

JOHN HARDIN HIGH SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



ASSURANCE CERTIFICATION School Year 2009--2010

The John 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.

Alvin Garrison
Chairperson, School Council

12/10/09
Date

Lynne Gibson / Tiffany Jones
Chairperson, School Planning Committee

12/10/09
Date

Plan Approved by the School Council:

December 10, 2009

School Council Members:

Steven Hill	Parent
Te'Andra Parker	Parent
Tanya Corder	Teacher
Brandon Davis	Teacher
Jessica Forrest	Teacher
Alvin Garrison	Principal



EXECUTIVE SUMMARY

MISSION STATEMENT

John Hardin High School's mission statement is as follows: "Our mission is to educate students, in cooperation with the family and community, to have the knowledge, skills, and attitudes necessary to achieve their potential, as socially responsible, lifelong learners in a diverse and changing society."

NEEDS ASSESSMENT

The Comprehensive School Improvement Plan Committee reviewed multiple sources of data prior to the development of our Comprehensive School Improvement Plan. The needs assessment process involved analyzing student performance data and school practices, utilizing data driven decisions and identifying gaps in student achievement tied to student academic performance.

The 2009 Commonwealth Accountability Testing System (CATS) testing did not have an accountability index this year. However, we received scores based on the percentage of students scoring at each performance level: Novice, Apprentice, Proficient, and Distinguished. In reading, we had 63% of our students scoring at the proficient/distinguished level, compared to 62% at the district and state level. Math, science, social studies, and on-demand writing fell below the state proficiency average.

For No Child Left Behind (NCLB) accountability, John Hardin met 11 out of 16 target goals (68.8%). We met all reading goals, but failed to meet any of our math goals. This put us into Tier III status.

Goal and Strategy Development

Each member of the Leadership Team and of the Comprehensive School Improvement Plan Committee reviewed specific data from content areas and recommended priority needs to be addressed in the 2009-10 CSIP. The committee members developed measurable goals and drafted strategies to accomplish these goals. The committee members met to share the draft plan and provide critical insight and feedback. Throughout this process, the plan was reviewed with the Principal and Leadership Team to gain individual comments and expectations, insuring alignment in each respective area of assignment. Specific measurable targets for student subgroups not meeting AYP based on AMO's math will be addressed.

EVALUATION OF PLAN

The effectiveness of the 2009-10 plan will be evaluated by using implementation and impact checks at various times throughout the year.

Progress on the plan's strategies will be shared with the various stakeholder groups throughout the year. Any necessary adjustments to the strategies will be made based on the review of impact checks in order to increase the opportunities for all students to experience success within our system of education. It is our belief that the plan is an ongoing, living document that demands responsiveness to the needs of our students and community, therefore making its success dependent on the constant monitoring of all of its goals and strategies to ensure applicability to current events and information.

The CSIP Committee, Principal, Leadership Team, and the Sight Based Decision Making (SBDM) council must work collaboratively to review progress, solve problems, seek resources, and provide the professional and personal supports necessary to accomplish our goals.

STAKEHOLDER INVOLVEMENT

We believe that any plan's success is directly linked to the involvement and subsequent contribution of every member that the plan affects.

Prior to the posting of any revision to the plan, every stakeholder group was given a copy of the plan to review and offer suggestions. We have representation from our administration, each content area department, and our SBDM council since all should be involved in ensuring the plan adequately addresses the needs of our diverse student population while maintaining the integrity of our abilities to effectively carry out the plan.

2009-2010 COMPREHENSIVE PLANNING COMMITTEE

[illegible]

Action Component: Academic Achievement Component Manager(s): Principal Date: December 2009 School/District: John Hardin High School/ Hardin County Schools	
Priority Need:	Goal:
Reading Based upon the School's 2009 NCLB report, the school percent of students scoring proficient and distinguished in reading was 63.33%. The AMO for reading was 49.54%. Students with disabilities scored 20.00% proficient and above. The school received a Safe in Adequate Yearly Progress for these students.	Based on the results of the 2010 Kentucky Core Content Test (KCCT), the state percent of students scoring proficient and above in reading is set at 68.69. The school AMO target for next year is 59.63%. The school will receive a YES in meeting Adequate Yearly Progress in reading for all subpopulations. The 2010 Goals for all other "reportable" Sub Groups are: Students with disabilities: 22% White (Non Hispanic): 73% African American: 57% Free/Reduced Lunch: 59%
Math The School's 2009 NCLB report also indicated that the percent of students scoring proficient and above in math was 32.33%. The AMO for math was 49.85%. Students with disabilities scored 3.33% proficient and above. The school received a NO in Adequate Yearly Progress for these students as well as All Students, White, African American, and Free and Reduced students.	Also based on the results of the 2010 KCCT, the state percent of students scoring proficient and above in reading is set at 59.79%. The school AMO target for next year is 59.88%. The school will receive a YES in meeting Adequate Yearly Progress in math for all subpopulations. The 2010 Goals for all other "reportable" Sub Groups are: Students with disabilities: 25% (level of proficiency for this subgroup in 2008) White (Non Hispanic): 45% African American: 20% (level of proficiency for this subgroup in 2008) Free/Reduced Lunch: 27% (level of proficiency for this subgroup in 2008) The School will continue to decrease the Novice levels of proficiency in spring of 2010: <u>Reading</u> 3.6 <u>Math</u> 25.6

