

# Herald Whitaker Middle School COMPREHENSIVE SCHOOL IMPROVEMENT Plan

## Implementation and impact Check

### SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2011-2012

The Herald Whitaker Middle School council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning Guidebook* (2002-2003) prior to approval of our plan.

Johnnie Johnson  
Chairperson, School Council

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Johnnie Johnson  
Chairperson, School Planning Committee

March 29, 2011  
Date

Plan Approved by the School Council:

May 4, 2011  
Date

School Council Members:

Johnnie Johnson, Principal	Sally Fletcher, Parent
Rudy Blanton, Teacher	Kim Francis, Parent

<b>Debbie Cain, Teacher</b>	
<b>Andrea Parsons, Teacher</b>	

# **COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:**

**SCHOOL:** Herald Whitaker Middle School

## **MISSION STATEMENT**

The mission statement of Herald Whitaker Middle School, through the cooperative efforts of parents, staff and community, is to provide students with opportunities to develop the skills, values and self-esteem that is necessary for them to become self-sufficient individuals who can function in society.

## **PROCESS OF DEVELOPING THE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

### **How Planning and Needs Assessment Teams Were Organized:**

The school principal established a needs assessment team consisting of teachers, school counselor, parents, students, YSC Director and SBDM Council members along with Central Office Personnel. Teacher members were notified during faculty meetings, parents were contacted via newsletters and SBDM Meetings.

The needs of the school was determined by the Data Analysis of the Kentucky Core Content Test. School surveys were sent to Parents, Students and Staff members in which findings were analyzed for needs purposes. The school also conducted a self audit with the standards and indicators document to determine the needs of the school.

The school improvement planning met to establish a priority needs list.

Through the Comprehensive School Improvement Plan Herald Whitaker Middle School envisions

increased student achievement, reduction of barriers to learning, including better communication between school, home, and community, which will result in increased attendance rates and higher levels of achievement.

## **Members/Representative Groups Who Served on Planning Team:**

Mr. Johnnie Johnson, Principal  
Mr. Garland Yates, Assistant Principal  
Mrs. Marcella Salyer, Secretary  
Mrs. Patricia Arnett, Clerk  
Ms. Bonnie Dyer, Guidance Counselor  
Mrs. Sharon Isaac, Media Specialist  
Ms. Rose Arnett, Head Custodian  
Mrs. Linda Holbrook, Cafeteria Manager  
Mrs. Jill Ward, YSC Director  
Mrs. Dedria Carpenter, TIS  
Mrs. Andrea Parsons, Teacher  
Mrs. Charlene Mays, Special Education  
Mr. Rudy Blanton, Special Education/SBDM Member  
Mr. Greg Howard, Special Education  
Mrs. Robin Back-Rose, Special Education  
Mrs. Sabrina Montgomery, Teacher  
Mr. Robbie Hoskins, Teacher  
Mrs. Lela Collins, Teacher  
Mrs. Sandy Lykins, Teacher  
Mr. Nathan Gasparac, Teacher  
Ms. Jennifer Gasparac, Teacher  
Mr. Steve Miller, Teacher  
Mrs. Debbie Cain, Teacher/SBDM Member  
Mr. Terry Watson, Teacher  
Mrs. Melinda Poe, Teacher  
Mr. Tim Cain, Teacher  
Mrs. Della Minix, Teacher

Mr. Tim Toles, Band Director  
Mrs. Debbie Salyer, Teacher  
Mrs. Evonne Howard, Teacher  
Mr. Jackie Prater, Teacher  
Mrs. Judy Minix, Teacher  
Ms. Jessica Francis, Teacher  
Mrs. Andrea Parsons, Teacher/SBDM Member  
Mr. Dalton Howard, Student  
Ms. Jesse Hale, Student

## **What Process was used for Internal Review of the Plan?**

The plan was reviewed by the planning team, the faculty, and also by the SBDM council before approval. A copy was made available to staff members and was placed in the school library and office.

