

Kentucky Department of Education
District Application for School Improvement Funds
 (Section 1003g)
 Spring 2010

District: Carter County	Mailing Address: 228 S. Carol Malone Blvd. Grayson, KY 41143
District School Improvement Grant Contact: Name: Marianne Johnson Position: Title I Coordinator Contact's Mailing Address: 211 S. Carol Malone, Blvd., Suite A. Grayson, KY 41143 Telephone: 606-474-2009 Email address: marianne.johnson@carter.kyschools.us	
Signature of the Superintendent: <i>Darlene Gee</i>	Date: May 19, 2010

District Name	NCES ID #	Total Awarded
Carter County	2101020	\$597, 210

School(s) Name	NCES ID #	Tier III
Heritage Elementary School	210102001884	X
East Carter Middle School	210102001698	X

Heritage Elementary School
 School Improvement Grant
 J.C. Perkins, Principal

Commitment to Serve

A. School Level Data from KY IPR and NCLB:

CURRENT PERFORMANCE DATA: (Academic Index/NCLB AYP & Subpopulations)					
IPR 2009 <ul style="list-style-type: none"> • 2009 Math Index of 95.93 • 2009 Reading Index of 93.06 • 2009 SS Index of 77.5 • 2009 Sci Index of 86.55 • 2009 NCLB AYP report met 11 out of 12 Goals – 91.7% Proficient 	2009 NCLB Student Group	READING Met AMO (67.04%)	Met Annual Measurable Objective	MATH Met AMO (51.53%)	Met Annual Measurable Objective
	All Students 2008	60.00	YES	62.79	YES
	All Students 2009	70.35	YES	67.84	YES
	White Students 2008	60.28	YES	63.08	YES
	White Students 2009	70.41	YES	67.86	YES
	F/R Lunch Students 2008	51.56	YES	53.91	YES
	F/R Lunch Students 2009	60.17	YES	58.47	YES
	Students with Disabilities '08	31.91	NO	31.91	YES
Students with Disabilities '09	42.55	NO	40.43	YES	
OUTCOME(s): (NCLB Adequate Yearly Progress Report/Subpopulations)					
IPR 2010 <ul style="list-style-type: none"> • 2010 NCLB AYP meets 12/12 • 2010 Math Annual Measurable Objective of 61.23% Proficient • 2010 Reading Annual Measurable Objective of 73.64% Proficient 	2010 NCLB Student Group	READING Met AMO (73.64%)	Met Annual Measurable Objective	MATH Met AMO (61.23%)	Met Annual Measurable Objective
	White Students	73.64		61.23	
	African-American Students	73.64		61.23	
	Free & Reduced Lunch Students	73.64		61.23	
	Students with Disabilities	73.64		61.23	

As this data indicates, the area in which improvement is most needed is reading, particularly for students with disabilities. As you can see, however, we also need to increase the margin by which we meet our AMO for math. This is confirmed by some of the other assessments we use as well.

For example, according to the STAR Reading assessment for the current year, our 4th grade had the highest percentage of students who performed at the 75th percentile or above with 31.3% attaining that level of performance. Our lowest performing group was 5th grade, which had 10.8% scoring at or above the 75th percentile. These numbers should be considerably higher. The T-PRO, which assesses students in K-3rd grade on reading in the fall and then again in the spring indicates that generally, our students are performing worse in the spring, after several months of instruction than they did in the fall just shortly after school began. This same trend seems to occur with the ThinkLink, which is given three times a year. Looking at just the 5th grade, student scores dropped from 65.7 % scoring proficient or distinguished on the first assessment to 57.3 % on the last assessment. This is a troubling and puzzling piece of data that clearly indicates the need for improvement.

With regard to math, the GMADE assesses all students in 1st-3rd grade. According to our data, we have many students scoring in the 1st-3rd stanines, which is below average, and a majority of our students seem to be scoring in the 4th-6th stanines, which is considered average. This confirms that while we are holding our own in math that we need to make a conscious effort to improve our general math instruction for the average performing students since the Math Intervention Teacher can only service those scoring below average. On DEA, the same trend seen with reading occurs also in math with 5th graders dropping from 68.6% proficient or distinguished on the first assessment to 57.3% on the final one.

B. Non-Cognitive Data

- a. Description -- Heritage Elementary School is a PK-5th grade school located in rural Northeast Kentucky in a low-socioeconomic area. There are very few major industries or other job opportunities that require higher education. The school system is the largest employer in our county. Education is often not greatly valued nor seen as a tool for career development and future success.
- b. Parental Involvement -- Though we have better parent and community involvement than most schools in our district, less than optimal parental involvement along with high levels of government assistance to families contributes to an indifferent attitude regarding education, which in turn contributes to low student achievement.
- c. See chart below for demographics and other non-cognitive data:

	TOTAL ENROLLMENT	#/% MALE	#/% FEMALE	#/% FREE/REDUCED LUNCH	#/% DISABILITIES	#/% WHITE	#/% RETENTION	% ATTENDANCE
2008-2009	511	283/55%	228/45%	311/61%	72/14%	503/98%	0/0	91.96%
2009-2010	493	270/55%	223/45%	324/65%	78/16%	484/98%	0/0	91.99%

Aside from the expected effect attendance has on student performance, that being students cannot receive instruction or benefit from it when they are not in school, one thing is apparent. When looking at students who are referred for consideration for retention, poor attendance is often a contributing factor. There seems to be a strong correlation between a student’s attendance rate and their achievement level. We have just recently begun to take a closer look at discipline data to determine the degree to which discipline referrals correlate to achievement. We are expecting to find at least some correlation, but no conclusive data has yet been compiled.

C. Analysis of Causes and Contributing Factors -- The root cause of our low achievement levels is a lack of high expectations for students, staff, and parents. The low socio-economic status of the community coupled with factors listed above regarding parental involvement and government assistance are certainly contributing factors, as are stagnant instructional methodologies in some classrooms. Improved attendance, parental education, improved instructional methodologies including the use of technology and research-based strategies, more intense and student- specific small group and one-on-one instruction, and increased administrative monitoring are needed.

D. Selection of Improvement Strategies – Improvement strategies have been and will be selected based on the analysis of need. A renewed emphasis on high expectations will be employed this year. Also, the assignment of staff and the selection of instructional strategies have been made in an attempt to intentionally address the indicated needs, the biggest of which has been reading, particularly with our disability students.

A renewed emphasis on collaboration and instituting a school-wide time for reading instruction during which every classroom will be assigned a second staff member to collaborate with the homeroom teacher are strategies that are intended to close the gaps we see in reading within our school.

Actions by Heritage

- A. **Integration of Technology in Classroom Instruction** -- Computers, document cameras and projectors are available to all teachers. Student response systems and airliners are also available to 4th and 5th grade teachers. Teachers will be expected to make daily use of this technology to design and deliver instruction as well as to conduct formative and summative assessments. Teachers will also explore ways to incorporate ways for students to use the technology to learn and demonstrate learning. Professional development, led by Tiffanie Lavoie from KEDC, has been provided for staff to learn to more effectively use this technology to improve instruction, and more training will be provided as needed through professional development sessions and mentoring partnering with KEDC and the district instructional coaches. Coaches are available to model use of this technology and to observe and offer feedback to teachers as they learn to master use of these new tools and how they can impact instruction in the classroom. Specific Technology goals are included in Section 6 & 7 below.
- B. **Family & Community Involvement** – Family and community supports will be involved with planning and implementing the improvement plan in a number of ways. First of all, these stakeholders will be represented through their representative members on the School Based Decision Making Council, members of which were involved in this application process. Secondly, parental involvement in SBDM committees as well as our school Response to Intervention team have encouraged family and community input into our improvement and even our instructional planning. Finally, we have a very active PTA who has always been good to support school initiatives and participate in planning and executing various events and programs such as Family Math and Reading Night during which family members can learn about ways they can support school improvement efforts at home. In addition, communication with family and community will take place through e-mails and newsletters. Feedback will be sought through parent culture surveys.
- C. **Assignment of Personnel** – Some specific staffing assignments have been made to maximize the effectiveness of our human resources. For example, the placement of an experienced teacher into a newly created 3rd grade classroom and the reassignment of a teacher trained in Reading Recovery to serve in a Title 1 position will help ensure quality instruction in 3rd grade accountability classrooms and that more and better reading intervention occurs at the primary level. In addition, a teacher trained in early childhood education was reassigned to kindergarten so that we may fully realize the benefits of her training. Also, we have worked to secure 3 part-time intervention teachers to help deliver one-on-one and small group interventions to those students most in need. These and our Title 1 teachers will collaborate with classroom teachers to support individualized instruction in every classroom. Also, the addition of a SAM funded by the school improvement funds sought through this application will allow the principal to spend a larger percentage of the day engaged in instructional planning and supervision activities.
- D. **Funding** – In addition to the use of any school improvement funds that have been or may be awarded, we will utilize Title I funds and professional development funds to provide resources and training that staff will need in order to make necessary improvements with regard to instruction. General instructional funds will also be utilized as needed.

- E. Professional Development** – Instructional aides have engaged in trainings to improve their capabilities to support reading and math instruction. This past year, we have multiple professional development sessions that focused on technology and collaboration in the classroom. More PD on these particular topics will be scheduled for the upcoming year. We have also had PD delivered by staff to staff on differentiated instruction, as well as reading and math strategies. Several teachers have participated in the Developing Algebraic Thinking project through PIMSER and some teachers will be participating in a similar PIMSER sponsored program for science this coming year. Teachers have also worked all year through professional learning communities to unpack standards and create common assessments in reading. Teachers analyze the results of each common assessment to look for gaps in instruction. This is the most important step of the process, actually looking at the results and making instructional decisions based on them. This work will continue next year as we finish with reading and move on to complete the same process for math. PD for the upcoming year will revolve around the work being done in the Content Networks around the state. The district has selected a math and language arts representative from each school to be on the district planning committee. Each principal will be trained through KLA on the same process that the content network participants are being trained. Before each professional development or planning day for teachers, the district committee (teacher reps from all schools, instructional coaches, principals, instructional supervisors) will meet for a six hour planning session. These sessions, facilitated by Vee Taylor with funds paid by district wide Title I funds, will focus on preparing school facilitators for the PD days that will focus on balanced assessment systems, national math and reading/language arts standards, and program reviews. This work that is handed down from the Kentucky Department of Education will be our focus over the next three years with the expectation that all teachers will become proficient with formative and summative assessments, the effective use of these assessments, national standards and the deconstruction process. Follow up after each professional development day and teacher planning day will come through grade level PLC meetings that will be facilitated by the principal and/or instructional coach. The principal will also monitor the implementation of the new learning through classroom observations and daily walkthroughs.
- F. Other Resources** – One major source of support for addressing our improvement goals comes from the district level. Aside from the assistance we get from our instructional supervisors, instructional coaches have been hired to consult and work with our school. These coaches help provide instructional and sometimes administrative support in conducting data analysis and in developing, implementing, and monitoring research-based instructional strategies. At our school, our PTA and Family Resource Center also serve as invaluable resources for support. These agencies will sponsor various events that will support our school goals, such as monthly attendance and behavior reward events and family/community education events like Family Math & Reading Night. In addition, PTA often helps provide support by supplementing our school's budget for instructional supplies and by sponsoring field trips. The resource center also provides support by attending to the basic personal needs of our most at-risk students (food, clothing, etc.).
- G. External Supports** – From the school perspective, I can see some ways the district utilizes external supports, though I am sure that the scope of what is actually done is beyond what I am aware of. One such support is KEDC, our educational cooperative. The district works closely with KEDC to offer resources and trainings to all district schools and employees. In particular, we have utilized a technology consultant from KEDC to conduct professional development for staff on effective use of technology to improve instruction. This training will continue due to grant funds the district has received to provide professional

development on the effective use of technology. The effectiveness of this partnership will be measured by increased use of technology to enhance instruction as documented in lesson plans and through classroom observations and walkthroughs. KEDC's proximity to our district as well as their reputation for providing quality and low-cost support are the main reasons they were selected as a partner. We also plan to work with KASC to improve the overall effectiveness of our SBDM council as they have particular expertise in this area. At this time, Heritage has not yet approached a partnership with any other external support agency, but maintains a willingness to do so.