Writing

The total on-demand percent proficient and distinguished for the school in 2009 was as follows: 32.48%

Other Academic Indicator

The total Graduation Rate for 2009 was: 89%
Our ACT composite score for 2009 was: 18.50
Our Science Proficiency and Distinguished results as reported on our IPR for 2009 was: 33.93%
Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2009 was: 26.41%
Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 32.48%

Program Reviews:

To be phased in during the 2009 – 2010 School Year.

Writing

The total on-demand proficient and distinguished for the school for 2010 will be as follows:

Other Academic Indicator

The total Graduation Rate for 2010 will be: 93.45%
Our ACT composite score for 2010 will be: 20.35
Our Science Proficiency and Distinguished results as reported on our IPR for 2010 will be: 37.32%
Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be: 29.05%
Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 35.73%

Program Reviews:

Continued progress in the development, implementation and sustainment of quality instructional program in the areas of: Arts, Humanities and Practical Living will be an ongoing focus for the 2010 school year.

Measure – Fall 2009 MAP scores Mean RIT	Winter 2009 Mean RIT	End of Year Mean RIT	Spring 2009 Mean RIT
Reading Grade 9 – 222.2		222.6	
Reading Grade 10 – 227		225.4	
Math Grade 9 – 231.5		234	
Math Grade 10 – 237.4		237.1	

Action Component: Academic Achievement Component Manager: Principal

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1	NCLB SB168	Content-area teachers new to the building will continue to receive training in Literacy First reading strategies. The Literacy First Intensive Reading program will continue to service students who demonstrate below-grade level achievement, with priority given to students with disabilities, free/reduced lunch students, and African American students.	*Title I Coordinator	1/10-Ongoing	Title I			
2	NCLB SB168	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) and increase comprehension of core content.	*Administrators *Title I Coordinator *Instructional Leads	1/10-Ongoing	N/A			
3		Implementation of state-required portfolio development will be reviewed and coordinated by the school writing cluster leader. All teachers will follow the John Hardin writing plan for all grade levels.	*Writing Cluster Leader	1/10-Ongoing	N/A			
4		Teachers in all content areas will develop and utilize a variety of question types at standard-stated DOK levels so that students become accustomed to demonstrating subject or skill mastery regardless of assessment mode.	*Administrators *Instructional Leads	1/10-Ongoing	N/A			
5		Student work and assessments will be analyzed by each teacher / department to inform and guide instruction and assess progress of student learning in all content areas.	*Instructional Leads	1/10-Ongoing	N/A			

6		Content area departments will work in subject specific teams to unpack standards (POS and Core Content), develop instructional focus calendars, and develop common assessments to eliminate overlaps and gaps in instruction from class to class.	*Administrators *Instructional Leads *HSE	1/10- Ongoing	N/A			
7	NCLB SB168	All math students (with an emphasis on African American and Free / Reduced Lunch students) will receive additional instruction in the area of high-quality open response writing.	*Math Teachers	1/10- Ongoing	N/A			
8	NCLB	All math teachers will communicate and effectively monitor the use of varied instructional strategies and give timely feedback to students so appropriate adjustments in instruction can be made.	*Math Instructional Lead *Math Teachers	1/10- Ongoing	N/A			
9	NCLB SB168	Math teachers will identify, work with, and monitor the progress of all students who are at-risk in order to meet AYP and AMO in math.	*Math Teacher *MAP Assessment Coordinator	1/10- Ongoing	N/A			
10	NCLB SB168	The special education department will provide a developmental math class for incoming special education freshmen who require resource math to improve math readiness for Algebra I in order to decrease freshmen math failures and repeats.	*Special Education Teachers	1/10- Ongoing	N/A			
11	NCLB SB168	The special education department will implement an Algebra II resource class for special education students to improve student performance on state and district assessments and to prepare for college level math courses.	*Special Education Teachers	1/10- Ongoing	N/A			
12	NCLB SB168	The special education department will use Carnegie math to instruct students with disabilities in geometry in order to aid in the mastery and retention of concepts and skills.	*Special Education Teachers	1/10- Ongoing	N/A			
13		CTE programs will increase the number of students testing and receiving certificates on the KOSSA tests each year to meet Perkins accountability.	*CTE Teachers	1/10- Ongoing	N/A			

