

“BMHS – Proud to Fly Above the Rest”

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

2010 – 2011

BALLARD MEMORIAL HIGH

3561 Paducah Road
Barlow, KY 42024
(270) 665-8400
Principal Donald I. Shively

“Proud to Fly Above the Rest”

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2010 – 2011

The Ballard Memorial High School decision making council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2004) prior to approval of our plan.

Donald I. Shively
Chairperson, School Council

November 8, 2010
Date

M. Chad Jezik
Chairperson, School Planning Committee

November 8, 2010
Date

Plan Approved by the School Council:

November 8, 2010

Date

School Council Members:

Kandi Foster– Parent	270.665.8400
Tammie Gordon – Parent	270.665.8400
Leslee Davis – Teacher	270.665.8400
Carrol Wedgewood – Teacher	270.665.8400
Mark Williams – Teacher	270.665.8400
Donald Shively – Principal	270.665.8400 x 2501

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

Mission Statement:

The mission of Ballard Memorial High School is to motivate students to high achievement through educational opportunities that instill pride and value in themselves and the community.

Summary:

Ballard Memorial’s Comprehensive School Improvement Plan focuses on increasing student achievement in a variety of ways. The curriculum for each class will be organized into units of study. Each unit will be aligned with the Program of Studies and will focus on assessing core content, teaching critical vocabulary, remediation activities for students, and enrichment activities for gifted and talented students. This CSIP outlines the steps in creating a learning-centered school, using small groups of teachers who integrate the Thoughtful Classroom activities into each teacher’s lessons. A process of Department Learning Checks will be implemented, and the school will continue to use its Learning Teams to focus on individual student work and assessment. The 2009 data analysis sessions will produce action components for the CSIP for each department based on the past year’s Kentucky Performance Report.

Process of Developing the Comprehensive School Improvement Plan:

How planning and needs assessment teams were organized:

In the spring of 2005, the Kentucky Department of Education conducted a scholastic review of Ballard Memorial High School. The team’s activities included a review of documents collected for the school portfolio and profile. The team interviewed students, parents, community leaders, teachers, central office personnel, the counselor, assistant principal and principal.

Continuing the school’s prior CSIP components focused on improving school culture and building a professional learning community within the school, this plan’s academic action components are designed to be data-driven by EPAS and KCCT scores. With Kentucky’s high school testing system spread throughout the entire school year, ongoing analysis of data and close monitoring of the plan is essential to the success of the CSIP.

Input the SBDM Process

How we decided upon our goals and strategies:

Our plan will be revisited when the Kentucky Interim Performance Report arrives in the fall of 2011, and revised as needed after our data analysis professional development session. As Plan and ACT data becomes available to the school throughout the year, the data will be updated in this plan. Departments will continue to focus on student achievement through EPAS data, learning checks developed by each department and Think Link ® results for math.

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What Implementation of the Plan is expected to achieve:

Implementation of the CSIP is expected to enhance the learning of all students at Ballard Memorial High School so that they will be come proficient in all areas. In addition, this will enable us to progress toward becoming a school that more resembles our shared vision – “Ballard Memorial – Proud to Fly Above the Rest.”

What process was used for internal review of the plan:

SBDM council approved the improvement plan in November 2010.

How public comment was secured and what response was made:

The CSIP was presented to the SBDM Council for review, questions and approval.

The district and school plans were available for two weeks of public review. The final school plans will be posted on the Ballard County web page - <http://www.ballard.k12.ky.us>

The principal will review components in September, December and March. Implementation and Impact Checks will be written and shared with the SBDM Council in October, January and April.

How Comprehensive School Improvement planning will be ensured in the future:

CSIP will be ensured in the future through school needs assessment teams and the SBDM council, which will make revisions as needed.

COMMUNICATION PLAN

How will the CSIP and other important information be shared with stakeholders?

The CSIP will be shared with stakeholders through the District’s web page at <http://www.ballard.k12.ky.us>. In addition, all staff members will have access to the plan through the high school’s online shared folder, and a copies will be located in the library and the principal’s, assistant principal’s and counselor’s offices for parent, student, community and business leaders to access.

