

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 schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

District: Bullitt County

MUNIS Code	Description of Activity	Amount Requested
110	Monitoring administrator (0.49 FTE)	\$50,000

Total Amount Requested		\$50,000
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Proposed District Budget Summary
 School Improvement Grants
 2011-12 School Year

District: Bullitt County

MUNIS Code	Description of Activity	Amount Requested
110	Monitoring administrator (0.36 FTE)	\$37,500

Total Amount Requested		\$37,500
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Proposed District Budget Summary
 School Improvement Grants
 2012-13 School Year

District: Bullitt County

MUNIS Code	Description of Activity	Amount Requested
110	Monitoring administrator (0.24 FTE)	\$25,000

Total Amount Requested		\$25,000
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Bullitt Lick Middle School

Commitment to Serve

School Level Data

KCCT % Proficient/Distinguished	2008-2009	2007-2008	2006-2007
Reading	52.99%	53.14%	45.89%
Math	47.45%	35.73%	32.86%

NCLB-Reading % Proficient/Distinguished

	2008-2009	2007-2008	2006-2007
All Students	52.99	53.15	45.89
Free/Reduced Lunch	47.50	46.59	36.08
w/ Disability	22.22	N/A	14.10

NCLB-Math% Proficient/Distinguished

	2008-2009	2007-2008	2006-2007
All Students	47.45	36.23	32.87
Free/Reduced Lunch	40.71	28.32	27.49
w/ Disability	23.61	N/A	7.69

The data from the Interim Performance Report and the NCLB report indicate gains in math and reading for Bullitt Lick Middle School from 2007 to 2009 for the total population. However, the gains fall short of the AMO target of 58.25 in Math and 72.8 in Reading. Subpopulations indicate a large achievement gap in both areas of reading and math. Free/Reduced Lunch population had 47.5% with proficient scores in reading and 40.71% with proficient scores in math. 22.22% of students with disabilities scored proficient in reading and 23.61% scored proficient in math. Despite the increases in proficiency scores from 2007 to 2009, Free/Reduced Lunch students are 25.3 points from the reading goal and 17.54 points from the math goal set by NCLB for 2009. Students with disabilities are 50.58 points from the reading goal and 34.64 points from the math goal set by NCLB for 2009. Since NCLB goals are raised each year, the rate of recent gains will not be enough to meet the goal.

EXPLORE Scores

	2009-2010			2008-2009		2007-2008	
	BLMS	Gain	State	BLMS	State	BLMS	State
English	12.9	+1.3	14.0	11.6	13.8	13.0	13.7
Math	13.7	+1.4	14.9	12.3	14.6	13.3	14.4
Reading	12.9	+1.4	14.2	11.5	13.9	13.2	13.7
Science	14.6	+0.7	16.1	13.9	16.0	15.2	15.8
Composite	13.6	+1.2	14.9	12.4	14.7	13.8	14.5

The data from the EXPLORE college readiness test indicates that Bullitt Lick is behind the state average in every area; however, significant gains from the previous year were noted for 2009-2010 following a change in leadership in January, 2009. The data shows that the changes in staffing and instructional practices that followed are having a positive impact on learning.

Non-Cognitive Data

	Attendance Rate	Retention Rate	Dropout Rate
2009	93.8	3.1	0.6
2008	93.0	3.1	0
2007	93.1	2.5	0.3

Results in table were taken from the School Report Card and reflects the previous year's data.

There is a direct correlation to attendance and high student achievement. Students and teachers must be present for school on a regular basis for quality instruction to occur. Student attendance rate in 2009 increased .8 percent from 2008 and gains were made in reading and math for all sub populations and math for all students.

Causes and Contributing Factors

In November of 2009, a scholastic review was conducted by the Kentucky Department of Education to identify areas of deficiencies that hindered student achievement. Many of the deficiencies were attributed to a lack of school leadership at the time of the review. The SDBM Council was not functioning efficiently and teacher evaluation was not used as a tool to improve teacher efficacy. A new principal has since been hired and has addressed those factors and the IPR and NCLB reports indicate an increase in proficiency. However, the increase does not meet the necessary rate of growth required to meet NCLB goals.

