

EAST HARDIN MIDDLE SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



ASSURANCE CERTIFICATION School Year 2009--2010

The East Hardin Middle 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

12-9-09
Date

Gail Crain
Chairperson, School Planning Committee

12-9-09
Date

Plan Approved by the School Council:

December 09, 2009

School Council Members:

Melissa Hardin	Parent
Dwayne Mollison	Parent
Mary Carruthers	Teacher
Diana Glenn	Teacher
Todd Haydon	Teacher



EXECUTIVE SUMMARY

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.

East Hardin Middle School focuses on student success and the ability to be a lifelong learner as the goal of all school activities, through a student-centered environment with a cooperative effort of staff, parents, and the community.

So that we may successfully implement the vision and mission of East Hardin Middle School, our faculty, staff and school community adhere to the following beliefs:

- I. We believe that all students have the ability, right and responsibility to learn and experience success.
- II. We believe in the importance of working with parents and students to ensure that our learning environment has clear, consistent expectations and meets specific academic standards.
- III. We believe that all curriculum must be engaging, challenging and differentiated to meet the needs of all students.
- IV. We believe in providing our students with a safe environment that encourages the development of healthy relationships and a positive self-concept.
- V. We believe that each staff member accepts, encourages, and challenges our students, thereby making a difference in their lives.

NEEDS ASSESSMENT

East Hardin's Consolidated Plan committee studied CATS results, standardized test results, building needs, technology needs, MAP testing data, and survey information from parents, teachers, students and community members. The CSIP committee made recommendations to the faculty, who approved the goals and strategies for presentation to the site based council. The needs assessment process involved analyzing student performance data and district 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. However, utilizing the accountability index constructed by KSBA, results indicate that, as a school, East Hardin Middle School is declining in its accountability index showing 85 in the 2008 biennium and remaining at 85 in the 2009 KASC Transition Index utilizing weighted average analysis of all Elementary, Middle and High Schools' index.

For No Child Left Behind (NCLB) accountability, East Hardin did not meet overall Adequate Yearly Progress (AYP) and is in Tier III. The fact that students with disabilities and students with free and reduced lunch failed to meet their Annual Measurable Objectives (AMO) in reading and students with disabilities failed to meet their AMO in math has remained our focus and attention on the needs of that population.

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

Goal and Strategy Development

Each member of the Instructional Committee and the CSIP committee reviewed specific data from their content area and recommended priority needs to be addressed in the 2009-10 CSIP. The members developed measurable goals and drafted strategies to accomplish the goals. The members met on a weekly basis to share the draft plan and provide critical insight and feedback. Throughout this process, the plan was reviewed with the Principal, Assistant Principal, and counselors to gain individual comments and expectations, insuring alignment in each respective area of assignment.

In our review of last year's plan for 2008-2009, the 2009 NCLB and Kentucky's Interim Performance Report (IPR) results, 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; the school's role in addressing the teaching and learning needs of students will be addressed. A clear systemic approach to extended learning for targeted groups of students and an explanation for why the previous plan failed to bring about student achievement will be addressed by the revised plan and administrators.

During this process we determined that the progress of our subpopulations has not reached the levels defined by NCLB, and the 2009 IPR indicates that growth is needed in other areas as well. Initiatives and instructional strategies will be put in place. These will be monitored and assessed to see 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.

Our school desires to respond to the students' needs by basing our plan on “. . . **intervention** rather than remediation. . .” in making our response “. . . **systematic** . . .,” “. . . **timely**. . .,” and “. . . **direct** . . .” (pp. 7-8) as based upon the research detailed and methodology suggested by Richard DuFour, Rebecca DuFour, Robert Eaker and Gayle Karhanek in the book Whatever It Takes (2004). Rather than corrective action, we have chosen to further develop a school improvement model that emphasizes personalization and focused instruction as central themes. We recognize the intense need to determine what students know and can do starting from the beginning of school. Teachers must stress learning every day and must create strong strategies for targeted interventions based on continuous, formative assessment. Strategies must be research based and must be measured quickly to make the necessary course adjustments.

