

“BMHS – Proud to Fly Above the Rest”

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

2009–2010

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 2009–2010

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 9, 2009
Date

M. Chad Jezik
Chairperson, School Planning Committee

November 9, 2009
Date

Plan Approved by the School Council:

November 16, 2009
Date

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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, ext. 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. The CSIP outlines the steps in creating a learning-centered school using small groups of teachers by integrating 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. Scholastic review team activities included a review of the documents collected for the school portfolio and profile. The scholastic review team interviewed students, parents, community leaders, teachers, central office personnel, the counselor, the assistant principal and the 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 scores and KCCT scores. With Kentucky’s high school’s testing system spread throughout the entire school year, ongoing analysis of data and close monitoring of the plan is essential to the success of this CSIP.

Input from the Site Based Decision Making Process

How goals and strategies were decided upon:

Our plan will be revisited when the Kentucky Interim Performance Report arrives in the fall of 2010, and revised as needed after our professional development session on data analysis. As Plan and ACT data becomes available to the school throughout the year, data will be updated in this plan. Departments will continue to focus on student achievement through learning checks developed by each department and Think Link ® assessment results for math and reading.

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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 become 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:

The SBDM council approved the improvement plan in November 2009.

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 plan and school plan were available for two weeks of public review. The final school plans will be posted on the Ballard County Schools’ web page at www.ballard.kyschools.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, both of whom 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 www.ballard.kyschools.us. In addition, all staff members will have access to the plan through the high school’s online shared folder. A copy also will be located in the principal’s office, the assistant principal’s office, the counselor’s office, and the library 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>On BMHS’s 2009 Kentucky Core Content Test results, we had:</p> <ul style="list-style-type: none"> • An Accountability Index of 85 (KASC Comparative Index) <ul style="list-style-type: none"> ○ 74.51% Proficient and Distinguished in reading ○ 54.17% Proficient and Distinguished in math ○ 53.13% Proficient and Distinguished in science ○ 47.92% Proficient and Distinguished in social studies ○ 26.96% Proficient and Distinguished in on-demand writing <p>On BMHS’s 2009 ACT results, we had:</p> <ul style="list-style-type: none"> • An average ACT score of 18.0 <ul style="list-style-type: none"> ○ 17.3 in English ○ 18.2 in math ○ 17.6 in reading ○ 18.0 in science <p>On BMHS’s 2009 Plan results, we had:</p> <ul style="list-style-type: none"> • An average Plan score of 16.6 <ul style="list-style-type: none"> ○ 15.5 in English ○ 16.4 in math ○ 16.4 in reading ○ 17.5 in science 	<p>By May 2010, BMHS’s 2010 Kentucky Core Content Test results will be:</p> <ul style="list-style-type: none"> • BMHS’s 2010 KCCT goals: <ul style="list-style-type: none"> ○ 75.0% Proficient and Distinguished in reading (index of 98.0) ○ 60.0% Proficient and Distinguished in math (index of 87.1) ○ 53.6% Proficient and Distinguished in science (index of 88.7) ○ 70.0% Proficient and Distinguished in social studies (index of 99.6) ○ On-demand writing for Class of 2011 will be calculated in January <p>By May 2010, BMHS’s 2010 No Child Left Behind results will be:</p> <ul style="list-style-type: none"> • BMHS’s 2010 NCLB goals: <ul style="list-style-type: none"> ○ 59.63% Proficient and Distinguished in reading ○ 59.88% Proficient and Distinguished in math
<p>Cause(s)/Contributing Factor(s) (Include specific needs assessment data and source)</p>	

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On BMHS’s 2009 Kentucky Core Content Test results, we had:

- Reading:
 - 70.8% of males scoring proficient and distinguished; 59.2% of free/reduced lunch students scoring proficient and distinguished; 38.9% of students with disabilities scoring proficient and distinguished.
- Math:
 - 52.7% of males scoring proficient and distinguished; 52.6% of free/reduced lunch students scoring proficient and distinguished; 30.9% of students with disabilities scoring proficient and distinguished.
- Science:
 - 48.8% of females scoring proficient and distinguished; 52.6% of free/reduced lunch students scoring proficient and distinguished; 20.0% of students with disabilities scoring proficient and distinguished.
- Social studies:
 - 41.5% of females scoring proficient and distinguished; 42.1% of free/reduced lunch students scoring proficient and distinguished; 30.0% of students with disabilities scoring proficient and distinguished.
- On-demand writing:
 - 18.5% of males scoring proficient and distinguished; 17% of free/reduced lunch students scoring proficient and distinguished; 20.8% of students with disabilities scoring proficient and distinguished.