School Name	Ballard Memorial High School	Component Name	Academic Performance – Instruction
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Component Manager	Donald Shively
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Priority Need	Goals to Address Priority Need
<p>BMHS’ 2010 Kentucky Core Content Test results, we had:</p> <ul style="list-style-type: none"> • An Accountability Index of 87 (KASC Comparative Index) <ul style="list-style-type: none"> ○ 70.41% Proficient & Distinguished in Reading ○ 52.53% Proficient & Distinguished in Math ○ 51.52% Proficient & Distinguished in Science ○ 57.58% Proficient & Distinguished in Social Studies ○ 34.44% Proficient & Distinguished in On-Demand Writing ○ 68.18% Proficient & Distinguished in Free & Reduced Lunch Subgroup in Reading ○ 36.17% Proficient & Distinguished in Free & Reduced Lunch Subgroup in Math <p>BMHS’ 2010 ACT results, we had:</p> <ul style="list-style-type: none"> • An average ACT score of 18.5 <ul style="list-style-type: none"> ○ 18.2 in English ○ 17.9 in Math ○ 19.1 in Reading ○ 18.3 in Science <p>BMHS’s 2010 Plan results, we had:</p> <ul style="list-style-type: none"> • An average Plan score of 17.5 <ul style="list-style-type: none"> ○ 16.3 in English ○ 17.6 in Math ○ 17.3 in Reading ○ 18.2 in Science 	<p>By May 2011, BMHS’ 2010 Kentucky Core Content Test results will be:</p> <ul style="list-style-type: none"> • An Accountability Index of 90 (KASC Comparative Index) • BMHS’s 2011 KCCT goals: <ul style="list-style-type: none"> ○ 72.75% Proficient & Distinguished in Reading (98.0 Index) ○ 70.41% Proficient & Distinguished in Math (87.1 Index) ○ 61.42% Proficient & Distinguished in Science (88.7 Index) ○ 71.43% Proficient & Distinguished in Social Studies (99.6 Index) ○ On-Demand Writing for Class of 2012 will be calculated in January • BMHS’ 2011 NCLB goals: <ul style="list-style-type: none"> ○ 72.75% Proficient & Distinguished in Reading ○ 70.00% Proficient & Distinguished in Free & Reduced Lunch Subgroup in Reading ○ 70.41% Proficient & Distinguished in Math ○ 70.00% Proficient & Distinguished in Free & Reduced Lunch Subgroup in Math • BMHS’ 2011 ACT goals: <ul style="list-style-type: none"> ○ An average ACT score of 19.6 ○ 19.2 in English ○ 19.0 in Math ○ 20.1 in Reading ○ 20.0 in Science • BMHS’s 2011 PLAN goals: <ul style="list-style-type: none"> ○ An average PLAN score of 18.6 ○ 17.5 in English ○ 18.7 in Math ○ 18.5 in Reading ○ 19.5 in Science

Cause(s)/Contributing Factor(s)
(Include Specific Needs Assessment Data and Source)

BMHS’ 2010 Kentucky Core Content Test results, we had:

- Reading:
 - 61.82% of males scoring proficient and distinguished; 68.18% of free/reduced lunch students scoring proficient and distinguished; and 27.27% of students with disabilities scoring proficient and distinguished.
 - KCCT Analysis – weakness in open writing (areas of concern are developing understanding, interpreting text and critical stance)
 - Overall reading open response scores indicate lack of time management and/or pre-writing due to the numbers of 0s and 1s on open response scores.
 - Multiple choice scores show weakness in *Critical Stance* questions when compared to other strands of questions
- Math:
 - 47.17% of males scoring proficient and distinguished and 36.17% of free/reduced lunch students scoring proficient and distinguished.
 - Math open response scores indicate lack of complete understanding of *Number Operations, Coordinate Geometry, Ratios and Proportional, and Relations and Functions*.
 - Multiple choice scores show weakness in *Number Operations, Ratio and Proportions, and Coordinate Geometry* questions when compared to other strands of questions.
- Science:
 - 43.4% of females scoring proficient and distinguished; 31.91% of free/reduced lunch students scoring proficient and distinguished; and 40% of students with disabilities scoring proficient and distinguished.
 - Overall science open response scores indicate lack pre-writing due to the numbers of 0s and 1s on open response scores.
- Social studies:
 - 52.83% of females scoring proficient and distinguished; 40.43% of free/reduced lunch students scoring proficient and distinguished; and 50% of students with disabilities scoring proficient and distinguished.
 - Students not mastering general and critical social studies vocabulary
 - Students have not completely developed critical thinking skills.
- On-demand writing:
 - 24.29% of males scoring proficient and distinguished and 18.18% of free/reduced lunch students scoring proficient and distinguished.