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.

We recognize that we must use our collective wisdom to meet our challenges. Individual schools, Sight Based Decision Making (SBDM) councils and the district must work collaboratively to review progress, solve problems, seek resources, and provide the professional and personal supports necessary to accomplish our goals.

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

[illegible]

Action Component: Academic Achievement
Component Manager(s): Principal

Date: November 2009

School/District: East Hardin Middle School / Hardin County Schools

Priority Need:

Reading

Based upon the School's 2009 NCLB report, the school percent of students scoring proficient and distinguished in reading was **62.22%**.

The AMO for reading was **66.00%**.

Students with disabilities scored **37.19%** proficient and above. The school received a **NO** in Adequate Yearly Progress for these students as well as **Free and Reduced students**.

Goal:

Based on the results of the 2010 Kentucky Core Content Test (KCCT), the state percent of students scoring proficient and above in reading is set at 68.69. The school AMO target for next year is **72.80%**.

The school will receive a YES in meeting Adequate Yearly Progress in reading for all subpopulations.

The 2010 Goals for all other "reportable" Sub Groups are:

Students with disabilities: **47%**

White (Non Hispanic): **73%**

African American: NA

Asian: NA

Hispanic: NA

LEP: NA

Free/Reduced Lunch: **55%**

Math

The School's 2009 NCLB report also indicated that the percent of students scoring proficient and above in math was 56.82.

The AMO for math was 47.81.

Students with disabilities scored **33.06%** proficient and above. The school received a **NO** in Adequate Yearly Progress for these students.

Also based on the results of the 2010 KCCT, the state percent of students scoring proficient and above in reading is set at **59.70%**. The school AMO target for next year is **58.25%**.

The school will receive a YES in meeting Adequate Yearly Progress in math for all subpopulations.

The 2010 Goals for all other "reportable" Sub Groups are:

Students with disabilities: **43%**

White (Non Hispanic): **68%**

African American: NA

Asian: NA

Hispanic: **NA**

LEP: NA

Free/Reduced Lunch: **53%**

The School will continue to decrease the Novice levels of proficiency in spring of 2010:

Reading
5

Math
10

<p>Writing The total on-demand percent proficient and distinguished for the school in 2009 was as follows:</p> <p>Other Academic Indicator Our Explore composite score for 2009 was: 15 Our Science Proficiency and Distinguished results as reported on our IPR for 2009 was: 59.24 Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2009 was: 53.28 Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 44.54</p> <p>Program Reviews: To be phased in during the 2009 – 2010 School Year.</p>	<p>Writing The total on-demand proficient and distinguished for the school for 2010 will be as follows:</p> <p>Other Academic Indicator Our Explore composite score for 2010 will be: 16 Our Science Proficiency and Distinguished results as reported on our IPR for 2010 will be: 69 Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be: 63 Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 54</p> <p>Program Reviews: Continued progress in the development, implementation and sustainment of quality instructional program in the areas of: Writing, Arts and Humanities, and Practical Living / Career Studies will be an ongoing focus for the 2010 school year.</p>
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Measure – Fall 2009 MAP scores Mean RIT	Winter 2009 Mean RIT	End of Year Mean RIT	Spring 2009 Mean RIT
Reading Grade 1 –		171.9	
Reading Grade 2 –		189.6	
Reading Grade 3 –		199	
Reading Grade 4 –		205.8	
Reading Grade 5 –		211.1	
Reading Grade 6 – 213.6		214.8	
Reading Grade 7 – 213.2		217.9	
Reading Grade 8 – 220.1		221.2	
Reading Grade 9 –		222.6	
Reading Grade 10 –		225.4	
Math Grade 1 –		176.7	
Math Grade 2 –		190.8	
Math Grade 3 –		202.4	
Math Grade 4 –		211.4	
Math Grade 5 –		219.2	
Math Grade 6 – 221.7		223.8	
Math Grade 7 – 222.8		228.3	
Math Grade 8 – 229.2		232.7	
Math Grade 9 –		234	
Math Grade 10 –		237.1	