Contributing factors:

1. Culture/Climate

- 64% of our student population participates in the free/reduced lunch program.
- According to Infinite Campus reports, there were 1,757 behavior referrals from August to May. 148 of these referrals resulted in out of school suspension. Of the 148 suspensions, 58 were due to fighting/threatening/aggressive behavior, 48 were due to defiance of authority/insubordination/verbal abuse of a teacher, 36 were due to classroom disruption, and 6 were other issues.
- In 2009, 9 of the 28 faculty members did not return for the 2009-2010.
- In 2009, 57% of the special education teachers were new to the building. Staff turnover prevents necessary constancy.
- Student attendance is 93.1%

- Staff attendance-AESOP reported 312 teacher absences from August 11 to May 21. This results in 1,872 instructional periods covered by a substitute teacher. (Data excludes professional development.)

2. Instructional Practices

- A compilation of weekly walkthrough observations conducted by administrators indicate a need for teachers to analyze student work more frequently to ensure concept mastery.
- Although lesson planning was addressed significantly this year, professional development needs to continue to improve rigor and relevance of lessons, as well as differentiation in the classroom.
- The IPR indicated that 13.17% of 8th graders at Bullitt Lick Middle School were proficient in On-Demand Writing indicating a need for teacher training in the implementation of the writing program and integration of reading and writing.
- The lack of progress with the special education population (Reading-22% proficient, Math-24% proficient) can be partially attributed to a reliance on resource classes with limited curriculum exposure rather than the collaborative/co-teaching setting with enhanced curriculum.
- The lack of student engagement, as evidenced by classroom walkthrough observations, prevents students from accessing the curriculum at a rate and level that will enhance academic progress.

Selection of Improvement Strategies

Improvement strategies were selected for Bullitt Lick Middle School based on assessment data and feedback collected from parent survey and student and staff input. Analyses of MAP benchmark assessment results and the Interim Performance Report indicate the need for program modifications to increase rate of growth in proficiency to be enough to meet the NCLB goals. A faculty meeting and voluntary teacher work session on a flexible professional development day provided a forum for staff input. Grade level teams developed a quick-write prompt for students to share ideas on *How to improve Bullitt Lick Middle School with \$200,000*. The goals established for the ASSIST work plan were developed after reviewing walkthrough observation data with the staff. The leadership team consisting of Principal, Assistant Principal, Instructional Coach and Highly Skilled Educator from KDE gathered all feedback and prioritized needs.

Reading scores indicate that special education students are reading far below proficiency and strong students are not performing at their ability level. Proficient students need to be pushed to high level performance through increased rigor, as well as the reduction of the number of novice students to zero. The improvement strategies for reading/language arts, including 2-hour reading/language arts block with ability grouping by MAP scores, implementation of Read 180 and System 44 intervention programs, and use of centers will address all student needs. System 44 will address specific special education literacy needs for the lowest performing students. To move scores in reading and writing forward, teachers must focus on specific student deficits in each the various strands which can be determined using MAP and KCCT scores, and

common assessments. The 2-hour block will provide adequate time for integration of reading and writing, and also time for differentiated instruction. All language arts teachers will receive intensive 5-day training, as well as year-round consultation to ensure knowledge and skill in implementation of the program. The professional development provided by the Leadership and Learning Center will help teachers learn to analyze data to focus on specific deficits in reading and writing strands. Use of the district level pacing guide and common assessments will provide additional data to track student progress and provide appropriate interventions promptly. Greater integration of special education students into regular classroom settings will also expand their vocabulary and listening skills. Training in co-teaching will be provided to enhance special education student engagement in the regular education classroom.

Math scores, though improving, still show significant deficits, especially among special education students. Increased use of manipulatives and grouping will help teachers address specific student deficits in the various math strands. These deficits can be determined through the analysis of MAP and KCCT scores, and common assessments. Special education students will be integrated into regular Carnegie math classes with assistance to enhance the rigor of math instruction for these students. Specific deficits can be addressed during RTI classes grouped by ability (homogeneous grouping).

The non-cognitive data indicates that attendance by both students and teachers remains an issue that is a barrier to improved achievement. The culture assessment and addition of a behavior coach will address this issue by improving the culture of BLMS. A major reduction in discipline referrals will provide a more positive working environment and fewer disruptions in class will allow teachers to provide more efficient use of class time. Smaller class sizes will also help minimize class disruptions and provide more individual attention to students. An improved work environment should also result in a reduction of teacher absences, again improving the quality of instruction. A review of the mission and vision of BLMS will improve parent understanding of school expectations and bring parent concerns to the forefront.