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School Name	Ballard Memorial	Component Name	Academic Performance	Goal	A
Initial Posting Date	November 16, 2009	Subsequent Amendment Dates			

Objective	Evidence of Successful Attainment
A. Increase total percentage of proficient and distinguished students in reading	I and I Report to SBDM Council
B. Increase total percentage of proficient and distinguished students in math	September December March
C. Increase total percentage of proficient and distinguished students in science	I and I Report to Board of Education
D. Increase total percentage of proficient and distinguished students in social studies	October February April
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 <input type="checkbox"/> Provide Organizational Direction <input checked="" type="checkbox"/> Establish High Performance Expectations <input type="checkbox"/> Create a Learning Culture <input type="checkbox"/> Develop Leadership Capacity	NCLB Not NCLB <input type="checkbox"/> Ethnicity <input type="checkbox"/> Gender <input checked="" type="checkbox"/> Free/Reduced Lunch <input type="checkbox"/> Career/Technical Ed (Sec.) <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Gifted / Talented <input type="checkbox"/> Limited English Proficiency

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 and I)	Estimated Costs	Fund Source
				People Involved				
1A	Think Link assessment results will be used to address priority needs of individual students’ reading problems. (Documented in A and E unit plans.)	7.1b 7.1d 7.1f 7.1g	Overall KCCT proficient and distinguished test scores will improve.	Glisson, Waltman English Department	10/20/09	12/09 3/10 5/10	\$2,800	Special Education
2A (2F)	Departmental focus on Thoughtful Education instructional-based activities: guided reading, reading for meaning, inference activities and vocabulary CODE. (Documented in Learning Team meetings, teacher lesson plans, and peer observations.)	7.1b 7.1d 7.1f 7.1g	Improvement in critical reading ability as indicated by learning checks, KCCT test, Plan and ACT scores.	Waltman English Department	10/20/09	12/09 3/10 5/10	None	None
3A (3F)	Timed readings will be checked in class. (Documented in A and E unit plans.)	7.1b 7.1d 7.1f 7.1g	Improvement on timed test reading scores, including Plan and ACT.	Davis, Glisson and Farmer English Department	10/20/09	12/09 3/10 5/10	\$200	General and Title I funds

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4A (4F)	Increased/improved silent, sustained reading. (Documented in A and E unit plans.)		Improvement in overall student reading on ACT and Plan tests.	Waltman	10/20/09	12/09 3/10 5/10	\$500	General and Title I funds
				English Department (others by choice)				
1B (5F)	Realign geometry content to cover surface area and volume of solids, and right triangle trigonometry. Teach/practice surface area and volume of solids, and right triangle trigonometry in AE rotations. (Documented in unit plans and pacing guides.)	7.1b 7.1d 7.1f 7.1g	Increased scores on 2010 KCCT in sub-category of Physical Attributes; improved Plan and ACT scores.	Willis (geometry); Rottgering (A and E)	10/20/09	12/09 3/10 5/10 *Quarterly Learning Checks	None	None
				Math Department				
2B (6F)	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 A and E unit plans and pacing guides.)	7.1b 7.1d 7.1f 7.1g	Increased scores on 2010 KCCT in sub-category of Coordinate Geometry; improved Plan, and ACT scores	Willis (geometry); Rottgering (A and E)	10/20/09	12/09 3/10 5/10 *Quarterly Learning Checks	None	None
				Math Department				
3B (7F)	Concentrate on students identifying multiple representations (tables, graphs, equations) of functions (linear, quadratic, absolute value, exponential) in real-world problems. (Documented in A and E unit plans and pacing guides.)	7.1b 7.1d 7.1f 7.1g	Increased scores on 2010 KCCT in sub-category of Patterns, Relations and Functions; improved Plan and ACT scores	Willis, geometry; Pace, Algebra I; Rottgering, Algebra II and A and E	10/20/09	12/09 3/10 5/10 *Quarterly Learning Checks	None	None
				Math Department				
4B (8F)	Focus teaching in all math classes to highlight order of operations, real number properties (identity, inverse, commutative, associative, distributive) and rules of exponents to simplify algebraic expressions. (Documented in unit plans and pacing guides.)	7.1b 7.1d 7.1f 7.1g	Increased scores on 2010 KCCT in sub-category of Variables, Expressions and Operations; improved Plan and ACT scores	Willis, geometry; Pace, Algebra I; Rottgering, Algebra II and A and E	10/20/09	12/09 3/10 5/10 *Quarterly Learning Checks	None	None
				Math Department				