## **COMMUNICATION PLAN**

**How will the Consolidated Plan and Other Important Information Be Shared with Stakeholders?**

Copies of the plan will be available for viewing by parents and community in the district office, school office, and school library. Take-home copies will be provided upon request. A copy of the plan will be placed on the district and school Web Page. All Herald Whitaker Middle School Staff Members will be provided a copy.

### **How will Input Continue to be gathered from Stakeholders?**

The school planning team will continue to exist for the purpose of evaluation of the plan. Progress will be studied and changes and/or additions will be made as needed. Continued parent input will be requested via SBDM announcements, school webpage, and parent newsletters.

**ACTION COMPONENT** Academic Performance

I.

<p><b>Priority Need:</b></p> <p>A. According to the 2009-2010 Interim Performance Report, Herald Whitaker Middle School students scored at or above the Proficient level in the Content Areas as follows:</p> <ul style="list-style-type: none"><li>• <input type="checkbox"/> 35% in On Demand Writing</li><li>• <input type="checkbox"/> 65% in 7th Grade Math</li><li>• 70% in 8th Grade Math</li><li>• <input type="checkbox"/> 53% in Social Studies</li><li>• <input type="checkbox"/> 53% in Science</li><li>• <input type="checkbox"/> 70% in 7th Grade Reading</li><li>• 59% in 8th Grade Reading</li></ul> <p>Students qualifying for free and reduced lunch, males, and students with disabilities are scoring significantly lower than other students.</p>	<p><b>Goal:</b></p> <p>On our 2011 Interim results, we will have the following percentage of students scoring at the proficient level or above:</p> <ul style="list-style-type: none"><li>• <input type="checkbox"/> 41% in On Demand Writing</li><li>• 73% in 7th Grade Math</li><li>• <input type="checkbox"/> 78% in 8th Grade Math</li><li>• <input type="checkbox"/> 63% in Social Studies</li><li>• <input type="checkbox"/> 63% in Science</li><li>• 80% in 7th Grade Reading</li><li>• <input type="checkbox"/> 69% in 8th GradeReading</li></ul> <p>Additionally, we will:</p> <ul style="list-style-type: none"><li>• <input type="checkbox"/> Decrease to 20% or less the number of students performing at the novice level in all content areas.</li><li>• <input type="checkbox"/> Continue reduction of achievement gaps for students on free and reduced lunch and/or those students with disabilities.</li></ul>
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<p><b>Cause(s)/Contributing Factors:</b></p>	<p><b>Measurable Objective(s):</b></p>
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Curriculum, instruction, and assessment are not completely defined and adequately aligned with Core Content for Assessment and Program of Studies.

Instruction lacks strategies that promote active learning, higher order thinking, and effective use of technology.(Administrator observations, lesson/unit plans.)

Formative Assessment Strategies do not drive instruction. Teachers are not knowledgeable in the Seven Strategies for Highly Effective Learning.

Instructional strategies lack differentiated instruction for “all” students. Need to move from awareness to implementation of differentiated instruction. (school self-study, administrator observations, lesson/unit plans, IEP’s and ILP’s.)

Assessment and instruction are not sufficiently aligned with state assessment and lack consistency in the use of scoring guides and rubrics (administrator observation, lesson/unit plans.)

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A.1. By May 2012, all students will receive, prior to assessment, instruction in the required courses that includes all assessed KY Core Academic Standards.( lesson/unit plans, certified personnel observations, student work samples, PLCs)

A.2.. All teachers will participate in continuing professional development for implementing effective instructional strategies that include Formative Assessment Strategies and the Seven Strategies for Highly Effective Learning for all students, that promote active learning, higher order thinking skills, and effective use of technology through the use of the SMART Classrooms in every content area.(lesson plans, administrator observations, student work and A+ reports, Study Island Reports).

A.3. By May 2012, all students will participate in instruction and assessment strategies that will address higher order thinking skills and that are aligned with state assessment.(teacher assessments, scoring guides, administrator observations)

A.4. By May 2012, All staff members will have been active members of their content's Professional Learning Communities where each of the items on the left will have been addressed and documentation will be gathered as evidence for all program reviews.

