

# **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:** March 6, 2008

**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 2008-2009 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. This is the 2<sup>nd</sup> year of our biennium of CATS testing (2007 & 2008 scores). As a learning community, we looked at recent CATS scores (2007) and developed an action plan based on areas of need such as formative assessment, targeting class size, Special Education & ESL populations, 9<sup>th</sup> 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 literacy driven initiatives with emphasis in reading strategies, the writing portfolio, on demand writing and open response questions, primarily focusing on closing achievement gaps among our minority/majority, low SES/high SES, ESL and students with disabilities; especially in the area of math. We also are looking at a variety of ways to increase and close the achievement gap in the areas of 9<sup>th</sup> grade achievement. Increasing parental involvement continues to remain a priority. We utilized our current SACS report to assist in planning professional development opportunities. Henry Clay received a site visit from a Quality Assurance Team that visited in March of 2007 in order to recommend our school for continuing accreditation. Using this report we have created professional development opportunities that address curriculum mapping and working with the Program of Studies to develop lessons that are rigorous, relevant and will allow us to reach our 2007-2008 Goal of 88.1. 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 and will not be changed.

#### **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 2007 analysis of our CATS data and 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. While current trends in CATS scores showed us improving in most areas we will focus on working with Limited English and special education students as well as continuing our process in aligning curriculum in the 5 core areas; Math Open Response questions, Science, Portfolio development, On Demand writing and utilizing data to create corrective instruction and useful formative assessments. The results of the 2007 CATS test cannot usefully be compared to previous results due to changes in both qualitative and quantitative scoring measures. In March 2007, Henry Clay received a visit from a Quality Assurance Review team in order to recommend our school for accreditation. Utilizing information gathered from observations, interviews and provided data, this team created an exit report which we were able to use as a guiding tool for the school improvement plan as well as to formulate our course in regard to professional development.

## **Achievement Gap**

As a continuing component of the school renewal process, Henry Clay formed a Rigor and Relevance Committee as well as a CATS committee in fall of 2005. This year the Rigor & Relevance committee was re-titled to Curriculum & Instruction. Henry Clay has also formed a Pathways Committee that encourages students to focus on making decisions about classes and clubs to become involved in that will be helpful in academic and career areas they are interested in pursuing after high school. These committees meet monthly to address the gap issues, discuss data and share minutes of these meetings with the faculty and the Site Based Council. Currently, Mr. Nochta, Henry Clay's principal, is developing and formalizing a 9<sup>th</sup> grade team concept in the Social Studies department. This is a dedicated group teaching a leveled Advanced 9<sup>th</sup> grade Civics & Government curriculum in heterogeneous classes with the exception of the students enrolled in the Liberal Arts Academy. The Academy students will maintain a separate class and the course instructor will work closely with the 9<sup>th</sup> grade team to insure that there is open communication between all 9<sup>th</sup> grade Citizenship classes at all times. Henry Clay anticipates this to be a model program. During a review of SBDM policies and procedures the Literacy Committee was disbanded as it seemed to fit into the Curriculum and Instruction Committee. A new charge was given to each committee that includes utilization and review of the School Improvement Plan. The council formalized the gaps, target dates, and time line in 2007 and updated that information for the School Improvement Plan, along with the Gap Reduction Target document that was updated spring of 2007.

## **Council Review**

Wednesday, February 20, 2008 the components of the School Improvement Plan were presented to the SBDM at their regularly scheduled meeting held at Henry Clay. Feedback from the council required changes that were made, presented and approved at the March 6, 2008 meeting.

## **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 2007-2008 school year. It was presented at the February 2008 SBDM meeting where recommendations were made and it was adopted at the March 2008 SBDM meeting where the final draft was approved. A draft of the plan was presented to the faculty after suggestions and changes were made at the February 20, 2008 SBDM meeting. Updates of the plan will be presented at the monthly SBDM meetings throughout the school year. In December of 2008, the SBDM will be presented with the 1<sup>st</sup> draft of the new plan for the following 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 Based Council meetings and changes and updates will be made at the direction of the Council.

## **Adopted**

The adoption of the School Improvement Plan happened at the March 2008 SBDM Meeting.