- H. **Practice and Policy Reviews** – The district has a School Based Decision Making Liaison, Rebecca Corsetti. Ms. Corsetti will work with the different departments at the district level and local SBDM Councils to ensure that district policy does not impede schools from doing the work that will increase teacher efficacy and student achievement. Heritage Elementary SBDM council has been working to review their by-laws and policies. To be honest our process has been to review and revise these policies as we needed to use them. We have attempted, without success, to solicit the aid of an outside consultant who offered to review our by-laws for us at no charge. We plan to actually hire a mentor/consultant to work with our council next year to assist us in reviewing our by-laws and policies and to help us improve the overall effectiveness of the council.
- I. **Modifications to Practices and Policies** – One thing we have done is to ensure within our school schedule that teachers have common planning time by grade level. This allows them time to collaborate on data analysis and instructional planning. We are also adding 20 minutes to our instructional day next year to allow more time for delivery of interventions. We are also developing and implementing an intervention plan that will allow us to identify and then monitor individual student progress through the intervention process.
- J. **Sustainability** – Reform efforts will be sustained after SIG by carefully considering how to budget Title I funds, professional development funds, instructional funds and any funds received from grants. In addition, we will seek to invest monies into resources that need not be perpetually funded (one-time cost resources). We will also consider how to modify the use of existing staff to continue practices put in place under this funding. Data analysis, of course, will continue to drive instructional changes and annual goals regardless of funding.

Actions by District

- ❖ To date, the district has provided or will provide:
 - Technical assistance to Heritage Elementary revising their Comprehensive School Improvement Plans.
 - The services of a part-time instructional coach to work with teachers during common planning time, individually, or as models in the classroom from district Title I funds. Coaches can provide job-embedded professional development tailored to individual teachers' needs.
 - The district has purchased PD 360 licenses for each teacher in the district. This tool allows teachers to personalize their training based on their individual needs. The Learning Community feature of PD 360 allows teachers to collaborate with other teachers in the district as well as across the United States. Other features allow them to share resources, documents, and links to learning sites. This will be our 3rd year using this tool. PD 360 allows teachers to observe strategies they want to incorporate into their classrooms on their own time and according to their own level of need. Teachers can do personal research on issues they feel are growth areas for them. The networking capability of the tool allows teachers to share resources and documents. The tool also has a professional networking component

allowing teachers to collaborate with teachers across the district as well as the nation. Reflection and follow up activities are built into each video segment allowing teachers to reflect on their learning and consider next steps. District and building administrators can monitor each teacher's use, set school goals and learning focus objectives, and monitor the completion of those focus objectives through the admin settings on PD 360. Feedback from teachers on the tool has been positive. Teacher use of this tool has increased over the past two years. Teachers now view it as another tool they can use to help them improve their performance in the classroom.

- The services of a district special education instructional coach have been provided to work with teachers on collaborative teaching and differentiation.
- Training on implementation of Professional Learning Communities in our schools. Teams from each school were trained to implement PLCs during the 2009-2010 school year during the spring semester of 2009 using the book *On Common Ground* as a resource.
- Training on the Four Week Model for unit development and common assessments for PLC leaders in each school.
 - This model has been used in the development of common units and assessments in reading at Heritage Elementary School.
 - The district Title I Coordinator has reviewed each common unit and assessment developed and provided feedback to each PLC.
 - Strong examples have been placed on the district website for teachers to access.
- Collaboration time between Heritage and four other elementary schools in the district has been planned for June 1st and 2nd.
 - Teachers in common grade levels at the elementary level will be working on developing common units and assessments in reading.
 - All units developed during these days have been reviewed. Each grade level team at each school has been given the units to use. As grade level teams use the units in the coming year, they will be revised to increase their effectiveness.
- The district used funds from the RLIS grant to provide Heritage Elementary the services of a SAM beginning in December 2009. The SAM was to take over managerial duties allowing the principal to spend more time in classrooms and with teachers during common planning times.
- The district used AARA funds to train an additional Reading Recovery teacher at Heritage Elementary to increase their capacity to serve the at-risk students in their school. Adding this additional teacher will double the amount of students that they can serve.
- Funding for teachers to participate in PIMSER projects.
 - Heritage Elementary teachers are involved in the Developing Algebraic Thinking Project through a grant with PIMSER. District funds provide money for travel expenses for teachers.
- ❖ The district will collaborate with Heritage Elementary in the review and revision of their school- wide literacy programs.
 - The Title I Coordinator and district instructional coaches along with the leadership teams from Heritage will review the current literacy program in place determining the strengths and weaknesses within it.
 - Mathematic Improvement Plans will be created after carefully analyzing the most current data on student achievement and walkthrough results from mathematics classrooms.
 - Faculty, parents, and students will be surveyed about the current literacy and math programs at each school prior to the last day of school. Results will be analyzed to determine perceptions about current practices and suggestions for improvement.
 - Data from the reviews, walkthroughs, and surveys will be used to revise current literacy plans and develop a math improvement plan for each school during the summer of 2010.

- ❖ Title I funds, RLIS funds, SEEK funds, and Professional Development funds will be utilized to support the instructional programs at Heritage Elementary in order to increase student achievement.
 - The Personnel Director and Title I Coordinator will consult with the leadership team in order to determine the most strategic use of these funds to increase parent involvement and student achievement at each school.
 - Heritage Elementary will receive funds from the RLIS grant for parent involvement activities and instructional resources (e.g. technology, supplementary materials for RTI, video conferencing, virtual field trips, books to support the literacy program).
- ❖ Increasing the effectiveness of Heritage’s SBDM council will be a priority. The district will contract with the Kentucky Association of School Councils to provide a mentor to attend each monthly SBDM meeting. This mentor will provide guidance to the council that allows them to focus on the increasing student achievement. This mentor will provide feedback to the principal and district leadership on the SBDM Council’s policies and procedures and how they are affecting student achievement in the school. The intended outcome of this action will be to increase the effectiveness of the SBDM and their role in improving student achievement.
- ❖ The district plans to protect the principal’s time as an instructional leader at Heritage Elementary by employing a SAM. The SAM will take over managerial duties that take up the principal’s time and keep him from being in classrooms and working with teachers during common planning times. The model for the SAM’s duties comes from the Wallace Foundation’s work in this area.
- ❖ All administrators in the district will receive initial training in Instructional Rounds at our summer Administrator Retreat by Ann Burns, KEDC consultant. Follow-up training will be provided at Administrator Meetings during the 2010-2011 school year. A core team will be selected to conduct quarterly Instructional Rounds at Heritage Elementary during the coming school year focusing on problems of practice that have been identified by the school’s principal and SBDM council. Instructional Rounds are more focused than traditional classroom walkthroughs. The expected outcome of these rounds will be more specific feedback on how to improve instructional practices and make them more effective at each school. Doing the rounds quarterly will allow teachers to make specific use of the feedback and give them time to make any instructional changes they need. This will also allow the core team to see changes in practice over time. The instructional coach at Heritage will be a key partner in working with teachers to improve classroom instruction based on the feedback they receive.
- ❖ The District Calendar for 2010-2011 includes four professional development days and two planning days for teachers that will be devoted to the following areas: Common Core Standards for Math and Language Arts/Reading, Balanced Assessment Systems, and Program Reviews.
 - The district has formed a leadership team made up of reading and math teachers from each school, principals, and district administrators. This team will be trained along with administrators on the Senate Bill 1 mandates for professional development. This leadership team will facilitate the four professional development and two planning days at their schools ensuring teachers receive quality professional development throughout the district. Heritage Elementary has two teachers on the district team as well as the principal.
 - ASSIST Meetings – The district leadership team plans to meet monthly with the leadership team at Heritage to review/revise goals and action steps in the school’s ASSIST plan. These meetings will allow the district to monitor progress in the school and to provide technical assistance.

Sustainability:

- School Calendar – The school calendar committee is devoted to providing common planning time and professional development tied to increasing student achievement. This initiative will continue beyond the funding period.
- Instructional Coaches – District Title I Professional Development funds will continue to be set aside to pay for instructional coaches for Heritage Elementary.
- Data Analysis - The analysis of data at Heritage Elementary will be ongoing and is not dependent on funding from this grant. Coaches at the school are instrumental in working with teachers to analyze this data.
- SAM – Heritage Elementary does not have an assistant principal. The addition of the SAM allows the principal to spend more time in his instructional role. The district will evaluate the effectiveness of the SAM at Heritage Elementary at the end of the SIG. If the SAM proves to be effective at increasing the instructional time of the principal, the district will continue the funding of this position through RLIS and local funds.
- Instructional Rounds at the school continue. They are not based on funding through this grant.
- Contracting with KASC for three years will develop the capacity of the SBDM at Heritage to remain focused on student achievement. The district has a SBDM Coordinator who can continue to monitor the SBDM meetings at the end of the three-year period.
- The district will assist Heritage SBDM with a School Council Effectiveness Self Study Review provided by KASC.

Section 4 – Timeline for Heritage Elementary

2010-2011	Summer	Fall	Winter	Spring
	Collection & compilation of data (academic, discipline, culture, attendance) in preparation for staff analysis.	<p>Staff engages in data analysis (academic, discipline, culture, and attendance).</p> <p>Use data to target struggling learners in reading and math and begin delivering appropriate interventions.</p> <p>Host Family Math & Reading Night.</p> <p>Staff begins/continues professional development efforts (technology, collaboration, reading and math instruction).</p> <p>Common school-wide reading instruction time begins. First 90 minutes of the day.</p> <p>Assessments given: GMADE, T-Pro, T-Pro</p>	<p>Staff continues to analyze data (academic, discipline, culture, and attendance).</p> <p>Use data to target struggling learners in reading and math and continue delivering appropriate interventions.</p> <p>Staff continues professional development efforts (technology, collaboration, reading and math instruction).</p> <p>Common school-wide reading instruction time continues. First 90 minutes of the day.</p> <p>Assessments given: T-Pro Fluency, Reading Recovery Observation Survey, DEA (Think Link), Star Reader, and classroom assessments.</p>	<p>Staff continues to analyze data (academic, discipline, culture, and attendance).</p> <p>Use data to target struggling learners in reading and math and continue delivering appropriate interventions.</p> <p>Staff continues professional development efforts (technology, collaboration, reading and math instruction).</p> <p>Common school-wide reading instruction time continues. First 90 minutes of the day.</p> <p>Assessments given: GMADE, T-Pro, T-Pro Fluency, Reading Recovery Observation Survey, DEA (Think Link), Star Reader,</p>

		Fluency, Reading Recovery Observation Survey, DEA (Think Link), Star Reader, and classroom assessments.		CATS, ITBS and classroom assessments.
2011-2012	Summer	Fall	Winter	Spring
	Collection & compilation of data (academic, discipline, culture, attendance) in preparation for staff analysis.	<p>Staff engages in data analysis (academic, discipline, culture, and attendance).</p> <p>Use data to target struggling learners in reading and math and begin delivering appropriate interventions.</p> <p>Host Family Math & Reading Night.</p> <p>Staff begins/continues professional development efforts (technology, collaboration, reading and math instruction).</p> <p>Common school-wide reading instruction time begins. First 90 minutes of the day.</p> <p>Assessments given: GMADE, T-Pro, T-Pro Fluency, Reading Recovery Observation Survey, DEA (Think Link), Star Reader, and classroom assessments.</p>	<p>Staff continues to analyze data (academic, discipline, culture, and attendance).</p> <p>Use data to target struggling learners in reading and math and continue delivering appropriate interventions.</p> <p>Staff continues professional development efforts (technology, collaboration, reading and math instruction).</p> <p>Common school-wide reading instruction time continues. First 90 minutes of the day.</p> <p>Assessments given: T-Pro Fluency, Reading Recovery Observation Survey, DEA (Think Link), Star Reader, and classroom assessments.</p>	<p>Staff continues to analyze data (academic, discipline, culture, and attendance).</p> <p>Use data to target struggling learners in reading and math and continue delivering appropriate interventions.</p> <p>Staff continues professional development efforts (technology, collaboration, reading and math instruction).</p> <p>Common school-wide reading instruction time continues. First 90 minutes of the day.</p> <p>Assessments given: GMADE, T-Pro, T-Pro Fluency, Reading Recovery Observation Survey, DEA (Think Link), Star Reader, CATS, ITBS and classroom assessments.</p>
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		<p>collaboration, reading and math instruction).</p> <p>Common school-wide reading instruction time begins. First 90 minutes of the day.</p> <p>Assessments given: GMADE, T-Pro, T-Pro Fluency, Reading Recovery Observation Survey, DEA (Think Link), Star Reader, and classroom assessments.</p>	<p>reading instruction time continues. First 90 minutes of the day.</p> <p>Assessments given: T-Pro Fluency, Reading Recovery Observation Survey, DEA (Think Link), Star Reader, and classroom assessments.</p>	<p>reading instruction time continues. First 90 minutes of the day.</p> <p>Assessments given: GMADE, T-Pro, T-Pro Fluency, Reading Recovery Observation Survey, DEA (Think Link), Star Reader, CATS, ITBS and classroom assessments.</p>
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District Timeline

