

East Hardin Middle School

(SCHOOL NAME)

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2008 – 2010

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

Paul Connelly, Jr.
Chairperson, School Council

November 6, 2008
Date

Gail Crain
Chairperson, School Planning Committee

November 6, 2008
Date

**Plan Approved by the School Council:
November 6, 2008**

School Council Members:

Melissa Hardin	
Mary Key	
Dwayne Mollison	
Mary Carruthers	
Bonnie Dezern-Olson	
Diana Glenn	
Todd Haydon	

EXECUTIVE SUMMARY

District: HARDIN COUNTY School: EAST HARDIN MIDDLE SCHOOL

MISSION STATEMENT

The mission of East Hardin Middle School is to ensure a complete educational and social endeavor during the transition from elementary to high school, to prepare our students for an ever-changing society by teaching and modeling not only effective problem-solving, but also creative and responsible decision-making, and to effect a cooperative effort between parents and school staff with the success of the student foremost at task.

PROCESS OF DEVELOPING THE CONSOLIDATED PLAN

How Planning and Needs Assessment Committees Were Organized:

The site-based council assigned the principal the responsibility of forming task groups with representatives from the faculty, community, Standards and Indicators for School Improvement Review team, and administration.

Members/Representative Groups Who Served on Planning and Needs Assessment Committees:

Community Members - Ms. Mary Key, Ms. Melissa Hardin, Mr. Dwayne Mollison

Faculty Members/Consolidated Plan Committee – Carla Wallace, Kate Bateman, Debbie Peak, Mary Carruthers, Luann Brashear, Denise Parrett, Otha Ray Stearman, Jo Edwards, Todd Haydon, Diana Glenn, Bonnie Dezern-Olson

Administration Members - Buddy Connelly, Gail Crain, Garry King, Sheryl Crumpton, Melanie Reynolds

How the Needs of the School or District Were Determined:

The school's Consolidated Plan committee studied CATS results, standardized test results, building needs, technology needs, and survey information from parents, teachers, students and community members.

How Goals and Strategies Were Decided Upon:

The Consolidated Plan committee made recommendations to the faculty, who approved the goals and strategies for presentation to the site based council.

What Implementation of the Plan is Expected to Achieve:

The implementation of the consolidated plan will ensure curriculum that will compliment the core content document, provide local curriculum, keep technology in the school current, and provide training opportunities for the faculty which will enable them to include instructional best practices in their classrooms.

What Process was Used for Internal Review of the Plan:

Local Planning Committee reviewed each component during the components development and gave final approval to the completed document.

Central Office Staff reviewed the plan for correctness and inclusion of all resources available at the District Level.

Site Based Decision Making council gave final approval to the completed document and submitted to the Central Office for Superintendent and board approval.

How Public Comment was Secured and What Response was Made:
Parents were surveyed using the Title I survey and FRYSC survey.

How Consolidated Planning Will be Ensured in the Future:
Implementation and Impact Check will be used annually to determine if goals are being implemented and met.

COMMUNICATION PLAN

How will the Consolidated Plan and Other Important Information Be Shared with Stakeholders?

Methods of communicating the Consolidated Plan to school stakeholders will include but not be limited to the following:

- Plan will be accessible in the school library for public inspection
- Plan will be presented to the Hardin County Board of Education
- Relevant information will be included in the Parent Pupil Handbook
- PTSA Newsletter
- Web Page

How will input continue to be gathered from stakeholders?

- Committees of the Site Based Decision-Making council
- PTSA
- Survey Information
- Parent Teacher Conferences
- Student Test Scores

Hardin County Schools Comprehensive School Improvement Plan**School Name:** East Hardin Middle School**Date:** November 6, 2008**Action Component:** ACADEMIC PERFORMANCE**Component Manager:** Curriculum & Instruction Committees Chairpersons

