

HENRY CLAY HIGH SCHOOL **IMPROVEMENT PLAN**

HENRY CLAY HIGH SCHOOL
2100 Fontaine Rd.
Lexington, KY 40502 Fayette
(859) 381-3423 (859) 381-3430

SBDM Council Approval Date: June 2011

Principal: _____
John E Nochta

Mission Statement

Our mission is to educate and to prepare our students for a life of productive citizenship.

SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

Henry Clay's Improvement Plan update for 2011-2012 is designed to address the specific needs of our student population. The actions we describe in this plan will improve academic performance for all students. As a learning community, we looked at recent CATS scores (2009 and 2010), ACT scores (2010) and MAP scores (2009-2010 and 2010-2011) and developed an action plan based on areas of need such as formative assessment, Special Education & ESL populations, 9th grade achievement, the development of professional learning communities and curriculum alignment. After school-wide analysis and reflection, we decided to continue our focus not only on efforts that would increase student achievement, but also on initiatives that would help in closing achievement gaps. We continue our math- and literacy-driven initiatives with emphasis in reading strategies, primarily focusing on closing achievement gaps among our minority/majority, low SES/high SES, ESL and students with disabilities. We also are looking at a variety of ways to decrease and close the achievement gap in the area of 9th grade achievement. Increasing parental involvement continues to remain a priority. We also have made a commitment to continue our focus on Small Learning Communities & our Pathways plan and use a variety of available tools to assess student progress and gather information throughout the school year rather than rely on year-end testing to provide information.

Process Summary

Mission Statement

Our mission is to educate and to prepare our students for a life of productive citizenship.

The mission statement was adopted by the HC community in 1995 and reviewed again in 2004. The mission statement was again reviewed in the 2006-2007 school year and deemed to be appropriate and relevant by all stakeholders.

Needs Assessment, Priority Needs, Causes, and Objectives

The Standards and Indicators were used in the Needs Assessment process that began in 2002. Currently, we review the Needs Assessment tool and use the work of the various committees and action teams to provide data, feedback and information about the current needs of Henry Clay. The 2010 analysis of our CATS data, PLAN, and ACT scores was presented to the Planning Committee, the Site Based Council, and the faculty. These revealed the priority needs of our student population. Based on the analysis of this data, Henry Clay then developed an Action Plan which focused on the needs, causes, goals, and objectives we have for the continuing and next school year. Because of the impending changes that have occurred in accountability, our focus is now on aligning with the new Common Core Standards and preparing for the implementation of End of Course Assessments in English 2, Algebra 2, Biology, and US History.

Achievement Gap

As a continuing component of the school renewal process, Henry Clay formed the Advanced Placement Committee in fall of 2010. The Curriculum Committee also continues to focus on instruction and achievement issues, and the 9th Grade Task Force works specifically on issues that face the 9th grade population. These committees meet monthly to address the gap issues, discuss data, and formulate plans for improvement. They share minutes of these meetings with the faculty and the Site Based Council. An enhanced focus on improving access to and success in Advanced Placement courses led to the creation of a Pre-AP English 2 course for 2010-2011 and the creation of Pre-AP Citizenship course for 2011-2012. Teachers at Henry Clay have worked with teachers at Edythe J. Hayes MS in order to create a vertically aligned program to better prepare students for rigorous course work, with a focus on AP classes.

Council Review

The components of the School Improvement Plan were presented to the SBDM on March 26, 2011 at their regularly scheduled meeting held at Henry Clay.

Estimate of Cost

Funding the cost of implementing the School Improvement Plan is not included in the budget for Henry Clay High School. The cost of funding the various activities included in the School Improvement Plan fall under the category and/or committee charged with implementation.

Public Meeting

The School Improvement Plan has been presented and updated at the SBDM & PTSA public meetings throughout the 2010-2011 school year. Updates of the plan will be presented at the monthly SBDM meetings throughout the school year. In April of 2012, the SBDM will be presented with the 1st draft of the new plan for the following school year based on an analysis of data, committee work and current test scores, recommendations and the SACS exit report. The School Improvement Plan will be reviewed monthly at regularly scheduled Site Base Council meetings and changes and updates will be made at the direction of the Council.

