



**Washington County Schools
School Improvement Audit
Report of Findings**

School: John Battle High School

Date: Oct. 22, 2014

Standard 1 – Purpose and Direction

Indicators	Significant Findings	Area of Strength	Area of Improvement
1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.		<input type="checkbox"/>	<input type="checkbox"/>
1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	The culture of John Battle High School supports the whole child. The nurturing environment promotes character and integrity in students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	The school improvement process is intended as a continual process with annual revisions as part of the comprehensive plan.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 2 – Governance and Leadership

Indicators	Significant Findings	Area of Strength	Area of Improvement
2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.		<input type="checkbox"/>	<input type="checkbox"/>
2.2 The governing body operates responsibly and functions effectively.			
2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction to manage day-to-day operations effectively.		<input type="checkbox"/>	<input type="checkbox"/>
2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.	The culture of John Battle High School is consistent with the school's purpose and direction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.5 Leadership engages stakeholders in support of the school's purpose and direction.	Evidence from interview and survey data indicates strong stakeholder support, as shown by attendance at events and a growing PISA.	✓	
2.6 Leadership and staff supervision and evaluation processes results in improved professional practice and student success.		<input type="checkbox"/>	<input type="checkbox"/>
Standard 3 – Teaching and Assessing for Learning			
Indicators	Significant Findings	Area of Strength	Area of Improvement
3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	John Battle High School provides a wide variety of course offerings, including advanced courses, CTE, and elective classes. An emphasis on depth of questioning, effective feedback and the use of formative assessments should be addressed.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.		<input type="checkbox"/>	<input type="checkbox"/>
3.3 Teachers engage students in their learning through instructional strategies that ensure student achievement of learning expectations.	Teachers use a wide variety of instructional strategies; however, depth of questioning and formative assessment needs to be addressed.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	Utilize the lesson plan template to ensure teaching occurs at the appropriate level of cognitive demand.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.		<input type="checkbox"/>	<input type="checkbox"/>
3.6 Teachers implement the school's instructional process in support of student learning.		<input type="checkbox"/>	

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.		<input type="checkbox"/>	<input type="checkbox"/>
3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Parents indicate effective and appropriate communication from administration and teachers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	John Battle High School is commended for having an effective mentoring program for incoming 9th grade students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.		<input type="checkbox"/>	<input type="checkbox"/>
3.11 All staff members participate in a continuous program of professional learning.		<input type="checkbox"/>	<input type="checkbox"/>
3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.	John Battle High School utilizes an effective co-teaching model of inclusion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard 4 – Resources and Support Systems			
Indicators	Significant Findings	Area of Strength	Area of Improvement
4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	John Battle High School has sufficient numbers of qualified personnel to support the school's purpose, direction, and educational program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Examine the master schedule to adjust class sizes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.3 The school maintains facilities, services and equipment to provide a safe, clean, and healthy environment for all students and staff.	The facility is clean, well maintained and conducive to student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.		<input type="checkbox"/>	<input type="checkbox"/>
4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure supports the school's operational needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.	Support services are provided that meet the physical, social, and emotional needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.7 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.		<input type="checkbox"/>	<input type="checkbox"/>
Standard 5 – Using Results for Continuous Improvement			
Indicators	Significant Findings	Area of Strength	Area of Improvement
5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.		<input type="checkbox"/>	<input type="checkbox"/>
5.2 Professional and support staff continuously collects, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Effort should be made to provide differentiated instruction to address individual student needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3 Professional and support staff is trained in evaluation, interpretation, and use of data.		<input type="checkbox"/>	<input type="checkbox"/>

5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.		<input type="checkbox"/>	<input type="checkbox"/>
5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.		<input type="checkbox"/>	<input type="checkbox"/>

Comments:

The visiting team had a successful visit to John Battle High School on October 22, 2014. The following commendations were noted:

1. The students at John Battle High School are well behaved and respectful. The visiting team was impressed with exceptional student conduct throughout the day.
2. School pride is evident through a variety of forms, such as cleanliness of the building, attendance and support at events, involvement of parents, and a growing PTSA.
3. A wide variety of course offerings is available for students.
4. Teachers have established positive relationships with students which impact student conduct and performance.
5. Student participation in extra-curricular activities is exceptional.
6. A variety of instructional strategies were observed, such as cooperative learning and co-teaching.
7. A positive atmosphere is present that develops the whole child.

The following recommendations were presented:

1. A concentrated effort should be made to provide differentiated instruction to address individual student needs.
2. Examine the master schedule to adjust class sizes.
3. An emphasis on instructional strategies to include depth of questioning, effective feedback and formative assessment should be addressed. Utilize the lesson plan template to ensure teaching occurs at the appropriate level of cognitive demand to match the standards.

Team Members

Dr. Chad Wallace
 Dr. Barry Yost
 Connie Phillips
 Jason Lester
 Jeff Blevins
 Missy Morrison
 Vieta Lyle
 Lori Carrigan
 Susan Logan
 Heather Hensley
 Teea Triplett

Committee Chair David Lambert

Committee Vice-Chair Dr. Jeff Noe

Committee Clerk Janet Lester