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5B	Continue to practice open-response questions in the classroom focusing on Number Operations and Coordinate Geometry questions. (Documented in unit plans and pacing guides.)	7.1b 7.1d 7.1f 7.1g	Increased scores on 2010 KCCT in open-response sub-category of Number Operations and Coordinate Geometry.	Willis, geometry; Pace, Algebra I; Rottgering, Algebra II Math Department, Waltman	10/20/09	12/09 3/10 5/10 *Quarterly Learning Checks	None	None
1C	Each science class will incorporate at least two Thoughtful Ed activities per learning style in each unit. (Documented in unit plans and pacing guides.)	7.1b 7.1d 7.1f 7.1g	Reaching each individual student’s learning style, resulting in improved KCCT scores.	Martin, Prince and Wedgewood Science Department	10/20/09	12/09 3/10 5/10	None	None
2C (9F)	Include at least one timed assessment per week. (Documented in unit plans and pacing guides.)	7.1b 7.1d 7.1f 7.1g	Decrease anxiety and increase comfort in timed test situations, resulting in increased Plan and ACT scores.	Martin, Prince and Wedgewood Science Department	10/20/09	12/09 3/10 5/10	None	None
3C	Each teacher will chart every student’s learning style in each specific class to help determine the specific learning styles they should focus on in each class. (Documented by PD attendance, learning team meetings and unit plans.)	7.1b 7.1d 7.1f 7.1g	Focus on increased learning and critical thinking skills, resulting in increased KCCT scores.	Martin, Prince and Wedgewood Science Department	10/20/09	12/09 3/10 5/10	None 2 hours PD	None
4C (10F)	Each teacher will incorporate more graphing and reading of graphs into their lessons. (Documented in unit plans and pacing guides.)	7.1b 7.1d 7.1f 7.1g	Improvement in science scores on Plan and ACT.	Martin, Prince and Wedgewood Science Department	10/20/09	12/09 3/10 5/10	None	None
5C (11F)	Focus on critical thinking skills using Kaplan material and old Plan/ACT test questions. (Documented in unit plans.)	7.1b 7.1d 7.1f 7.1g	Improvement science scores on Plan and ACT.	Martin, Prince and Wedgewood Science Department	10/20/09	12/09 3/10 5/10	None	None
1D (12F)	Use Thoughtful Ed strategies targeted to specific students, focusing on “targeted” students from 10/18 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, resulting in improvements in KCCT, ACT and Plan scores.	McDowell, Prather and Quertermous Social Studies Department	10/20/09	12/09 3/10 5/10	None	None
2D (13F)	Each teacher will chart every student’s learning style in each specific class to help determine the specific learning styles they should focus on in each class. (Documented in PD attendance.)	7.1b 7.1d 7.1f 7.1g	Focus on increased learning and critical thinking skills, resulting in improvements in KCCT, ACT and Plan scores.	McDowell, Prather and Quertermous Social Studies Department	10/20/09	12/09 3/10 5/10	None 2 hours PD	None