Revision

After receiving feedback from all stakeholders the following revisions & changes were and are being made:

1. Committees have been updated with additional committees being added and some embedded into current committees

2. Spelling & punctuation corrections have occurred
3. Changes were made for requiring parent volunteers on committees
4. Discussion and changes made to areas that include Special Education
5. Changes were made in regard to the pilot program 9th grade Citizenship team

Evaluation

The plan will be evaluated during the regularly scheduled Implementation and Impact Checks and in addition to that, it will be evaluated periodically at Department Meetings and Faculty Meetings and monthly at the Site Based Council Meetings. Each committee has received the charge of implementing and reviewing pieces of the plan and will report back to the Council at regularly scheduled meetings.

Stakeholders Involved

Site Based Council

John Nochta, Principal
 Lester Diaz, Associate Principal
 Nicole Bersaglia, teacher
 Jody Cabble, teacher
 Josh Edwards, counselor
 Amanda Hurley, teacher

Carlos Pena, teacher
 Lora Thompson, teacher
 Christine Andres, parent
 Walter Cox, parent
 Rick Queen, parent
 Rexanne Sarkisian, parent

Planning Committee

John Nochta, Principal
 Lester Diaz, Associate Principal
 Kevin Smith, teacher
 Bonnie Barnes, counselor
 Eric Bolander, teacher
 Marina Lyon, teacher

James Bright, teacher
 Tommy Craft, teacher
 William Pope, parent
 Karen Kirkland, teacher
 Becky Riley, teacher

Instructional Chairs Committee

John Nochta, Principal
 Laura Donovan, Associate Principal
 Ashley Barbour, teacher
 Bill Larkin, teacher

Linda Dewees, teacher
 Lora Thompson, teacher
 Adam Stephens, teacher
 Carlos Pena, teacher

CATS Committee

John Nocht, Principal
Laura Donovan, Associate Principal
April Cain, counselor
Jackie Smith, counselor
Lana Bishop, counselor

Bonnie Barnes, counselor
Bill Larkin, teacher
Josh Edwards, counselor
Rachael Howard, counselor
Sharron Wesley, counselor

Curriculum & Instruction Committee

Laura Donovan, Associate Principal
Catherine Jaquith, teacher
Lora Thompson, teacher
Katherine Roser, teacher
Ashley Barbour, teacher
Bill Kite, teacher
Kathy Morman, teacher
Eric Sanford, teacher
Ronni Tallent, teacher

Marci O'Bryan, teacher
Arthur Reynolds, teacher
Libby Noble, teacher
Molly Jones, teacher
Jeff Bayerle, teacher
Paul Brown, teacher
Iris Cheeks, teacher
Rexanne Sarkisian, parent
Cindy Pratt, parent

9th Grade Task Force

Jody Cabble, Chairperson
Kevin Norfleet, teacher
Eric Sanford, teacher
Jesse Peters, teacher
Charlotte Lubawy, teacher
Debra McDaniel, teacher
Scott Brown, teacher
Charles Atinay, teacher
Ellen Bloomfield, teacher

Steven Riley, teacher
Charissa Riley, teacher
Lauren Northern, teacher
Paula Caise, YSC coordinator
Jamie Gillispie, teacher
Shonda James, teacher
Keen Babbage, teacher
Lesley Boggs, teacher
Ashley Collier, teacher

Budget Committee

Amanda Hurley, Chairperson
Lester Diaz, Associate Principal
Paul Little, Associate Principal
Iris Cheeks, teacher

Rebecca Spencer, teacher
Catherine Jaquith, teacher
Nicole Silimperi, teacher
Arthur Reynolds, teacher

Steve Wise, teacher
Kristi Silvey, teacher
Becky Riley, teacher
William Larkin, teacher
Adam Davis, teacher
Ken Clark, teacher
Patricia Crumbaugh, teacher
Jennifer Ward, teacher

Kevin Smith, teacher
William Pope, teacher
Linda Kleine-Kracht, teacher
Tommy Craft, teacher
Jay Bright, teacher
Linda Dewees, teacher
Andy Critchfield, teacher

