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| **hardin County schools** |

**ComprehENsive School IMprovement Plan**

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**ASSURANCE CERTIFICATION**

**School Year 2010 – 2011**

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.

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| Michael Elmore | Mario Riley |
| **Principal** | **Assistant Principal** |

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| **Title** | **Contact E-mail** | **Phone** |
| **Principal** | **Michael.Elmore@hardin.kyschools.us** | (270) 765-2658 |
| **Assistant Principal** | Mario.Riley@hardin.kyschools.us  | (270) 765-2658 |
| **Counselor** | Marilyn.Ash@Hardin.kyschools.us | (270) 765-2658 |
| **Counselor** | Kelly.Fisher@hardin.kyschools.us | (270) 765-2658 |
| **Teacher** | Sherry.Dezern@Hardin.kyschools.us  | (270) 765-2658 |

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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 2010 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 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 2010-11 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 2009-2010, the 2010 NCLB and Kentucky’s Interim Performance Report (IPR) results and the 2009-2010 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.

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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 2010’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 2010-11 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.

**2010-2011 COMPREHENSIVE PLANNING COMMITTEE**

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| **NAME** | **POSITION/REPRESENTING** |
| **Elmore, Michael** | **Principal** |
| **Riley, Mario** | **Assistant Principal** |
| **Ash, Marilyn** | **Counselor** |
| **Fisher, Kelly** | **Counselor** |
| **Dezern, Sherry** | **Teacher** |
| **Fuller, Phillip** | **Teacher** |
| **Richerson, Valerie** | **Teacher** |
| **Wittenback, John** | Teacher |

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| Action Component: Academic Achievement (Curriculum & Instruction)**Component Manager(s): Administrators****Date: November 2010****School/District: Bluegrass Middle School / Hardin County**  |
| Priority Need: | **Goal:** |
| **Reading**The 2010 KCCT results indicated Bluegrass Middle School’s Academic Index is 82.62. The percentage of proficient and distinguished of each content area were as follows: Grade 6 Grade 7 Grade 8Reading 70.05 60.91 57.63Mathematics 58.88 52.28 46.18Science ------- 49.24 -------Social Studies ------- ------- 45.76Writing On-Demand ------- ------- 24.58The school needs to achieve an academic index of 100 by 2014.According to the IPR report Bluegrass Middle School had an average reading proficient and distinguished index of 62.86%.Based upon the school’s 2010 NCLB report, the school percentage of students scoring proficient and distinguished in reading is 53.54%. The AMO for reading was 72.80 and for the 2010-2011 school year the AMO is 79.60 which is a 6.8 gain.Scores for students with Limited English Proficiency were unreportable.Students with disabilities scored 18.99 proficient and distinguished which is an increase of 3.84. The school received a NO in Adequate Yearly Progress for these students as well as African American and Free and Reduced students. | **Reading**Based on the results of the 2010 Kentucky Core Content Test (KCCT), as stated in the NCLB report, the AMO target for next year is 79.60%. The 2010 Goal for Students with Disabilities is: 22.90%The 2010 Goal for all other Sub Groups are:White (Non Hispanic): 64%African American: 60.56%Asian: UnreportedHispanic: UnreportedFree/Reduced Lunch: 60%1. By May 2011, Bluegrass Middle School will have a complete emersion of reading strategies in all classes for Tier 1 students, more uniform reading programs for Tier 2 students, and implementation of RTI for reading for Tier 3 students which will target the need for a 12 point minimum gain for proficient and distinguished in reading.
2. By May 2011, the KCCT and composite scores will increase by 7.38.
3. By May 2011, the overall percentage of novices will decrease by 5%.
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| Priority Need: | **Goal:** |
| **Math**According to the IPR report Bluegrass Middle School had an average math proficient and distinguished index of 52.45%.Based upon the school’s 2010 NCLB report, the school percentage of students scoring proficient and distinguished in math is 45.47%. The AMO for math was 58.25 and for the 2010-2011 school year the AMO is 68.68 which is a 10.43 gain.Scores for students with Limited English Proficiency were unreportable.Students with disabilities scored 15.19 proficient and distinguished which is an increase of 0.04. The school received a NO in Adequate Yearly Progress for these students as well as African American and Free and Reduced students. | **Math**Based on the results of the 2010 Kentucky Core Content Test (KCCT), as stated in the NCLB report, the AMO target for next year is 68.68%. The 2010 Goal for Students with Disabilities is: 16.30%The 2010 Goal for all other Sub Groups are:White (Non Hispanic): 61.38%African American: 53.4%Asian: UnreportedHispanic: UnreportedFree/Reduced Lunch: 56%1. By May 2011, Bluegrass Middle School will have a revised system of math placement, implement KSI and group students based on remediation / enhancement need, and continue with a Tier 3 interventionist to work with those who are not grasping the standards in remediation.
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| Priority Need: | **Goal:** |
| WritingThe total on-demand percent proficient and distinguished for the school in 2010 was 24.58%.Other Academic Indicators* Our Science Proficiency and Distinguished results as reported on our IPR for 2010 was 49.24%.
* Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 was 45.76%.