Action Component: Academic Achievement

Component
Manager: Principal

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/ End Date	Cost/ Funding	I PI NI	Date	Implementation/Impact CHECK
A1	X	Curriculum Maps will be developed at each grade level in each subject and reviewed at the end of each quarter.	Principal, Paul Connelly, Jr.	Dec. 2009 – June 2010		PI	Dec. 2009	Maps will be completed by Dec. 2009. Departments will meet every 2 weeks to complete Curriculum Maps.
A2	X	Professional Learning Communities (PLC) comprised of Teams & Departments a. Collaborative weekly team meetings to discuss strategies to improve student achievement. b. Department meetings will be held bi-weekly to discuss curriculum maps, open response questions, and aligned curriculum.	Principal, Paul Connelly, Jr.; Assistant Principals, Gail Crain & Garry King; Team Leaders & Department Chairs	Nov. 2009 – June 2010		PI	On going	Agendas and minutes of PLC meetings will reflect strategies for student improvement.
A3	X	Assessment in MAP testing will occur. All students will participate in MAP testing 3 times a year.	Counselor, Sheryl Crumpton	Sept. 2009 – May 2010		PI	Sept. 2009, Dec. 2009 or Jan. 2010, & May 2010	Data will be disaggregated & student schedules will be adjusted to meet each individual student needs.
A4	X	Open Response Live Scoring will be given weekly in Reading & Math to close achievement gaps. Weekly practice will provide an increase in proficient answers.	Assistant Principal, Gail Crain	Nov. 2009 - May 2010		PI	On going	Weekly checklists will be kept and reviewed & shared with administrative team in PLC minutes. .

A5	X	Good Faith Effort checklist will be implemented during scrimmage & KCCT testing. Incentives for good faith effort will be given.	Counselor, Melanie Reynolds	Nov. 2009 – May 2010		PI	On going	Checklists will be kept weekly and reviewed & analyzed by teams to determine student rewards.
A6	X	Extended School Services (ESS) will focus on Reading to close gap for students with & without disabilities & free / reduced lunch.	ESS Coordinator, Gale Hardy	Sept. 2009 – April 2010		PI	April 2010	Program will be reviewed monthly. Data from MAP scores will be reviewed & students will be placed accordingly.
A7	X	Enhancement classes will focus on Reading & Math to address gaps between students with & without disabilities & free / reduced lunch.	Principal, Paul Connelly, Jr.	Nov. 2009 – June 2010		PI	On going	Review of student progress will be made weekly & assignments will be made student specific. .
A8	X	Thoughtful Ed. & Literacy First practices will be implemented in daily lessons & teaching strategies.	Principal, Paul Connelly, Jr.; Assistant Principals, Gail Crain & Garry King	Aug. 2009 – May 2010		PI	On going	Strategies will be implemented daily and checked with walk-throughs & minutes of PLC's.
A9	X	All teachers will post rigorous learning objectives in daily lessons in student friendly language.	Principal, Paul Connelly, Jr.	Nov. 2009 – May 2010		PI	On going	Implemented daily and checked with walk-throughs.
A10	X	Compass Learning will be utilized.	Principal, Paul Connelly, Jr.	Dec. 2009 – May 2010		NI	On going	Training will be given to teachers on Dec. 10, 2009. Program will then be implemented and used with students.