## **Revision**

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

1. A new format for recording goals & objectives is currently being developed
2. A focus on On-Demand writing has been added based on additional analysis and current on-demand writing scores
3. Committees have been updated with additional committees being added and some embedded into current committees
4. Spelling & punctuation corrections have occurred
5. Class sizes were reviewed and changes made
6. Suggestions involving the portfolio cluster leader's schedule were given
7. Changes were made for requiring parent volunteers on committees
8. Discussion and changes made to areas that include Special Education
9. Changes were made in regard to the pilot program 9<sup>th</sup> 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  
Mike Jones, Associate Principal  
Amanda Hurley, teacher  
Josh Edwards, counselor  
Demetrius Gay, teacher  
Joe Dewees, teacher

Becky Riley, teacher  
Linda Newberry, teacher  
Cindy Hipsher, parent  
Pam Thomas, parent  
Jennifer Kane, parent  
Bill Stewart, parent

### Planning Committee

John Nochta, Principal  
Bill Stewart, parent  
Charlotte Duncan, teacher  
Becky Riley, teacher  
Les Lewis, teacher  
Karen Kirkland, teacher  
Bonnie Barnes, counselor  
DeeDee Hayes, teacher

Laura Donovan, Associate Principal  
James Bright, teacher  
Bill Pope, teacher  
Robert Sandford, teacher  
Donna R. Wilson, teacher  
Tommy Craft, teacher  
Carolyn Costello, teacher

**CATS Committee**

John Nochta, Principal  
Carolyn Costello, teacher  
Jordan Tarrence, teacher  
William Larkin, teacher  
April Cain, counselor  
Lora Dawson, teacher  
Tyler Smithhart, teacher  
Susan Elkin, teacher  
Bill Stewart, parent  
Laura Thompson, teacher  
Andy Critchfield, teacher  
Josh Edwards, counselor  
DeeDee Hays, teacher

Seth Shannon, teacher  
Matt Helton, teacher  
Lisa Gilvin, teacher  
Bill Pope, teacher  
Adam Reed, teacher  
Denise Minor, teacher  
Bonnie Barnes, counselor  
Demetrius Gay, teacher  
Bob Sandford, teacher  
Amanda Christensen, teacher  
Sharron Wesley, counselor  
Brian Hunt, teacher  
James Bright, teacher

**Curriculum & Instruction Committee**

John Nochta, Principal  
Jackie Smith, counselor  
Libby Noble, teacher  
Keen Babbage, teacher  
Bill Pope, teacher

Laura Donovan, Associate Principal  
Iris Cheeks, teacher  
Ashley Barbour, teacher  
Elise Perry, teacher  
Christy Silvey, teacher

**9<sup>th</sup> Grade Task Force**

Charlotte Lubawy, teacher  
Paula Wheeler, YSC  
Mindy Lapisch, teacher  
Steven Riley, teacher  
Lesley Boggs, teacher

John Nochta, Principal  
Chauncey Murphy, social worker  
Jody Cabble, teacher  
Annette McGrew, teacher  
Tim Bailie, teacher

**Budget Committee**

Amanda Hurley, teacher  
Mike Jones, Associate Principal  
Pam Thomas, parent  
Rebecca Spencer, teacher  
Becky Riley, teacher  
Catherine Jaquith, teacher  
Sharron Wesley, counselor  
Peggy Workman, teacher  
Nancy Blackford, Bookkeeper  
William Larkin, teacher  
Julie Neff, teacher  
Kevin Smith, teacher

Paul Little, Associate Principal  
Linda Dewees, teacher  
Linda Newberry, teacher  
Lisa Gilvin, teacher  
Suzanne Weaver, teacher  
Carolyn Costello, teacher  
Andy Critchfield, teacher  
Scott Brown, teacher  
Adam Davis, teacher  
Annette McGrew, teacher  
Chastity Raisor, teacher

**Professional Development Committee**

Peggy Workman, teacher  
Rebecca Spencer, teacher  
Tommy Craft, teacher  
Diane Chiles, teacher  
Bonnie Barnes, counselor  
Renee Goin, teacher

Tammy Roark, teacher  
Julia Wald, facilitator  
Carroll Driver, teacher  
Samantha Sewell, teacher  
Ronnie Tallent, teacher

**Small Learning Community Committee**  
**(School Improvement & Pathways)**

Amanda Christensen, teacher  
Laura Donovan, Associate Principal  
Mary Haley, teacher  
Peggy Workman, teacher  
Chauncey Murphy, social worker  
Charlotte Duncan, teacher  
Margaret Taylor, teacher  
Karen Kirkland, teacher  
Jason Behler, teacher  
Charlotte Duncan, teacher  
Sam Giles, teacher  
Matt Helton, teacher  
Kate Johnson, teacher  
William Larkin, teacher  
Denise Minor, teacher  
Julie Neff, teacher  
Bob Sanford, teacher  
Lora Thompson, teacher

Laura Donovan, Associate Principal  
Josh Edwards, counselor  
John Nochta, Principal  
Michael White, teacher  
Jennifer Kane, parent  
Rick Holloway, teacher  
Jody Cabble, teacher  
Karen Gill, teacher  
Janie Cantrell, teacher  
Suzanne Weaver, teacher  
Bryson Perry, teacher  
Catherine Jaquith, teacher  
Denise Lail, teacher  
Matt Logsdon, teacher  
Amanda Mullins, teacher  
Becky Riley, teacher  
Chris Snow, teacher  
Barry Turner, teacher