Professional Development Committee

Peggy Workman, Chairperson
Tammy Roark, teacher
Justin Smith, teacher
Renee Goin, teacher
Kevin Lentz, teacher
Amanda Hurley, media specialist
Ahenewa El-Amin, teacher

Rebecca Spencer, teacher
Brandon Rexford, teacher
Rhonda Whittemore, teacher
Kate Johnson, teacher
Mary Haley, teacher
Kristian Junker, teacher
Eric Bolander, teacher

Advanced Placement Committee

Adam Stephens, Chairperson
Catherine Jaquith, teacher
Andrew Gollan, teacher
Mindy Zambenini, teacher
Chris Snow, teacher
Tom Wilkins, teacher
Denise Minor, teacher
Linda Dewees, teacher
Jana Atcher, teacher

Lora Dawson, teacher
Elise Perry, teacher
Steve Wise, teacher
Arthur Reynolds, teacher
Dianne Perry, teacher
Ryan Ray, teacher
Scott Brown, teacher
Amanda Drake, teacher
Asia Baker, teacher

Technology Committee

Bob Moore, Chairperson
Andrew Gollan, teacher
William Pope, teacher
Rick Holloway, teacher
Mariana Jimenez, teacher

Carlos Pena, teacher
Suzanne Weaver, teacher
Jim Strohmeier, teacher
Matt Logsdon, teacher
Shelley Mosier, teacher

Amanda Hurley, media specialist
 Terri May, teacher
 Melissa Davis, teacher
 Janie Cantrell, media specialist
 Daniel Brown, teacher

Nate Mullins, teacher
 Steve Combs, teacher
 Robert Biddle, teacher
 Eric Bolander, teacher
 Jason Behler, teacher

Action Component Academic Performance

District Name Fayette County Public Schools

Component Manager Laura Donovan

School Name Henry Clay High School

Date February 2011

| Priority Need | Goal (Addresses the Priority Need) |
|---|--|
| <p>Comparison of the 2009 to the 2010 CATS results indicates a drop in performance the combined Reading/Math average in every subpopulation except for Hispanic students.</p> <ul style="list-style-type: none"> • % of P/D All Students scores decreased by 8 • % of P/D Male scores decreased by 9 • % of P/D Female scores decreased by 8 • % of P/D White scores decreased by 8 • % of P/D African-American scores decreased by 10 • % of P/D Hispanic scores increased by 5 • % of P/D Asian scores decreased by 8 • % of P/D F/R lunch scores decreased by 3 • % of P/D LEP scores decreased by 20 • % of P/D IEP scores decreased by 9 <p>End of Course Assessments will be implemented in Spring 2012 for English 2, Algebra 2, Biology, and US History.</p> <p>Common Core Standards are adopted for the 2011-2012 year.</p> | <p>By December 2011, Henry Clay High School will reduce the achievement gap between the identified subgroups by 10% in all core tested categories.</p> <p>By Dec 2011, Henry Clay will decrease the 9th grade retention and failure rate by 5% as compared to the 2010 rate.</p> <p>By December 2011, Reading scores as measured by MAP will improve on average by a minimum of 1 point over the August/September scores.</p> <p>By December 2011, Math scores as measured by MAP will improve on average by a minimum of 1 point over the August/September scores.</p> <p>By December 2011, English, Math, Science, and Social Studies will have aligned their curricula to the Common Core Standards.</p> |