14	NCLB SB168	ELL students will be provided instructional support through the use of alternate assessment strategies and supplemental resources to increase proficiency in English listening, speaking, reading, and writing.	*ELL Teacher *Regular Education Teachers	1/10- Ongoing	N/A			
15		The expansion of the AVID program will support selected students in self-assessment, goal setting, self-motivation, and making a transition from high school to college and in life and career options.	*AVID Coordinator	1/10- Ongoing	Title I Professional Development Funds			

Action Component: Learning Environment/Efficiency

Component Manager(s): Principal

Date: December 2009

School/District: John Hardin High School/Hardin County

Priority Need:

An analysis of John Hardin High School's Climate Survey reveals that school culture; student, family and community support; and efficiency standards from the SISI document have been developed and implemented but still need to be monitored to ensure continued effectiveness. Upon reviewing the "Reality Check" web-based survey, the leadership team met with Instructional Leads and other staff to determine the most pressing culture issues. The biggest area of concern seemed to be in the area of student discipline.

Goal:

As a staff, we plan to:

- (1) continue to emphasize building relationships with students through every day contact, clubs, special event, and extra-curricular activities.
- (2) be more consistent on enforcing school rules.
- (3) have administrators work with individual teachers on being effective classroom managers.
- (4) give staff input on the Code of Conduct in the Student Handbook.-

Action Component: Learning Environment/Efficiency Component Managers: Principal and Assistant Principal

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1		A school culture plan will be developed and measured by faculty, staff, student, and parent feedback.	*Principal *Ass't. Principals *SBDM Council	1/10-Ongoing	N/A			
2		The Youth Service Center will offer grade-level prevention and informational programs to provide students with valuable information for planning life strategies.	*Youth Service Center Coordinator	1/10-Ongoing	YSC Funds			
3		Administrators will monitor the use of all instructional initiatives during informal observations as well as during yearly formal observations and evaluations.	*Administrators	1/10-Ongoing	N/A			
4		The Professional Development Committee will develop a school-wide professional development plan that focuses on - analysis of KCCT, NCLB, and MAP assessment data - improvement strategies as identified by the HSE and Scholastic Audit	*Professional Development Committee	1/10-12/10	Professional Development Funds			
5		An In-School Suspension Room will continue to provide an alternative to suspensions and assist in creating a quality learning environment.	*Administrators	1/10-Ongoing	N/A			
6		The JHHS Comprehensive School Improvement Plan Committee will oversee the monitoring, evaluation, and revision of the CSIP to include the collection of evidence to determine if expected impacts have been met.	*CSIP Committee Members	1/10-Ongoing	N/A			

APPENDIX

COMPREHENSIVE PLANNING

Vocabulary/Acronyms **John Hardin High School**

Academic Performance	Component that addresses curriculum, instruction and assessment issues.
ALM	Administrative leadership meetings involving principals and district administrators.
AMO	Annual Measurable Objective
CC	Core Content for Assessment—documented that specifies items in each content area that will be assessed by the Kentucky Core Content Test.
CDIP	Comprehensive District Improvement Plan
CSIP	Comprehensive School Improvement Plan
CHAMPS	A student behavior management process.
Component	A section of a school/district comprehensive plan that addresses specific priority needs.
CSIP	Comprehensive School Improvement Plan
DOK	Depth of Knowledge
Efficiency	Component that addresses leadership, use of resources, and comprehensive and effective planning.
ELL	English Language Learner
Goal	A statement closely aligned with the priority need that states the goal the organization needs to achieve.
GT teachers	Gifted and Talented teachers.
IAT	Intervention and Assistance Teams that support students who need academic or behavioral support.
ISD	Instructional Services Department
Learning Environment	Component that addresses school culture; school, family and community support; and professional development.
NCLB	No Child Left Behind
NCLB Tier	No Child Left Behind tier of consequences (a level of action that schools/districts must take to address identified needs)
Priority Need	Section of a component that utilizes data to identify areas that will be addressed in the component.
SB 168	Senate Bill 168; a Kentucky achievement gap law for schools.
SISI	Standards and Indicators for School Improvement; planning document from the Kentucky Department of Education utilized to guide comprehensive planning and needs assessment.
Strategy/Activity	A list of actions that need to be taken to meet stated objectives. Contains activities, person(s) responsible, a timeline and resources (financial, time, human, physical) that will be utilized.