**Technology Committee**

Rick Holloway, teacher  
Tresine Logsdon, teacher  
Ken Clark, teacher  
Steve Combs, teacher  
Maria Torres, teacher  
Jim Strohmeier, parent  
Denise Lail, TRT  
Suzanne Weaver, teacher  
Shelley. Mosier, teacher  
Amanda Hurley, teacher

Bob Sandford, teacher  
Bryson Perry, teacher  
J.R. Woodall, teacher  
Jessica Andrews, teacher  
Eric Bolander, teacher  
Carlos Pena, teacher  
Cindy Hipsher, parent  
Herb Hammond, teacher  
Dale Grupe, teacher

**Action Component** Academic Performance

District Name Fayette County Public Schools

Component Manager Laura Donovan

School Name Henry Clay High School

Date 2008-02-20

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>The 2007 KCCT accountability index indicates that currently Henry Clay has an unadjusted overall index score of 85.8. These scores represent the 1<sup>st</sup> year of our biennium. Our goal for the biennium is an overall index of 88.1. In order to achieve our goal we need an increase of 2.3 points overall.</p> <p>In order to achieve our goal there are several academic areas that must be addressed. Writing scores (portfolio, on-demand &amp; open response) are the lowest of the index scores. 64% of the students tested were below proficiency in on-demand writing and that must be addressed. Scores also indicate large performance gaps in a variety of our subpopulations.</p> <p>Science scores indicate that 18.8% or almost 1/5 of the students tested performed at the novice level. Analysis indicates that students struggled with open response items and unifying concepts. Limited English Proficiency students scored poorly; 71% scored as novice.</p> <p>Scores indicate that currently 14% of students tested fall into the Novice category on the KCCT assessment.</p>	<p>By the 2008 KCCT assessment, all content areas will increase their index scores at least 2 to 4 points. This will allow Henry Clay to reach the goal of 88.1 and remain on target to reach the overriding goal of 100 by 2014.</p> <ul style="list-style-type: none"> <li>• Overall writing performance will need to improve 5 points each year (or 10 points per biennium) in order to achieve 100 by 2014.</li> <li>• Overall science scores must increase by an average of 3.5 points each year (or 7 points per biennium) in order to achieve 100 by 2014.</li> <li>• Novice reduction must occur at a rate of 2.25% each biennium to achieve the goal of 5% or less Novice learners by 2014.</li> </ul> <p>To enhance teachers' ability to understand and effectively utilize data to make necessary improvements in class that will move students to proficiency in core areas we will continue to create professional development opportunities that provide information about data &amp; assessment.</p> <p>Professional development will be created that will allow teachers to intentionally address deficit areas and see immediate improvement in regard to instruction &amp; learning in the classroom.</p>

Causes & Contributing Factors	Objectives with Measures of Success
<p>The KCCT scores indicated sizable gaps in regard to the following sub groups:</p> <ul style="list-style-type: none"> <li>• Special Needs students</li> <li>• African American students</li> <li>• Students with Limited English Proficiency</li> <li>• Low SES students</li> <li>• Gender</li> </ul> <p>A review of the 2007 KCCT report demonstrates that while the majority of students answer the multiple choice component of the assessment correctly, the mean score for open response questions was 2.14 on a 0-4 scale which has a significant impact on our scores. This is lower than the previous years (2006) Open Response scores.</p> <p>Based on the 2007 KCCT reports, low mean scores on open response items are pervasive across content areas.</p> <p>The 2007 KCCT reports indicated that the areas Henry Clay students show the greatest deficiencies of demonstrating knowledge on Open Response Questions are in Math and Science; however it is important to note that the highest scores on Open Response Questions were in Reading and those scores were only 2.37</p> <p>On the 2007 KCCT reports, minority, limited English proficiency &amp; students with disabilities scored significantly less in the proficient &amp; distinguished range in all content areas. In the area of writing there is also a significant gender gap that is noted.</p>	<p>During the 2008-2009 school year:</p> <ul style="list-style-type: none"> <li>• All departments will review their curriculum mapping and alignment w/both Core Content &amp; Program of Studies</li> <li>• Walk through assessment tools will be implemented and used by administration on a regular basis to provide feedback to teachers to improve instruction</li> <li>• All departments will plan for &amp; in some cases implement common course assessments (9<sup>th</sup> grade Citizenship team)</li> <li>• Special needs students will receive additional assistance in the areas of writing and math</li> <li>• Teachers in all departments will receive open response, on-demand, multiple choice and portfolio training to insure that students are receiving realistic and appropriate questions to prepare for the test</li> <li>• All teachers will receive training in school wide data analysis in order to accurately assess progress students are making</li> <li>• All teachers will receive training in depth-of-knowledge standards in order to create useful assignments for students that accurately assess knowledge levels</li> <li>• Students will participate in open response &amp; writing workshops and will be introduced to lessons to increase scores</li> </ul> <p>By 2009, Henry Clay H.S. will have a 2-5 point increase in the KCCT accountability index score and each content area academic index score</p> <p>By 2009, Henry Clay H.S. will have a minimum of a 5% increase in each content areas percentage of proficient and distinguished scores from the minority and students with disabilities subgroups</p> <p>The open response student mean on the 2007 KCCT will be at least 3.0.</p>