2010-2011	Summer	Fall	Winter	Spring
	Literacy and Math Survey for parents, Students, and teachers distributed and results compiled for analysis by district and schools.	District Instructional Rounds	District Instructional Rounds	District Instructional Rounds
	Assist with School Council Effectiveness Self Study	Analyze IPR Results from KCCT assessments 2010	Analyze Think Link Results	Literacy and Math Survey for parents, Students, and teachers distributed and results compiled for analysis by district and schools. Compare to 2010 results to make adjustments as needed.
	Contract with KASC for SBDM mentor	Revise CSIP based on assessment results	I and I checks	I and I checks
	District Instructional Rounds			
	Analyze ITBS Test Results			
	Analyze Think Link Assessment			
2011-2012	Summer	Fall	Winter	Spring
	Contract with KASC for SBDM mentor	District Instructional Rounds	District Instructional Rounds	District Instructional Rounds
	District Instructional Rounds	Analyze IPR Results from KCCT assessments 2010	Analyze Think Link Results	Literacy and Math Survey for parents, Students, and teachers distributed and results compiled for analysis by district and schools. Compare to 2011 results to make adjustments as needed.
	Analyze ITBS Test	Revise CSIP based	I and I checks	I and I checks

	Results	on assessment results		
	Analyze Think Link Assessment			
2012-2013	Summer	Fall	Winter	Spring
	Contract with KASC for SBDM mentor	District Instructional Rounds	District Instructional Rounds	District Instructional Rounds
	District Instructional Rounds	Analyze IPR Results from KCCT assessments 2010	Analyze Think Link Results	Literacy and Math Survey for parents, Students, and teachers distributed and results compiled for analysis by district and schools. Compare to 2011 results to make adjustments as needed.
	Analyze ITBS Test Results	Revise CSIP based on assessment results	I and I checks	I and I checks
	Analyze Think Link Assessment			

Tier III Services and Annual Goals

A. Services Provided to School by the District – The district provides funding for staffing, professional development, and instructional materials. In addition, the services of Instructional Coaches and support from district level administration are provided.

B. Improvement Plan: The following plan outlines some activities and strategies that we will implement in an effort to make improvements in both reading and math. Our goals for both reading and math are listed above the charts outlining the plan for each.

Math Goal: HES will reach the Annual Measurable Objective for Math (61.23 for 09-10, 70.92 for 10-11, 80.61 for 11-12, and 90.31 for 12-13)

Action/Strategy	Persons Responsible	Timeline	Expected Impact	Monitoring	Funding Needed
Target struggling students with intervention through grant funded Math Intervention Teacher. Teacher will use research-based strategies.	L. Adams	Ongoing for years 1, 2 & 3 of the grant.	Improved math achievement scores.	MIT teacher provides regular reports to school and grant administrators.	MAF Grant
Instructional aids and tutors will continue to be trained in and use the One-to-One math kits with struggling students identified by data.	Staff	Ongoing for years 1, 2 & 3 of the grant.	Improved math achievement scores.	Walkthroughs and observations	School instructional funds, Title 1, school improvement funds.
During the fall semester, we will host a Family Math Night to highlight math and educate parents on ways to help students with math at home.	School staff, Bridges Family Resource Center Director M. Lowe, and PTA.	Between August 4 th and December 20 th for years 1, 2 & 3 of the grant.	Improved math achievement scores.	Program/schedule of events and parent sign in sheets.	School instructional funds, Title 1 funds.
Target struggling students	Classroom	Ongoing for	Improved math	Walkthroughs,	Title 1 funding,

Action/Strategy	Persons Responsible	Timeline	Expected Impact	Monitoring	Funding Needed
identified through data analysis and provide interventions through small group and individualized instruction.	teacher, Title 1 teachers, part-time intervention teachers, and instructional aids	years 1, 2 & 3 of the grant.	achievement scores.	observations, RtI documentation	and school improvement funds

Literacy Goal: HES will reach the Annual Measurable Objective for Reading (73.64 for 09-10, 80.23 for 10-11, 86.82 for 11-12, and 93.41 for 12-13)

Action/Strategy	Persons Responsible	Timeline	Expected Impact	Monitoring	Funding Needed
Target struggling students with intervention through grant funded Reading Recovery Teachers. Teachers will use research-based strategies.	B. Ferguson & D. Dalton	Ongoing for years 1, 2 & 3 of the grant.	Improved reading achievement scores.	RR teachers provide regular reports to school and grant administrators.	RR Grant
School-wide reading instruction will be conducted for the first 90 minutes of the instructional day with at least one additional staff member placed in each classroom to make small group and individualized instruction more possible and effective.	Staff	Ongoing for years 1, 2 & 3 of the grant.	Improved reading achievement scores.	Walkthroughs, observations, and documentation of monthly data analysis meetings.	None
During the fall semester, we will host a Family Reading Night to highlight math and educate parents on ways to help students with reading at home.	School staff, Bridges Family Resource Center Director M. Lowe, and PTA.	Between August 4 th and December 20 th for years 1, 2 & 3 of the grant.	Improved reading achievement scores.	Program/schedule of events and parent sign in sheets.	School instructional funds, Title 1 funds.
Target struggling students identified through data analysis and provide interventions through small group and individualized instruction.	Classroom teacher, Title 1 teachers, part-time intervention teachers, and instructional aids	Ongoing for years 1, 2 & 3 of the grant.	Improved reading achievement scores.	Walkthroughs, observations, RtI documentation	Title 1 funding, and school improvement funds

Annual SMART Goals

Category	Goals	Timeline	Expected Impact	Monitoring/Measuring
Reading	Show progressive improvement on screeners and benchmark assessments and ultimately meet our AMO for NCLB	Assessments are each given according to a set schedule unique to each assessment. This will be done for years 1, 2 and 3 of the grant.	Students read better and perform at higher levels in all areas. Gaps in performance narrow.	Test data from CATS, T-Pro, DEA, STAR, and classroom assessments.
Math	Show progressive improvement on screeners and benchmark	Assessments are each given according to a set schedule unique to each assessment. This	Student math skills show improvement and gaps in performance narrow.	Test data from CATS, GMADE, DEA, and classroom assessments.

Category	Goals	Timeline	Expected Impact	Monitoring/Measuring
	assessments and ultimately meet our AMO for NCLB	will be done for years 1, 2 and 3 of the grant.		
Technology	<ol style="list-style-type: none"> Teachers will increase their use of technology for instructional planning and delivery. Students will use technology to learn and demonstrate learning. 	Regularly and ongoing for years 1, 2 & 3 of the grant.	Students will be more engaged in the learning process, which will increase student achievement. Higher levels of proficiency.	Walkthroughs Observations Lesson plans

The following assessments are given according to the indicated schedule and will all be used collectively to screen and assess student achievement:

Assessment	Dates Given
GMADE	October, April
T-Pro	October, April
T-Pro Fluency	September, January, May
Reading Recovery Observation Survey	August, January, May, and any time a student is being considered for entry into Reading Recovery
ThinkLink	September, December, March
KCCT	May
ITBS	May
STAR Reading	August, December, April
Classroom Assessments	During and at the conclusion of each unit of instruction

C. District Support -- The district has conducted parent and student surveys regarding reading and math instruction with the intent of collaborating with schools to interpret the data from these surveys to inform instructional decisions regarding improvements to the math and literacy programs. The district provides administrative support and instructional coaching to help ensure schools reach their goals. District level leadership has also met with SBDM councils and planning committees consisting of staff from across the district to inform their decision making. The district will also use our ThinkLink scores to conduct quarterly progress checks and will also conduct Instructional Rounds at least quarterly to provide the school with feedback on identified problems of practice.

Tier III Services by District

- The district will provide technical assistance in the development of parent, student, and teacher surveys on the current Literacy and Mathematics programs at the school. The district will work with the principal and SBDM council to analyze the results of these surveys.
- The district will work with the principal and the SBDM to revise the current Literacy Plan and to write a Mathematics plan for the school. Both plans will be grounded in research based instructional practices. The

district commits to provide training and support to the faculty as they implement these plans through coaching, modeling, and additional training as needed

- The district has purchased a license for PD 360 for each faculty member at Heritage in order to use for their personal professional development and also to network with teachers across the district as well as the nation. Detailed information was given previously in the grant to describe PD 360, its uses, and how it will be monitored.
- The district will use funds from the SIG section g grant to contract with KASC to provide a mentor to the council in order to increase the focus on student achievement by that council.
- The district will conduct quarterly Instructional Rounds at Heritage focusing on problems of practice indicated by the principal and SBDM. This team will compile their findings and give next steps for the school.
- The district will provide the services of a special education instructional coach to the school in order to model collaboration and differentiation strategies with the faculty. This coach will work directly with collaborative teams and resource teachers.
- The district will provide the services of a part-time instructional coach to work with faculty and staff during common planning times and also to model in classrooms as needed or requested.
- The district will provide job-embedded professional development in the areas of technology for faculty through KEDC.
- The district team will meet monthly for ASSIST meetings with the Leadership Team at Heritage to monitor the progress of the SIG.

Tier III Goals

Math Goal: 61.23 for 09-10; 70.92 for 10-11; 80.61 for 11-12; 90.31 for 12-13

Literacy Goal: 73.64 for 09-10; 80.23 for 10-11; 86.82 for 11-12; 93.41 for 12-13

- The district will monitor progress toward the school's annual goals in reading/language arts and mathematics through the benchmark ThinkLink that is given 3 times a year. Heritage takes the initial placement test and then tests B & C throughout the year. That along with T-Pro Reading data and GMADE data will be monitored as well. Common assessment results will be monitored monthly at ASSIST Meetings. If the school fails to meet the benchmarks, district instructional supervisors will work with the leadership team and instructional coach to analyze the cause(s) why benchmarks were not met. Together the team and district personnel will work to eliminate the cause(s) and improve instruction for students at the school. Assistance will be given in identifying students who need interventions in order to bring them to proficiency.
- The instructional coach provided by the district will work with teachers during their common planning to continue work on common units, common assessments, and analysis of those results. Student results will determine next steps with teachers by the coach.
- The Title I coordinator met with the principal and the SBDM in the planning phases for the SIG. Many conversations centered on the contents of this application during the time it was being written to ensure that all parties understood their responsibilities for the improvement of student achievement at Heritage.

Stakeholder Representation

Stakeholders were informed and consulted during the development of the application through open SBDM council meetings. The district Title I Coordinator worked with the council as well to help develop the plan. Two council members (one staff and one parent) also directly worked with the principal during the drafting of the actual application. Stakeholders will also be included in the implementation and evaluation of the improvement strategies through SBDM and School RtI team membership. These two groups will work directly with implementation and evaluation and contain members that represent staff and parents. Staff and parent surveys will also be used to help evaluate the strategies and all staff and parents are invited to participate in these surveys.

Budget Narrative – District

The district will use \$2500 to contract with KASC for a SBDM mentor for the Heritage SBDM Council helping them to align and focus their policies on increasing student achievement at their school during the first year of the grant. Rebecca Corsetti, will work with the council as the district’s liaison after the first year in the same capacity.

