

Bluegrass Middle School
**COMPREHENSIVE SCHOOL
IMPROVEMENT PLAN**

**SCHOOL ASSURANCE REVIEW
SCHOOL YEAR 2008 - 2009**

The Bluegrass Middle School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* prior to approval of our plan.

Brenda Pirtle

November 07, 2008

Chairperson, School Council

Date

Brenda Pirtle

November 07, 2008

Chairperson, School Planning Committee

Date

Plan Approved by the School Council
November 06, 2008

Date

School Council Members:

<i>Brenda Pirtle</i>	Principal
<i>Jesse Floyd</i>	Teacher
<i>Mandy Hanson</i>	Teacher
<i>Melissa Van Zant</i>	Teacher
<i>Teandra Parker</i>	Parent
<i>Rich Laing</i>	Parent

School Improvement Plan Amendment

Comprehensive School Improvement Plan 2008

Area of Need: **Reading**District Name: **Hardin County**School Name: **Bluegrass Middle School**Date : **November 7, 2008**

Priority Need	Goal (Addresses the Priority Need)
Based on our 2008 NCLB Report, the percentage of students scoring proficient and above in Reading are as follows. The AMO for 2008 is 59.20.	Based on results of the 2009 KCCT, the 2009 NCLB Report will show the following percentages of students performing at proficiency and above in Reading. The AMO for 2009 is 66.00.
White Students 65.79	White Students 70.79
African American Students 52.15	African American Students 62.15
Free and Reduced Lunch Students 49.34	Free & Reduced Lunch Students 59.34
Students with Disabilities 20.27	Students with Disabilities 30.27

Causes and Contributing Factors

The previous CSIP was complicated and hard for stakeholders to understand, and was focused on too many sources of data. It was difficult to implement, monitor, and evaluate the numerous goals and activities while focusing on individual needs.

Area of Need : **Mathematics**

District Name: **Hardin County**

School Name: **Bluegrass Middle School**

Date : **November 7, 2008**

Priority Need	Goal (Addresses the Priority Need)																
Based on our 2008 NCLB Report, the percentage of students scoring proficient and above in Math are as follows. The AMO for 2008 is 37.37.	Based on results of the 2009 KCCT, the 2009 NCLB Report will show the following percentages of students performing at proficiency and above in Math. The AMO for 2009 is 47.81.																
<table> <tr> <td>White Students</td><td>46.05</td></tr> <tr> <td>African American Students</td><td>29.45</td></tr> <tr> <td>Free and Reduced Lunch Students</td><td>24.17</td></tr> <tr> <td>Students with Disabilities</td><td>10.81</td></tr> </table>	White Students	46.05	African American Students	29.45	Free and Reduced Lunch Students	24.17	Students with Disabilities	10.81	<table> <tr> <td>White Students</td><td>51.05</td></tr> <tr> <td>African American Students</td><td>39.45</td></tr> <tr> <td>Free & Reduced Lunch Students</td><td>34.17</td></tr> <tr> <td>Students with Disabilities</td><td>20.81</td></tr> </table>	White Students	51.05	African American Students	39.45	Free & Reduced Lunch Students	34.17	Students with Disabilities	20.81
White Students	46.05																
African American Students	29.45																
Free and Reduced Lunch Students	24.17																
Students with Disabilities	10.81																
White Students	51.05																
African American Students	39.45																
Free & Reduced Lunch Students	34.17																
Students with Disabilities	20.81																

Causes and Contributing Factors

The previous CSIP was complicated and hard for stakeholders to understand, and was focused on too many sources of data. It was difficult to implement, monitor, and evaluate the numerous goals and activities while focusing on individual student needs.