**EXAMPLES:**

Reading: Caucasian/AA: 77% to 37%  
 Caucasian/Hispanic: 77% to 47%  
 W/O disabilities/ W/disabilities: 69% to 26%  
 Non-SES/ Low SES: 69% to 40%  
 \*LEP students had only 7% Proficient/Distinguished

Science: Caucasian/AA: 63% to 28%  
 Caucasian/Hispanic: 63% to 28%  
 W/O disabilities/ W/disabilities: 57% to 24%  
 Non-SES/ Low-SES: 58% to 26%  
 \*LEP students had only 14% Proficient/Distinguished

Math: Caucasian/AA: 72% to 34%  
 Caucasian/Hispanic: 72% to 22%  
 W/O disabilities/ W/disabilities: 59% to 21%  
 Non-SES/ Low SES: 62% to 28%  
 \*LEP students had only 15% Proficient/Distinguished

Writing: Caucasian/AA: 54% to 22%  
 (Portfolios) Caucasian/Hispanic: 54% to 23%  
 W/O disabilities/ W/disabilities: 57% to 24%  
 Non-SES/ Low SES: 58% to 26%  
 Female/Male: 58% to 36%  
 \*No LEP students completed Portfolios

(On-demand) Caucasian/AA: 25% to 14%  
 Caucasian/Hispanic: 25% to 9%  
 W/O disabilities/ W/disabilities: 23% to 4%  
 Non-SES/ Low SES: 24% to 13%  
 Female/Male: 32% to 12%  
 \*No LEP students tested in On-demand Writing

Special focus will be on Math Open response questions as this was the one area in which overall the average Open Response question was below a 2.0. Professional development opportunities will be offered to teachers in this area.

In order to close the gap and increase the overall scores of students in Science, an intentional study of individual core content questions and responses will be completed by a designated teacher/teachers in order for the media specialists to create and develop supplemental materials to enhance both teaching and student learning.

In order to increase the rigor of Special Education courses and increase overall scores of students in Special Education the Special Education Department will do the following:

- Review and assure that curriculum is aligned with the regular education courses to insure that resource classes utilize the same materials and cover the same content as regular education courses
- Lower the overall number of students in each collaboration course to no more than 10 by eliminating collaboration teachers in advanced classes and electives, thus allowing more teachers to work in general level classes
- Offer only a limited number of special education electives; eliminating courses that have achieved no academic goals or do not follow &/or mirror the regular education curriculum

The reading specialist will work collaboratively with ESL & Special Education teachers who are teaching reading to insure and encourage the use of best practices and to increase reading scores among these gap students.

In order to increase writing scores, any teacher teaching 2 or more 12<sup>th</sup> grade Language Arts classes will be limited to no more than 25 students per class

A writer's workshop will be developed and on-demand and open response training will occur for both students and teachers. The Portfolio Cluster leader will utilize released time and scheduled days to work with teachers and identify students who will benefit from additional assistance

In order to promote inquiry, lab based science courses all attempts will be made to insure that science teachers have labs and permanent classrooms

**Action Component** Equity

District Name Fayette County Public Schools

Component Manager Jody Cabble

School Name Henry Clay High School

Date 2008-02-20

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>Based on KCCT assessment scores and data there is an achievement gap between White &amp; African American students, White and Hispanic students, non and low SES and Disabled &amp; Non-Disabled students</p> <p>White/African American: Gap is 30.0 points                      White/Hispanic: Gap is 34.2 points                      Non-SES/Low SES: Gap is 31.4 points                      Non-Disabled/Disabled: Gap is 34.7</p> <p>Based on the retention rate and failed course rate of 9<sup>th</sup> grade students there is a need to offer additional services to freshman students in order to facilitate academic success.</p> <p>Based on enrollment numbers and gap scores, minority students need to be encouraged to enroll in Advanced Placement &amp; Advanced level courses.</p>	<p>By Dec 2008, Henry Clay High School will reduce the achievement gap between the identified subgroups by 10% in all core tested categories.</p> <p>By Dec 2008, Henry Clay will decrease the 9<sup>th</sup> grade retention and failure rate by 5% as compared to the 2008 rate.</p> <p>By Dec 2008 Henry Clay will demonstrate an increase in the number of 9<sup>th</sup> grade students involved in school related activities (i.e., athletic &amp; extra- curricular activities such as clubs and organizations) as compared to the previous year.</p> <p>By Dec 2008 Henry Clay will have increased minority enrollment by 5% in Advanced and Advanced Placement courses as compared to 2007 enrollment numbers</p>