Proposed School Budget Summary
 School Improvement Grants
 2010-11 School Year

School: Heritage Elementary School

MUNIS Code	Description of Activity	Amount Requested
110		
111		
113		
120		
130	Two Part-time SAMS @ 19 hours a week each	25,000
211		
212		
213		
214		
221	Employer FICA contribution	2685

MUNIS Code	Description of Activity	Amount Requested
222	Employer Medicare contribution	720
231		
251		
253		
260		
294		
295		
296		
297		
320		
338	Leadership training – registration fees	\$3000
339	Other professional services – data analysis	\$2500
582	Leadership training – travel and accommodations	\$3000
610		
630		
640		
650	Instructional software prescription – Study Island	\$4000
670		
734		
735	Instructional software license – My Reading Coach	\$3000
738	Instructional technology – administrator use for monitoring (walkthroughs etc.)	\$1700
810		
892		
894		
933		

MUNIS Code	Description of Activity	Amount Requested
Total Amount Requested		\$45,605

Proposed School Budget Summary
School Improvement Grants
2011-12 School Year

School: Heritage Elementary School

MUNIS Code	Description of Activity	Amount Requested
110		
111		
113		
120		
0130	Two Part-time SAMS @ 19 hours a week each	25,000
211		
212		
213		
214		
221	Employer FICA contribution	2685
222	Employer Medicare contribution	720
231		
251		
253		
260		
294		
295		
296		
297		

MUNIS Code	Description of Activity	Amount Requested
320		
338	Leadership training – registration fees	\$3000
339	Other professional services – data analysis	\$2500
582	Leadership training – travel and accommodations	\$3000
610		
630		
640		
650	Instructional software prescription – Study Island	\$4000
670		
734		
735	Instructional software license – My Reading Coach	\$3000
738	Instructional technology – administrator use for monitoring (walkthroughs etc.)	\$1700
810		
892		
894		
933		
Total Amount Requested		\$45,605

Proposed School Budget Summary
School Improvement Grants
2012-13 School Year

School: Heritage Elementary School

MUNIS Code	Description of Activity	Amount Requested
110		
111		

MUNIS Code	Description of Activity	Amount Requested
113		
120		
0130	Two Part-time SAMS @ 19 hours a week each	25,000
211		
212		
213		
214		
221	Employer FICA contribution	2685
222	Employer Medicare contribution	720
231		
251		
253		
260		
294		
295		
296		
297		
320		
338	Leadership training – registration fees	\$3000
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734		
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810		
892		
894		
933		
Total Amount Requested		\$45,605

**EAST CARTER MIDDLE SCHOOL
SCHOOL IMPROVEMENT GRANT
SHANNON WILBURN, PRINCIPAL**

Commitment to Serve

A. School Level Data from KY IPR and NCLB:

CURRENT PERFORMANCE DATA (Academic Index/ NCLB AYP and Subpopulations)					
IPR 2009	2009 NCLB Student Group	READING Met AMO(66.00%)	Met Annual Measurable Objective	MATH Met AMO (47.81%)	Met Annual Measurable Objective
<ul style="list-style-type: none"> • 2009 Overall KCCT Index 84 (83) • 2009 Math Index of 83 (79) • 2009 Reading Index of 87 (88) • 2009 SS Index of 81 (81) • 2009 Sci Index of 87 (87) • 2009 NCLB AYP report met 9 out of 13 Goals - 69%Proficient <p>*Numbers in () are 2008 data</p>	All Students2008	60.42	YES	49.60	YES
	All Stuidities2009	59.94	NO	53.47	YES
	White Students2008	60.92	YES	49.92	YES
	White Students2009	60.16	NO	53.44	YES
	F/R Lunch Students 2008	53.41	YES	41.76	YES
	F/R Lunch Students 2009	52.53	NO	45.22	YES
	Students with Disabilities '08	23.97	NO	19.83	NO
	Students with Disabilities '09	32.32	SAFE	18.18	NO
OUTCOME(s): (NCLB Adequate Yearly Progress Report/Subpopulations)					

IPR 2010 <ul style="list-style-type: none"> • 2010 NCLB AYP meets 13/13 • 2010 Math Annual Measurable Objective of 58.25% Proficient • 2010 Reading Annual Measurable Objective of 72.80% Proficient 	2010 NCLB Student Group	READING Met AMO(72.80%)	Met Annual Measurable Objective	MATH Met AMO (58.25%)	Met Annual Measurable Objective
	White Students	72.80		58.25	
	African-American Students	72.80		58.25	
	Free & Reduced Lunch Students	72.80		58.25	
	Students with Disabilities	72.80		58.25	

The most current achievement data from ECMS is included in this application. The 2009 IPR and NCLB reports show that the school met 1 of the 4 Reading Goals and 3 of the 4 Math Goals. Students with disabilities showed sufficient progress in Reading to be in Safe Harbor, but failed to meet the math goal.

2009-2010 IPR Analysis

Reading Open Response Data

6th Grade

	B	0	1	2	3	4
Developing Understanding	0	6	24	49	17	4
Interpreting Text	0	6	24	45	22	4
Critical Stance	not applicable – no questions					

7th Grade

	B	0	1	2	3	4
Developing Understanding	0	5	26	53	13	3
Interpreting Text	0	6	26	52	14	3
Critical Stance	not applicable – no questions					

8th Grade

	B	0	1	2	3	4
Developing Understanding	0	1	12	45	33	10
Interpreting Text	0	2	13	52	28	6
Critical Stance	0	32	6	48	6	6

Reading Multiple Choice Data

6th Grade

	% Correct	% Incorrect
Forming a Foundation	74	26
Developing Understanding	76	24
Interpreting Text	70	30
Critical Stance	67	33

7th Grade

	% Correct	% Incorrect
Forming a Foundation	65	34
Developing Understanding	78	22
Interpreting Text	76	24
Critical Stance	70	30

8th Grade

	% Correct	% Incorrect
Forming a Foundation	80	20
Developing Understanding	73	28
Interpreting Text	68	32
Critical Stance	58	42

Math Open Response Data**6th Grade**

	B	0	1	2	3	4
Number Operations	0	8	27	17	31	17
Measurement	0	28	53	16	3	0
Geometry	0	11	30	16	20	23
Data Analysis and Probability	0	29	42	15	11	3
Algebraic Thinking	0	7	16	15	35	27

7th Grade

	B	0	1	2	3	4
Number Operations	0	24	15	20	15	25
Measurement	0	53	15	21	12	0
Geometry	0	12	61	20	2	6
Data Analysis and Probability	0	11	29	12	33	14
Algebraic Thinking	0	8	13	16	25	37

8th Grade

	B	0	1	2	3	4
Number Operations	0	18	37	29	12	4
Measurement	0	24	45	11	8	12
Geometry	0	26	21	30	14	9
Data Analysis and Probability	0	13	35	24	12	15
Algebraic Thinking	0	12	21	21	23	24

Math Multiple Choice Data:**6th Grade**

	% Correct	% Incorrect
Number Operations	57	43
Measurement	54	46
Geometry	62	38
Data Analysis and Probability	58	42
Algebraic Thinking	64	36

7th Grade

	% Correct	% Incorrect
Number Operations	58	42
Measurement	56	42
Geometry	55	45
Data Analysis and Probability	58	42
Algebraic Thinking	57	43

8th Grade

	% Correct	% Incorrect
Number Operations	61	39
Measurement	55	45
Geometry	64	36
Data Analysis and Probability	64	36
Algebraic Thinking	59	42

Language Arts and Math teachers analyzed the KCCT data. Teachers were able to look at how students performed at a school level, a grade level and how their specific students performed as well. Weaknesses were identified and strategies for improvement were formed. For example, analysis found that identifying and using text features was a weakness among students in every grade. This is a skill that every teacher can focus on and reinforce with their students in their specific content. Teachers made a conscientious effort to focus on this skill. Other plans were made to address identified weak areas. Once the ThinkLink tests were given, teachers looked at student results to see if gains were being made in previous deficit areas. By looking at the IPR Multiple Choice and Open Response analysis, we were able to recognize that our students were consistently able to do well in the content on MC questions, but were last accurate in the Open Response questions. Strategies were put in place to help students improve their ORQ responses. Teachers began to have higher expectations, were not as quick to allow a student to take a zero as a grade, had students work and improve their answers until a 3 or 4 was obtained, using the same prewriting strategy throughout the school, using a student self-assessment check sheet were some of the strategies that were utilized. These strategies were developed in faculty staff meetings as well as in department and team meetings.

ThinkLink Data:

	TEST ONE	TEST TWO	TEST THREE
CONTENT	% PROFICIENT	% PROFICIENT	% PROFICIENT
READING	51.0%	58.3%	59.5%
MATH	30.6%	27.8%	49.5%

While the number of students scoring proficient/distinguished on the ThinkLink has increased with each test, the numbers do not indicate the school will make AYP for the current school year. STAR Reading and Math data for the current school year is also included.

STAR Reading:

6th Grade

PERCENTILE	STUDENTS	PERCENT
Below 25 th	71	33.8
25 th to 49 th	56	26.7
50 th to 74 th	50	23.8
75 th and above	33	15.7
TOTAL	210	

GRADE EQUIVALENT	# OF STUDENTS	% OF STUDENTS
0.0 – 5.9	93	44.3
6.0 – 6.9	41	19.5
7.0 – 12.9	76	36.1

7th Grade

PERCENTILE	STUDENTS	PERCENT
Below 25 th	74	32.0
25 th to 49 th	0	26.0
50 th to 74 th	62	23.8
75 th and above	35	15.2
TOTAL	231	

GRADE EQUIVALENT	# OF STUDENTS	% OF STUDENTS
0.0 – 5.9	115	49.7
6.0 – 6.9	22	9.5
7.0 – 12.9	94	40.6

8th Grade

PERCENTILE	STUDENTS	PERCENT
Below 25 th	63	29.4
25 th to 49 th	66	30.8
50 th to 74 th	57	26.6
75 th and above	28	13.1
TOTAL	214	

GRADE EQUIVALENT	# OF STUDENTS	% OF STUDENTS
0.0 – 5.9	99	36.2
6.0 – 6.9	37	17.3
7.0 – 12.9	78	72.7

STAR Math:

6th Grade

PERCENTILE	STUDENTS	PERCENT
Below 25 th	66	31.6
25 th to 49 th	47	22.5
50 th to 74 th	55	26.3
75 th and above	41	19.6
TOTAL	209	

GRADE EQUIVALENT	# OF STUDENTS	% OF STUDENTS
0.0 – 5.9	83	39.8
6.0 – 6.9	36	17.2
7.0 – 12.9	90	43.0

7th Grade

PERCENTILE	STUDENTS	PERCENT
Below 25 th	70	30.6
25 th to 49 th	53	23.1
50 th to 74 th	59	25.8
75 th and above	47	20.5
TOTAL	229	

GRADE EQUIVALENT	# OF STUDENTS	% OF STUDENTS
0.0 – 5.9	108	47.1
6.0 – 6.9	23	10.0
7.0 – 12.9	98	42.9

8th Grade

PERCENTILE	STUDENTS	PERCENT
Below 25 th	76	36.0
25 th to 49 th	78	37.
50 th to 74 th	34	16.1
75 th and above	23	10.9
TOTAL	211	

GRADE EQUIVALENT	# OF STUDENTS	% OF STUDENTS
0.0 – 5.9	132	62.6
6.0 – 6.9	22	10.4
7.0 – 12.9	57	27.1

B. Non-Cognitive Data:

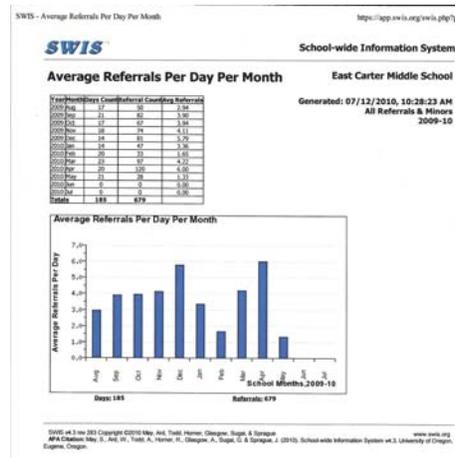
East Carter Middle School is located in rural Northeast Kentucky in a low-socioeconomic area. There are very few major industries or other job opportunities that require higher education. The school system is the largest employer in our county. Education is not greatly valued or seen as a tool for career development and future success. Combined with low parental involvement, high government assistance to families, as well as a significant number of IDEA students, impacts the overall student achievement at ECMS.