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School Name	Ballard Memorial	Component Name	Academic Performance			
Initial Posting Date	November 8, 2010	Subsequent Amendment Dates				

Objective	Evidence of Successful Attainment
A. Increase total percentage of proficient and distinguished students in Reading	I & I Report to SBDM Council
B. Increase total percentage of proficient and distinguished students in Math	Sept Dec March
C. Increase total percentage of proficient and distinguished students in Science	I & I Report to Board of Education
D. Increase total percentage of proficient and distinguished students in Social Studies	Oct Feb Apr
E. Increase total percentage of proficient and distinguished students in On-Demand Writing	
F. Increase ACT and Plan scores of students	

Identify Leadership Context for Objective (Check as Apply)	Achievement Gap Subgroups Targeted by Objective
<input checked="" type="checkbox"/> Support for Teaching and Learning	NCLB
<input type="checkbox"/> Provide Organizational Direction	<input type="checkbox"/> Ethnicity
<input checked="" type="checkbox"/> Establish High Performance Expectations	<input checked="" type="checkbox"/> Free/Reduced Lunch
<input type="checkbox"/> Create a Learning Culture	<input type="checkbox"/> Students with Disabilities
<input type="checkbox"/> Develop Leadership Capacity	<input type="checkbox"/> Limited English Proficiency
	Not NCLB
	<input checked="" type="checkbox"/> Gender
	<input type="checkbox"/> Career/Technical Ed (Sec.)
	<input checked="" type="checkbox"/> Gifted / Talented

Activity Label	Strategy/Activity (where documented)	SISI Standard and/or Indicator(s)	Expected Impact in Terms of Progress and Success (Identify Subgroup as Appropriate)	Person Responsible	Start Date	Interim Monitoring Date(s) (I & I)	Estimated Costs	Fund Source
				People Involved				
1A	Think Link results will be used to address priority needs of targeted students’ reading problems (documented in A&E and Study Skills unit plans) Frequency – quarterly for specific students.	7.1b 7.1d 7.1f 7.1g	Overall KCCT proficient and distinguished test scores will improve.	Glisson and Heath	11//1/10	12/10 3/11 5/11	\$400	SBDM
2A (2F)	Departmental focus on Thoughtful Education instructional based activities: guided reading, reading for meaning considering different learning styles of the students and inference activities (documented in Learning Team meetings, teacher lesson plans and peer observations). Frequency – once per week in each class.	7.1b 7.1d 7.1f 7.1g	Improvement in critical reading ability as indicated by learning checks, KCCT, PLAN and ACT tests.	Shively	11//1/10	12/10 3/11 5/11	None	None
				English and Special Ed departments				
				English department				

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3A (3F)	Timed readings in class (underlining/highlighting key ideas/words) (documented in A&E unit plans). Frequency – twice a month.	7.1b 7.1d 7.1f 7.1g	Improvement on timed tests reading scores – PLAN and ACT tests.	Shively	11//1/10	12/10 3/11 5/11	None	None
				English department				
4A (4F)	Silent, sustained reading (documented in A&E unit plans). Frequency – monthly in each class.	7.1b 7.1d 7.1f 7.1g	Improvement in overall student reading – PLAN and ACT tests.	Shively	11//1/10	12/10 3/11 5/11	None	None
				English department (others by choice)				
5A	Model in-depth reading of questions (documented in A&E unit plans). Frequency – bimonthly	7.1b 7.1d 7.1f 7.1g	Improvement in KCCT student reading scores by students focusing on all parts of the question.	Shively	11//1/10	12/10 3/11 5/11	None	None
				English Dept				
1B (5F)	Focus teaching in all math classes to highlight order of operations, ratios/proportions, number sense, and rules of exponents to simplify algebraic expressions (documented in unit plans and pacing guides). Frequency – Algebra I and II daily	7.1b 7.1d 7.1f 7.1g	Increased scores on 2011 KCCT (in sub-category of Number Operations and Ratio and Proportions), PLAN and ACT tests.	Shively	11//1/10	12/10 3/11 5/11	None	None
				Willis – Geo; Pace; Alg. I; Rottgering – Alg II/AE; Chaykowsky; Alg II				
2B (6F)	Continue to practice open-response questions in the classroom focusing on number operations, coordinate geometry, ratios and proportional thinking, and patterns, relations and functions (documented in unit plans and A&E unit plans) Frequency – once per unit.	7.1b 7.1d 7.1f 7.1g	Increased scores on 2011 KCCT (in open-response sub- category of specified categories), PLAN and ACT tests.	Shively	11//1/10	12/10 3/11 5/11	None	None
				Willis – Geo; Pace; Alg. I; Rottgering – Alg II/AE; Chaykowsky; Alg II				
3B (7F)	Incorporate KDE Transitional Course into A&E, targeting all juniors, but AE–J2 and J3 specifically (documented in A&E unit plans). Frequency – each A&E rotation	7.1b 7.1d 7.1f 7.1g	Increased benchmark scores for college readiness.	Shively	11//1/10	12/10 3/11 5/11	None	None
				Rottgering - AE				