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

<p>that they will drop out</p> <ul style="list-style-type: none"> <li>• 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 &amp; unable to see the relevance of classes &amp; course work</li> <li>• At the mid term of the fall semester 42% of all 9<sup>th</sup> grade students were receiving 1 or more failing grade</li> </ul> <p>The gap between students is growing. The data demonstrates that there is an average gap of 32.6 as compared to last years average gap of 29.2 between identified subgroups.</p> <p>The 2007 KCCT scores show a reading gap increase in the proficient to distinguished category. While overall reading scores increased, identified gap areas continue to widen.</p> <p>Existing data (referrals and teacher and student surveys) indicates that 9<sup>th</sup> grade students would benefit from social skills and career training</p> <p>ESL teacher feedback indicates that students enrolled in the ESL program would benefit from a social skills course</p>	<ul style="list-style-type: none"> <li>• Free and reduced lunch student scores will increase at least 10% in all assessed areas</li> <li>• Disabled student scores will increase at least 10 % in all assessed areas</li> <li>• By Dec 2008, the achievement gap in reading for minority students will be reduced by at least 10%.</li> <li>• Henry Clay will offer Open Response training to 9<sup>th</sup> grade students to increase proficiency in open response writing (this training will continue incrementally throughout a student’s 4 years at Henry Clay) to increase writing scores</li> <li>• Henry Clay will offer social and job and career skills training to both ESL &amp; 9<sup>th</sup> grade students through the introduction of a Social Skills component in Freshman 101 &amp; an elective course or program for the ESL program as well as the continuation of the current JA program</li> <li>• To increase effective instruction and decrease behavior problems, 9<sup>th</sup> grade courses will have no more than 28 students per course to the degree possible</li> <li>• To lower the 9<sup>th</sup> grade retention rate Henry Clay will continue to offer Fall &amp; Spring prep for core courses that target students who are struggling in areas before they fail rather than offer them a course after failing</li> <li>• Henry Clay will offer a scheduled activities period during the school day in order for students to develop connections with a wider range of students &amp; adults in the building who share like interests</li> </ul>
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- Henry Clay will have an increase in the number of 9<sup>th</sup> grade students active and enrolled in the Career Pathways program to increase the relevance of classes and course work for students and ultimately lower the dropout rate
- The social studies model of encouraging minority students to enroll in advanced level courses will occur throughout content areas and this will lead to an increase in enrollment of minority students in advanced level courses
- Citizenship will create a team model in which all classes are heterogeneous (all levels) to the extent possible with common core questions insuring proficiency in tested areas
- In order to increase overall academic achievement and improve class climate, to the degree possible, all attempts will be made to insure that teachers who teach primarily 9<sup>th</sup> grade students (3 or more courses) will have their own class room

**Action Component:** Parental Involvement

District Name Fayette County Public Schools

Component Manager Paula Wheeler

School Name Henry Clay High School

Date 2008-02-20

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"> <li>• A wider variety of parent volunteers for school wide initiatives (e.g., more minority student-parent volunteers, more at-risk student-parent volunteers, etc)</li> <li>• More personal contacts with the parents and students who have excessive absences</li> <li>• More collaboration between Curriculum &amp; Instruction, CATS committee and the 9<sup>th</sup> Grade Task Force to communicate and implement activities that include parents</li> <li>• Better and more formalized and intentional communication between parents and the school (more 1<sup>st</sup> time parent contacts</li> </ul>	<p>By Dec 2008, 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 2008, there will be an increased number of parent volunteers during the school year as compared to data collected at the end of the 2007-08 school year</p> <p>By Dec 2008, 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, news letters and the school marquee which will also increase communication</p> <p>The 9<sup>th</sup> grade Citizenship team will utilize a web-letter to communicate information to parents about events and school related information</p>

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

**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  
(2008 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 2.3 points on the 2007-2008 CATS test