	TOTAL ENROLLMENT	#/% MALE	#/% FEMALE	#/% FREE/REDUCED LUNCH	#/% DISABILITIES	#/% WHITE	#/% RETENTION	% ATTENDANCE
2008-2009	635	330/ 51.97%	305/ 48.03%	381/ 60%	101/ 15.9%	623/ 98.11%	0/ 0%	92.32%
2009-2010	640	330/ 51.56%	310/ 48.44%	409/ 63.91%	95/ 14.8%	633/ 98.91%	0/ 0%	92.72%

Attendance is an on-going concern for our school. Activities and contests are planned to try to encourage students to attend school regularly. Teachers and staff make an effort to connect with students who are having difficulties attending school regularly. Obviously, students who do not attend school regularly will develop gaps in skills and content knowledge. ECMS also has a transient student population. These students have lots of gaps from their frequent moving and often times do not connect to their peers or the school in general because they know they will not be staying their long. The school works with the Youth Service Center, the DPP, the school counselors, as well as any other sources that are applicable in each situation to help alleviate any problems that may be hindering the progress of the child and/or family.

Most of our discipline problems are for minor infractions. ECMS is blessed in that our students are well-behaved, compliant children. Still, children are children and mistakes are made. Any infraction takes away from instructional time. Our goal is to decrease the amount of time students are out of class due to discipline infractions including but not limited to the number of in- and out-of-school suspensions that students receive. ISE is not physically held within our building. We have found that to be a challenge in keeping the student

caught up with the work/skills that are going on in the regular classroom. ECMS initiated KYCID-PBIS in the 2009-2010 school year (data is below). During the 2010-2011 school year the KYCID team (consists of certified staff, classified staff, parents, counselors and administrators), will meet to establish goals for our current school year. We have seen the benefits of the KYCID-PBIS approach, and are also aware that we still have a lot of growth and changes to be made.



	Events	Days	Students Contributing
In-School Suspensions	110	169.00	75
Out of School Suspensions	93	160.50	70
Expulsions	0	0	0

C. Causes and Contributing Factors/Selection of Strategies:

According to the Scholastic Audit done in December 2009, differentiation, use of a variety of instructional strategies, using technology more efficiently in instruction, co-teaching and collaboration, and increasing rigor in the classroom were all areas of growth needed for ECMS staff. Teachers are working together in departmental and grade level professional learning communities deconstructing standards and developing rigorous common assessments to be utilized. The goal is to continue this process and to collaborate with the other Middle School in the district in this process.

Reading progress has fluctuated over the last few years. ECMS missed the reading goal for all students revealing significant problems with Tier I instruction in Reading. All teachers at ECMS now teach a reading class, though some lack the expertise to provide quality reading instruction. For several years, reading was addressed mainly in the language arts class and in the usage of Accelerated Reader. Neither of these areas was really effective in the improvement of reading skills. The teaching of a reading class for all students was implemented. Out of necessity, the majority of teachers were involved in the teaching of this class. There were obvious problems. Although a teacher had permissions to teach reading, most did not feel that they had the expertise or adequate background knowledge to teach students effectively in reading. Professional development was given, but this was not enough to eliminate their fears or to truly prepare them. Teachers worked hard, but ECMS did not find the success desired when the NCLB reports were released which further added to the teachers resistance and lack of confidence in the teaching of reading.

Previous years' data shows that students are making progress in Mathematics. According to the NCLB results, our "Students with Disabilities" population did not meet the AMO. Besides that fact that these students have been tested and identified with disabilities making this content more difficult for them to achieve in, we learned that some of the identified students were not given the opportunity to use higher-level calculators on the test. This lack of opportunity could have prevented them from achieving at a higher level. Math teachers are participating in the PIMSER project "Making Algebraic Connections" this year. They will continue this project next school year as well. Working this professional learning group is expected to have a positive effect on student achievement in math because of the training on conceptual understanding of math concepts and balanced assessment systems. These monthly meetings have helped increase content knowledge as well as provide additional teaching strategies.

Actions by District

- ❖ To date, the district has provided:
 - Technical assistance to East Carter Middle School revising their Comprehensive School Improvement Plans.
 - The services of a half-time instructional coach to work with teachers during common planning time, individually, or as models in the classroom from district Title I funds.
 - The services of a district special education instructional coach have been provided to work with teachers on collaborative teaching and differentiation.
 - The district has purchased PD 360 licenses for each teacher in the district. This tool allows teachers to personalize their training based on their individual needs. The Learning Community feature of PD 360 allows teachers to collaborate with other teachers in the district as well as across the United States. Other features allow them to share resources, documents, and links to learning sites. This will be our 3rd year using this tool. PD 360 allows teachers to observe strategies they want to incorporate into their classrooms on their own time and according to their own level of need. Teachers can do personal research on issues they feel are growth areas for them. The networking capability of the tool allows teachers to share resources and documents. The tool also has a professional networking component allowing teachers to collaborate with teachers across the district as well as the nation. Reflection and follow up activities are built into each video segment allowing teachers to reflect on their learning and consider next steps. District and building administrators can monitor each teacher's use, set school goals and learning focus objectives, and monitor the completion of those focus objectives through the admin settings on PD 360. Feedback from teachers on the tool has been positive. Teacher use of this tool has increased over the past two years. Teachers now view it as another tool they can use to help them improve their performance in the classroom.
 - Training on implementation of Professional Learning Communities in our schools. Teams from each school were trained to implement PLCs during the 2009-2010 school year during the spring semester of 2009 using the book *On Common Ground* as a resource.
 - Training on the Four Week Model for unit development and common assessments for PLC leaders in each school.
 - This model has been used in the development of common units and assessments in reading at East Carter Middle School.
 - The district Title I Coordinator has reviewed each common unit and assessment developed and provided feedback to each PLC.
 - Strong examples have been placed on the district website for teachers to access.
 - Collaboration time between East Carter Middle School and West Carter Middle School has been planned for June 1st and 2nd led by Kelly Foster, Vee Taylor, and Liz Sinor.

- Their focus will be balanced assessment systems and time to collaborate on common units and assessments.
- Funding for teachers to participate in PIMSER projects.
 - East Carter Middle School math teachers are involved in the Making Algebraic Connections Project through a grant with PIMSER. District funds provide money for travel expenses for teachers.
 - East Carter Middle School science teachers are involved in the LEAPS Project through a grant with PIMSER. District funds provide money for travel expenses for teachers.
- ❖ The district will collaborate with East Carter Middle School in the review and revision of their school- wide literacy and mathematics programs.
 - The Title I Coordinator and district instructional coaches along with the leadership team will review the current literacy programs in place at each school determining the strengths and weaknesses within them.
 - A Mathematic Improvement Plan will be created after carefully analyzing the most current data on student achievement and walkthrough results from mathematics classrooms.
 - Faculty, parents, and students will be surveyed about the current literacy and math programs at each school prior to the last day of school. Results will be analyzed to determine perceptions about current practices and suggestions for improvement.
 - Data from the reviews, walkthroughs, and surveys will be used to revise current literacy plans and develop a math improvement plan for each school during the summer of 2010.
- ❖ Title I funds, RLIS funds, SEEK funds, and Professional Development funds will be utilized to support the instructional programs at East Carter Middle School in order to increase student achievement.
 - The Personnel Director and Title I Coordinator will consult with the leadership team in order to determine the most strategic use of these funds to increase parent involvement and student achievement at each school.
 - East Carter Middle School will receive funds from the RLIS grant for parent involvement activities and instructional resources (e.g. technology, supplementary materials for RTI, video conferencing, virtual field trips, books to support the literacy program).
- ❖ Increasing the effectiveness of East Carter Middle School’s SBDM council will be a priority. The district will contract with the Kentucky Association of School Councils to provide a mentor to attend each monthly SBDM meeting. This mentor will provide guidance to the council that allows them to focus on the increasing student achievement. This mentor will provide feedback to the principal and district leadership on the SBDM Council’s policies and procedures and how they are affecting student achievement in the school. The intended outcome of this action will be to increase the effectiveness of the SBDM and their role in improving student achievement.
- ❖ The district plans to protect the principal’s time as an instructional leader by employing a SAM at East Carter Middle School. The SAM will take over managerial duties that take up the principals’ time and keep them from being in classrooms and working with teachers during common planning times. The model for the SAM’s duties comes from the Wallace Foundation’s work in this area.
- ❖ All administrators in the district will receive initial training in Instructional Rounds at our summer Administrator Retreat by Ann Burns, KEDC consultant. Follow-up training will be provided at Administrator Meetings during the 2010-2011 school year. A core team will be selected to conduct quarterly Instructional Rounds at East Carter Middle School during the coming school year focusing on problems of practice that have been identified by each school’s principal and SBDM council. Instructional Rounds are more focused than traditional classroom walkthroughs. The expected outcome of these rounds will be more specific feedback on how to improve instructional practices and make them more effective at each school. Doing the rounds quarterly will allow teachers to make specific use of the feedback and give them time to make any instructional changes they need. This will also allow the core team to see changes in

practice over time. The instructional coach at each school will be a key partner in working with teachers to improve classroom instruction based on the feedback they receive.

- ❖ The District Calendar for 2010-2011 includes four professional development days and two planning days for teachers that will be devoted to the following areas: Common Core Standards for Math and Language Arts/Reading, Balanced Assessment Systems, and Program Reviews.
 - The district has formed a leadership team made up of reading and math teachers from each school, principals, and district administrators. This team will be trained along with administrators on the Senate Bill 1 mandates for professional development. This leadership team will facilitate the four professional development and two planning days at their schools ensuring teachers receive quality professional development throughout the district. East Carter Middle School has two teachers on the district team as well as the principal. The Reading/Language Arts teacher from ECMS is the middle school representative for the Content Network for the district.
 - Contracting with KASC for three years will develop the capacity of the SBDM at ECMS to remain focused on student achievement. The district has a SBDM Coordinator who can continue to monitor the SBDM meetings at the end of the three-year period.
 - The district will assist ECMS SBDM with a School Council Effectiveness Self Study Review provided by KASC.
 - ASSIST Meetings – The district leadership team meets monthly with the leadership team at ECMS to review/revise goals and action steps in the school’s ASSIST plan. These meetings will continue monthly to monitor progress in the school and to provide technical assistance.
- ❖ **Sustainability:**
 - School Calendar – The school calendar committee is devoted to providing common planning time and professional development tied to increasing student achievement. This initiative will continue beyond the funding period.
 - Instructional Coaches – District Title I Professional Development funds will continue to be set aside to pay for instructional coaches for ECMS.
 - Data Analysis - The analysis of data at ECMS will be ongoing and is not dependent on funding from this grant. Coaches at the school are instrumental in working with teachers to analyze this data.
 - SAM –The addition of the SAM allows the principals to spend more time in their instructional roles. The district will evaluate the effectiveness of the SAM at ECMS at the end of the SIG. If the SAM proves to be effective at increasing the instructional time of the principal, the district will continue the funding of this position through RLIS and local funds.
 - Instructional Rounds at the school continue. They are not based on funding through this grant.

Technology Goal: Classroom will include increased use of technology for learning by students and teachers.

Document cameras, Airliners, Student Response Systems and Projectors are available to all teachers. The majority of classrooms have these available all of the time. Opportunities have been provided for staff to learn about this equipment, but more may be needed. Projectors and document cameras can be used to present material to the entire class that is not available for independent viewing – Use of Internet and other resources to enhance instruction. Airliners can assist in engaging students in the instruction as well. Student response systems allow for immediate feedback to students and teachers on their mastery of the standards.

Goal:

- During the first nine weeks, professional development will be provided by the media specialist (and others as needed) to all staff needing assistance in the use of available technology. By the end of the

first nine weeks, all teachers will have used the airliner, student response systems, and document camera in classroom instruction and assessment a minimum of one time. This use will be evidenced by administrative walkthroughs.

- During the second nine weeks, all staff will continue and increase the use of available technology to using the technology available once per week. This use will be monitored through walkthrough data. Extra support will be provided for staff having difficulty in the implementation of technology.
- By the end of the first year, 20% of teachers will have expanded their use of technology to include things such as interactive web pages, podcast, the video conferencing/distance learning equipment that is available etc.
- During the second year, any newly hired teachers will follow the plan/goal from the first year and “experienced” teachers will continue to increase usage and growth of knowledge. By the end of the second year, 40% of teachers will have expanded their use of technology to include things such as interactive web pages, podcast, the video conferencing/distance learning equipment that is available etc.
- During the third year, any newly hired teachers will follow the plan/goal from the first year and “experienced” teachers will continue to increase usage and growth of knowledge. By the end of the third year, 80% of teachers will have expanded their use of technology to include things such as interactive web pages, podcast, the video conferencing/distance learning equipment that is available etc...