| Causes & Contributing Factors | Objectives with Measures of Success |
|---|--|
| <p>CATS scores indicated sizable gaps in regard to the following sub groups:</p> <ul style="list-style-type: none"> • Special Needs students • African American students • Students with Limited English Proficiency • Low SES students • Gender <p>On the 2010 CATS reports, minority, limited English proficiency & students with disabilities scored significantly less in the proficient & distinguished range in all content areas. In the area of writing there is also a significant gender gap.</p> <p>Because CATS will no longer be administered, 2011-2012 will be the benchmark year for determining levels of student performance on End of Course assessments.</p> | <p>Use objective data, specifically MAP scores, to quantitatively understand student performance levels and tailor instruction to close learning deficiencies and prepare students to reach proficiency. Teachers will need additional training in using Descartes to specifically teach to student skill levels. Students who are performing significantly below grade level may need additional time outside of class. The percentage of students scoring at benchmark proficiency levels for their grades will increase by 10%.</p> <p>Students who score below proficiency benchmarks on the practice or official ACT administrations will be offered after-school and/or Saturday sessions to use TCA Prep to target areas of weakness. Teachers of the tutoring sessions will need training in the use of TCA Prep in order to effectively monitor student participation. Tutoring will occur outside of the regular school day. Scores of students who participate in tutoring sessions will improve their ACT scores by 2 points.</p> <p>Alignment of instruction in core classes to Common Core Standards to enhance rigor and student achievement.</p> <p>Students underperform in Science and Social Studies based, in part, on a lack of readiness to attack the dense informational text used in supporting learning. Students will learn skills to make better use of the reading materials in their textbooks and will receive reading materials that cover the same core content as the textbook, but are written at a level appropriate for student ability. Science and Social Studies teachers require instruction in utilizing reading strategies to convey their specific content.</p> <p>9th graders identified as struggling Algebra students are enrolled in a Math Strategies companion course that supports achievement through direct instruction and a skills-based approach. Math Strategies teachers require training in use and development of supplementary course materials.</p> |

Action Component Equity

District Name Fayette County Public Schools

Component Manager Wade Stanfield

School Name Henry Clay High School

Date February 2011

| Priority Need | Goal (Addresses the Priority Need) |
|---|---|
| <p>Based on CATS assessment scores and data from MAP, PLAN & ACT testing, there is an achievement gap between White & African American students, High and low SES and Disabled & Non-Disabled students.</p> <p>Based on the retention rate and failed course rate of 9th grade students, there is a need to offer additional services to freshman students in order to facilitate academic success.</p> <p>Based on the dropout rate, there is a need to intentionally connect new students to school related clubs, teams and activities.</p> <p>In order to insure identified gap groups are receiving rigorous instruction, more identified students need to be placed in AP level classes.</p> | <p>By June 2012, Henry Clay High School will reduce the achievement gap between the identified subgroups by 10% in all core categories as indicated on assessment tests.</p> <p>By June 2012, Henry Clay will decrease the 9th grade retention and failure rate by 5% as compared to the 2010-2011 rate.</p> <p>By June 2012, Henry Clay will demonstrate an increase in the number of 9th grade students involved in school related activities (i.e., athletic & extra- curricular activities such as clubs and organizations) as compared to the previous year, based on available “Place at the Table” data. Henry Clay will see an increase of 10% more students connected than the previous school year.</p> <p>By June 2012, Henry Clay will increase the enrollment of identified gap groups into AP level courses by 10% as compared to the 2010-2011 school years.</p> |

| Causes and Contributing Factors | Objectives with Measures of Success |
|--|---|
| <p>A consideration of existing data shows:</p> <ul style="list-style-type: none"> • Freshman are retained at a higher rate than any other grade at the high school level • Freshman who fail 1 or more classes increase the likelihood | <p>To increase the scores to percentage of target students in the following areas:</p> <ul style="list-style-type: none"> • Minority student scores will increase at least 10% in all assessed areas |