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4B (8F)	Expand knowledge of two- and three-dimensional geometry onto the coordinate plane, including similarity, congruency and proportionality. Focus on problems concerning midpoint, parallel and perpendicular lines, distance, and slope (documented in geometry unit plans). Frequency – per specific unit	7.1b 7.1d 7.1f 7.1g	Increased scores on 2011 KCCT (in sub-category of coordinate geometry), PLAN and ACT tests.	Shively	11//1/10	12/10 3/11 5/11	None	None
				Willis – Geo and Rottgering – AE				
5B	Think Link test results will be used to address priority needs of targeted students’ math problems. Students will be pulled out of A&E and re-taught math concepts that they haven’t mastered. Think Link probes will be used to show mastery (documented in A&E rotation). Frequency – each A&E rotation	7.1b 7.1d 7.1f 7.1g	Increased scores on 2010 KCCT, ACT and PLAN tests.	Shively	11//1/10	12/10 3/11 5/11	\$400	SBDM
				Chaykowsky – AE Math Club				
1C	Each science class will incorporate at least two Thoughtful Ed activities per learning style in each unit (documented in unit plans).	7.1b 7.1d 7.1f 7.1g	Increased scores on 2011 KCCT, PLAN and ACT tests by reaching each individual student’s learning style.	Shively	11//1/10	12/10 3/11 5/11	None	None
				Martin, Prince and Wedgewood				
2C (9F)	Include at least two timed events per unit to increase students with comfort of ACT time constraints (documented in unit plans and pacing guides).	7.1b 7.1d 7.1f 7.1g	Increased scores on 2011 KCCT, PLAN and ACT tests by reaching each individual student’s learning style.	Shively	11//1/10	12/10 3/11 5/11	None	None
				Martin, Prince and Wedgewood				
3C	Students evaluate own open response compared to teacher rubric and samples of 4, 3, 2, 1 (documented in unit plans). Frequency – once per nine weeks	7.1b 7.1d 7.1f 7.1g	Increase KCCT open response scores at least 25%	Shively	11//1/10	12/10 3/11 5/11	None	None
				Martin, Prince and Wedgewood				
1D (10F)	Thoughtful Ed strategies targeted to specific students – focus on “targeted” students from 10/11 PD day that must increase their projected scores (documented in unit plans and learning team meetings). Frequency - once	7.1b 7.1d 7.1f 7.1g	Focus on increased learning and critical thinking skills – KCCT, ACT and Plan	Shively	11//1/10	12/10 3/11 5/11	None 2 hrs PD	None
				McDowell, Prather and Quertermous				
2D (11F)	Each teacher will chart every student’s learning style in each specific class to help determine the specific learning styles on which to focus on in each class (documented in PD attendance). Frequency -	7.1b 7.1d 7.1f 7.1g	Focus on increased learning and critical thinking skills – KCCT, ACT and Plan	Shively	11//1/10	12/10 3/11 5/11	None	None
				McDowell, Prather and Quertermous				