**OBJECTIVES 1, 2 & 3**

Activity	Measure	Responsible Person	Start/End Date	I, P, N	Progress Statement
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<p>A. To continue with the school wide focus on portfolios</p> <p>B. To provide special needs &amp; ESL students with additional writing instruction</p> <p>C. To continue the school wide focus on open response questions</p> <p>D. To provide teachers &amp; students with supplemental math instruction in the area of writing &amp; answering open response questions as needed</p> <p>E. Teachers will receive training in the area of data analysis &amp; a special emphasis will be placed on analyzing assessment data as an opportunity for growth</p> <p>F. Teachers will receive feedback in the form of administrative walk-thrus to be used as a tool to improve instruction in the classroom</p> <p>G. Special Education &amp; ESL students will receive additional instruction in reading</p> <p>H. Teachers will create individualized and intentional PD opportunities independently that address identified areas of need as noted on Professional Growth Plans</p> <p>I. Special Education courses will be aligned with general level core courses</p> <p>J. Collaboration courses will be capped at 10 identified students per course w/no collaboration offered in advanced level courses</p> <p>K. 12<sup>th</sup> grade language Arts classes will have no more than 25 students per class</p>	<p><b>Implementation:</b> A. Teachers will receive portfolio training and can also receive additional training as needed or requested in the writing of effective portfolio prompts.</p> <p>B. Special needs students will be assigned writing mentors that will work with them to develop better writing skills and develop quality written pieces</p> <p>C. Students enrolled in 9<sup>th</sup> grade Citizenship will receive an ORQ workshop that focuses on preparing &amp; writing strong open responses. 10<sup>th</sup> &amp; 11<sup>th</sup> grade Social Studies students will receive updated, modified &amp; shortened "refresher" versions</p> <p>D. Teachers will receive specialized training in on-demand writing instruction and teachers in will score portfolios, deepening the entire staff's understanding of the writing process</p> <p>E. Professional development will be offered in data analysis to all staff &amp; also in using assessment data to improve instruction</p> <p>F. Administrators will provide immediate feedback to teachers as to quality of instruction via the walk thru tool &amp; individual consultation</p> <p>G. Reading specialist will consult w/Special Ed &amp; ESL teachers to insure use of Best Practices in reading instruction</p> <p>H. Staff will use Growth Plans to create individual PD opportunities (on-line, etc)</p> <p>I. Special Ed teachers will work w/Reg. Ed teachers to insure curriculum alignment in all courses</p> <p>J &amp; K Class sizes capped to insure best instruction and learning environment</p>	<p>A. Portfolio Cluster Leader</p> <p>B. Administration will assign writing mentors and teachers can volunteer to mentor students as well</p> <p>C. Administration &amp; Department Chairs</p> <p>D. Administration, PD Committee, Portfolio Cluster Leader &amp; staff</p> <p>E. Administration &amp; PD Committee</p> <p>F. Administration</p> <p>G. Reading Specialist &amp; ESL &amp; Special Ed teachers</p> <p>H. Individual Staff</p> <p>I. Special Ed &amp; Reg. Ed departments</p> <p>J &amp; K Counselors &amp; Administration</p>	<p>A. 04/08 thru 12/08</p> <p>B. 04/08 thru 12/08</p> <p>C. 04/08 through 12/08</p> <p>D. 04/08 thru 12/08</p> <p>E. 04/08 thru 12/08</p> <p>F. 04/08 thru 12/08</p> <p>G. 04/08 thru 12/08</p> <p>H. 04/08 thru 12/08</p> <p>I. 04/08 thru 12/08</p> <p>J &amp; K 04/08 thru 12/08</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> <p>E.</p> <p>F.</p> <p>G.</p> <p>H.</p> <p>I.</p> <p>J &amp; K</p> <p>B.</p>	
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	<p><b>Short-Term Measures of Success:</b></p> <p>A. All staff will receive portfolio training and administration and portfolio cluster leader will check for implementation and completion of appropriate portfolio pieces</p> <p>B. Teachers working with these students (or case managers) will report to C &amp; I committee on progress being made at determined intervals (semester, every 6-9 weeks, etc)</p> <p>C. Learning checks and assessments in departments will provide the data &amp; feedback to measure progress being made</p> <p>D. Teachers working with these students (or case managers) will report to C &amp; I committee on progress being made at determined intervals (semester, every 6-9 weeks, etc) &amp; the Portfolio Cluster leader will report on staff progress to SBDM Council</p> <p>E. Teachers will develop assessments using data as evidenced by learning checks and unit/term end assessments</p> <p>F. Walk thrus will demonstrate immediate changes and progress being made by individual teachers</p> <p>G. Differentiated lessons will be developed by the ESL, Sp Ed &amp; Reading Specialist to improve reading &amp; comprehension skills</p> <p>H. Staff will participate in independently designed PD based on Growth Plans</p> <p>I. Sp Ed will have aligned curriculum</p> <p>J &amp; K Class sizes will be at or under the recommended sizes to the degree possible</p>				
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	<p><b>Long-Term Measures of Success:</b></p> <p>A. Evidence of impact will be a 5% increase in the number of students scoring Proficient/Distinguished on portfolios when scored in April 2008</p> <p>B. Students identified as special needs will reduce the number of novice by 10% in that gap category</p> <p>C. 9<sup>th</sup> grade students will increase overall ORQ scores from beginning of semester to end by 10%</p> <p>D. Evidence of impact will be an increase in writing scores to an average OR score in math of 3.0 on '08 KCCT assessment</p> <p>E. Departments will have data-based assessments and will report results to C &amp; I committee at designated intervals</p> <p>F. 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>G. Novice scores in reading in the identified areas will decrease by 5%</p> <p>H. All staff will have developed and participated in at least 1 self-identified area of Professional Development based on Growth Plans</p> <p>I. Novice scores in Special Ed will decrease 10% based on more rigorous, aligned curriculum</p> <p>J &amp; K Overall special needs scores &amp; writing scores will increase by 5% due to increased attention from instructor</p>				
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# *Equity Component And Implementation & Impact Form*