| | |
|---|---|
| <p>that they will drop out</p> <ul style="list-style-type: none"> • Students who go on to drop out of high school report a sense of “not belonging” or being an integral part of the school community as well as feeling disengaged with school work & unable to see the relevance of classes & course work <p>The gap between students is growing. The data demonstrates that there is an average gap of 32 between identified subgroups.</p> <p>The KCCT scores show a reading gap increase in the proficient to distinguished category. While overall reading scores increased, identified gap areas continue to widen. See Academic Component for data.</p> <p>MAP and PLAN data demonstrate an increase in identified gap groups.</p> | <ul style="list-style-type: none"> • Free and reduced lunch student scores will increase at least 10% in all assessed areas • Disabled student scores will increase at least 15 % in all assessed areas <p>By June 2012, the achievement gap in reading for minority students will be reduced by at least 10% as demonstrated on the MAP test.</p> <p>By June of 2012, Henry Clay will offer Pre-AP courses in Social Studies to all 9th grade students to encourage students to enroll in AP level courses as upperclassmen to increase the number of students enrolled in AP level courses for the following year.</p> <p>Henry Clay will offer an after school AP level government class to identified students and prepare them to take an AP exam during the 9th grade year.</p> <p>Henry Clay will continue to offer Fall & Spring prep for core courses that target students who are struggling in areas before they fail rather than offer them a course after failing to lower the 9th grade retention rate</p> <p>Henry Clay will have an increase in the number of 9th grade students active and enrolled in the Career Pathways program, extracurricular sports or clubs, to increase the relevance of classes and course work for students and ultimately lower the dropout rate.</p> <p>Students who are engaged in extracurricular activities are more likely to have a successful high school experience. By encouraging all 9th grade students to join an extracurricular activity and then monitoring that participation, students will feel a sense of place and belonging. Teachers will need to follow an efficient procedure to track student participation in extracurricular activities.</p> |
|---|---|

Action Component: Parental Involvement

District Name Fayette County Public Schools

Component Manager Paula Caise

School Name Henry Clay High School

Date February 2011

| Priority Need | Goal (Addresses the Priority Need) |
|--|--|
| <p>Parents report in Youth Service Center Surveys and through PTSA as well as parents on committees that they need more information, better communication and more opportunities to be involved with their students at Henry Clay.</p> <p>Data indicates that the more parents and the community are involved in schools the better students perform. Based on this, Henry Clay recognizes that it needs:</p> <ul style="list-style-type: none"> • A wider variety of parent volunteers for school wide initiatives (e.g., more minority student-parent volunteers, more at-risk student-parent volunteers, etc) • More personal contacts with the parents and students who have excessive absences • More collaboration between Curriculum & Instruction, CATS committee and the 9th Grade Task Force to communicate and implement activities that include parents • Better and more formalized and intentional communication between parents and the school (more 1st time parent contacts and logs of teacher contacts for students who are struggling) | <p>By Dec 2012, to the extent possible, there will be at least one parent representative serving on each of the Henry Clay committees and with each of the Career Pathways programs</p> <p>By Dec 2012, there will be an increased number of parent volunteers during the school year as compared to data collected at the end of the 2010-2011 school year</p> <p>By Dec 20012, there will be an increase in the attendance rate of at least 1.5% based on improved communication between parents and school personnel</p> <p>More information will be available for parents on the website, emails, newsletters and the school marquee which will also increase communication</p> <p>The 9th grade Citizenship team will utilize a web-letter to communicate information to parents about events and school related information</p> |

| Causes and Contributing Factors | Objectives with Measures of Success |
|---------------------------------|---|
| | <p>To insure that this happens:</p> <ul style="list-style-type: none"> • Parents will be contacted by letter or by phone • The 9th grade Citizenship team will work with the GEAR UP program and utilize strategies in the Parent Toolkit to increase school-to-family communication • Henry Clay staff will continue to make home visits to students with excessive absences • Each Henry Clay Standing Committee will report at least once & upon request to the PTSA at the regularly scheduled meetings • Committee reports and meeting minutes will be made available on the Henry Clay website • First time and new volunteers will be encouraged by the 9th grade Citizenship team |

Goals, Objectives & Action:

The purpose of the School Improvement Plan is to create a road map that will guide Henry Clay to the accountability goal set by the state of Kentucky; which is ALL students to proficiency by 2014. That numerical goal is to achieve a combined average (2013 & 2014) of 99.6 by 2014.

The objectives that we list under the areas of (1) Academic, (2) Equity and (3) Parental Involvement are short-term goals that we need to achieve in order to achieve the overall goal of 99.6 by 2014.

All objectives and activities have been written with this “global” goal of 99.6 in mind.