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3D	Collaborative analysis of quarterly learning checks. (Documented in department meetings with Donald Shively.)	7.1b 7.1d 7.1f 7.1g	Overall KCCT proficient and distinguished test scores will improve.	McDowell, Prather and Quertermous Social Studies Department	10/20/09	12/09 3/10 5/10	None	None
4D	Continued focus on social studies critical vocabulary developed by district vertical alignment teams. (Documented in A and E unit plans.)	7.1b 7.1d 7.1f 7.1g	Students will master critical vocabulary, increasing the overall percentage of proficient and distinguished students.	McDowell, Prather and Quertermous Social Studies Department	10/20/09	12/09 3/10 5/10	None	None
5D	Cumulative learning checks (MC only) for juniors during A and E – specifically government/economics and world civilization – to drive the KCCT review process. (Documented in A and E unit plans.)	7.1b 7.1d 7.1f 7.1g	Student will master all social studies content and data review, increasing KCCT test scores	McDowell, Prather and Quertermous Social Studies Department	10/20/09	12/09 3/10 5/10	None	None
1E	Each specific English teacher will use the first nine weeks of the year to have her senior class(es) review during A and E. (Documented in A and E rotation and unit plans.)	7.1b 7.1d 7.1f 7.1g	Overall increase in the percent of students scoring proficient and distinguished on KCCT on-demand writing assessment.	Davis, Farmer and Glisson Shively	10/20/09	*won't take effect until the 2010-11 school year.	None	None
2E	Each form of the high school on-demand test will be taught from the ninth to 11 th grades and reviewed during the 12 th grade year. (Documented by unit plans and pacing guides.)	7.1b 7.1d 7.1f 7.1g	Overall increase in the percent of students scoring proficient and distinguished on the KCCT on-demand writing assessment. Mastery should be achieved by the end of the junior year.	Davis, Farmer and Glisson Waltman	10/20/09	12/09 3/10 5/10	None	None
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 takes, 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 and Waltman Math, science, social studies and business departments	10/20/09	12/09 3/10 5/10	None	None
1F	A and E tutoring rotation: Tutoring will be provided for students based on prior year Explore, Plan, and ACT scores. (Documented in A and E rotation and unit plans.)	7.1b 7.1d 7.1f 7.1g	Focus on increased learning and critical thinking skills, increasing Plan and ACT scores.	Shively English, math, science and social studies departments	10/20/09	12/09 3/10 5/10	None 2 Days PD	None

School Name	Ballard Memorial High School	Component Name	Professional Learning Community
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Component Manager	Donald Shively
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Priority Need	Goals to Address Priority Need
Ballard Memorial High School will create professional community of learners, in which the teachers in a school and its administrators continuously seek and share learning and then act on what they learn.	<p>Ongoing goals:</p> <ul style="list-style-type: none"> • 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 (school-wide groups of five or six teachers) shall be established and shall implement and develop lessons using the strategies and tools of the Thoughtful Classroom. • Teachers will work together to collaboratively analyze student work to refine instructional practices. • Teachers will do peer observations to work together on improving their instructional delivery.

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

<p>From the 2005 Academic Audit:</p> <ul style="list-style-type: none"> • 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	Goal	A
Initial Posting Date	November 16, 2009	Subsequent Amendment Dates			

Objectives:	Evidence of Successful Attainment
A. Analysis of student work (ongoing)	I and I Report to SBDM Council
B. Thoughtful Education – researched based instructional strategies (ongoing)	September December March
C. Learning Teams meetings (ongoing)	I and I Report to Board of Education
D. Technology integration into lessons	October February April
E. Teacher to teacher peer observations (ongoing)	
F. Focus on student learning styles	

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	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 and I)	Estimated Costs	Fund Source
				People Involved				
1A	Learning Check Assessments using multiple choice and open response questions (ORQs) will be utilized. (Documented by Department meetings with administration.)	1.1a 3.1b	Increase ORQ scores based on learning checks and all CATS-like assessments determined by unit plans.	Shively English, math, science and social studies departments	Ongoing	12/09 3/10 5/10	\$5,475	Gear Up
1B	Teacher leaders shall deliver professional development on The Thoughtful Classroom Project. (Documented by PD totals.)	3.1a 3.1b 3.1c 3.1g	Teachers will explore and process the work as determined by PD sign in sheet and survey over PD.	Shively and Quertermous All teachers	Ongoing	12/09 3/10 5/10	None	1 PD Day
1C	Learning Teams (school-wide, groups of five to six) work together to implement and develop lessons using the strategies and tools that will be established for the 2009-2010 school years. (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 as determined by administrative walk-throughs and unit plans.	Shively and Quertermous All teachers	Ongoing	12/09 3/10 5/10	None	None