ACTIONS/ STRATEGIES/ ACTIVITIES	RESPONSIBLE PARTY	TIMELINE	EXPECTED IMPACT	MONITORING	FUNDING NEEDED
Teachers will increase the use of technology in the instructional process.	All staff	Ongoing – see goal	Students will be more engaged In the learning process which will Increase student achievement	Walkthroughs Lesson plans	\$0
Technology will be used in formative and summative assessment.	All staff	Ongoing – see goal	Teachers and students will have opportunities for immediate feedback on student progress. Instruction can then be modified in a timely manner so that students will meet goals.	Lesson plans	\$0
Students will be engaged in learning with the use of technology.	All students All classes	Ongoing	Stronger engagement in learning	Higher proficiency	\$0

Math Goal:

2010-2011: ECMS will meet the AMO as required by NCLB – 68.68 – by all subpopulations

2011-2012: ECMS will meet the AMO as required by NCLB – 79.12 – by all subpopulations

2012-2013: ECMS will meet the AMO as required by NCLB – 89.56 – by all subpopulations

All teachers and students have been provided access to the higher-level Graphing calculators. Schedules have been planned to offer time for all students to learn to use the calculators. The 2010-2011 schedule has been altered so that teachers having more experience with the higher level math content will be teaching the students with disabilities that content allowing them to have the same exposure to the content that all other students have. Extra time has been built into the schedule for all students to have extra instruction in math. Daytime waiver will be used to give extra instruction in math as well.

ACTIONS/ STRATEGIES/ ACTIVITIES	RESPONSIBLE PARTY	TIMELINE	EXPECTED IMPACT	MONITORING	FUNDING NEEDED
Math teachers participating in and incorporating strategies of PIMSER math cadre	SHANNON WILBURN MARIANNE JOHNSON REBECCA CORSETTI	Ongoing – monthly meetings throughout 2010-2011	Math teachers will gain knowledge in math content as well as in how students learn; math students will increase their knowledge in content. Walkthroughs will evidence new strategies being used in math instruction.	*Sign-in sheets from cadre *Walkthrough *Lesson Plan Documentation	\$0 (Funded by another grant)
Math celebrations will be planned.	MATH TEACHERS CIS	At least 4 times per year	Students will be rewarded and encouraged to reach proficiency.		School funds
Formative Assessment will be used by all teachers to guide teacher instruction that will meet the needs of all students.	Math Teachers	Daily		Dept. Meeting Reports	\$0
TI-73 Graphing calculators will be used by as many students as possible. (Additional TI-73 would need to be purchased for all students in the building to have access).	Math Teachers	Daily	Students will be accustomed to using the graphing calculator and will perform higher on the KCCT test.		\$7500 (If calculators would be purchased for use by all students, additional calculators would need to be purchased – School/ District Funds)
Teachers will analyze common assessment results using the Data Analysis Machine and putting the results in the CATS Performance Calculator to design math instruction to identify gaps and target students in need of remediation.		Every Common Assessment with a minimum of 2 per nine weeks.	Teachers will have relevant data		
During one period of each grade level exploratory rotation, teachers will review basic math facts.	All exploratory teachers	Daily	Students will gain from extra exposure to basic facts.	Lesson plans Walkthrough data	\$0

Literacy Goal:

2010-2011: ECMS will meet AMO as required by NCLB – 79.60 – by all subpopulations

2011-2012: ECMS will meet AMO as required by NCLB – 86.40 – by all subpopulations

2012-2013: ECMS will meet AMO as required by NCLB – 93.20 – by all subpopulations

For the 2010-2011 school year there will be 4 teachers who have been hired specifically for the teaching of reading. These teachers have the desire and the expertise needed to make the program successful and in turn increasing student achievement in reading. Professional development has been provided and support measures have been put into place – Instructional Coaches and Reading Specialists are available for consultation and support. District staff will be monitoring progress as well during District Instructional Rounds. Scheduling has been altered to allow for targeted students to have extra instruction in reading. (Testing data identified Students – ThinkLink, ITBS, STAR Reading, and grades).

ACTIONS/ STRATEGIES/ ACTIVITIES	RESPONSIBLE PARTY	TIMELINE	EXPECTED IMPACT	MONITORING	FUNDING NEEDED
Literacy celebrations will be planned	READING TEACHERS LANG. ARTS TEACHERS CIS	AT LEAST 4 TIMES PER YEAR	Students will be rewarded and encouraged to reach proficiency.		School funds
During one period of each grade level exploratory rotation teachers will read books with their classes; Collaboration with grade level content teachers on the names of books to be read will be done	EXPLORATORY TEACHERS ALL TEACHERS	DAILY	Students will be exposed to a variety of reading materials increasing their achievement in reading.	Lesson plans; Walkthroughs	School funded
Teachers will analyze common assessment results using the Data Analysis Machine and putting the results in the CATS Goal Calculator/Performance Calculator to design instruction to identify gaps and target students in need of remediation.	ALL TEACHERS	Every Common Assessment with a minimum of 2 per nine weeks.	Teachers will have relevant data, which will allow them to monitor student’s progress.		\$0
Formative Assessment will be used by all teachers to guide teacher instruction that will meet the needs of all students.	All Teachers	Daily		Dept. Meeting Reports	\$0
Reorganization of staffing to provide specific teachers focused solely on the instruction of reading	Shannon Wilburn SBDM	June, 2010	Students will benefit from having additional reading instruction.		\$90,000

Core Instruction:

The ASSIST Team and Administrative Team did a review of teacher placement. This was done for the purpose of maximizing the strengths of a particular teacher with student needs. Placement of teachers in content areas as well as teams was based on a review of certification, walkthrough documentation of engaging student

activities, test scores (when available), and ability to relate well with students, which enhanced their desire to perform. Additional teachers were hired with the purpose of focusing on Reading. Having the teachers placed in the best areas should increase student performance.

ECMS was a part of a Scholastic Audit in December 2009. According to the audit, classes exhibit an orderly atmosphere with compliant but not always highly engaged students. It was the advice of the audit team that district and school leadership should work collaboratively with classroom teachers to complete the process of refining the school curriculum to ensure it is rigorous and intentionally aligned with Kentucky’s standards. This curriculum should be implemented in all classrooms and monitored by district and school leadership for effectiveness. Teachers should use instructional strategies (e.g., differentiation, interventions, hands-on activities, cooperative learning) to deliver a curriculum that engages and challenges students at all levels. Classroom assessments should be monitored to ensure they are designed to measure what students should know and be able to do. District and school leadership should initiate and facilitate discussions within each school and between schools to eliminate curricular overlaps and gaps. Having high expectations and increasing the rigor in the classroom instruction will be the emphasis this school year.

Regular Education Teachers and Collaboration Teachers will work with the Special Education Instructional Coach to learn strategies for making the collaboration classroom a positive co-teaching experience. Special Education staff that will be collaborating in the regular education content areas were placed in the content areas that they had the strongest background knowledge. Each collaboration teacher will only have two content areas to co-teach in making it easier for them to be the “expert” in that area for their students. The content instruction for the Resource students will be provided by these content “experts” who will guarantee the students with disabilities equal access to the content.

Teachers have been working as departmental and grade level Professional Learning Communities deconstructing standards as well as developing rigorous common assessments. After analyzing results from common assessments, teachers should be able to compare results on standards that have been taught with results from the same tested standards on the ThinkLink to see if students are achieving at the same rate. These results can help guide further instruction and/or remediation. Remediation days have been planned twice per nine weeks to allow for student enrichment, remediation and reward as a step to improve student motivation and achievement.

ACTIONS/ STRATEGIES/ ACTIVITIES	RESPONSIBLE PARTY	TIMELINE	EXPECTED IMPACT	MONITORING	FUNDING NEEDED
Curriculum/instructional specialist will be hired to work with staff. TARGET ASSISTANCE COACH will be contracted to WORK WITH TEACHERS ON COLLECTING AND ANALYZING DATA TO PROMOTE STUDENT ACHIEVEMENT	ASSIST TEAM CIS Liz Sinor Vee Taylor	July, 2010	Staff will continue to receive curriculum and instructional support which will lead to increased student achievement	District team	\$65,000 \$16,410
All teachers are involved in Literacy instruction – Teachers will look at new	SHANNON WILBURN MARIANNE	Beginning June, 2010	Students will see the connection of	*Walkthroughs *Lesson Plan Checks	\$0

ACTIONS/ STRATEGIES/ ACTIVITIES	RESPONSIBLE PARTY	TIMELINE	EXPECTED IMPACT	MONITORING	FUNDING NEEDED
Standards and will include Specific literacy standards in core content instruction time. Teachers will consistently use strategies to provide success for students.	JOHNSON LIZ SINOR VEE TAYLOR CIS		literacy in all contents.		
Teachers will analyze common assessment results using the Data Analysis Machine and putting the results in the CATS Goal Calculator/Performance Calculator to design math instruction to identify gaps and target students in need of remediation.	All staff CIS	After every common assessment with a minimum of 2 per nine weeks	Teachers will be able to monitor progress of students as well as evaluate the effectiveness of strategies used in instruction. Analysis will allow departments to find strengths and weaknesses as well as make recommendations to SBDM.	* Data Reported To SBDM *Data Reported To ASSIST Team	0
Using reports from Discovery Education, departments will submit data progress reports after THINKLINK tests are given. Reports will include plans for interventions for specific students and content			Teachers will be able to monitor progress of students. Analysis will allow departments to find alignment issues.	*Reported to SBDM	\$0
Students who are performing below proficiency will be targeted by having specific staff members assigned to them to connect and monitor progress. RTI classes for reading and math will be scheduled in order to build skills.	PRINCIPAL COUNSELORS ALL STAFF CIS		Students will have connections with adults at school. Developing relationships with staff will promote student achievement	*Report to Administration	\$0
Analysis of student performances on KCCT and ThinkLink assessments for the purpose of calculating the % of proficiency will be done to determine the needs for school wide intervention	SHANNON WILBURN COUNSELORS SAMS			*Reported To SBDM *Reported To Assist Team *Reported To Staff	\$0
School data will be	SAMS			Early intervention in	\$0

ACTIONS/ STRATEGIES/ ACTIVITIES	RESPONSIBLE PARTY	TIMELINE	EXPECTED IMPACT	MONITORING	FUNDING NEEDED
collected and analyzed - <ul style="list-style-type: none"> • ThinkLink • KCCT • STAR reading • STAR math • EXPLORE • Discipline • Attendance • Common assessments (KCCT-like) • Ongoing student performance in IC 	SHANNON WILBURN INSTRUCTION & CURRICULUM SPECIALIST			problem/deficit areas will allow for improved student performance, and for connections/relationships to develop between staff and students.	
Schedule will be created that will allow for more collaboration classes; RTI classes; Enrichment and Advanced classes; Students with disabilities will be targeted to have two reading and math classes. The master schedule teacher assignment will be based on what areas teachers are best qualified in and addressed by school and student needs.	COUNSELORS ADMINISTRATORS ASSIST TEAM	BY MAY, 2010		Student needs will be addressed in multiple ways, which will increase student achievement.	\$0
Teachers will use a school wide adopted graphic organizer and check sheet system for Open Response Questions. Teachers will model and post proficient work.	All staff		Walkthroughs	Consistency of expectations throughout all classes will increase student performance on open response questions	\$0
While working in PLC groups, teachers will continue to deconstruct standards, make balanced common assessments, work on activities that make instructional processes rigorous and analyze student assessment results.	All staff		CIS Assist Team District Office Administrators	Instructional practices as well as student achievement will improve.	\$0

SBDM GOAL:

The focus of the ECMS SBDM will be centered on student achievement. Eighty-five percent of meeting time will be allocated toward items that are about school improvement. ECMS has been a member of KASC for several years and have found that partnership to be beneficial. ECMS will continue to be a member of the KASC. Workshops, professional development opportunities, products, tools and informational updates on a variety of topics related to council responsibility and school proficiency will be utilized from KASC. SBDM

council members will be encouraged and will have the opportunity to attend the annual conference in an attempt to create a council of people committed to working as a team to make meaningful changes in our school. Ideas and strategies from other successful schools are shared at the conference for others to take back and use in their schools. Monthly agendas of ECMS SBDM will be modeled by those provided by KASC in an effort to assure that the council maintains instructional focus. District SBDM Supervisor, Becki Corsetti will be consulted for local support. Ms. Corsetti will work with the local board of education and district departments to ensure that ECMS progress is not impeded by their policies. KASC has provided information and training when requested. As suggested by KDE, ECMS will be contracting with KASC to do a policy and by-law review. We will also be working with KASC to contract a mentor to help ECMS and the SBDM to be student achievement focused. Working with KEDC to provide training has been a practice that has always occurred within our district. More specific trainings impacting student achievement are planned through the coop. The effectiveness of this partnership will be measured by increased use of technology to enhance instruction as well as in an increase in the variation of strategies and rigorous assignments in classroom practices.