Action Component: Learning Environment/Efficiency Component Manager(s): Principal Date: November 2009 School/District: East Hardin Middle School/Hardin County			
Priority Need:	Goal:		
An analysis of East Hardin Middle School Climate Survey reveals that school culture; student, family and community support; and efficiency standards from the SISI document have been developed and implemented but still need to be monitored to ensure continued effectiveness.	CULTURE PLAN		
Area of Focus & Strategies / Activities		Person Responsible & Start Date	Measurable Result(s)
Walk-throughs will focus on depth of understanding. Literacy First & Thoughtful Ed. strategies will be implemented in daily instruction.		Administrators / August 2009	Walk through instrument will reflect that instruction is more focused on stated objectives. Objectives will be DOK 3 & DOK 4.
Student Ambassador Program. Five students from each team will be identified and trained to welcome new students to East Hardin. This will include: tour of the school, general procedures, agenda book, extra-curricular offerings.		Guidance counselors & EHMS FRYSC coordinator / August 2009	New Student / Parent Survey Results
Welcome to East Hardin video. Students identified as gifted & talented in the area of creativity will produce a video about East Hardin. This video will be shown to new students & parents at registration.		Jo Edwards, Sheryl Crumpton, Mary Carruthers, Gina Ryan / August 2009	Completion of video

Action Component: Learning Environment/Efficiency **Component Managers: Principal and Assistant Principal**

Activity Number	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Date	Cost/Funding	I PI NI	Date	Implementation/Impact CHECK
B1	X	Students identified as having excessive unexcused absences will be invited to participate in the Truancy Diversion Program.	Principal – Paul Connelly, Jr., Assistant Principals – Gail Crain & Garry King, Counselors – Sheryl Crumpton & Melanie Reynolds, FRYSC coordinator, Jo Edwards	Aug. 2009 – Oct. 2010		PI	Weekly	Attendance will be monitored daily and students will be notified by absentee letters & the one call system.
B2	X	School staff will implement a “no tolerance” for bullying within the school environment.	Principal – Paul Connelly, Jr., Assistant Principals – Gail Crain & Garry King, Counselors – Sheryl Crumpton & Melanie Reynolds, FRYSC coordinator, Jo Edwards	Au. 2009 – Oct. 2010		PI	On going	Anti-bullying programs will be implemented & reviewed quarterly.
B3	X	Parent involvement activities will be held once a quarter throughout the school year.	Principal - Paul Connelly, Jr., Assistant Principals – Gail Crain & Garry King, Counselors – S. Crumpton & M. Reynolds, FRYSC coordinator, J. Edwards, Title I teacher	Aug. 2009 – Oct. 2010	Title I Funds	PI	Sept. 2009, Nov. 2009, Feb 2010, April 2010	Open House will be conducted quarterly.

B4	X	Professional opportunities will be offered for various instructional strategies / curriculum alignment to be implemented at the school.	PD Chair person, Brent Wagoner	Aug. 2009 / Oct. 2010		PI	May 2010	Teachers will acquire 24 hours of PD that encompass varied instructional strategies in a school year.
C1	X	Prior to state assessment, students with modifications will work with volunteers who will administer accommodations based on the Individualized Education Plans.	Counselor, Sheryl Crumpton	Nov. 2009 / May 2010		PI	On going	Ms. Crumpton and Ms. Reynolds will meet with volunteers to discuss modifications for their assigned students.
C2	X	Special Education modifications will be presented to general education teachers during PLC (professional learning communities) meetings to discuss all modifications such as prompting and cueing.	Counselor, Sheryl Crumpton	Nov. 2009 / May 2010		PI	On going	Special education teachers assigned to each PLC will discuss students' modifications and how to best implement modifications as stated on the IEP's.
C3	X	Literacy First participants will disseminate information and strategies to PLC.	Principal, Paul Connelly, Jr.	Nov. 2009 – May 2010		PI	On going	Walk-throughs will insure elements of research-based instructional strategies.

APPENDIX

COMPREHENSIVE PLANNING

Vocabulary/Acronyms **East Hardin Middle School**

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
CSIP	Comprehensive School 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)
PLC	Professional Learning Community
Priority Need	Section of a component which utilizes data to identify areas that will be addressed in the component.
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.