Academic Component And Implementation & Impact Form

(2011-2012 School Year)

Component Leader: Laura Donovan

- OVERALL OBJECTIVESS (3):
1. To improve the quality of instruction that Henry Clay students receive
 2. To close the achievement gaps evident in the identified “gap” groups
 3. To post a minimum gain of one-year’s growth

OBJECTIVES 1, 2 & 3

| Activity | Measure | Responsible Person | Start/End Date | I, P, N | Progress Statement |
|---|---|---|---------------------|---------|--------------------|
| A. Teachers will receive training in the area of data analysis & a special emphasis will be placed on analyzing MAP assessment data as an opportunity for growth | A. Professional development will be offered in data analysis to all staff & also in using assessment data to improve instruction | A. Administration & PD Committee | A. 04/11 thru 12/11 | A. | |
| B. Teachers will receive feedback in the form of administrative walk-throughs to be used as a tool to improve instruction in the class room | B. Administrators will provide immediate feedback to teachers as to quality of instruction via the walkthrough tool & individual consultation | B. Administration | B. 04/11 thru 12/11 | B. | |
| G. Special Education & ESL students will receive additional instruction in reading | C. Reading specialist will consult w/Special Ed & ESL teachers to insure use of Best Practices in reading instruction | C. Reading Specialist & ESL & Special Ed teachers | C. 04/11 thru 12/11 | C. | |
| H. Teachers will create individualized and intentional PD opportunities independently that address identified areas of need as noted on Professional Growth Plans | D. Staff will use Growth Plans to create individual PD opportunities (on-line, etc) | D. Individual Staff | D. 04/11 thru 12/11 | D. | |
| I. Special Education courses will be aligned with general level core courses | E. Special Ed teachers will work w/Reg. Ed teachers to insure curriculum alignment in all courses | E. Special Ed & Reg. Ed departments | E. 04/11 thru 12/11 | E. | |
| | F. Class sizes capped to insure best instruction and learning environment | F. Counselors & Administration | F. 04/11 thru 12/11 | F. | |
| | Short-Term Measures of Success: | | | | |
| | A. Teachers will develop assessments using data as evidenced by learning checks and unit/term end assessments | | | | |
| | B. Walkthroughs will demonstrate immediate changes and progress being made by individual | | | | |

| | | | | | |
|--|--|--|--|--|--|
| <p>J. Collaboration courses will be capped at 10 identified students per course w/no collaboration offered in advanced level courses</p> | <p>teachers</p> <p>C. Differentiated lessons will be developed by the ESL, Sp Ed & Reading Specialist to improve reading & comprehension skills</p> <p>D. Staff will participate in independently designed PD based on Growth Plans</p> <p>E. Sp Ed will have aligned curriculum</p> <p>F. Class sizes will be at or under the recommended sizes to the degree possible</p> <p>Long-Term Measures of Success:</p> <p>A. Departments will have data-based assessments and will report results to C & I committee at designated intervals</p> <p>B. Records will indicate that all teachers received a variety of feedback from administration based on walk thru observations and that improvements were made in identified areas</p> <p>C. Novice scores in reading in the identified areas will decrease by 5%</p> <p>D. All staff will have developed and participated in at least 1 self-identified area of Professional Development based on Growth Plans</p> <p>E. Novice scores in Special Ed will decrease 10% based on more rigorous, aligned curriculum</p> <p>F. Overall special needs scores & writing scores will increase by 5% due to increased attention from instructor</p> | | | | |
|--|--|--|--|--|--|

Equity Component And Implementation & Impact Form

(2011-2012 School Year)

Component Leader: Jody Cabble

OVERALL OBJECTIVES (4):

1. To reduce the achievement gaps in identified groups by at least 10%
 - a. To reduce the 9th grade retention rate by at least 5% as compared to the previous year
 - b. To insure that every 9th grade student is involved in some type of extra-curricular school activity (sport, club, pathway, etc)
 - c. To insure that Special Needs and ESL students are receiving the individualized instruction needed to achieve proficiency

