

WEST HARDIN MIDDLE SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



ASSURANCE CERTIFICATION School Year 2009--2010

The West 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.

Jim Roe
Chairperson, School Council

12/09/09
Date

Lola Best
Chairperson, School Planning Committee

12/09/09
Date

Plan Approved by the School Council:

December 09, 2009

School Council Members:

Kelly Goodman	Parent
Dawna McMahan	Parent
Elmer Ross	Parent
Joe Pike	Teacher
Lola Best	Teacher
Becky Yates	Teacher
Lanissa Elmore	Teacher



EXECUTIVE SUMMARY

MISSION STATEMENT

West Hardin Middle School's "mission" is summed up simply in its motto "Ad vitam paramus"...We prepare for the future.

NEEDS ASSESSMENT

Per the Kentucky assessment West Hardin Middle School is on track for attainment of Proficiency by 2014. There are two areas of concern: Math and On Demand Writing. Math remains our "main effort" and demonstrated progress is being made. On Demand Writing will advance dramatically once a new, comprehensive writing plan is in place.

Our current standing as a Title 1 school places us in "Tier 1". Improvements are required in the category of Children with Disabilities in both Math and Reading. In the category of Free and Reduced Lunch we must see the gap between these students and the general population close in Math. Changes in the school "norms" and strategies outlined in this plan will bring about the needed improvement.

Goal and Strategy Development

Goals and Strategies are identified in detail in the text of this plan. The critical question to be answered is "How are we doing to continue the school's forward movement?"

West Hardin Middle School is a school of established "norms". Not a school driven by a multitude of written policies and rules. To keep the school moving forward norms must be sustained, some changed, some new added, and some eliminated. Examples are as follows:

- Reinstitute 36 month planning.
- Sustain the recruitment of quality teachers
- Sustain the philosophy of " Happy students plus happy teachers equal school success".
- Sustain faculty recognition.
- Change focus from group recognition to individual recognition.
- Sustain Team interventions in discipline management.
- Sustain communications with parents. Most critical element is the school-initiated conference.
- New...Targeting "near proficient" students with additional support and instruction.
- Change...Universal writing focus with On Demand being the most critical element. Incorporating both Higher Order Thinking and Problem Solving.
- Sustain teaching how we test and testing how we teach.
- Sustain Related Arts programs.
- Sustain Math as the Main Effort.
- Sustain a renewed focus on Special Education.

EVALUATION OF PLAN

This plan will be evaluated frequently using impact checks to ascertain success is being achieved and deficient elements are identified and planned for correction.

STAKEHOLDER INVOLVEMENT

This is the stakeholder's plan and will be monitored and amended according to their recommendations supported by data and observations.

2009-2010 COMPREHENSIVE PLANNING COMMITTEE

[illegible]

Action Component: Academic Achievement Component Manager(s): Principal Date: November 2009 School/District: West Hardin/ Hardin County Schools	
Priority Need:	Goal:
Reading Based upon the School's 2009 NCLB report, the school percent of students scoring proficient and distinguished in reading was 66.78%. The AMO for reading was 66.00%. Students with disabilities scored 27.66% proficient and above. The school received a NO in Adequate Yearly Progress for these students.	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 71%. 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: 43% White (Non Hispanic): 75% African American: 59% Asian: 71% Hispanic: 61% LEP: 40.58% Free/Reduced Lunch: 61%
Math The School's 2009 NCLB report also indicated that the percent of students scoring proficient and above in math was 50.00%. The AMO for math was 47.81%. Students with disabilities scored 19.15% proficient and above. The school received a NO in Adequate Yearly Progress for these students as well as Free and Reduced students.	Also based on the results of the 2010 KCCT, the state percent of students scoring proficient and above in reading is set at 59.79%. The school AMO target for next year is 59%. 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: 35% White (Non Hispanic): 64% African American: 52% Asian: 62% Hispanic: 52% LEP: 36.19% Free/Reduced Lunch: 49% The School will continue to decrease the Novice levels of proficiency in spring of 2010: Reading 5.56 Math 8.93

Writing

The total on-demand percent proficient and distinguished for the school in 2009 was as follows:

Other Academic Indicator

The total Graduation Rate for 2009 was: N/A

The ACT composite score for 2009 was: N/A

Our Explore composite score for 2009 was: 15.2

Our Science Proficiency and Distinguished results as reported on our IPR for 2009 was: 74.09%

Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2009 was: 58.55%

Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 38.34%

Program Reviews:

To be phased in during the 2009 – 2010 School Year.