ACTIONS/ STRATEGIES/ ACTIVITIES	RESPONSIBLE PARTY	TIMELINE	EXPECTED IMPACT	MONITORING	FUNDING NEEDED
School will be a member of KASC	Shannon Wilburn		SBDM will be more productive		\$400
SBDM members will have opportunity to attend the KASC conference	Shannon Wilburn		SBDM members will benefit from hearing about other successful schools		\$1000
SBDM will have bylaws and policies reviewed by KASC	SBDM				\$850
SBDM will review I&I checks	SBDM	QUARTERLY	Stakeholders will have information that is relevant to the progress of ECMS.		

PD GOAL:

Teacher growth in content knowledge, use of instructional strategies as well as other areas will increase student achievement.

ACTIONS/ STRATEGIES/ ACTIVITIES	RESPONSIBLE PARTY	TIMELINE	EXPECTED IMPACT	MONITORING	FUNDING NEEDED
Use of Technology in an impacting way in instructional practices will increase. PD from SMART; KEDC; training from within the building – media specialist & other teachers who use equipment often.	Shannon Wilburn CIS Marianne Johnson Media Specialist	ONGOING – AS NEEDED beginning Aug., 2010 and continuing for the next three years.	Walk-throughs Lesson plans	Walk-throughs Lesson plans	PD fund
Teacher content representatives will work with education COOP's in learning ways to help	District Support Team Marianne Johnson Shannon Wilburn	Beginning in Aug. , 2010, and continuing at assigned	All teachers will receive same information on how to increase	District Support Team CIS Shannon Wilburn	District Funds

ACTIONS/ STRATEGIES/ ACTIVITIES	RESPONSIBLE PARTY	TIMELINE	EXPECTED IMPACT	MONITORING	FUNDING NEEDED
improve student achievement. Once training has been received representatives will work within school to share the information with other department members.	CIS	dates throughout the year.	student achievement pertaining to their specific department.		
All teachers will receive training on differentiated instructional models.	CIS	Beginning school year of 2010 and continuing as needed for the next three years	Student needs will be addressed – students actively engaged in learning	Classroom walkthrough data will show use of differentiated instruction in classrooms	PD fund Provided by CIS or other staff
Administrators, Counselors, and Certified teachers will participate in Professional Development attending professional meetings in job specific areas (content areas, counseling, instruction, and assessment). Information obtained will be shared during faculty, team, department, and leadership team meetings.	Marianne Johnson District Support Team Shannon Wilburn	Beginning school year of 2010 and continuing as needed for the next three years	Teachers will gain strategies and/or ideas from meetings, which will allow them to improve classroom instructional practices.	Meeting minutes will reflect the sharing of information. Lesson plans and unit plans will reflect strategies learned/knowledge gained at these workshops and conferences.	PD fund
Leadership will continue to participate in the Kentucky Leadership Academy and other professional development opportunities.	District Support Team	2010, 2011, 2012	Will increase instructional leadership skills and gather new up-to date information on instructional practices and data analysis.		District Funded

PARENT & COMMUNITY INVOLVEMENT GOAL:

In each of the next three years more parents and community members will be involved in the student achievement at ECMS. Staff will plan activities that will increase the attendance of parents at ECMS functions.

Parental involvement at Middle School level often becomes less due to students of this age wanting to become more independent – or at least to appear that way. Parents are in the background for support as needed, but it is harder to get parents to come to school and participate in activities. A lot of parents who are strong supporters are also working parents so it makes it difficult for them to do as much active participation as they would like to do.

ECMS works strongly with the Youth Service Center and PTSA to coordinate activities that will help involve more parents at the middle school level. The YSC helps provide resources to our populations that have needs that prevent them from attending school and/or participating in school events. The PTSA is not very strong.

Few members help to coordinate events and get support from parents/community members. Both of these are very supportive in all endeavors to improve the success of ECMS students and staff.

Because a lot of our parents do not have a high level of education, they sometimes feel uncomfortable in attending meetings. They do not want to feel “dumb” in front of their peers. When communicating with our parents/stakeholders, ECMS makes a conscientious effort to use familiar language instead of educational jargon enabling parents to engage in productive conversations.

For the next three years, our plans are to embed community educational events with our “invitation-type” activities. Educational sessions like “Internet Safety for Your Child”, “Planning for College”, “How to Help Your Child be Successful at Middle School” would be some ideas of content that may be covered. At these events, surveys and questionnaires could be distributed that would allow stakeholders to give us information that would help in school improvement. This would be a “safe” way for parents to provide information without feeling the discomforts of being unknowledgeable about school topics.

ACTIONS/ STRATEGIES/ ACTIVITIES	RESPONSIBLE PARTY	TIMELINE	EXPECTED IMPACT	MONITORING	FUNDING NEEDED
ECMS will host a 6 th grade orientation	Shannon Wilburn	July-Aug., 2010, 2011, 2012	Increased parental involvement		School funded
ECMS will host an open house within the first 2 weeks of school.	Shannon Wilburn	By the end of AUG., 2010, 2011, 2112	Increased parental involvement		\$0
ECMS will host Grandparent’s Day	Shannon Wilburn		Increased family/commun ity involvement		School Funded
Opportunities for active citizenship and service learning will be provided through groups such as FOR, FCCLA, BETA, Science Club, Job Shadowing, and Reality Store.	Assigned Teacher(s)	Beginning Aug., 2010, 2011, 2012	Students will understand how citizenship and services play a role in a diverse society.	Administration	\$0
ECMS staff will host parent conferences the day before grade cards are released	All staff	Quarterly, 2010, 2011, 2012	Parents will have more knowledge about progress of student as well as being a way to increase parent participation		School funded
Enrichment class will be created that will allow for students to be able to utilize technology for the purpose of communicating with all stakeholders of the school concerning all activities going on at ECMS. Webpage,	Assigned Teacher(s)	Beginning Aug., 2010, 2011, 2012	More community awareness of the positive things occurring at ECMS. More parent engagement	Administration	\$0

ACTIONS/ STRATEGIES/ ACTIVITIES	RESPONSIBLE PARTY	TIMELINE	EXPECTED IMPACT	MONITORING	FUNDING NEEDED
newspapers, bulletin boards, emails, radio announcements are examples of ways this may be done.					

Section 4: Timeline

2010-2011	Summer	Fall	Winter	Spring
	Schedule to be developed to maximize teacher and student achievement opportunities	Administer and analyze the following Assessments: ThinkLink STAR Reading STAR Math	Administer, analyze and compare the following Assessments: ThinkLink STAR Reading STAR Math	Administer, analyze and compare the following Assessments: ThinkLink STAR Reading STAR Math
		Analyze IPR Results from KCCT assessments 2010 Develop plans for identified areas of need. Develop plans to target struggling learners in reading and math and begin appropriate interventions.	Analyze data to determine if progress is being made and if changes need to be made. Mid –year assessment of data to show progress in identified areas of need. Mid-year assessment of specific student progress. Modifications made if necessary.	Analyze data to determine if progress is being made and if changes need to be made End-of-year assessment of data to show progress in identified areas of need. End-of-year assessment of specific student progress. Analysis information used to make needed changes and plans for upcoming year.
		Planned Relationship building with targeted students	Continued monitoring and relationship development with targeted students	Continued monitoring and relationship development with targeted students
	Contract with KASC for SBDM mentor	Attend KASC Conference	Continue to work with mentor to improve SBDM.	Continue to work with mentor to improve SBDM.
	Professional Development on targeted areas of need	Teachers work as PLC to deconstruct standards and develop common assessments	Teachers continue to work as PLC to deconstruct standards and develop common assessments. Administered assessments are analyzed, reviewed and revised if necessary.	Teachers continue to work as PLC to deconstruct standards and develop common assessments. Administered assessments are analyzed, reviewed and revised if necessary.
	Analyze ITBS Test Results – use data to help determine student placement	Counselors develop list of potentially underachieving students	Counselors continue to work with underachieving students	Counselors continue to work with underachieving students
		2 days per nine weeks -- Altered schedule for Remediation/ Enrichment/and Rewards for increase in students achievement and motivation	2 days per nine weeks --Altered schedule for Remediation/ Enrichment/and Rewards for increase in students achievement and motivation	2 days per nine weeks --Altered schedule for Remediation/ Enrichment/and Rewards for increase in students achievement and motivation
		Students receive extra drills in math and reading during	Students receive extra drills in math and reading during first few	Students receive extra drills in math and reading during first few

		first few minutes of each exploratory class.	minutes of each exploratory class.	minutes of each exploratory class.
		Parent Engagement Activity using instruction by District Personnel – Pam Kouns (internet safety, cyber bullying etc...)	Parent Engagement Activity ... Literacy/Family Reading Night to coincide with ECMS Book Fair	Parent Engagement Activity ... Math/Science Night ... coincide with Spring ECMS Book Fair
2011-2012	Summer	Fall	Winter	Spring
	Schedule to be developed to maximize teacher and student achievement opportunities	Administer and analyze the following Assessments: ThinkLink STAR Reading STAR Math	Administer, analyze and compare the following Assessments: ThinkLink STAR Reading STAR Math	Administer, analyze and compare the following Assessments: ThinkLink STAR Reading STAR Math
		Analyze IPR Results from KCCT assessments 2010 Develop plans for identified areas of need. Develop plans to target struggling learners in reading and math and begin appropriate interventions.	Analyze data to determine if progress is being made and if changes need to be made. Mid –year assessment of data to show progress in identified areas of need. Mid-year assessment of specific student progress. Modifications made if necessary.	Analyze data to determine if progress is being made and if changes need to be made End-of-year assessment of data to show progress in identified areas of need. End-of-year assessment of specific student progress. Analysis information used to make needed changes and plans for upcoming year.
		Planned Relationship building with targeted students	Continued monitoring and relationship development with targeted students	Continued monitoring and relationship development with targeted students
	Contract with KASC for SBDM mentor	Attend KASC Conference	Continue to work with mentor to improve SBDM.	Continue to work with mentor to improve SBDM.
	Professional Development on targeted areas of need	Teachers work as PLC to deconstruct standards and develop common assessments	Teachers continue to work as PLC to deconstruct standards and develop common assessments. Administered assessments are analyzed, reviewed and revised if necessary.	Teachers continue to work as PLC to deconstruct standards and develop common assessments. Administered assessments are analyzed, reviewed and revised if necessary.
	Analyze ITBS Test Results – use data to help determine student placement	Counselors develop list of potentially underachieving students	Counselors continue to work with underachieving students	Counselors continue to work with underachieving students
		Parent Engagement Activity using instruction by District Personnel – Pam Kouns (internet safety, cyber bullying etc...)	Parent Engagement Activity ... Literacy/Family Reading Night to coincide with ECMS Book Fair	Parent Engagement Activity ... Math/Science Night ... coincide with Spring ECMS Book Fair
2012-2013	Summer	Fall	Winter	Spring
	Schedule to be developed to maximize teacher and student achievement opportunities	Administer and analyze the following Assessments: ThinkLink STAR Reading STAR Math	Administer, analyze and compare the following Assessments: ThinkLink STAR Reading STAR Math	Administer, analyze and compare the following Assessments: ThinkLink STAR Reading STAR Math

