

**JOHNSON CENTRAL HIGH  
SCHOOL IMPROVEMENT PLAN**

**Year 2011 - 2012**

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Phillip Wireman

Responsible Person

Connie Jones

Contact Person

**Approved Date:**

3/16/2011

**Members or Committee:**

Monica Daniel

Dwight Chafins

Charles Wetzel

Debbie Ferguson

Paul Kestner

**2011 - 2012 SCHOOL IMPROVEMENT PLAN**  
**Executive Summary**  
**JOHNSON CENTRAL HIGH**

**Mission**

The mission of Johnson Central High School, as a large, progressive high school in Eastern Kentucky is to ensure for each student, through exemplary instruction and leadership, a superior educational experience in all academic areas. Through the unified effort and shared responsibility of students, parents, school personnel and the community, this experience will serve as the bridge for students to become productive members of society and lifelong learners.

**Needs Assessment**

The Needs Assessment and Planning Teams were comprised of members from all departments at our school, along with representation from our Youth Services Center, students, and parents. Needs Assessment Teams were first organized within departments as each departmental team leader worked with representatives from each subject area on analyzing needs by using the KASC Tools for School Councils Consolidated Planning Kit. The Assessment Overview Study for each subject area was completed as each departmental team met to examine and discuss test data.

**Goals**

The Needs Assessment and Planning Teams then met to analyze needs and survey results and determine goals and strategies. We expect this comprehensive improvement plan to provide a framework for our school to continue progressing toward proficiency while presenting students with an efficient learning environment that fosters a proper transition into adult life.

**Evaluation**

Based on the measurable goals, we will evaluate the components of the CSIP throughout the year and update the CSIP biannually.

**Stakeholders**

In determining our needs, all of our faculty was involved in analyzing our students test data. Department team leaders then met to share findings within each department and our Needs Assessment and Planning Team, comprising of faculty, administration, students, and parents, determined goals and strategies based on these previous findings.

**Component: Learning Environment and Efficiency**

**Component Manager: Phillip Wireman**

**Last Updated: 3/9/2011**

**School: JOHNSON CENTRAL HIGH**

**Priority Need:**

Johnson Central High School has 63% of our students on free and reduced lunch. Most of the opportunities and enriched learning experiences students receive are provided by the school. This covers a range of essential programs such as art, music, physical activity, learning experiences, etc.

**Goal:**

By May 2011, all Johnson Central High School students will be provided opportunities to participate in a variety of artistic, personal well-being, and academic programs and through school activities barriers to learning will be reduced.

**Benchmark**

Measure	Date	Projected Data	Actual Data
Support Services	4/6/2010	100	
Graduation Rate	3/1/2011	95	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Support services provided to students to reduce barriers to learning (Advisor/Advisee, Counselors, Nurses, FRC/FRYSC, Occupational Therapist, Speech teachers and community partners).	Wireman	8/1/2009	6/1/2012	\$FRC FRYSC \$Health Dept. \$District Funding		
2	Both	Cultural/academic programs, field trips, and extracurricular activities will be scheduled to provide students with access to a variety of experiences beyond the regular classroom activities as evidenced by the Calendar and Lesson Plans.	Wireman	8/1/2011	6/1/2012	\$10000 General Fund \$CTE Grant		
3	Both	Appropriate student placements to address at-risk student needs (summer school, credit recovery, ISS, Suspension and alternative school placement) will be available options for at-risk students.	Wireman	8/6/2009	6/1/2012	\$District Funding \$ESS Funding		
4	Both	Parent involvement and communication with the school will be enhanced through (Parent Portal, Open House, progress reports, ILPs, Eagle Express, FRYSC Newsletters, counselors' communications, Infinite Campus, volunteer training and local media sources).	Wireman	8/1/2009	6/1/2012	\$District Funding \$YSC Funding \$200 General Fund \$Community Partners		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
5		GearUp grant will target seventh through tenth graders to enhance academic performance, increased rate of high school graduation, increased awareness of educational opportunities and preparation for secondary education in the areas of math, science and technology.	Staff	8/1/2010	6/1/2011	\$Gear-UP Grant		
6		Following the guidance of the program review requirements of SB1, teachers will collect and provide evidence that demonstrates the characteristics of quality 1. Arts & Humanities and 2. Practical Living/Career Studies program.	Teachers	8/1/2011	5/31/2013	\$District Funding \$200 PD		
7		Teachers will be encouraged to participate in leadership trainings(MLSN, SLSN, ELSN, KTIP, National Board Certified, District content area cadres, state committees, conferences)as evidenced by PD logs, purchase orders, and PGP's.	All Teachers	8/1/2011	5/31/2012	\$Advanced Kentucky \$CTE Grant \$Leadership Suport Networks \$District Special Educ		
8		A joint effort between our school, Big Sandy Community and Technical College, Morehead State University and other institutions of higher education will allow students to take college level courses at our school during the 2011-2012 school year as evidenced by student enrollment and credit earned.	Teachers	8/1/2011	5/31/2012	\$CTE grant \$\$ Partnerships		

**Component: Math**

**Component Manager: Betty Watson**

**Last Updated: 2/28/2011**

**School: JOHNSON CENTRAL HIGH**

**Priority Need:**

In May 2010, 1 out of 4 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

**Goal:**

By May 2012, ALL NCLB subgroups will reach their NCLB Math proficiency target of 69.91 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
NCLB AMO P/D	5/1/2011	69.91	
NCLB AMO P/D	5/1/2011	69.91	
NCLB AMO P/D	3/1/2011	69.91	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	Align curriculum pacing and develop congruent assessments and lessons that address the intent of the KCAS/common core math standards in order to assist students in the attainment of the learning targets, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Watson	2/1/2011	5/30/2013	\$200 PD \$Advanced Kentucky \$MLS Network		
2	NCLB	To provide math intervention strategies (Rtl) that result in novice reduction and increase student proficiency (Carnegie Math, ACT Prep/test readiness programs, Algebra I offered in the Middle School).	Wireman	2/1/2011	5/30/2012	\$30000 General Fund		

**Component: Reading**

**Component Manager: Aimee Webb**

**Last Updated: 3/2/2011**

**School: JOHNSON CENTRAL HIGH**

**Priority Need:**

In May 2010, 4 out of 4 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

**Goal:**

By May 2012, ALL NCLB subgroups will reach their NCLB Reading Annual Measurable Objective of 69.82.

