of the SISI document will indicate continuous improvement and refinement and will show that the school is functioning at a Level 3 or better. Continuous monitoring and evaluation of the SIP by all stakeholders with documentation of I&I reports will be the evidence of meeting the priority need.

Causes and Contributing Factors
1. While some vertical articulation between John Hardin and its feeder schools is in place, more specific and identified activities need to take place in order to transition students more effectively and assure that curriculum is vertically aligned.
2. Additional financial resources need to be recovered and expanded to provide help to meet the needs of students and teachers.
3. In order to provide the best learning experiences for our students, quality lesson plans aligned to up-to-date curriculum maps, must be in place and the School Improvement Plan must support priority needs. Both must be monitored regularly to ensure success.

Action Component: Efficiency

District Name Hardin County
Date November 7, 2008

School Name John Hardin

Focused District Activities

Focused Activity	Evidence of Implementation	Expected Impact in Terms of Progress and Success	Progress (I, IP, NI)
Administrators and teachers will meet with feeder schools to discuss curriculum concerns from a vertical perspective.	<ul style="list-style-type: none">• Minutes from meetings held between John Hardin and Bluegrass/New Highlands	Curriculum for courses offered at the middle school will be consistent with Core Content 4.1 and will cover the same content if it is a high school level course (e.g. Algebra).	
Freshmen Academy teachers and guidance counselors will spend more one-on-one time scheduling students for the Academy. Freshmen Academy teachers (as well as all content-area teachers) will utilize Intervention to pull out struggling students to provide extra assistance during the school day.	<ul style="list-style-type: none">• Logs of meetings with 8th grade students• Logs of students assigned to Intervention• Records indicating fewer failures	Students will receive more positive, individualized learning experiences based on their specific needs.	
The Senior Peer Mentoring group will be trained during the summer. Those students will also be a part of the summer transition for incoming freshmen.	<ul style="list-style-type: none">• Agenda for summer training• Agenda for summer program	Freshmen will know older students in the school who they can see for assistance.	
Teachers will develop lessons in their content areas that address needs identified by the NCLB, KPR analysis, and analysis of student work.	<ul style="list-style-type: none">• Checks/monitoring of lesson plans by administrators	Instruction will be closely aligned with identified needs as documented in lesson plans and walk-through observations.	

Administrators will monitor use of instructional time and offer guidance for those teachers needing assistance with this area.	<ul style="list-style-type: none"> • Records of walk-through observations • Conferencing with teachers 	Student performance will increase as students are more actively engaged for the entire length of the instructional period.	
The JHHS School Improvement Planning Committee will oversee the monitoring, evaluation, and revision of the SIP to include the collection of evidence to determine if expected impacts have been met.	<ul style="list-style-type: none"> • Implementation and Impact checks 	Monitoring, evaluating, and revising annually will meet changing needs of our students.	
Daily PowerPoints created by the Library Media Specialists will be posted on closed circuit TV to provide students with important school news and information in every classroom and during lunch.	<ul style="list-style-type: none"> • Daily PowerPoints looping throughout the day on all closed circuit TVs in the building. 	Students will receive important school information and will have the opportunity to be more active in school activities.	