		Analyze IPR Results from KCCT assessments 2010 Develop plans for identified areas of need. Develop plans to target struggling learners in reading and math and begin appropriate interventions.	Analyze data to determine if progress is being made and if changes need to be made. Mid –year assessment of data to show progress in identified areas of need. Mid-year assessment of specific student progress. Modifications made if necessary.	Analyze data to determine if progress is being made and if changes need to be made End-of-year assessment of data to show progress in identified areas of need. End-of-year assessment of specific student progress. Analysis information used to make needed changes and plans for upcoming year.
		Planned Relationship building with targeted students	Continued monitoring and relationship development with targeted students	Continued monitoring and relationship development with targeted students
	Contract with KASC for SBDM mentor	Attend KASC Conference	Continue to work with mentor to improve SBDM.	Continue to work with mentor to improve SBDM.
	Professional Development on targeted areas of need	Teachers work as PLC to deconstruct standards and develop common assessments	Teachers continue to work as PLC to deconstruct standards and develop common assessments. Administered assessments are analyzed, reviewed and revised if necessary.	Teachers continue to work as PLC to deconstruct standards and develop common assessments. Administered assessments are analyzed, reviewed and revised if necessary.
	Analyze ITBS Test Results – use data to help determine student placement	Counselors develop list of potentially underachieving students	Counselors continue to work with underachieving students	Counselors continue to work with underachieving students
		Parent Engagement Activity using instruction by District Personnel – Pam Kouns (internet safety, cyber bullying etc...)	Parent Engagement Activity ... Literacy/Family Reading Night to coincide with ECMS Book Fair	Parent Engagement Activity ... Math/Science Night ... coincide with Spring ECMS Book Fair

District Timeline

2010-2011	Summer	Fall	Winter	Spring
	Literacy and Math Survey for parents, Students, and teachers distributed and results compiled for analysis by district and schools.	District Instructional Rounds	District Instructional Rounds	District Instructional Rounds
	Assist with School Council Effectiveness Self Study	Analyze IPR Results from KCCT assessments 2010	Analyze Think Link Results	Literacy and Math Survey for parents, Students, and teachers distributed and results compiled for analysis by district and schools. Compare to 2010 results to make adjustments as needed.
	Contract with KASC for SBDM mentor	Revise CSIP based on assessment results	I and I checks	I and I checks
	District Instructional Rounds			
	Analyze ITBS Test Results			
	Analyze Think Link Assessment			

2011-2012	Summer	Fall	Winter	Spring
	Contract with KASC for SBDM mentor	District Instructional Rounds	District Instructional Rounds	District Instructional Rounds
	District Instructional Rounds	Analyze IPR Results from KCCT assessments 2010	Analyze Think Link Results	Literacy and Math Survey for parents, Students, and teachers distributed and results compiled for analysis by district and schools. Compare to 2011 results to make adjustments as needed.
	Analyze ITBS Test Results	Revise CSIP based on assessment results	I and I checks	I and I checks
	Analyze Think Link Assessment			
2012-2013	Summer	Fall	Winter	Spring
	Contract with KASC for SBDM mentor	District Instructional Rounds	District Instructional Rounds	District Instructional Rounds
	District Instructional Rounds	Analyze IPR Results from CATS assessments 2010	Analyze Think Link Results	Literacy and Math Survey for parents, Students, and teachers distributed and results compiled for analysis by district and schools. Compare to 2011 results to make adjustments as needed.
	District Instructional Rounds	Analyze IPR Results from KCCT assessments 2010	Analyze Think Link Results	Literacy and Math Survey for parents, Students, and teachers distributed and results compiled for analysis by district and schools. Compare to 2011 results to make adjustments as needed.
	Analyze ITBS Test Results	Revise CSIP based on assessment results	I and I checks	I and I checks
	Analyze Think Link Assessment			

Tier III Services

- The district will provide technical assistance in the development of parent, student, and teacher surveys on the current Literacy and Mathematics programs at the school. The district will work with the principal and SBDM council to analyze the results of these surveys.
- The district will work with the principal and the SBDM to revise the current Literacy Plan and to write a Mathematics plan for the school. Both plans will be grounded in research based instructional practices. The district commits to provide training and support to the faculty as they implement these plans through coaching, modeling, and additional training as needed
- The district has purchased a license for PD 360 for each faculty member at ECMS in order to use for their personal professional development and also to network with teachers across the district as well as the nation.
- The district will use funds from SIG to hire a SAM for ECMS to increase the amount of time that the principal and assistant principal spend on instruction as opposed to management issues.
- The district will use funds from SIG to contract with KASC to provide a mentor to the council in order to increase the focus on student achievement by that council.

- The district will conduct quarterly Instructional Rounds at ECMS focusing on problems of practice indicated by the principal and SBDM. This team will compile their findings and give next steps for the school.
- The district will provide the services of a special education instructional coach to the school in order to model collaboration and differentiation strategies with the faculty. This coach will work directly with collaborative teams and resource teachers.
- The district will provide the services of a half-time instructional coach to work with faculty and staff during common planning times and also to model in classrooms as needed or requested.
- The district will provide job-embedded professional development in the areas of technology for faculty through KEDC.
- The district will continue to pay for travel expenses for the Math and Science teachers at ECMS to participate in the PIMSER grants for each department.
- The district team will meet monthly for ASSIST meetings with the Leadership Team at ECMS to monitor the progress of the SIG.

Tier III Goals – District

Literacy Goal:

2010-2011: ECMS will meet AMO as required by NCLB – 79.60 – by all subpopulations

2011-2012: ECMS will meet AMO as required by NCLB – 86.40 – by all subpopulations

2012-2013: ECMS will meet AMO as required by NCLB – 93.20 – by all subpopulations

Math Goal:

2010-2011: ECMS will meet the AMO as required by NCLB – 68.68 – by all subpopulations

2011-2012: ECMS will meet the AMO as required by NCLB – 79.12 – by all subpopulations

2012-2013: ECMS will meet the AMO as required by NCLB – 89.56 – by all subpopulations

- The district will monitor progress toward the school’s annual goals in reading/language arts and mathematics through the benchmark ThinkLink that is given 4 times a year. ECMS takes the initial placement test and then tests A-C throughout the year. That along with STAR Reading and math data will be monitored as well. Common assessment results will be monitored monthly at ASSIST Meetings. If the school fails to meet the benchmarks, district instructional supervisors will work with the leadership team and instructional coach to analyze the cause(s) why benchmarks were not met. Together the team and district personnel will work to eliminate the cause(s) and improve instruction for students at the school. Assistance will be given in identifying students who need interventions in order to bring them to proficiency.
- The instructional coach provided by the district will work with teachers during their common planning to continue work on common units, common assessments, and analysis of those results. Student results will determine next steps with teachers by the coach.

Stakeholder Representation

The Title I coordinator met with the principal, HSE Kelly Foster, and the SBDM in the planning phases for SIG. Many conversations centered on the contents of this application during the time it was being written to ensure that all parties understood their responsibilities for the improvement of student achievement at ECMS.

The development of all improvement plans for ECMS have been through a process that involved a chance for input from all stakeholders. Plans were developed through a compilation of ideas, plans and suggestions that were submitted in teacher meetings, committee meetings, department meetings, administrative team meetings, ASSIST team meetings, and SBDM meetings as well as from the Scholastic Audit that was done in December 2009. Before submitting plans, staff and SBDM had a chance to review and revise the application. All input was welcomed and considered as all stakeholders are working towards the success and achievement of ECMS students. As the school year begins, reports will be consistently provided at teachers' meetings, SBDM meetings and ASSIST team meetings to show the progress of the plan and to get feedback for improvement.

Budget

Budget Narrative

- Currently, ECMS employs 3 part time SAMs. These positions take over several management duties of the principal and assistant principal. One part time SAM handles the duties of an athletic director relieving the principal of these duties that take her away from classrooms. One SAM handles all data collection (STAR data, ThinkLink data, Nelson Denny results), organizes them in spreadsheets and delivers to the principal in order for her and the staff to analyze. This SAM also handles all public relations for the school, parent newsletters and publications, and other duties assigned by the principal. The other SAM oversees the arrival of buses, lunch duty, collection and organization of lesson plans from the teachers for the principal as well as other duties assigned by the principal. ECMS will use a portion of SIG section g funds (\$32,150.00) to pay for two of these positions at ECMS. The SAM who handles Athletic Duties will be paid from another fund. During year two of the grant, both SAMS will be eliminated from the SIG funding. If the SBDM decides to keep the positions, they will be funded from other project funds.
- The district will use a portion of SIG (\$2500) to contract with KASC to provide a mentor to the ECMS SBDM Council to focus their work on increasing student achievement during the first year of the grant. The district liaison will work with the council in the next two years as funding decreases.

Proposed District Budget Summary
 School Improvement Grants
 2010-11 School Year

District: CARTER

MUNIS Code	Description of Activity	Amount Requested
110		
111		
113		
130		

MUNIS Code	Description of Activity	Amount Requested
211		
212		
213		
214		
221		
222		
231		
251		
253		
260		
294		
295		
296		
297		
322	KASC – SBDM MENTOR for Heritage and East Carter Middle School to work with school councils	\$5000
338		
630		
640		
670		
734		
735		
810		
892		
894		
933		

MUNIS Code	Description of Activity	Amount Requested
Total Amount Requested		\$5000

Proposed District Budget Summary
 School Improvement Grants
 2011-12 School Year

District: CARTER

MUNIS Code	Description of Activity	Amount Requested
110		
111		
113		
130		
211		
212		
213		
214		
221		
222		
231		
251		
253		
260		
294		
295		
296		
297		
322		

MUNIS Code	Description of Activity	Amount Requested
580		
610		
630		
640		
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$0

Proposed District Budget Summary
 School Improvement Grants
 2012-13 School Year

District: CARTER

MUNIS Code	Description of Activity	Amount Requested
110		
111		
113		
130		
211		
212		
213		
214		
221		

MUNIS Code	Description of Activity	Amount Requested
222		
231		
251		
253		
260		
294		
295		
296		
297		
322		
580		
610		
630		
640		
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$0

Proposed School Budget Summary
School Improvement Grants
 2010-11 School Year

School: EAST CARTER MIDDLE SCHOOL

MUNIS Code	Description of Activity	Amount Requested
110	CERTIFIED SALARY for two reading teachers & Instruction & Curriculum Specialist	114,000
111		
113		
130	CLASSIFIED SALARY (SAM)	30,100
211		
212		
213		
214		
221	EMPLOYER FICA CONTRIBUTION	1600
222	EMPLOYER MEDICARE CONTRIBUTION	450
231	KTRS EMPLOYER CONTRIBUTION	18,000
251		
253		
260		
294	FEDERAL HEALTH INSURANCE	24,000
295		
296		
297		
322	EDUCATION CONSULTANT – Liz Sinor and Vee Taylor to work 2 days monthly with leadership and PLC’s at ECMS on increasing teacher efficacy and student achievement	11,245
338		
610		
630		

MUNIS Code	Description of Activity	Amount Requested
640		
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		199,395.00

Proposed School Budget Summary
 School Improvement Grants
 2011-12 School Year

School: EAST CARTER MIDDLE SCHOOL

MUNIS Code	Description of Activity	Amount Requested
110	CERTIFIED SALARY – 2 reading teachers and one Instructional & Curriculum Specialist	114,000
111		
113		
130		
211		
212		
213		
214		
221		

MUNIS Code	Description of Activity	Amount Requested
222		
231	KTRS EMPLOYER CONTRIBUTION	18,000
251		
253		
260		
294	FEDERAL HEALTH INSURANCE	24000
295		
296		
297		
320		
580		
610		
630		
640		
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		156,000

Proposed School Budget Summary
School Improvement Grants
 2012-13 School Year

School: East Carter Middle School

MUNIS Code	Description of Activity	Amount Requested
110	CERTIFIED SALARY	72,800
111		
113		
130		
211		
212		
213		
214		
221		
222		
231	KTRS EMPLOYER CONTRIBUTION	11200
251		
253		
260		
294	FEDERAL HEALTH INSURANCE	16,000
295		
296		
297		
320		
580		
610		
630		
640		

MUNIS Code	Description of Activity	Amount Requested
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		100,000.00

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the KDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements; and
- (4) Report to the KDE the school-level data required under section III of the final requirements.

Waivers: If the State has requested any waivers of requirements applicable to the district’s School Improvement Grant, a district must indicate which of those waivers it intends to implement.

The Kentucky Department of Education has applied for the waivers listed below.

The district must check each waiver that the district will implement. If the district does not intend to implement the waiver with respect to each applicable school, the district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.