**Program Reviews:**Will be fully implemented during the 2010-2011 school year.  | **Writing**The total on-demand proficient and distinguished for the school in 2011 will be as follows:Other Academic Indicator* Our Explore composite score for 2010 will be: 15.2
* Our Science Proficiency and Distinguished results as reported on our IPR for 2010 will be 59%.
* Our Social Studies Proficiency and Distinguished results as reported on our IPR for 2010 will be 54%.

**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 2011 school year. |

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| **Causes(s)/Contributing Factors: (based on needs analysis)** | **Evidence of Improvement** |
| 1. According to administrative observations there is a continuous need for collaboration among teachers within and across content area, regular use of a variety of assessments, and opportunities to reflect on how assessment results may impact instruction.
2. From review of lesson plans and classroom observations there is a continuous need to revise and implement objectives/targets which are measureable and to detect the difference between an objective vs. an activity.
3. From a review of lesson plans and classroom observations, technology integration into classroom instruction is not intentional mainly because of the lack of technology training and technology devices such as slates, document cameras, and voting buttons to push students quicker to higher order thinking.
4. Beginning systems of Response to Intervention / Kentucky Systems of Intervention have been slow to start due to staffing limitations. With the implementation of the School Improvement Grant will allow the hiring of two additional staff members which will accelerate KSI implementation and data collection.
5. Disaggregated KCCT/NCLB data show the students on free or reduced lunch score lower in all areas.
6. Disaggregated KCCT/NCLB data show that disabled students score lower in all areas.
7. Disaggregated KCCT/NCLB data show that African American students score lower in all areas.
 | 1. Teachers will continue collaboration within and among content area resulting in improved instruction and assessment as evidenced by review of lesson plans, PLC agendas and minutes, changes in instructional strategies based on assessments, placement of students into the RTI system, special education identification, and direct observation by an administrator.
2. Objectives/targets will change to be more measurable.
3. Learning walks data will show the integration of technology as well as the intensity of its use.
4. Through a series of changes to the master schedule, teaching practices, data collection decisions, KSI documents, special education referrals, and job efficiency within all pieces of KSI using additional staff.
5. Increases in all areas of KCCT/NCLB for free/reduced, disabled students and African American students.
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| **Action Component: Academic Achievement** | **Component Manager: Associate Superintendent for Instruction** |
| **Activity Number** | **NCLB****SB168** | Strategy/Activity | **Responsible****Person** | **Start/****End****Date** | Cost/**Funding** | **I****PI****NI** | **Date** | **Implementation/Impact****CHECK** |
| **1** | NCLB | 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. | PrincipalAssistant PrincipalCounselor Each PLC | December2010May 2011 | N/A |  |  |  |
| **2** | NCLB | 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 | PrincipalAssistant PrincipalEach PLC | November2010May 2011 | N/A |  |  |  |
| **3** | NCLB | 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. | PrincipalAssistant PrincipalCounselor Each PLC | November2010May 2011 | N/A |  |  |  |