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3D	Collaborative analysis of quarterly learning checks (documented in department meetings with Mr. Shively).	7.1b 7.1d 7.1f 7.1g	Overall KCCT proficient and distinguished test scores will improve.	Shively	11//1/10	12/10 3/11 5/11	None	None
				McDowell, Prather and Quertermous				
4D	Continued focus on social studies critical vocabulary developed by district vertical alignment teams. (documented in A&E unit plans). Frequency – daily	7.1b 7.1d 7.1f 7.1g	Student mastery of critical vocabulary, increasing the overall percentage of proficient and distinguished students.	Shively	11//1/10	12/10	None 2 hr PD for department	None
				McDowell, Prather and Quertermous				
5D	Cumulative learning checks (MC only) for juniors during A&E, specifically in government / economics and world civ, to drive the KCCT review process (documented in A&E unit plans).	7.1b 7.1d 7.1f 7.1g	Student mastery of all social studies content and data review – increasing KCCT test scores	Shively	11//1/10	12/10 3/11 5/11	None	None
				McDowell, Prather and Quertermous				
1E	Each specific English teacher will have her class(es) of seniors during A&E the first nine weeks of the year to review (documented in A&E rotation and unit plans).	7.1b 7.1d 7.1f 7.1g	Overall increase in the percent proficient and distinguished on the KCCT on-demand writing	Davis, Farmer and Glisson	11//1/10	12/10 3/11 5/11	None	None
2E	Each form of the high school on-demand test will be taught from 9 th grade until 11 th grade and reviewed during 12 th grade year (documented by unit plans and pacing guides).	7.1b 7.1d 7.1f 7.1g	Overall increase in percent proficient and distinguished on KCCT on-demand writing. Mastery should be achieved by the end of the junior year.	Davis, Farmer and Glisson	11//1/10	12/10 3/11 5/11	None	None
				Shively				
3E	Administration will meet with all other departments to see where each form of on-demand writing can be used as a formative assessment in their content areas (documented by unit plans and pacing guides).	7.1b 7.1d 7.1f 7.1g	Using all classes that each grade of students take, students will have to use on-demand writing forms to be assessed in other content areas. This will result in an increase in KCCT scores.	Shively	11//1/10	12/10 3/11 5/11	None	None
				Math, science, social studies and business departments				
1F	A&E tutoring rotation – tutoring provided for students based on prior year Explore, Plan and ACT scores (documented in A&E rotation and unit plans).	7.1b 7.1d 7.1f 7.1g	Focus on increased learning and critical thinking skills – increase Plan and ACT scores.	Shively	11//1/10	12/10 3/11 5/11	None ½ Day PD (Eng, and SS; Math, and Sci)	None
				English, math, science and social studies departments				

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School Name	Ballard Memorial High School	Component Name	Academic Performance – Classroom Evaluation / Assessment & Instruction (PLCs)
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Component Manager	Donald Shively
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Priority Need	Goals to Address Priority Need
Ballard Memorial High School will implement Senate Bill 1 and its components of Assessment Literacy, Characteristics of Highly Effective Teaching and Learning, the new Kentucky Core Academic Standards, and Leadership into its instructional practices.	<p>Ongoing goals:</p> <ul style="list-style-type: none"> • BMHS teachers will complete chapters 1-4 of <i>Classroom Assessment for Student Learning</i> by Stiggins, Arter, Chappuis J., & Chappuis S. • BMHS will align its curriculum to the new Kentucky Core Content Standards in math and language arts. (Science and social studies will be aligned as available.) • BMHS will develop SBDM policies for program reviews of writing, practical living/vocational studies, and arts and humanities programs. • The goal of the Professional Learning Community is to “focus on learning rather than teaching, work collaboratively, and hold (teachers and administrators) accountable for results.” (DuFour) • Learning Teams continue to meet and to develop and implement lessons using the strategies and tools of the Thoughtful Classroom. • Teachers will collaboratively analyze student work to refine instructional practices.

Cause(s)/Contributing Factor(s)
(Include Specific Needs Assessment Data and Source)

Senate Bill 1 requires:

- Schools to implement Assessment Literacy strategies across the curriculum.
- Schools to implement Characteristics of Highly Effective Teaching and Learning strategies in ALL classrooms.
- Schools to align the new Kentucky Core Academic Standards in specific subject areas.
- Schools to develop Program Reviews in writing, practical living/vocational studies, and arts and humanities.

From the 2005 academic audit:

- Teachers occasionally collaborate within their departments on the designing of assessments, but rarely collaborate with teachers from other disciplines.
- Only some students can articulate the purpose of rubrics and scoring guides.
- Few students understand what they need to do to be proficient in content areas.
- Except for vocational programs, there are limited opportunities for students to demonstrate learning based on multiple intelligences and preferred learning styles.
- Instructional strategies do not appear to be modified as a result of classroom assessments.
- Most assessments are textbook-generated worksheets.
- Students seldom choose their own writing topics.
- Models of proficient work are seldom seen in the school.
- Most teachers have not been trained in protocols for analyzing student work and student work analysis is not used to drive instruction, curriculum and assessment.

