

BLUEGRASS MIDDLE SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



ASSURANCE CERTIFICATION School Year 2009--2010

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive District Improvement Planning Guidebook (2004)*. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement. It is the responsibility of the local district to keep copies of past plans on file at the school district.

Brenda Pirtle
Principal

Dana Burton
Assistant Principal

Title	Contact E-mail	Phone
Principal	Brenda.Pirtle@Hardin.kyschools.us	(270) 765-2658
Assistant Principal	Dana.Burton@Hardin.kyschools.us	(270) 765-2658
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Counselor	TBA	
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EXECUTIVE SUMMARY

MISSION STATEMENT

Bluegrass Middle School's Mission Statement is as follows: Through collaborative partnerships, Bluegrass Middle School transforms youth into responsible citizens by providing academic, emotional and social standards of excellence.

In a collaborative partnership with students, parents, staff, community and campus schools, Bluegrass Middle School will bring rigor and relevance in differentiated instruction while securing relationships through a mutual respect of diversity between and among our student/staff population

Our core values include respect, responsibility, integrity, collaborative partnerships, and tolerance of diversity.

NEEDS ASSESSMENT

Bluegrass Middle School reviewed multiple sources of data prior to the development of our Comprehensive School Improvement Plan. The needs assessment process involved analyzing student performance data and school wide practices, utilizing data driven decisions and identifying gaps in student achievement tied to student academic performance.

The 2009 Commonwealth Accountability Testing System (CATS) testing did not have an accountability index this year.

For No Child Left Behind (NCLB) accountability in Average Yearly Progress, Bluegrass Middle School did not meet AYP goals and consequently are a Tier III School. Students with disabilities failed to meet their Annual

12/18/2009

Measurable Objective's (AMO) in reading and math and will remain our focus. Attention on the needs of that population as well as the addition of LEP students, African Americans and Free and Reduced Lunch students will drive the CSIP.

In an effort to include resources that extended beyond the traditional data reporting tools, we utilized Hardin County Schools Effective Schools Parent, Student Staff Climate Survey.

Goal and Strategy Development

Each Team reviewed specific data from their content area and recommended priority needs to be addressed in the 2009-10 CSIP. The Team members developed measurable goals and drafted strategies to accomplish the goals. The members meet on a weekly basis to provide critical insight and feedback.

In our review of last year's plan for 2008-2009, the 2009 NCLB and Kentucky's Interim Performance Report (IPR) results and the 2007-2008 Scholastic Audit Report, there was a clear need to review the plan using high quality research-based Professional Development (PD) that is both systemic and comprehensive in nature with built in monitoring strategies to safeguard success. Specific measurable targets for student subgroups not meeting AYP based on AMO's in reading and math.

During this process we determined that while the progress of our subpopulations has not reached the levels defined by NCLB, we have continued to see signs of positive growth in most of our accountable areas as identified by 2009's IPR. We need to continue with the initiatives that are currently in place, while developing monitoring strategies to properly assess the effectiveness of these strategies. We need to continue to get instructional assistance delivered to the individual student if academic achievement is to be achieved for all. For students, this means identifying individual abilities and skills and tailoring their educational experience accordingly. For teachers, this means determining instructional strengths and growth areas through a data-based review of the performance of their students and creating professional development plan that will lead to individual student and classroom improvements.

EVALUATION OF PLAN

The effectiveness of the 2009-10 plan will be evaluated by using implementation and impact checks at various times throughout the year.

Progress on the plan's strategies will be shared with the various stakeholder groups throughout the year. Any necessary adjustments to the strategies will be made based on the review of impact checks in order to increase the opportunities for all students to experience success within our system of education. It is our belief that the plan is an ongoing, living document that demands responsiveness to the needs of our students and community, therefore making its success dependent on the constant monitoring of all of its goals and strategies to ensure applicability to current events and information.

STAKEHOLDER INVOLVEMENT

We believe that any plan's success is directly linked to the involvement and subsequent contribution of every member that the plan affects.