OBJECTIVES 1, 2, 3 & 4

| Activity | Measure | Responsible Person | Start/End Date | I, P, N | Progress Statement |
|--|---|-------------------------------------|----------------------------|---------|--------------------|
| A. 9 th grade Orientation | Implementation: A. In-coming 9 th graders will be invited to attend 9 th grade orientation and will receive information about the pathways program and attend an extra-curricular "rush." B. Student council will sponsor a 9 th grade event once each semester. C. Social Skills will be offered to identified gap groups and thru Freshman 101 & JA will continue to be offered thru Citizenship focusing on career planning D. All 9 th grade Citizenship students will complete a Service Learning project E. There will continue to be a Men's & Women's club that focuses on the success of Gap students. F. Class sizes in 9 th grade classes will not exceed 28 in all levels to the degree possible G. Fall & Spring prep courses will be offered to reduce the retention rate among all students, especially 9 th grade & gap students H. Tutoring will be offered for all 9 th grade | A. 9 th grade task force | A.08/11 | A. | |
| B. 9 th grade events once each semester | | B. Student Council | B. each semester | B. | |
| C. Social Skills, Job & Career Training & Guidance offered to 9 th grade and identified gap students. | | C. Citizenship team | C. all year | C. | |
| D. 9 th graders will design and complete a Service Learning project thru Citizenship class | | D. Citizenship team | D. all year | D. | |
| E. Men's & Women's club | | E. Administration | E. ea semester | E. | |
| F. Lower class sizes for all 9 th grade classes | | F. Administration & Counseling | F. 08/11 | F. | |
| G. Fall & Spring prep courses | | G. Administration & Counseling | G. Fall 2011 & Spring 2012 | G. | |
| H. 9 th grade tutoring program for entire school year | | H. ESS program | H. all year | H. | |
| I. Heterogeneous 9 th grade Citizenship classes | | I. Administration & Counseling | I. 08/11 | I. | |
| | | J. All depts. | J. 04/11 thru 12/11 | J. | |

| | | | | | |
|--|--|--|--|-------------------------------|--|
| <p>J. Minority recruitment for AP & Advanced level courses</p> | <p>students in all core areas</p> <p>I. Citizenship classes will not be tiered w/the exception of the Academy students</p> <p>J. Minority students will be identified by staff & encouraged & offered the opportunity to visit AP & Advanced level course in an area he/she could take the following year or semester to increase enrollment</p> <p>Short-Term Measures of Success:</p> <p>A. Increase in participation of 9th grade students; increase in the # of 9th grade students that arrive to school the 1st day already engaged in an extracurricular activity (#'s will be documented to create a base line for measurement)</p> <p>B. There will be a 9th grade event ea semester (#'s that attend will be documented)</p> <p>C. Social Skills & JA will be offered to identified students & all 9th graders</p> <p>D. All 9th grade students will complete a Community/ Service Learning project</p> <p>E. Members of Men's & Women's club will have less discipline referrals, better attendance & higher grades at ea. 6-week check (as compared to LY #'s)</p> <p>F. 9th grade class sizes will not exceed 28, to the degree possible</p> <p>G. Failure rates in core courses will be lower at ea. 6-weeks & semester (as compared to LY #'s)</p> <p>H. Students will have higher rate of passing grades @ ea 6-week progress check (as compared to LY #'s)</p> <p>I. Students will experience higher level of success w/9th grade transition (as compared to LY #'s)</p> <p>J. The number of minority students in AP & Advanced classes will increase over the 2007-08 #'s</p> <p>Long-Term Measures of Success:</p> | | | <p>H.</p> <p>I.</p> <p>J.</p> | |
|--|--|--|--|-------------------------------|--|

| | | | | | |
|--|--|--|--|--|--|
| | <p>A. A lowering of 9th grade retention (5%)</p> <p>B. Student council 9th grade steering committee will have completed 2 projects, 1 ea semester</p> <p>C. Students will be able to take Social Skills (9th grade students & ESL & identified gap students)</p> <p>D. Documentation of all 9th grade students designing & completing a service learning project</p> <p>E. Member's of club will have improved attendance, lower retention & decrease in referrals for the year as compared to similar non-member gap students</p> <p>F. 9th grade classes will have no more than 28 students per class, to the extent possible</p> <p>G. Overall retention rate will be lower at the semester</p> <p>H. More students will participate in tutoring and overall 9th grade grades will increase (compared to LY #'s)</p> <p>I. The number of retained 9th grade students will decrease by at least 5%</p> <p>J. Minority students enrolled in AP & Advanced level courses will increase by 10%</p> | | | | |
|--|--|--|--|--|--|

