

RADCLIFF MIDDLE SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

ASSURANCE CERTIFICATION School Year 2009-10

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

Laura McGray	12-9-09
Chairperson, School Council	Date
Laura McGray	12-9-09
Chairperson, School Planning Committee	Date

Plan Approved by School Council:

12-9-09

Date

School Council Members

Laura McGray	Lindsey Garced
Connie Abell	
Steve McCullough	
Cheryl Freeman	
Carolyn Shepherd	

MISSION STATEMENT

To empower students with the knowledge and skills to make good life choices and to ignite appreciation and motivation for lifelong learning as the key to success.

EXECUTIVE SUMMARY

How was our mission developed?

We developed our mission through a process during the 2006-07 school year that involved having members of the faculty, students, and the SBDM work collaboratively to develop a new mission statement that reflected the vision for our school. We have continued to work to focus our efforts to ensure our mission is accomplished. In fact, we are in the process of revising our mission statement this year.

What Needs Assessment process was utilized for planning?

Our CSIP committee worked with disciplinary departments and grade-level teams to gather data. We also examined and analyzed our KPR and NCLB reports as well as other standardized test data, such as MAP testing and EXPLORE. We also examined needs identified in our SACS audit and Safe Schools audit, both conducted in the spring of 2009. In addition, we incorporated information gathered from a school culture survey completed in the spring of 2009. Additionally, we completed a school-wide analysis utilizing the Standards and Indicators for School Improvement to identify any other areas of concern. Finally, we examined needs identified by our Assist Team.

How were the general goals for the plan determined?

The general goals for the plan were determined through the analysis of the KPR , NCLB Report, and School Climate Survey , MAP data, audit reports, SISI analysis, and Assist reports.

How will the Implementation and Impact checks be used to evaluate the plan?

The implementation and impact checks will be used to make adjustments to instructional practices and to determine what activities seem to yield positive results. These checks will occur quarterly and adjustments will be made as needed.

Who all was involved in the process?

Some of the foundational work for this plan was completed by the CSIP Committee for the 2008-09 school year, but the majority of the work was completed by the 2009-10 committee. This work was then presented to our Assist liaison, faculty, and SBDM for final approval.

COMPREHENSIVE PLANNING COMMITTEE

NAME	POSITION/REPRESENTING
Laura McGray	Administration
Eileen Townsend	Interventionist
Carla Rasheed	Teacher
Jamie Walters	Teacher
Trish Thomas	Teacher
Lauren Coffey	Teacher

Action Component: Academic Achievement Component Manager(s): Leadership Team Date: December 2009 School/District: Radcliff Middle School / Hardin County Schools		
Priority Need:	Goal:	
Reading: Based upon the 2009 NCLB report, the percentage of students scoring proficient and distinguished in reading was 46.59. Students with disabilities scored 19.44 proficient or above, and students on free or reduced lunch scored 40.13. White students scored 49.57, and African American students scored 41.36. Radcliff Middle School received a NO in Adequate Yearly Progress (SYP) for both these groups of students.	Based on the results of the 2010 KCCT combined with the NRT, the percentage of students scoring proficient and above in reading will meet or exceed a 10% increase in reading to reach 51.25.	
Math: Based upon the 2009 NCLB report, the percentage of students scoring proficient and above in math was 34.07. Students with disabilities scored 11.11 percent proficient or above, and students on free/reduced lunch scored 28.76. Radcliff Middle White students scored 37.18, and African American students scored 29.01. School received a NO in AYP for all these groups.	Based on the results of the 2010 KCCT combined with the NRT, the percentage of students scoring proficient and above in math will meet or exceed a 10% increase in math to reach 37.48.	
Senate Bill 168: Based on the 2010 KCCT, there is a need to reduce the gap in both reading and math between students with disabilities and students without disabilities, students on free/reduced lunch, and African American students.	The gap between white, non-free and reduced, non-disability students and the various individual populations will decrease by 10%.	

Measure – Fall 2009 MAP scores Mean RIT	Winter 2009 Mean RIT	End of Year Mean RIT	Spring 2009 Mean RIT
Reading Grade 6 –	211.7	214.8	
Reading Grade 7 –	213.2	217.9	
Reading Grade 8 –	219.0	221.2	
Math Grade 6 –	217.0	223.8	
Math Grade 7 –	220.4	228.3	
Math Grade 8 –	227.4	232.7	

Action Component: Academic Achievement
Component Manager: Leadership Team

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Dates	Cost/ Funding Source	I PI NI	Date	Implementation/Impact CHECK
1	NCLB Tier IV SB168	Samples of student work will be analyzed quarterly to determine instructional modifications needed to ensure that all students reach proficiency.	Townsend, Brooks, Weakley, Garced, Honaker, Thomas, Froedge, Knoll, Abell, Coffey, McCullough,	11/09- 05/10	\$900 PD			
2	NCLB Tier IV SB168	Analysis of Measures of Academic Progress Assessment (MAP) results will be utilized to identify curriculum gaps and to modify instructional plans to meet individual students' needs in math and reading, particular attention will be given to NCLB target groups.	Townsend, McGray, Allen, Reynolds, Thompson, All teachers	05/09- 05/10				
3	NCLB Tier IV SB168	Professional Development will be offered during the summer and during embedded delivery to provide teachers with instructional resources and tools to assist in meeting the needs of all , especially targeted groups, to ensure proficiency through such processes as Literacy First, Thoughtful Education, and the Rigor, Relevance and Relationships Framework, etc.	Brooks, Abell, Weakley, Garced, Honaker, Thomas, Knoll, Froedge, Coffey, McCullough, McGray, Allen, Reynolds, Thompson, Townsend	07/09- 05/10	2,000 Title I			
4	NCLB Tier IV SB168	Teachers will integrate consistent use of on-demand writing at least quarterly, open response at least monthly by content area using the ROAR for 4 Method, and other relevant forms of assessment that provide opportunities for all students, especially targeted groups, to practice rigorous assessment models.	Townsend, McGray, Allen, Reynolds, Thompson, all Teachers	08/09- 05/10				