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| **4** | NCLBSB 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.  | PrincipalAssistant PrincipalStaff | November 2010Ongoing | DODEA GrantTitle I |  |  |  |
| **5** | NCLBSB 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. | ESS Staff | November 2010July 2011 | 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. | PrincipalAssistant PrincipalStaff | November 2010Ongoing |  |  |  |  |
| **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. | PrincipalAssistant PrincipalStaff | November 2010Ongoing |  |  |  |  |
| **8** | RTI / KSI | Per the allocations of the School Improvement Grant, two more individuals will be hired to implement and monitor KSI / RTI initiatives which include data collection, strategic implementation, and revision / enhancement to the current practices within the school. | PrincipalSIG StaffTeachersCounselors | July 2010 | SIG Grant |  |  |  |
| **9** | Tech | Purchasing of new technology such as document cameras, slates, and voting buttons to increase instructional intensity. | PrincipalTeachers | December 2010On-going | Tech Money |  |  |  |
| **10** |  | Teachers will use a PLD to receive training on writing a clear measurable target and individual conferences with the principal to have a measurable ending review. | PrincipalTeachers | January 2011On-going | General Fund Money |  |  |  |
| **11** |  | Language Arts Teachers will use a PLD to receive training on on-demand strategies and implementation of on-demand strategies from grades 6 through 8. | PrincipalLanguage Arts Teachers | January 2011On-going | General Fund Money |  |  |  |
| **12** |  | The GT Resource Teacher will collaborate with general education teachers to expand the GT services from only pullout to offering differentiated instruction in all grades and content areas through providing materials and resources for differentiated and accelerated activities to address question 4, "What to do if they already know it?"    | PrincipalTeachersGT Teacher | January 2011On-Going |  |  |  |  |

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| Action Component: Safe SchoolsComponent Manager(s): AdministratorsDate: November 2010School/District: Bluegrass Middle School |
| Priority Need: | **Goal:** |
| 1. Bluegrass Middle Safe Schools Survey indicates the crisis intervention plan needs to be reviewed by all stakeholders and properly implemented.
2. Staff, parent, and student surveys indicate the need for maintaining a safe learning environment.
 | 1. To review, train, and implement crisis interventions plans.
2. To maintain a safe learning climate.
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| Cause(s)/Contributing Factors: (based on needs analysis)1. Bluegrass Middle Safe Schools Survey indicates the need for reviewing and training staff of the crisis intervention plans.
2. Needs assessment reports a need to maintain a safe learning climate.
 | Measurable Objective(s)1. By 7/1/12 the CSIP will be reviewed and copies provided to all stakeholders.
2. By 71/12 the needs assessment will indicate that all stakeholders have an increased perception of a safe learning climate.
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|  **Action Component: Safe Schools** | **Component Managers: Administration** |
| **Activity Number** | **NCLB****SB168** | Strategy/Activity | **Responsible****Person** | **Start/****End****Date** | Cost/**Funding** | **I****PI****NI** | **Date** | **Implementation/Impact****CHECK** |
| **1** |  | Continue to review school crisis intervention plans – opening day and teachers. | Principal | August 2011On-going | N/A |  |  |  |
| **2** |  | Implement a positive discipline initiative KYCID/CHAMPS. | PrincipalTeachers | On-going | N/A |  |  |  |
| **3** |  | Continue an alternative placement for students who have exhibited persistent or severe misconduct. | Principal | On-going | N/A |  |  |  |
| **4** |  | Perform safety review within the school. Focus on maintenance of safety equipment (communication systems, video cameras, outside lighting, electrical system) | BOE | On-going | N/A |  |  |  |
| **5** |  | Continue with the Threat Assessment Team to reduce threat risks to the school. | Principal | On-going | N/A |  |  |  |

APPENDIX

Comprehensive Planning

**Vocabulary/Acronyms**

# Hardin Co. Schools

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| **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. |
| **KSI** | Kentucky Systems of Intervention |
| **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** |  |
| **RTI** | Response to Intervention |
| **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. |