Parental Involvement Component

And

Implementation & Impact Form

(2011-2012 School Year)

Component Leader: Paula Wheeler

- OVERALL OBJECTIVES (4):
1. Improve the communication between parents and the school
 2. To insure that there are parent representatives on each of the HCHS standing committees
 3. To include parents in the attendance process to improve the attendance rate
 4. To increase the number of parents that volunteer for the first time in the school

OBJECTIVES: 1, 2, 3 & 4

| Activity | Measure | Responsible Person | Start/End Date | I, P, N | Progress Statement |
|--|--|---|---|---|--------------------|
| <p>A. To coordinate parent volunteers for school-wide initiatives and to encourage first time volunteers and volunteers of parents/guardians of at-risk or gap students.</p> <p>B. To make personal contact with the parents and students who have excessive absences.</p> <p>C. To collaborate with the Curriculum & Instruction, CATS & Freshman Task Force Committees and PTSA to implement activities that include parents and increase school to family communication.</p> <p>D. To utilize the 9th grade Citizenship team web based newsletter to communicate school and course information to families</p> | <p>Implementation:</p> <p>A. Using the Parent Involvement Toolbox survey, one 9th grade service learning project group will conduct an in-depth survey of the specific needs of the HC staff and using already identified volunteers, pair up the volunteers with a teacher or staff member. By using the master calendar and providing information to the PTSA, booster clubs and other parent-led organizations; an intentional and deliberate effort will be made to utilize willing parent volunteers as well as recruit new volunteers. The focus of this service learning project will be to create specific volunteer opportunities for parent in a variety of ways, through a donation of time, resources, talent and/or financial aid. There is also the additional focus of</p> <p>B. School attendance, administration, counseling and school social workers will contact parents of students who have excessive absences. Teachers are required to respond to truancy notices and will be encouraged by administration to make parent contacts for students who are absent</p> | <p>A. Jody Cabble & Scott Brown</p> <p>B. Administration & School Social Workers</p> <p>C. Administration & Committee Chairs</p> <p>D. Scott Brown & 9th grade Citizenship PLC</p> | <p>A. 04/11 thru 12/11</p> <p>B. 04/11 thru 12/11</p> <p>C. 04/11 thru 12/11</p> <p>D. 04/11 thru 12/11</p> | <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> | |

| | | | | | |
|--|--|--|--|--|--|
| | <p>frequently or who chronically skip class. Parent contact logs are to be maintained as evidence of parent contacts by each teacher. School social workers will continue to make home visits to talk with parents and students.</p> <p>C. Each of the mentioned committees will be charged w/creating a strategy or activity that will increase parent involvement or enhance communication.</p> <p>D. 9th grade Citizenship team will create and distribute (electronically) a regular web-based newsletter for families</p> <p>Short-Term Measures of Success:</p> <ul style="list-style-type: none">A. Parent survey conducted through PTSA will indicate better level of communicationB. More home visits & personal contacts will be documented and a decrease in skips & absences will be noted at each 6-weeksC. Each Committee will make recommendations to the SBDM & Faculty before the end of 1st semesterD. 9th Grade Citizenship team will send out regular monthly web-mail to families <p>Long-Term Measures of Success:</p> <ul style="list-style-type: none">A. The evidence of impact is that there will be an increased number of parents volunteering during the 2008 school yearB. Evidence of impact will be the continued increase in the attendance rate & lowering of skipped classesC. Evidence of impact will be more information available to parents | | | | |
|--|--|--|--|--|--|

| | | | | | |
|--|--|--|--|--|--|
| | <p>on the web site, through emails, newsletters and the school marquee & parent survey will indicate improved communication throughout the year and at least one of the recommendations from a committee will have been implemented</p> <p>D. The evidence of impact will result in more parents participating in scheduled events & having more 1st time volunteers and gap student's parents attend and volunteer</p> | | | | |
|--|--|--|--|--|--|