(2008 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 9<sup>th</sup> grade retention rate by at least 5% as compared to the previous year
  - b. To insure that every 9<sup>th</sup> 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

<p>A. 9<sup>th</sup> grade Orientation</p> <p>B. 9<sup>th</sup> grade events once each semester</p> <p>C. Social Skills, Job &amp; Career Training &amp; Guidance offered to 9<sup>th</sup> grade and identified gap students.</p> <p>D. 9<sup>th</sup> graders will design and complete a Service Learning project thru Citizenship class</p> <p>E. Men's &amp; Women's club</p> <p>F. Lower class sizes for all 9<sup>th</sup> grade classes</p> <p>G. Activity period</p> <p>H. Fall &amp; Spring prep courses</p> <p>I. 9<sup>th</sup> grade tutoring program for entire school year</p> <p>J. Heterogeneous 9<sup>th</sup> grade Citizenship classes</p> <p>K. Creation of a 9<sup>th</sup> Grade Citizenship team</p> <p>L. Minority recruitment for AP &amp; Advanced level courses</p>	<p><b>Implementation:</b> A. In-coming 9<sup>th</sup> graders will be invited to attend 9<sup>th</sup> grade orientation and will receive information about the pathways program and attend an extra-curricular "rush."                  B. Student council will sponsor a 9<sup>th</sup> grade event once each semester.                  C. Social Skills will be offered to identified gap groups and thru Freshman 101 &amp; JA will continue to be offered thru Citizenship focusing on career planning                  D. All 9<sup>th</sup> grade Citizenship students will complete a Service Learning project and will continue working w/the UK Social Work students on these projects</p> <p>E. There will continue to be a Men's &amp; Women's club that focuses on the success of Gap students                  F. Class sizes in 9<sup>th</sup> grade classes will not exceed 28 in all levels to the degree possible</p> <p>G. An activities period will be implemented periodically throughout the year that will allow students to participate in a variety of extra curricular activities w/o having to arrange transportation etc. Pathways will be strongly encouraged during this period.</p> <p>H. Fall &amp; Spring prep courses will be offered to reduce the retention rate among all students, especially 9<sup>th</sup> grade &amp; gap students</p> <p>I. Tutoring will be offered for all 9<sup>th</sup> grade students in all core areas</p> <p>J. Citizenship classes will not be tiered w/the exception of the Academy students                  K. Social Studies has identified &amp; created a team to approach the 9<sup>th</sup> grade transition as a professional learning community</p> <p>L. Minority students will be identified by staff &amp; encouraged &amp; offered the opportunity to visit AP &amp; Advanced level course in an area he/she could take the following year or semester to increase enrollment</p>	<p>A. 9<sup>th</sup> grade task force</p> <p>B. Student Council</p> <p>C. Citizenship team</p> <p>D. Citizenship team</p> <p>E. Administration</p> <p>F. Administration &amp; Counseling</p> <p>G. Administration</p> <p>H. Administration &amp; Counseling</p> <p>I. ESS program</p> <p>J. Administration &amp; Counseling</p> <p>K. Administration</p> <p>L. All dep'ts</p>	<p>A.08/08</p> <p>B. ea. semester</p> <p>C. all year</p> <p>D. all year</p> <p>E. ea semester</p> <p>F. 08/08</p> <p>G. 08/08 thru 12/08</p> <p>H. Spring '08 &amp; Fall '08</p> <p>I. all year</p> <p>J. 08/08</p> <p>K. 04/08 thru 12/08</p> <p>L. 04/08 thru 12/08</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> <p>E.</p> <p>F.</p> <p>G.</p> <p>H.</p> <p>I.</p> <p>J.</p> <p>K.</p> <p>L.</p>	
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	<p><b>Short-Term Measures of Success:</b></p> <p>A. Increase in participation of 9<sup>th</sup> grade students; increase in the # of 9<sup>th</sup> grade students that arrive to school the 1<sup>st</sup> day already engaged in an extra curricular activity (#'s will be documented to create a base line for measurement)</p> <p>B. There will be a 9<sup>th</sup> grade event ea semester (#'s that attend will be documented)</p> <p>C. Social Skills &amp; JA will be offered to identified students &amp; all 9<sup>th</sup> graders</p> <p>D. All 9<sup>th</sup> grade students will complete a Community/ Service Learning project</p> <p>E. Members of Men's &amp; Women's club will have less discipline referrals, better attendance &amp; higher grades at ea. 6-week check (as compared to LY #'s)</p> <p>F. 9<sup>th</sup> grade class sizes will not exceed 28, to the degree possible</p> <p>G. All students will participate in 1 activities period</p> <p>H. Failure rates in core courses will be lower at ea. 6-weeks &amp; semester (as compared to LY #'s)</p> <p>I. Students will have higher rate of passing grades @ ea 6-week progress check (as compared to LY #'s)</p> <p>J. All Citizenship classes will be leveled (advanced) w/the exception of the Academy</p> <p>K. Students will experience higher level of success w/9<sup>th</sup> grade transition (as compared to LY #'s)</p> <p>L. The number of minority students in AP &amp; Advanced classes will increase over the 2007-08 #'s</p>				
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	<p><b>Long-Term Measures of Success:</b></p> <ul style="list-style-type: none"> <li>A. A lowering of 9<sup>th</sup> grade retention (5%)</li> <li>B. Student council 9<sup>th</sup> grade steering committee will have completed 2 projects, 1 ea semester</li> <li>C. Students will be able to take Social Skills (9<sup>th</sup> grade students &amp; ESL &amp; identified gap students)</li> <li>D. Documentation of all 9<sup>th</sup> grade students designing &amp; completing a service learning project</li> <li>E. Member's of club will have improved attendance, lower retention &amp; decrease in referrals for the year as compared to similar non-member gap students</li> <li>F. 9<sup>th</sup> grade classes will have no more than 28 students per class, to the extent possible</li> <li>G. More students will be participating in pathways &amp; extra curricular activities</li> <li>H. Overall retention rate will be lower at the semester</li> <li>I. More students will participate in tutoring and overall 9<sup>th</sup> grade grades will increase (compared to LY #'s)</li> <li>J. All 9<sup>th</sup> grade students will participate in 9<sup>th</sup> Grade Advanced Citizenship w/the exception of the Academy</li> <li>K. The number of retained 9<sup>th</sup> grade students will decrease by at least 5%</li> <li>L. Minority students enrolled in AP &amp; Advanced level courses will increase by 10%</li> </ul>				
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# *Parental Involvement Component And Implementation & Impact Form*