School Improvement Plan Amendment
Action Components: Reading and Mathematics

Comprehensive School Improvement Plan 2008

District Name Hardin County

School Name Bluegrass Middle School

Date November 7, 2008

Focused District Activities

Focused Activity	NCLB SB 168 ESL	Evidence of Implementation	Expected Impact in Terms of Progress and Success	Progress (I, IP, NI)
The instructional focus of Title I at BGMS in grades 6-8 will be reading and mathematics for all students.	SB 168	The principal will conduct regular walk throughs and continued monitoring of students in each of these areas	Improvement in student achievement as measured by multiple assessment sources to include MAP, NCLB, KPR along with formal and informal assessments by teachers.	
All Students will complete goal-setting sheets for MAP in the areas of reading and math.		The principal will meet with each team and review previous MAP scores in math and reading and set new goals in preparation for the next test in each area. Students will also be made aware of scores to place each student on grade level in each area.	The impact will include increased MAP scores in each area for each student, which will indicate the ability to achieve proficient or higher on NCLB and KPR assessments.	
All Students will also know their lexile range and choose books according to that lexile range.	SB 168	The principal will meet with each team and make students aware of their lexile range and the importance of choosing books within that range.	Students will choose books/content within their lexile range.	

School Improvement Plan Amendment**Comprehensive School Improvement Plan 2008**

By cross referencing students who did not meet NCLB in the subpopulations of Free & Reduced Lunch and students with a disabilities along with students who are not on grade level in reading according to the most current MAP scores, additional reading instruction takes place on a daily basis. Oral reading from favorite chapter books, Read, Write, Gold, Thinking Reader, and Open Book are all strategies used to increase student achievement.	NCLB	An additional reading class schedule is available for the applicable students	Students will be on grade level in Reading based upon MAP scores. Thus, achievement on the NCLB and KPR reports should follow.	
By cross referencing students who did not meet NCLB in the subpopulations of Free & Reduced Lunch and students with a disability along with students who are not on grade level in math according to the most current MAP scores, additional services are provided through Title I instruction weekly in basic math facts, drills, and computation.	NCLB	The Title I teacher will work in collaboration with the classroom teachers of those students to identify critical areas in math and address those needs.	Increased basic math skills and concepts will be evident by the regular mathematics teacher's assessments	

School Improvement Plan Amendment

Comprehensive School Improvement Plan 2008

ESL teacher is trained in Open Book Reading, which includes a Spanish version of the text along with pronunciation and meaning or vocabulary assistance. In addition, ESL support will be provided on a regular basis within the classroom setting to make content and expectations more clearly for English Language Learners.	ESL	<p>The Principal provided after school training along with the ESL teacher in Open Book.</p> <p>Central Office provides support through a set schedule for an ESL teacher at Bluegrass Middle School.</p>	ESL will have increased levels of success in reading and oral communication as evidenced by ESL teacher and regular classroom teachers observations.	
Open Book training in reading was also made available for any special education teacher or any reading teacher who teaches students with disabilities.	NCLB	Central office support will provide on going Thoughtful Education training while the principal provides on going professional development through monthly faculty meetings. This will be monitored through lesson plans and continued walk throughs.	Increased use of Thoughtful Education and Marzano's strategies as used by teachers and monitored by administration will increase student understanding of concepts across content areas and ultimately scores on varied assessments such as formal class tests, NCLB, KPR.	
Support and resources will be provided for teaching staff to receive professional development in Thoughtful Education in an on going process along with continued work in Marzano's Strategies.		The Principal will meet with each teacher regarding his or her PGP and monitor progress for each goal set.	Lessons will meet the varied learning styles of students within each classroom.	

School Improvement Plan Amendment**Comprehensive School Improvement Plan 2008**

In their Professional Growth Plans, teachers will set individual goals for growth in the area of curriculum, assessment, instruction, and classroom climate. Additionally, a goal will be set based on school wide goals in those same areas.		The Principal will monitor the rigor and diversity of classroom instruction through formal and informal assessment. Information will be shared with all stakeholders.	With such diversity and rigor in instruction, all students will have greater opportunity for success.	
Based upon the 2008 KPR scores, African American student scores are comparable to their white counterparts in reading, while mathematics is low in each subpopulation. Regardless of test scores or population group identification, each student will continue to be ensured a rigorous instruction in each core content area..	SB168	Through regular walk throughs, review of lesson plans, and formal observations, the principal will ensure rigorous and varied instruction.	Positive results will occur for each student in academic outcomes per core content areas.	
A Learning Styles Inventory is given to each 6 th grader to determine specific learning styles while determining the best strategy to use with boys and girls. This LSI will follow the students through the 8 th grade.	SB168	The regular 6 th grade classroom teachers will administer and review results of the LSI. Thus, determining best instructional practices for each student	Increased achievement on formal and informal assessments in the classroom is the goal while results should be significant in national and state tests.	