Writing

The total on-demand proficient and distinguished for the school for 2010 will be as follows:

Other Academic Indicator

The total Graduation Rate for 2010 will be:

Our ACT composite score for 2010 will be:

Our Explore composite score for 2010 will be: 15.5

Our Science Proficiency and Distinguished results as reported on our IPR for 2010 will be: 75%

Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be: 65%

Our Writing On-Demand Proficiency and Distinguished results as reported on our IPR for 2009 was: 50%

Program Reviews:

Continued progress in the development, implementation and sustainment of quality instructional program in the areas of: Arts, Humanities and Practical Living will be an ongoing focus for the 2010 school year.

BENCHMARK		
Measure – Fall 2009 MAP scores Mean RIT	Projected Data Spring 2010 Mean RIT	Actual Data
Reading Grade 1 – x	X	
Reading Grade 2 – x	X	
Reading Grade 3 – x	X	
Reading Grade 4 – x	X	
Reading Grade 5 – x	X	
Reading Grade 6 – 212.9	X219	
Reading Grade 7 – 213.0	X220	
Reading Grade 8 – 220.2	X226	
Reading Grade 9 – x	X	
Reading Grade 10 – x	X	
Reading Grade 1 – x	X	
Math Grade 2 – x	X	
Math Grade 3 – x	X	
Math Grade 4 – x	X	
Math Grade 5 – x	X	
Math Grade 6 – 216.8	X223	
Math Grade 7 – 220.4	X226	
Math Grade 8 – 228.7	X235	
Math Grade 9 – x	X	
Math Grade 10 – x	X	

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

12/18/2009	NCLB/ SB168	The gap will be closed in math between free and reduced lunch and the general population. Using MAP and formative assessments students will be identified in the 2 nd and 3 rd Quarters for additional instruction including ESS, tutoring during RA, and Compass Learning.	Team Leaders and designated tutors	1Nov2009 April 2010	4K		
	NCLB	Children with Disabilities will meet AMO in Math. Using MAP and formative assessments students will be identified in 2 nd and 3d Quarters and targeted for interventions including tutoring during RA, Compass Learning, development of queue cards, review of IEPs.	Special Ed Chair/ Special Ed teachers	1Nov2009 April 2010			
	NCLB	Children with Disabilities will meet AMO in Reading. Using MAP and formative assessments students will be identified in the 2 nd and 3d Quarters and targeted for interventions including tutoring during RA, Compass Learning, development of queue cards, review of IEPs.	Special Ed Chair/ Special Ed Teachers	1Nov2009 April 2010	Title 1 87K		
	Title 1	Per status as a school wide Title 1 school funding will be allocated to funding 2 teachers. Social Studies and Music.	Principal	Aug 2009 to Jun 2010			

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
1		An active recruiting effort will address projected losses for the next 24 month. Quality will be the focus.	Principal	4 Jan 2010 Ongoing				
2		Communication. The WEB page will be developed as source of current and timely information on events and service relevant to parents, students, and community.	Librarian	4 Jan 2010 Ongoing				
3		School recognition of the individual will occur quarterly. This supercedes previous celebrations by group.	Councilors and Team Leaders	4 Jan 2010 Ongoing	3K			
4		Refinement of Professional Learning Communities will be developed and trained. Grouped by content.	Principal and Department Chairs	4 Jan 2010 Ongoing	Local PD hours			

APPENDIX

COMPREHENSIVE PLANNING

Vocabulary/Acronyms **West 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)
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.