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2C	Learning Team Members shall implement strategies from vocabulary CODE and from the 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 and a higher level of student engagement in classrooms, as observed by walk-throughs.	Shively and Quertermous All teachers	Ongoing	12/09 3/10 5/10	None	None
3C	Instructional Learning Teams shall develop a plan of action with time lines, activities, expected impact, and growth monitoring of work throughout the 2009-10 school year. (Documented by Learning Team meeting schedule and notes of strategies presented.)	3.1a 3.1b 3.1c 3.1g	Learning Teams shall have a focus to guide their work and a means of monitoring progress as determined by each group.	Shively and Quertermous All teachers	Ongoing	12/09 3/10 5/10	None	None
4C	Learning Teams work together to implement and develop lessons using the 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	12/09 3/10 5/10	None	None
5C	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 the learning walk forms.	Shively and Quertermous All teachers	Ongoing	12/09 3/10 5/10	None	None
1D	Differentiated professional development (by department) will be provided to increase technology literacy. (Documented by PD offered by DTC 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	12/09 3/10 5/10	None	None
1E	Teachers will do four peer observations during the school year. Observed teacher 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, which will increase student achievement on KCCT, Plan and ACT tests.	Shively All teachers	Ongoing	12/09 3/10 5/10	None	None
1F	Thoughtful Ed strategies will focus on “targeted” students from 10/18 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 will improve KCCT, ACT and Plan test scores.	Shively Math, science, social studies and English departments	10/20/09	12/09 3/10 5/10	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	Goal	A
Initial Posting Date	November 16, 2009	Subsequent Amendment Dates			

Objectives:	Evidence of Successful Attainment
A. By May 2010, all teachers will display quality student work in their classrooms, in school hallways and in the media center, as measured by principal observations.	I and I Report to SBDM Council September December March
B. High student achievement will be encouraged and recognized.	I and I Report to Board of Education October February April
C. Communication will occur 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	NCLB Not NCLB ___ 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 ___ 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 and 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	12/09 3/10 5/10	None	None
1B	Students who score all proficient and distinguished on the CATS test will receive preferential parking places for the school year; and, students will have their pictures and scores posted in the commons area.	4.1j	Increase number of proficient and distinguished scores on CATS tests.	Shively, Jezik and Wilson All students	Ongoing	12/09 3/10 5/10	\$300	Instructional fund
2B	Any student who scores at least one proficient or higher on the CATS 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 CATS test.	Shively, Jezik and Wilson All students	Ongoing	12/09 3/10 5/10	None	None
3B	A and E class vs. A and E class in a Good Faith Effort Challenge.	4.1j	Increase number of non-novice scores on the CATS test.	Shively, Jezik and Wilson All students	Ongoing	12/09 3/10 5/10	None	None

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4B	Class Challenge – present year’s CATS scores vs. last year’s CATS scores for that grade level.	4.1h	Increase number of non-novice scores on the CATS test.	Shively, Jezik and Wilson	Ongoing	12/09 3/10	\$3000 for field day; \$1500 rewards	Student and instructional funds; FRYSC
				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 ongoing, as evidenced by communication log sheet and grades for signed progress reports.	Wilson	Ongoing	5/10 12/09	None	None
				All teachers, parents and guardians				
2C	Communication between the home and school will be regular – information about orientation, Open House, etc., will be disseminated via telephone calls, e-mails, weekly progress reports and Infinite Campus parent portal.	4.1g	Meaningful communication between parents and teachers will be ongoing, as evidenced by communication log sheet and grades for signed progress reports.	Wilson	Ongoing	3/10	\$500	Instructional/Gear Up
				All teachers				