*(2008 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 and designated pathways
  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
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<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 &amp; Instruction, CATS &amp; Freshman Task Force Committees and PTSA to implement activities that include parents and increase school to family communication.</p> <p>D. To utilize the 9<sup>th</sup> grade Citizenship team web based newsletter to communicate school and course information to families</p>	<p><b>Implementation:</b></p> <p>A. Using the Parent Involvement Toolbox survey, one 9<sup>th</sup> 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 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. 9<sup>th</sup> grade Citizenship team will create and distribute (electronically) a regular web-based newsletter for families</p>	<p>A. Jody Cabble &amp; Scott Brown</p> <p>B. Administration &amp; School Social Workers</p> <p>C. Administration &amp; Committee Chairs</p> <p>D. Scott Brown &amp; 9<sup>th</sup> grade Cit team</p>	<p>A. 04/08 thru 12/08</p> <p>B. 04/08 thru 12/08</p> <p>C. 04/08 thru 12/08</p> <p>D. 04/08 thru 12/08</p>	<p>A.</p> <p>B.</p> <p>C.</p>	
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	<p><b>Short-Term Measures of Success:</b></p> <ul style="list-style-type: none"><li>A. Parent survey conducted through PTSA will indicate better level of communication</li><li>B. More home visits &amp; personal contacts will be documented and a decrease in skips &amp; absences will be noted at each 6-weeks</li><li>C. Each Committee will make recommendations to the SBDM &amp; Faculty before the end of 1<sup>st</sup> semester</li><li>D. 9<sup>th</sup> Grade Citizenship team will send out regular monthly web-mail to families</li></ul>				
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	<p><b>Long-Term Measures of Success:</b></p> <ul style="list-style-type: none"><li>A. The evidence of impact is that there will be an increased number of parents volunteering during the 2008 school year</li><li>B. Evidence of impact will be the continued increase in the attendance rate &amp; lowering of skipped classes</li><li>C. Evidence of impact will be more information available to parents on the web site, through emails, newsletters and the school marquee &amp; parent survey will indicate improved communication through out the year and at least one of the recommendations from a committee will have been implemented</li><li>D. The evidence of impact will result in more parents participating in scheduled events &amp; having more 1<sup>st</sup> time volunteers and gap student's parents attend and volunteer</li></ul>				
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