Action Component Academic Performance

District Name Magoffin Component Manager Johnnie Johnson

School Name Herald Whitaker Middle School Current Date April 8, 2009

**III. Strategies/Activities**

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
A.1.a All teachers will meet in PLCs to identify gaps in the curriculum and align the KY Core Academic Standards with the KY Core Content 4.1	Effective aligned curriculum that focuses on core content (focus groups, IPR data, student work, PLC documentation)	Johnnie Johnson, Garland Yates	Aug . 2011	On-going	0	
A.1.b As part of the ongoing curriculum development process, all teachers will clearly define the core content to be taught for each course.	Effective aligned curriculum document that focuses on KY Core Academic Standards, strategies, and assessments that can be used by	Johnnie Johnson, Garland Yates	Aug . 2011	On Going	0	

	teachers to increase student achievement (PLCs, IPR data, and student work.)					
A.1.c Teachers in content areas other than Language Arts will continue to participate in writing training which will include portfolio analysis in order to show strengths and weaknesses in the writing program during the Interim Period as stated in HB1.	Improvement of writing instruction in all content areas. (Analysis of student work, writing program review)	Content Area Teachers, Dedria Carpenter, Johnnie Johnson	Aug . 2011	May 2012		
A.1.d Emphasis will be placed on On-Demand Writing in Language Arts classes and will continue to provide a part time or full time teacher to integrate language arts and computer skills.	Improved student performance through a successful working portfolio program and Program Reviews which show strengths and weaknesses	Language Arts teachers, Dedria Carpenter	Aug . 2011	May 2012		

<p>A.1.e SBDM will review /revise policies to ensure alignment with Board Policies and State Dept. of Education. Focus will be on policies to strengthen student achievement. SBDM will receive SB1 Training</p>	<p>On-going progress and monitoring of policies and looking at new policies to strengthen goal of improving student achievement (IPR data, committee groups.SBDM Agendas)</p>	<p>SBDM, Johnnie Johnson</p>	<p>Aug . 2011</p>	<p>On-g oing</p>		
<p>A.1.f Teachers other than Language Arts will include on-demand writing opportunities for students throughout the school year, focusing on strategies for improving student responses.</p>	<p>Students' writing skills will improve and teachers will better understand how to relate core content to students through writing on-demand (portfolio pieces, IPR data, classroom assessments, lesson plans, Program Review Documentation)</p>	<p>Content area teachers, Johnnie Johnson, Dedria Carpenter</p>	<p>Aug . 2011</p>	<p>On-g oing</p>	<p>0.00</p>	
<p>A.2.a Teachers will provide</p>	<p>Instruction and assessment will</p>	<p>Johnnie Johnson,</p>	<p>Aug .</p>	<p>May 2012</p>		

instructional strategies and assessment that reflect varied student learning styles.	address the needs of all students. (unit/lesson plans, observations, IPR data, student work)	Garland Yates	2011			
Students will be given more "timed" assessments in order to familiarize students with the format of the EXPLORE Test	Assessments will effectively guide instruction and student performance will improve in all areas (IPR data, classroom assessments, EXPLORE data, and student work analysis.)	Johnnie Johnson, Dedria Carpenter, Garland Yates	Aug . 2011	On-going		
A.2.c Teachers will continue to receive technology training and support on effective use of SMART classroom technologies and Turning Point Testing System, Smartboard, and Wireless Slate to increase classroom efficiency and	Teachers will become more efficient in the integration of technology into the curriculum.(Teacher observations and lesson plans)	Johnnie Johnson, Dedria Carpenter, Stacy Blanton	July 2011	On-going	600.00 for Technology Training	Professional Development and Gear-up

enhance instruction.						
A.3.a. Every effort will be made to reach targeted students for ESS through a Daytime program designed to improve reading skills	Targeted students will get the help they need – better participation and assistance provided resulting in improved scores and a narrowing of the achievement gap. (test scores)	Dedria Carpenter, Johnnie Johnson	Aug .2011	March 2012	ESS Funding	ESS
A.4.All students will be provided with reading instruction in all core classes.	Students will receive instruction in reading skills in core classed. Approximately one fourth of a class period per day will be devoted to readings skills everyday in every classroom..(Student work samples, IPR data, and classroom assessments, PLCs)	Johnnie Johnson, Garland Yates	Aug .2010	On-going		
A.4.c Gear Up money will be spent to keep	Students will do more hands-on activities and	Gear-up Facilitator, Johnnie	Aug .2011	May 2012		Gear Up

fully equipped math lab and science lab with the latest materials and technology.	experiments therefore mastering math and science concepts more easily.	Johnson, math and science teachers	1			
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## **ACTION COMPONENT** Learning Environment