Priority Need	Goal (Addresses the Priority Need)
The 2008 Ky. Performance Report indicates EHMS combined Accountability Index is 80.1. At the present time EHMS is progressing. Although the school should be able to achieve its performance targets each biennium, an achievement gap currently exists between students with disabilities and students without disabilities in Reading and Math.	EHMS will meet or exceed its Goal Line and targeted novice performances as follows: 2007/08 – (Goal) 85.4 (Novice) 14.76 2009/10 – (Goal) 90.1 (Novice) 11.51 2010/12 – (Goal) 94.7 (Novice) 8.25 2012/14 – (Goal) 99.4 (Novice) 5.00
There is a need to improve the achievement of students with disabilities in math and reading. (SB 168) (NCLB).	There will be a 35% gap or less in the academic index in math & reading between students with disabilities and students without disabilities. (SB168) (NCLB)
Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
Key leverage points of the SISI document are: analyzing student work and aligning instructional strategies/activities with goals. A self-analysis of the Standards and Indicators for School Improvement along with survey indicate needs in the following areas:	East Hardin will reduce the 11% novice level difference in Reading and math between students with disabilities and students without disabilities by 2010.
Standard 1 (Curriculum):	
1.1.a All subject area teachers will be using an aligned curriculum based on Core Content 4.1. 1.1.d Vertical communication needs to occur between grade level teachers within a subject area. 1.1.f There is a need for a process to be developed that will monitor, evaluate and review curriculum throughout the school.	A1.1 By May 2009, all teachers will be using curriculum maps that are aligned with core content to increase proficiency and close instructional lapses.

	A1.2 By May 2009, a method for aligning and evaluating vertical curriculum and transition within the curriculum will be developed and utilized by teachers. The measure of success will be a review of standard 1.1d of the SISI document.
	A1.3 The school will continue to give teachers opportunities to meet within departments so that vertical communication will occur in order to align content and develop common strategies.
Standard 2 (Assessment):	
2.1e Multiple assessment will be given to provide feedback on student learning and instructional practices.	A2. By May 2009, multiple assessments will be specifically designed to provide meaningful feedback on student learning for instructional purposes & performance standards will be clearly communicated, evident in classrooms and observable in student work. Student work and MAP test scores will be analyzed in order to improve instruction.
Standard 3 (Instruction):	
3.1.b Varied instructional strategies need to be implemented that are aligned with curriculum maps, Thoughtful Ed. & Literacy First to improve student assessment and decrease the gap between students with and without disabilities. (SB168) (NCLB)	A3. By May 2009, there will be evidence that effective and varied instructional strategies are used in all classrooms. Students will experience assorted, research based instructional strategies. The measure of success will be determined through principal classroom observations, lesson plans, student work samples, and map, NRT, and CATS test scores.

Action Component **ACADEMIC PERFORMANCE**

Strategies/Activities *(Activity or Strategic Sequence of Activities to Achieve Objectives)*

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
A1	a. Curriculum maps will be developed at each grade level and in each subject and reviewed on a quarterly basis.	a. Achievement gaps will decrease based on use and revision of curriculum maps, professional development, and team meetings.	Teams	6/08	6/09		
	b. Curriculum maps will be developed and reviewed to ensure vertical and horizontal instructional transitions, with involvement by feeder schools and by special education staff to meet the needs of students with disabilities in math & reading. (SB168) (NCLB).	b. Curriculum will be aligned with state core content and documented in teacher lesson plans to ensure that all students have an equitable access to curriculum.	Team Leaders	6/08	6/09		PD Team Money
	c. Schedules and professional development agendas will reflect vertical and horizontal planning.	c. An increase in vertical and horizontal communication regarding transition points will be documented by planning schedules, team meetings, and professional development	Counselors, PD Coordinator, Title 1	5/08	8/09		PD, Title 1

A2	a. Teachers will use authentic assessments bi annual MAP testing to prepare students for state assessment. Everyone Helps Masters Scores	a. Give students opportunities to practice test-taking strategies. Teachers will use data to improve instruction and meet the needs of the students. Each team conducts mastery review of core content standards. Team teachers will implement assessment strategies for their content area.	Teachers	9/08	10/09		
	b. Teachers will meet on a regular basis to analyze assessment and instructional practices	b. Teachers will improve instruction to meet the needs of students through adapting curriculum and instructional strategies.	Team Leaders, Teachers	6/08	On going		PD, Title 1
A3	a. Resource & collaboration/ inclusion models will be utilized with disabled students and all students scoring in the novice & apprentice ranges in order to give them access to the curriculum and varied instructional practices to include individual and classroom technology, with a special emphasis on students with disabilities in the content area of math & reading. Open book reading program will be	a. Student assessments and classroom observations will show evidence of access to the curriculum and show progress in meeting goals. Activities will incorporate Activ Boards, Free Standing Keyboard, T I 34 II calculators, CPS, & individual laptops.	Special Education Teachers, Title 1 and staff, and ESS Coordinator	8/08	On going		Sp. Ed.