Prior to the posting of any revision to the plan, every stakeholder group was given a copy of the plan to review and offer suggestions. We have representation from principals, parents, community members, board members, district staff and students since every voice is critical in ensuring the plan adequately addresses the needs of our diverse student population while maintaining the integrity of our abilities to effectively carry out the plan.

Leading up to final board approval of the plan, the plan will be available to the public at least two weeks before adoption to allow for any student, parent, or community member access to its content, ensuring equity and understanding of each goal and strategy.

2009-2010 COMPREHENSIVE PLANNING COMMITTEE

NAME	POSITION/REPRESENTING
Pirtle, Brenda	Principal
Burton, Dana	Assistant Principal
Ash, Marilyn	Counselor
Dezern, Sherry	Teacher
Fuller, Phillip	Teacher
Richerson, Valerie	Teacher
Wittenback, John	Teacher

Action Component: Academic Achievement
Component Manager(s): Administrators
Date: December 2009
School/District: Bluegrass Middle School

Priority Need:	Goal:
Reading Based upon the school's 2009 NCLB report, the school percentage of students scoring proficient and distinguished in reading was 64.75%. The AMO for reading was 53.54. Scores for students with Limited English Proficiency were unreportable. Students with disabilities scored 30.00 proficient and above. The school received a NO in Adequate Yearly Progress for these students as well as African American and Free and Reduced students.	Based on the results of the 2010 Kentucky Core Content Test (KCCT), as stated in the NCLB report, the percent of students scoring proficient and above in reading is set at 62.81%. The school AMO target for next year is 59.42%. The 2010 Goal for Students with Disabilities is: 33.30% The 2010 Goal for all other Sub Groups are: White (Non Hispanic): 61.38% African American: 57.19% Asian: Unreported Hispanic: Unreported Free/Reduced Lunch: 51.59%
Math The school's 2009 NCLB report also indicated that the percent of students scoring proficient and above in math was 51.17. The AMO for math was 47.81. Scores for students with Limited English Proficiency were unreportable. Students with disabilities scored 8.33% proficient and above. The school received a NO in Adequate Yearly Progress for these students as well as African American and Free and Reduced students.	Also based on the results of the 2010 KCCT, as stated in the NCLB report, the state percent of students scoring proficient and above in reading is set at 56.79%. The school AMO target for next year is 53.06%. The 2010 Goal for Students with Disabilities is: 9.24% The 2010 Goal for all other Sub Groups are: White (Non Hispanic): 56.99% African American: 53.09% Asian: Unreported Hispanic: Unreported Free/Reduced Lunch: 43.23%
School Level Reading and Math Bluegrass did not meet AMO for 2009 in the following areas: Reading; All Students and Math; African American, Disabilities, Free/Reduced Lunch	The school will decrease the Novice levels of proficiency in spring of 2010 to 9.00% in reading and 19% in math:

Writing The total on-demand percent proficient and distinguished for the school in 2009 was 28.30%. Other Academic Indicator Our Explore composite score for 2008 was 14.2%. Our Science Proficiency and Distinguished results as reported on our IPR for 2009 was 55.87%. Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2009 was 34.91%. Program Reviews: To be phased in during the 2009 – 2010 School Year.	Writing The total on-demand proficient and distinguished for the school in 2010 will be as follows: Other Academic Indicator Our Explore composite score for 2009 will be: 15.5% Our Science Proficiency and Distinguished results as reported on our IPR for 2010 will be 57%. Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be 36%. Program Reviews: Continued progress in the development, implementation and sustainment of quality instructional program in the areas of: Arts and Humanities and Practical Living/Career Studies will be an ongoing focus for the 2010 school year.