**Benchmark**

Measure	Date	Projected Data	Actual Data
NCLB AMO P/D	5/1/2011	69.72	
NCLB AMO P/D	5/1/2011	69.72	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	Align curriculum pacing and develop congruent assessments and lessons that address the intent of the KCAS/common core ELA standards in order to assist students in the attainment of the learning targets, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments.	Webb	2/1/2011	5/30/2013	\$200 PD \$District Funding \$Advanced Kentucky ELAS Network		
2	NCLB	Reading intervention strategies (Rtl) for students not meeting ACT college benchmarks will promote student's independent reading and writing ability (participation in AP courses, reading course, small group/individualized instruction) will be monitored and documented to assess student progress.	Webb	2/1/2011	5/30/2012	\$1000 General Fund		

**Component: Science**

**Component Manager: Andrew Castle**

**Last Updated: 2/25/2011**

**School: JOHNSON CENTRAL HIGH**

**Priority Need:**

In May 2010, the percentage of students scoring proficient or distinguished in Science was 35.92 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring Novice in Science was 13.46 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2011, the percentage of students scoring proficient or distinguished will increase by 21.36 for a total percentage of all students scoring proficient or distinguished in Science of 57.28 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Science will decrease by 2.82 for a total percentage of all students scoring novice in Science of 10.64 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
KCCT-Science	5/1/2011	57.28	
KCCT-Novice	5/1/2011	10.64	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Supplement and align science standards, assessments and lessons with the cross-disciplinary literacy and writing expectations of the KCAS/Common Core State Standards for Literacy in Science/Technical Subjects (Grades 6-12) as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments	Castle	2/1/2011	5/30/2013	\$SLS Network \$Advanced Kentucky \$200 PD		
2		Review the science core state standards after the anticipated release December 2011.	Castle	12/1/2011	5/30/2014	\$0 No Funding		
3				1/1/0001	1/1/0001	\$2000 General Fund		

**Component: Social Studies**  
**Component Manager: Crystal Fultz**  
**Last Updated: 3/3/2011**  
**School: JOHNSON CENTRAL HIGH**

**Priority Need:**

In May 2010, the percentage of students scoring Novice in Social Studies was 15.94 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring proficient or distinguished in Social Studies was 37.12 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2012, the percentage of students scoring Novice in Social Studies will decrease by 5.47 for a total percentage of all students scoring novice in Social Studies of 10.47 as measured on the Kentucky Core Content Test. By May 2012, the percentage of students scoring proficient or distinguished will increase by 31.44 for a total percentage of all students scoring proficient or distinguished in Social Studies of 68.56 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
KCCT P/D	11/3/2010	68.56	
KCCT Novice	11/3/2010	10.47	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Supplement and align social studies standards, assessments and lessons with the cross-disciplinary literacy and writing expectations of the KCAS/Common Core State Standards for Literacy in History/Social Studies (Grades 6-12) as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments	Fultz	2/1/2011	5/30/2013	\$200 PD		
2	SB168	Review the social studies core state standards after the anticipated release Spring 2012.	SS Teachers	1/1/2012	5/31/2014	\$0 No Funding		
3		To reduce the novice rate, the Social Studies teachers will: 1. continue to utilize summative exams to evaluate student learning, 2. incorporate primary source documents and critical thinking exercises into the curriculum to enhance the student's ability to analyze and interpret information correctly, and 3. assess student's understanding of the content by incorporating formative assessments into their lessons.	Social St teachers	8/5/2011	5/31/2012	\$200 General Fund		



**Component: Writing**

**Component Manager: Amiee Webb**

**Last Updated: 3/3/2011**

**School: JOHNSON CENTRAL HIGH**

**Priority Need:**

In May 2011, the percentage of students scoring proficient or distinguished in Writing was 29.57 as measured on the Kentucky Core Content Test.

**Goal:**

By May 2012, the percentage of students scoring proficient or distinguished will increase by 23.48 for a total percentage of all students scoring proficient or distinguished in Writing of 53.05 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	Projected Data	Actual Data
KCCT-Writing	10/1/2011	53.05	
KCCT Novice (Males)	2/25/2011	6.30	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Align curriculum pacing and develop congruent assessments and lessons that address the intent of the KCAS/common core ELA standards in order to assist students in the attainment of the learning targets, as evidenced by the work of district and school level PLCs and documented by formative, summative, local and state assessments	Webb	2/1/2011	5/30/2013	\$200 PD \$Advanced Kentucky ELAS Network		
2		Following the guidance of the program review requirements of SB1 and the school's literacy plan teachers will collect and provide evidence that supports the characteristics of a quality writing program through student work folders.	Webb	2/1/2011	5/30/2012	\$2000 PD		
3		To reduce the novice rate, a portfolio piece will be written in all classes for more authentic writing.	All Teachers	8/1/2011	5/31/2012	\$200 PD		