	implemented with Special Ed. (SB168) (NCLB)						
	b. All teachers will implement research based instructional strategies. (Marzano, Silver & Strong, Questioning Techniques)	b. Teacher will use instructional strategies to increase student achievement.	Principal PD	8/08	On going		PD
	c. Teachers (Language Arts, Social Studies, Science, Related Arts) will utilize content related Reading material, Thoughtful Ed. & Literacy First strategies to increase student performance in the areas of Reading comprehension and content knowledge.	The Title 1 Instructional focus will be on teaching reading skills in all content areas to increase student performance in the areas of reading comprehension and content knowledge.	Teachers, Title 1	8/08	On going		Title 1
	d. Math teachers will implement research-based math instructional practices to include the use of various materials. This can include Accelerated math and map testing.	Students will receive mathematics-related instruction using hands-on manipulative and researched based instructional strategies, such as, word walls, short video clips, objectives written on board, and KET Enclyomedia. Students may have additional individualized math support through Accelerated Math and map testing	Teachers, Title 1	6/08	8/09		PD, General Fund, Title I

	e. All teachers will be trained in Thoughtful Ed. During the 2008-2009 school year. (SB1168) (NCLB)	With support from Title 1 staff, Thoughtful Ed. Strategies implemented into aligned curriculum will increase student achievement & decrease the gap between student s with disabilities and students without disabilities.	Grade 6, 7, 8, teachers, Title 1 staff	8/08	8/09		District Funds
	f. All teachers in grades 6, 7, 8, & Sp. Ed. will be trained in Literacy First. (SB 168) (NCLB)	Literacy First instruction will increase student achievement & decrease the gap between students with and without disabilities.	Grades 6, 7, 8, & Sp. Ed. Teachers	8/08	8/09	\$22,000	District Title 1

Hardin County Schools Comprehensive School Improvement Plan**School Name:** East Hardin Middle School**Date:** November 6, 2008**Action Component:** LEARNING ENVIRONMEN**Component Manager:** Climate & PD Committees**Chairpersons**

Priority Need	Goal (Addresses the Priority Need)
A self-analysis of the Standards and Indicators for School Improvement along with surveys indicates that the Student, Family and Community Support and the Professional Growth and Development standards are not meeting all requirements to improve teaching and learning.	By June 2009 an evaluation of the SISI document will indicate continuous improvement within the Learning Environment component until indicated descriptors within each standard are fully functioning.
Causes and Contributing Factors: (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
A key leverage point of the SISI document is to build capacity with on-going PD and addressing instructional leadership. The self-analysis of the SISI document shows that growth needs to occur in the following standards:	East Hardin Students will close the gap between ESS students and the regular population as well as a 10% reduction in office referrals.
Standard 4: School Culture	
Standard 5: Community Support	
5.1.a Families & communities work together to promote programs & services for all students. 5.1.b All students will continue to have access to the curriculum and support services. 5.1.d Students need to receive additional instructional support outside the classroom.	B1. By May 2009, there will be evidence that students are receiving additional instructional support and have access to all curriculum and support services offered at the school. The measure of success will be a review of 5.1.a, 5.1.b and 5.1.d of the SISI document.
Standard 6: Professional Development	
6.1.e Professional Development needs to be ongoing and viewed as a continuous process with feedback and/or collaboration.	B2. Professional development activities will be ongoing and follow up sessions will be scheduled throughout the school year for each year through 2010. The measure of success will be a review of 6.1.e on the SISI document and information from surveys regarding professional development.

Action Component **LEARNING ENVIRONMENT**

Strategies/Activities (*Activity or Strategic Sequence of Activities to Achieve Objectives*)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
B1	a. Students identified as having excessive unexcused absences will be invited to participate in the Truancy Diversion Program.	a Referred students will be provided with additional support to improve attendance & student learning.	Administration, Counselors, Youth Service Center Coordinator, Circuit Court Judge, CDW, DPP	11/08	On going		Hardin Circuit Court
	b. Teachers will provide instructional support to ESL students with the assistance or in collaboration with ESL staff. Students that are identified below grade level in reading, math, writing or ESL will be provided with additional instructional support via Extended School Services, with an emphasis on ESL/ migrant students and reading for students with disabilities. (SB168) (NCLB)	b Referred students will be provided with additional instructional support in order to close achievement gaps, and sheltered instruction will be provided for ESL students.	ESS Coordinator, Title 1, ESL Teacher	8/08	On going		ESS, Migrant, Title 1
	c. School staff will implement a no tolerance for bullying within the school environment.	c Students will pledge and follow the code of conduct to promote a safe physical and emotional learning environment.	Administration, Teachers, Counselor, Youth Service Center Coordinator	8/08	On going		