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School Name	Ballard Memorial	Component Name	Professional Learning Community			
Initial Posting Date	November 8, 2010	Subsequent Amendment Dates				

Objectives:	Evidence of Successful Attainment
A. Analysis of student work (ongoing)	I & I Report to SBDM Council
B. Thoughtful Education – researched based instructional strategies (ongoing)	Sept Dec March
C. Learning Teams meetings (ongoing)	I & I Report to Board of Education
D. Technology integration into lessons (ongoing)	Oct Feb Apr
E. Teacher to teacher peer observations (ongoing)	
F. Focus on student learning styles (ongoing)	
G. Implementation of Senate Bill 1	

Identify Leadership Context for Objective (Check as Apply)	Achievement Gap Subgroups Targeted by Objective
<input checked="" type="checkbox"/> Support for Teaching and Learning	NCLB
<input checked="" type="checkbox"/> Provide Organizational Direction	<input type="checkbox"/> Ethnicity
<input checked="" type="checkbox"/> Establish High Performance Expectations	<input checked="" type="checkbox"/> Free/Reduced Lunch
<input checked="" type="checkbox"/> Create a Learning Culture	<input checked="" type="checkbox"/> Students with Disabilities
<input checked="" type="checkbox"/> Develop Leadership Capacity	<input type="checkbox"/> Limited English Proficiency
	Not NCLB
	<input checked="" type="checkbox"/> Gender
	<input checked="" type="checkbox"/> Career/Technical Ed (Sec.)
	<input checked="" type="checkbox"/> Gifted / Talented

Activity Label	Strategy/Activity	SISI Standard and/or Indicator(s)	Expected Impact in Terms of Progress and Success (Identify Subgroup as Appropriate)	Person Responsible	Start Date	Interim Monitoring Date(s) (I & I)	Estimated Costs	Fund Source
				People Involved				
1A	Learning Check Assessments – Multiple Choice and Open Response Questions (documented by department meetings with administration). Frequency – each nine weeks	1.1a 3.1b	Increase ORQ scores based on based on learning checks and all CATS-like assessments determined by unit plans	Shively	Ongoing	12/10 3/11 5/11	\$5475	Gear Up
1B (4G)	Teacher leaders shall deliver professional development on The Thoughtful Classroom Project (documented by PD offered by teacher leaders, PD totals, and in summative and formative assessments).	3.1a 3.1b 3.1c 3.1g	Teachers will explore and process the work as determined by PD sign in sheet & survey over PD	Shively and Quertermous All teachers	Ongoing	12/10 3/11 5/11	None 1/2 PD Day 1 hr PD updates throughout the year	None

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1C (5G)	Learning Teams work together to implement and develop lessons using strategies and tools established for the 2010-11 school years (documented by Learning Team meeting schedule and notes of strategies presented). Frequency – each team meets every three weeks	3.1a 3.1b 3.1c 3.1g	Improved teaching and higher levels of thinking in classrooms as determined by administrative walk-throughs and unit plans	Shively and Quertermous All teachers	Ongoing	12/10 3/11 5/11	None	None
2C (6G)	Learning Team members shall refine strategies from Vocabulary’s CODE and from tools book, share work samples and reflect with learning teams about learning (documented by Learning Team meeting schedule and notes of strategies presented.)	3.1a 3.1b 3.1c 3.1g	A greater variety of teaching tools and strategies shall be observed in classrooms with a higher level of student engagement as observed by walk-throughs.	Shively and Quertermous All teachers All teachers	Ongoing	12/10 3/11 5/11	None	None
3C (7G)	Learning Teams work together to implement and develop lessons using strategies and tools (documented by Learning Team meeting schedule and notes of strategies presented).	3.1a 3.1b 3.1c 3.1g	Improved teaching and higher levels of thinking in classrooms	Shively and Quertermous All teachers	Ongoing	12/10 3/11 5/11	None	None
4C (8G)	Learning Teams shall begin the process of using Learning Walks as a routine mode of analyzing professional growth and school improvement (documented by Learning Team meeting schedule and notes of strategies presented).	3.1a 3.1b 3.1c 3.1g	School will self-assess growth and monitor progress in order to make informed decisions about teaching and learning using Learning Walk forms.	Shively and Quertermous (Joyce Jackson) All teachers	Ongoing	12/10 3/11 5/11	None	None
1D	Differentiated professional development (by district technology coordinator) will be provided to increase technology literacy (documented by PD offered by DTC, PD totals, and in summative and formative assessments).	5.1b 6.1.c	Teachers will use a variety of technology resources in their lessons.	Shively and Renfrow All teachers	Ongoing	12/10 3/11 5/11	None PD ½ Day PD 1½ hr updates throughout the year	None
1E	Teachers will do peer observations during the school year. Observed and observing teacher(s) will conference after school to discuss instructional strategies (documented in PD totals for peer observations).	6.1b	Teachers will improve instructional strategies as reported by conference sheet, increasing student achievement (KCCT, Plan and ACT).	Shively All teachers	Ongoing	12/10 3/11 5/11	None	None