Measure – Fall 2009 MAP scores Mean RIT	Winter 2009 Mean RIT	End of Year Mean RIT	Spring 2009 Mean RIT
Reading Grade 6 – 211		214.8	
Reading Grade 7 – 211.5		217.9	
Reading Grade 8 – 214.7		221.2	
Math Grade 6 – 214.3		223.8	
Math Grade 7 – 218.4		228.3	
Math Grade 8 – 224.3		232.7	

Action Component: Academic Achievement

Component Manager: Associate Superintendent for Instruction

Activity Number	NC LB SB1 68	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1	NC LB	Professional Learning Communities will develop protocol and address the Three Smart Goals with the Four Essential Questions being a part of each meeting. 1. What do we want students to learn? 2. How will we know if they have learned? 3. What will we do if they don't learn? 4. What do we do if they already know it? 100% of all PLC's will follow the expectations. Results will be measured by PLC minutes and administrative attendance.	Pirtle Burton Ash Counselor TBA Each PLC	December 2009 May 2010	N/A			
2	NC LB	The PLCs will create curriculum maps to include pacing structures (by the day) based upon the Combined Document and the Blueprint for Kentucky Core Content Test 4.1. • Activities will also be aligned and congruent with the Combined Document and include DOK levels • Data Rooms will be developed to create a visual connection for students who need to move to proficient and distinguished. 100% of all PLCs will follow the expectation. Results will be monitored through direct observation, review of lesson plans, and review of pacing guides	Pirtle Burton Each PLC	November 2009 May 2010	N/A			
3	NC LB	PLCs will develop Common Assessments (Multiple Choice and Open Response) at a 12:1 or 14:2 ratio. by grade and content. PLCs will use the AMO Calculators and the common scoring rubric to evaluate results based upon the essential questions. • Common Assessments will be displayed in the classrooms/ hallways consistently with the Rubric and the Core Content posted with the assessment • S.E.E. strategy will be taught in all content areas and grade levels for Open Response Assessment. 100% of all content/grade levels will begin the use the common assessments, AMO Calculator and scoring rubrics. Results will be monitored through lesson plans, review of common assessments and rubrics, along with walk through data/observation.	Pirtle Burton Ash Counselor TBA Each PLC	November 2009 May 2010	N/A			

4	NCLB SB 168	The instructional focus of Title I at BGMS in grades 6-8 will be READING and MATHEMATICS for all students. • Literacy First Intensive Reading Program has been adopted for use with identified students based on MAP scores along with subpopulations not meeting NCLB • A School- Wide Read -at -Home Program has been implemented with 25 minutes of reading required 5 nights per week. Journal entries will be kept and graded by Language Art Teachers • The Bluegrass Book Club is introduced as an incentive to support the Read at Home Program and is by invitation only for students meeting their goals. • The library is color-coded based upon Lexile Ranges to better assist in student selection. Bi-weekly class time will be set aside to visit the library. • Thoughtful Education strategies will continue in Math and Reading Content to reach all learning styles Improvement in student achievement as measured by multiple assessment sources to include MAP, NCLB, IPR along with formal and informal assessments by teachers.	Pirtle Burton Biggs Staff	November 2009 Ongoing	DODEA Grant Title I		
5	NCLB SB 168	Extended School Services (ESS) will be available for students with priority given to students in subpopulations where the school has not met academic achievement goals. Monitoring of ESS programming will occur through learning walk observations by ESS coordinator.	VanZant ESS Staff	November 2009 July 2010	N/A		
6		Mentor Groups will be developed with a 13:1 student Adult ratio to develop relationships and goal set for MAP in READING and MATH. Documentation of meeting dates with agenda will be used while MAP scores are monitored by the group and MAP scores will show a 10% increase. 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 IPR assessments.	Pirtle Burton Hanson Floyd VanZant Staff	November 2009 Ongoing	MAC GRANT \$499		
7	NCLB SB 168	The school provides training to special education teachers in Compass Learning . Along with special education students, minority populations will be addressed in Mathematics and Reading goals. Open Book Training addresses ESL student needs.	Pirtle Burton Staff	November 2009 Ongoing			

Action Component: Learning Environment/Efficiency Component Manager(s): Brenda Pirtle, Principal Date: December 2009 School/District: Bluegrass Middle School's Plan		
Priority Need:	An analysis of Hardin County Schools Effective Schools Administrative Climate Survey reveals that school culture; student, family and community support; and efficiency standards from the SISI document have been developed and implemented but will be monitored to ensure continued effectiveness.	Goal:
		By January 2010, an evaluation of the SISI document and follow-up of actions resulting from interactions with KDE's ASSIST Team members will identify areas within Indicators 4 and 5 (school culture and student, family and community support) and in Indicator 8 (organizational structure and resources) that need additional support.