	d. Parent involvement activities will be held throughout the school year.	d Improved parent participation will increase student achievement.	Youth Service Center Coordinator, ESS coordinator, Admin., Counselor	7/08	8/09		Title 1, Family Resource Center, ESS
B2	a. Student work will be analyzed as a form of on going and job embedded professional development.	a Teachers will use information to improve instruction.	Department Heads, Team Leaders	6/08	7/09		PD
	b. Prof. Dev. opportunities will be offered for various instructional strategies / curriculum alignment to be implemented at the school.	b All certified staff will demonstrate improved teaching strategies.	PD Coordinator	6/08	8/09		PD, Title 1, Section 7

Hardin County Schools Comprehensive School Improvement Plan**School Name:** East Hardin Middle School**Date:** November 6, 2008**Action Component:** EFFICIENCY**Component Manager:** Budget Committee Chairperson

Priority Need	Goal (Addresses the Priority Need)
A self-analysis of the Standards and Indicators for School Improvement indicates that standards within the Leadership, Organizational Structure and Resources, and the Comprehensive and Effective Planning components are not being met.	At the end of each accountability cycle until 2010 and beyond, the school will evaluate the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan. The stakeholders will review evidence of attempts to sustain the commitment to continuous improvement.
Causes and Contributing Factors (Both Positive and Negative; Based on Needs Assessment)	Objectives with Measures of Success
A self-analysis of the SISI document cited the following causes and contributing factors as indicated in the following standards:	East Hardin will conduct impact checks to review and edit the effectiveness of the CSIP.
Standard 7: Leadership	
7.1.d Leadership will continue to disaggregate data and share that information with all stakeholders.	C1. By the end of each accountability cycle, stakeholders will review and analyze assessment data to determine significant turning points and progress in achieving accountability goals. Successful implementation will be determined by an annual review of standard 7.1.d of the SISI document.

Standard 8: Organizational Structure	
8.1.a Student schedules will continue to be organized so that all students have the resources necessary for achievement.	C2.1 The school will continue to utilize scheduling models that provide students with access to all resources necessary for achievement. A smaller learning community approach (teaming) will be implemented at each grade level. Successful implementation will be determined by an annual review of standard
8.2.a Evidence needs to be provided that indicates funds are used in an equitable manner.	C2.2 Stakeholders will review the budget on a regular basis to ensure that funds are spent equitably across the school and content areas.
Standard 9: Comprehensive and Effective Planning	
9.5.c Stakeholders need to evaluate and monitor progress toward the achievement of the student learning goals and Consolidated Plan objectives.	C3. Stakeholders will be informed of progress made in meeting the goals of the comprehensive plan through the use of impact checks. An annual review of the comprehensive plan and current school practices will be the measure of success.

Action Component **EFFICIENCY**

Strategies/Activities *(Activity or Strategic Sequence of Activities to Achieve Objectives)*

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Amount of Funding	Fund Source
C1	a. Assessment data will be disaggregated and information will be provided to staff members and parents.	a. Information on test data will be used to improve and modify instruction.	Counselor	8/08	On-going		
C2	a. Teaming will be incorporated in all grade levels.	a. Student based thematic units will be used throughout interdisciplinary instruction.	Counselor, Team Leaders, Teachers	6/08	6/09		
	b. The school will request an additional Special Ed. Teacher, who will provide instruction and support for grade 6 and 8 students with disabilities. (SB 168) (NCLB)	Teacher will provide instruction and use teaching strategies to meet the needs of students and help lessen the gap.	Principal	10/08	7/09		District Funds

	c. The budget committee will continue to meet on a regular basis to ensure that funds are allocated equitably.	b. Funds will be allocated equitably among staff and students.	Budget Committee Chairperson	7/08	On going		
C3	a. Committee Chairpersons & Team Leaders will complete impact checks at least twice per school year to document progress and amend the comprehensive plan.	a. Lesson Plans and on going instruction will reflect the impact checks and comprehensive plan	Committee Chairpersons & Team Leaders	7/08	6/09		