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1F	Thoughtful Ed strategies targeted to specific students – focus on “targeted” students from 10/11 PD day who must increase their projected scores (documented in unit plans and learning team meetings).	7.1b 7.1d 7.1f 7.1g	Focus on increased learning and critical thinking skills – KCCT, ACT and Plan	Shively Math, science, social studies and English departments	Ongoing: Learning Checks 1 st , 2 nd , 3 rd , & 4 th 9 weeks	12/10 3/11 5/11	None	None
1G	School will discuss and implement Chapter 1-4 of <i>Classroom Assessment for Student Learning</i> (documented by teachers meetings, PD agendas and Learning Club meeting notes.)	1.1a 2.1a 2.1b 2.1c 2.1e 3.1a 3.1b	Focus on classroom assessment, assessment for and of learning, establishing clear learning targets, and assessment methods.	Shively All teachers	12/1/10	12/10 3/11 5/11	None	None
2G	Teacher Leaders will attend state training on new Kentucky Core Content Standards. Department teams will “unpack” standards, make adjustments to curriculum maps, unit plans, and common core assessments (document by teacher leaders’ attendance at state-level meetings and by PD agendas).	1.1a 2.1b 2.1c	Alignment of BMHS class offerings to new standards. Departmental Learning Checks will be recreated based on new standards.	Davis and Roettgering English and math departments (science and social studies when standards are available)	12/1/10	3/11 5/11 8/11	None PD days as needed (2011-12 school year)	None
3G	Language Arts, PL/VS, and arts and humanities departments will design Program Review for their specific content areas (documented by SBDM minutes and the creation of the Program Reviews).	1.1f 2.1g	Focus on content mastery in writing, PL/VS, and arts and humanities subject areas.	Shively Language arts, PL/VS, and arts and humanities departments	12/1/10	3/11 5/11 8/11	None	None

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School Name	Ballard Memorial High School	Component Name	Learning Environment – School Culture
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Component Manager	Lorry Beth Wilson, counselor
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Priority Need	Goals to Address Priority Need
From our 2005 academic audit: <ul style="list-style-type: none"> Indicates families and the community are not active participants in the educational process, and student achievement is not valued and publicly celebrated. 	Ongoing: <ul style="list-style-type: none"> BMHS will continue to communicate with its parents and stakeholders in a variety of ways. BMHS will continue to focus on improving students’ school pride by continually celebrating proficient and distinguished work.

**Cause(s)/Contributing Factor(s)
(Include Specific Needs Assessment Data and Source)**

From the 2005 academic audit: <ul style="list-style-type: none"> All teachers do not accept responsibility for student learning. Other than carrying report cards and progress reports home to parents, teachers do not involve students in reporting student progress to families. There are few face-to-face conversations between parents and teachers pertaining to student progress. Quality student work, including scoring rubrics, is not regularly displayed in classrooms or hallways. Some teachers hold high academic expectations for some students.
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“BMHS – Proud to Fly Above the Rest”

School Name	Ballard Memorial	Component Name	School Culture			
Initial Posting Date	November 8, 2010	Subsequent Amendment Dates				

Objectives:	Evidence of Successful Attainment
A. All teachers will display quality student work in their classrooms, in school hallways and in the media center, as measured by principal observations.	I & I Report to SBDM Council Sept Dec March
B. To encouraged and recognize high student achievement.	I & I Report to Board of Education Oct Feb Apr
C. To communicate frequently with parents and stakeholders.	