Superintendent of Instruction

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
1		Administration will communicate with the faculty and staff through the weekly Bluegrass Bulletin, scheduled meetings and individual conferences. Documentation through agendas and copies of weekly bulletins will be used	Pirtle Burton Ash Counselor TBA All teachers	Ongoing				
2		Emails, Required Agenda Books, Conferences, Phone Contacts, Weekly newsletters, teacher-created web sites, the Bluegrass Website and Parent Portal are tools used to communicate with parents on a regular basis throughout the school year regarding expectations, behaviors, and academic standing. 100% of teams will copy newsletters to administration. Documentation of parent contacts will be kept by each teacher.	Pirtle Burton Ash Counselor TBA All teachers	Ongoing				
3		100% of classrooms contain ActivBoards and Slates. Training will be ongoing to increase knowledge and use of each. Each grade level has a CPS unit. Training will be conducted to increase knowledge and use of this tool. Use of this tool will be monitored through walk through data, lesson plans and agendas of documented trainings.	Pirtle Burton Ash Counselor TBA All teachers	November 2010 Ongoing				
4		All stakeholders will know and understand the Vision and Mission of Bluegrass Middle School. The information is shared on the website in the Parent, Student and Teacher Handbooks. It is posted in the hallways and in the classrooms and discussed with the students for common understanding	Pirtle Burton Ash Counselor TBA All teachers All students	Ongoing				
5		School-wide incentives each nine weeks are in place for academic and behavioral celebrations	Pirtle Burton All Teachers	Quarterly				
12/16/2009		A Pep Club is developed to provide opportunities for all students to be involved at Bluegrass Middle School	Pirtle Hanson Todd	Regularly Scheduled Meeting				13

APPENDIX

COMPREHENSIVE PLANNING

Vocabulary/Acronyms **Hardin Co. Schools**

Academic Performance	Component that addresses curriculum, instruction and assessment issues.
ALM	Administrative leadership meetings involving principals and district administrators.
AMO	Annual Measurable Objective
CC	Core Content for Assessment—documented that specifies items in each content area that will be assessed by the Kentucky Core Content Test.
CDIP	Comprehensive District Improvement Plan
CHAMPS	A student behavior management process.
Component	A section of a school/district comprehensive plan that addresses specific priority needs.
CSIP	Comprehensive School Improvement Plan
DOK	Depth of Knowledge
Efficiency	Component that addresses leadership, use of resources, and comprehensive and effective planning.
ELL	English Language Learner
Goal	A statement closely aligned with the priority need that states the goal the organization needs to achieve.
GT teachers	Gifted and Talented teachers.
IAT	Intervention and Assistance Teams that support students who need academic or behavioral support.
ISD	Instructional Services Department
Learning Environment	Component which addresses school culture; school, family and community support; and professional development.
NCLB	No Child Left Behind
NCLB Tier	No Child Left Behind tier of consequences (a level of action that schools/districts must take to address identified needs)
Priority Need	Section of a component which utilizes data to identify areas that will be addressed in the component.
RITA	
SB 168	Senate Bill 168; a Kentucky achievement gap law for schools.
SISI	Standards and Indicators for School Improvement; planning document from the Kentucky Department of Education utilized to guide comprehensive planning and needs assessment.
Strategy/Activity	A list of actions that need to be taken to meet stated objectives. Contains activities, person(s) responsible, a timeline and resources (financial, time, human, physical) that will be utilized.