5	NCLB Tier IV SB168	Use of Carnegie Learning's Bridge's to Algebra interactive instructional program will be utilized for instruction for special needs students and other at-risk students in the area of math.	Thomas, Weakley, Boykins, Elder, Riley, Tucker, Rasheed, Townsend	08/09- 05/10	\$6000 textbook and general funds		
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GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Dates	Cost/Funding Source	I PI NI	Date	Implementation/Impact CHECK
6	NCLB Tier IV	All summative assessments will be configured according to an 10:1 ratio. In addition, they will be taken through A review process.	All classroom teachers	12/09-5/10				
7	NCLB Tier V SB168	The Extended School Services Program (ESS) will target selected students through day-time waiver and after school services for improvement of their math as determined by need.	Hollar, Hambly	11/09-05/10	ESS budget			
8	NCLB Tier V SB 168	The instructional focus for the Title I Program will be math, reading, and writing across the curriculum.	Edwards-Sam	08/09-05/10	Title I funds			
9	NCLB Tier V	All reading teachers will be trained in the Literacy First intensive process.	Coffey	10/09-05/10	Title I funds			
10		Samples of teacher-generated assessments will be analyzed at least quarterly to determine instructional modifications and levels of DOK assessed to ensure that all students have access to relevant, rigorous instruction that leads to proficiency.	Townsend, Brooks, Weakley, Garced, Honaker, Thomas, Froedge, Knoll, Abell, Coffey, McCullough,	12/08-4/08				
11		The Criterion Writing program will be utilized by all content areas to supplement the school-wide writing program.	Rawlings, Knoll, all teachers	11/08-05/09	Title I			
12	NCLB Tier V SB 168	Use of the Read 180/System 44 interactive instructional programs will be utilized as a resource to supplement instruction in reading for special needs students and other at-risk students.	Thomas, Riley, Elder, Tucker, Rasheed	11/07-5/08				

13	SB1 SB168 NCLB	Compass Learning will be introduced and utilized as a tool to impact instruction.	All teachers	12/09	Stimulus			
14	SB1 SB168 NCLB	Training will be provided on utilizing Compass Learning.	All teachers	12/09				

Action Component: Learning Environment / School Climate Component Manager: Leadership Team and Climate Committee

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Dates	Cost/Funding Source	I PI NI	Date	Implementation/Impact CHECK
1		The Pride Committee will report monthly to the Leadership Team, faculty, and SBDM on discipline.	Pride Committee	08/09-05/10				
2		A KSI Model will be implemented and refined that includes behavior modification strategies that develops interventions to address individual student needs. Changes will be made as needed.	Pride Committee, grade level teams	08/09-05/10				
3		The faculty will be trained in the KSI philosophy and procedure for monitoring student behavior and progress.	Pride Committee	07/09-05/10	Title I Funds, Stimulus			
4	NCLB Tier V SB 168	Student celebrations to reward successful behavior and academics will be held at least quarterly; thus ensuring a sense of achievement for all students, especially targeted groups.	Brooks, Garced, Honaker, Froedge, Weakley, Climate Committee	08/09-05/10	Parents for Progress, Title I			
5		Interactive activities to invite parents into the school will be hosted at least quarterly to increase parental involvement.	Edwards-Sam, all faculty	08/09-05/10	YSC, Title I			

	NCLB SB168	Strategy/Activity	Responsible Person	Start/ End Dates	Cost/ Funding Source	I PI NI	Date	Implementation/Impact CHECK
6		A Student Leadership Team will meet each semester with the principal to discuss school issues and offer a representative voice in school decisions.	McGray	12/09- 05/10				
7		Voluntary social events to get faculty and staff interacting more will be organized at least quarterly.	Climate Committee	07/09- 05/10				
8		"Fred's" will be recognized and celebrated.	McGray and faculty and staff	10/09- 05/10				
9	NCLB Tier V SB168	The faculty will be trained in the Rigor, Relevance, and Relationships Framework as evidenced in lesson plans and walk throughs; thus ensuring improved instruction for all students, especially targeted groups.	Administration, teacher leaders	1/10-5/10				
10	NCLB Tier V	Quality student work will be displayed throughout the building at all times.	Teachers, Townsend	08/09 05/10				
11	NCLB Tier V	Clubs will be maintained to increase student involvement and provide greater opportunity for building a school community.	Teachers	10/09- 05/10				

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start/End Dates	Cost/ Funding Source	I PI NI	Date	Implementation/Impact CHECK
12	NCLB Tier V SB 168	Released time during the school day will be given to grade level teams at least once per semester to discuss individual student needs, develop intervention plans, especially for those in the targeted groups, and work on curriculum and assessment.	Teachers, Principal, interventionist, Assist Team	09/09- 05/10	Title I \$8000			
13	SB 168	The AVID program will be incorporated in the 8 th grade as a class and integrated into the core subject areas to promote student motivation and help create a climate that fosters and prepares students for education beyond the secondary level.	Reynolds, McGray, Brooks, and other core teachers	08/09- 05/10	Stimulus and Title I: \$7000			
14	NCLB Tier V	The Truancy Diversion Program will be implemented to target students with attendance issues.	Allen, Hill, McGray, TDP	10/09- 5/10				