District Name Magoffin Herald Whitaker Middle School  
 Current Date April 8, 2009  
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Component Manager Johnnie Johnson

<b>Priority Need:</b>	<b>Goal:</b>
Increase communication to Stake Holders.	Our goal is to increase communication with parents and Community.

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Cause(s)/Contributing Factors:	Measurable Objective(s):
Teachers set high academic expectations for some students but not all (school self-study, administrator observations)	A.1 By June 2012, administration and teachers will establish and maintain a focus on academic achievement for all students (SBDM minutes, faculty meeting agendas, SBDM policies).

Action Component Learning Environment

District Name Magoffin Component Manager Johnnie Johnson

School Name Herald Whitaker Middle School Current Date April 8, 2011

### III. Strategies/Activities

Strategy/Activity	Expected Impact (with measures) on Educational Practice and Student Learning	Responsible Person(s)	Start Date	End Date	Estimated Costs	Fund Source
A.1.a All teachers will develop a course syllabus for each new course being added to the course offerings and will update their current syllabus.	Provide clear expectations among all stakeholders, and to provide consistency among staff in content being taught (administrator documentation, parent feedback, parent surveys).	Johnnie Johnson, Garland Yates	Aug. 2011	Ongoing	0.00	
A.1.b Continue After School Detention for students who would normally be suspended	To reduce the number of students missing class due to suspensions resulting in a reduction in negative	Johnnie Johnson, Garland Yates	Aug. 2011	May 2012		

for minor violations. (tardies, missing school, etc.)	impact on grades due to unexcused absences and by allowing time to make up work in ASD. (end of year suspension numbers, grade reports)					
A.1.c All student/athletes will participate in the random drug testing program.	To reduce the number of student/athletes engaging in drug related activities and to give students an excuse not to do drugs. (drug testing results, drug related incidents)	Johnnie Johnson, Garland Yates	Aug 2011	May 2012		
A.1.d. SBDM and administration will actively encourage participation from all stakeholders through committees.	Improve the communication and expectation levels between primary stakeholders. Improve decision-making process by including more stakeholders in process (committee minutes, SBDM minutes).	SBDM, Johnnie Johnson	June 2011	May 2012	0.00	
A.1.e. Continue the use of Infinite Campus Progress	Inform parents and students of current grade status/progress to enable students to	Counselor, Johnnie Johnson, Garland Yates	Aug 2011	May 2012		

Reports and IC Parent Portal and demerit system for behavior events	make up missing assignments when appropriate.					
A.1.f The school will host an open house during the first month of school. Teacher attendance will be required. No activities are to be planned on these nights (practices, games, meetings, etc.)	To improve the communication and expectation levels between primary stakeholders. To gain valuable information to help support children. (questionnaire)	Teachers, Principal	Aug 2011	Oct 2011	0	
A. 1.g. The school will host an orientation for students and parents prior to the first day of school. The school will provide student schedules, supply lists, student handbooks, AUP, FRYSC will provide	To improve the communication and expectation levels between primary stakeholders. (questionnaire)	YSC, Office Staff, Mr. Johnson, Principal	Aug 2011			

free school supplies for at-risk students.						
A.1.h. SBDM, Teachers, and Administration will assess impact and evaluate the CSIP through I & I reports.	To ensure that identified areas of growth goals are being met (I & I checks, walkthroughs, administrator observations, lesson/unit plans).	Teachers, SBDM, Johnnie Johnson, Garland Yates	Aug . 2011	On-going		