Identify Leadership Context for Objective (Check as Apply)	Achievement Gap Subgroups Targeted by Objective										
<input checked="" type="checkbox"/> Support for Teaching and Learning <input checked="" type="checkbox"/> Provide Organizational Direction <input checked="" type="checkbox"/> Establish High Performance Expectations <input checked="" type="checkbox"/> Create a Learning Culture <input checked="" type="checkbox"/> Develop Leadership Capacity	<table border="0"> <tr> <td>NCLB</td> <td>Not NCLB</td> </tr> <tr> <td><input type="checkbox"/> Ethnicity</td> <td><input checked="" type="checkbox"/> Gender</td> </tr> <tr> <td><input checked="" type="checkbox"/> Free/Reduced Lunch</td> <td><input checked="" type="checkbox"/> Career/Technical Ed (Sec.)</td> </tr> <tr> <td><input checked="" type="checkbox"/> Students with Disabilities</td> <td><input checked="" type="checkbox"/> Gifted / Talented</td> </tr> <tr> <td><input type="checkbox"/> Limited English Proficiency</td> <td></td> </tr> </table>	NCLB	Not NCLB	<input type="checkbox"/> Ethnicity	<input checked="" type="checkbox"/> Gender	<input checked="" type="checkbox"/> Free/Reduced Lunch	<input checked="" type="checkbox"/> Career/Technical Ed (Sec.)	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> Gifted / Talented	<input type="checkbox"/> Limited English Proficiency	
NCLB	Not NCLB										
<input type="checkbox"/> Ethnicity	<input checked="" type="checkbox"/> Gender										
<input checked="" type="checkbox"/> Free/Reduced Lunch	<input checked="" type="checkbox"/> Career/Technical Ed (Sec.)										
<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> Gifted / Talented										
<input type="checkbox"/> Limited English Proficiency											

Activity Label	Strategy/Activity	SISI Standard and/or Indicator(s)	Expected Impact in Terms of Progress and Success (Identify Subgroup as Appropriate)	Person Responsible	Start Date	Interim Monitoring Date(s) (I & I)	Estimated Costs	Fund Source
				People Involved				
1A	Quality student work will be displayed in classrooms and hallways.	4.1h 4.1j	Student work will demonstrate a sense of ownership and pride as evidenced by work samples, pictures, etc.	Shively, Jezik and Wilson All teachers	Ongoing	12/10 3/11 5/11	None	None
1B	Students who score all proficient and distinguished on the KCCT test will receive preferential parking places for the school year, and students will have their pictures and scores posted on Ballard County’s local access channel.	4.1j	Increase number of proficient and distinguished scores on KCCT test	Shively, Jezik and Wilson All students	Ongoing	12/10 3/11 5/11	None	Instructional fund
2B	Any student who scores at least one proficient or higher on the KCCT test without having a novice will receive a rewards bracelet, and exemptions on the fall semester tests.	4.1j	Increase number of non-novice scores on the KCCT test	Shively, Jezik and Wilson All students	Ongoing	12/10 3/11 5/11	None	None
3B	Testing Teams – ongoing testing team completion and Good Faith Effort Challenge	4.1j	Increase number of non-novice scores on the KCCT test	Shively, Jezik and Wilson All students	Ongoing	12/10 3/11 5/11	None	None

“BMHS – Proud to Fly Above the Rest”

4B	Class Challenge – present year’s KCCT scores versus last year’s KCCT scores for that grade level	4.1h	Increase number of non-novice scores on the KCCT test	Shively, Jezik and Wilson	Ongoing	12/10 3/11 5/11	\$3000 for field day; \$1500 rewards	Student fund, Instructional fund; & SBDM
				All students				
1C	School-wide communication plan developed and distributed to parents. Communication plan available on the district website.	4.1i	Meaningful communication between parents and teachers will be on-going, as evidenced by communication log sheet and grades for signed progress reports.	Wilson	Ongoing	12/10 3/11 5/11	None	None
				All teachers / parents and guardians				
2C	Communication between home and school will be regular – orientation, Open House, telephone calls, e-mails, weekly progress reports and Infinite Campus parent portal	4.1g	Meaningful communication between parents and teachers will be on-going, as evidenced by communication log sheet and grades for signed progress reports.	Wilson	Ongoing	12/10 3/11 5/11	\$500	Instructional / Gear Up
				All teachers				