The implementation of technology purchases clearly will address deficits in all areas. Student engagement will be enhanced with the integration of technology into lesson planning. This is the students' world and we must get in it.

Actions

Describe how the school will integrate technology into the classroom instruction.

The updating of technology has been a primary focus of Bullitt Lick for 1 ½ years. Purchases include:

- 24 computers to create a second computer lab
- 5 SmartBoards for math classrooms
- 25 Airliners (active slates)
- 4 document cameras
- 6 sets of student response systems

- 1 videoconferencing system
- 60 graphing calculators

Currently, the student to computer ratio is 3.4:1. KETS funds have been used to replace 34 aging computers. Additional student desktop computers will be purchased to create a third computer lab in the media center and a Read 180 lab. One computer lab will be designated for Carnegie Math and the discontinuation of technology as a related arts class will increase the availability of the second computer lab for classroom technology integration in all content areas and interventions. Special education resource rooms will also receive new student desktop computers through special education funding for reading and math interventions, including System 44, a companion piece of the Read 180 program. Older, but still functional, computers along with 35 older laptops will be distributed to classrooms to create learning centers. Successmaker and Study Island software will continue to be utilized for interventions, learning centers, and flashbacks/bell ringers. Read 180 and Carnegie Math software will more actively engage learners. 5 additional student workstations will be supplied by the district to be placed in the In-School Alternative Program for credit recovery and for students assigned to ISAP to access Carnegie Math, SuccessMaker, or Study Island.

All classrooms currently have mounted projectors, with the exception of art and music where mobile projectors are used. All remaining classrooms will be outfitted with a SmartBoards to enhance student engagement and lesson plan development. 10 additional student response systems (for a total of 16) will also be purchased to facilitate formative assessment feedback. The videoconferencing system will be used to provide access to high school level classes in foreign language and possibly algebra II, as well as interactive field trips and interschool collaborations. Video production equipment will be purchased for production of a morning broadcast to promote a positive climate/culture. Teachers will be required to maintain a teacher webpage with team/classroom information for parents and students. The use of social networking sites such as Facebook and Twitter will also provide student and parent access to needed information. Use of the One Call messaging system currently in place will be continued to distribute school information and improve parent involvement, in addition to a flat panel television in the office that will scroll a PowerPoint presentation of announcements and student photos.

The Technology Integration Specialist assigned to Bullitt Lick has been available for large group, small group (PLC), and individual training for technology integration. The use of SmartBoards, Airliners, and student response systems, as well as webpage development, has all been offered at BLMS. All teachers were required to use the performance calculator to analyze and share common assessment results. Additionally, a comprehensive spreadsheet was developed to maintain a chronological record of each student's performance on KCCT, all MAP assessments, common assessments, as well as demographics and intervention data. This spreadsheet was a valuable tool for sorting students to determine interventions, mentoring needs, and progress of various gap groups.

More than 75% of the staff at BLMS is proficient in the use of technology. 25% of those are exceptionally skilled and can provide individualized tutoring to teachers in need of assistance for use of SmartBoards, student response systems, document cameras, flip cameras, iPods, videoconferencing systems, and social networking. Seven teachers attended The Kentucky Writing Project summer training focused on incorporating technology into the reading/language arts classroom. All teachers will receive training on the use of WordPress for webpage development. The teachers and instructional assistants assigned to the Read 180 and System 44 classes will receive a one-day training in the implementation of the program. The Striving Readers literacy coach has been provided with many hours of professional development on the integration of technology into the language arts/reading classes. Districtwide professional development in the use of technology is offered throughout the year. Teachers requesting advanced level training with technology will be encouraged to attend statewide technology conferences. Basic level technology training can be provided in-house. Many of our teachers are more skilled than the presenters at basic technology trainings and have been able to add to the presentation discussion.

Describe how family and community supports will be involved in a meaningful way with planning, implementing, and engaging partners in the improvement plan.

Planning and implementation of the School Improvement Grant will require involvement of all stakeholders, including parents, staff, students, administrators, and community. Parents will be involved in discussions about the grant at SBDM meetings where grant specifics will be described to the Council and during Implementation and Impact checks. The grant will also be a topic of discussion for the Mission/Vision review meetings in September and October. The committee will include all stakeholders and the 3-year grant will be used as a starting point for developing mission, vision, and belief statements. Meetings to inform parents of NCLB transfer options will also be used to inform parents of the plan strategies and parent opportunities. KYPIRC will provide Parent Academies for training on understanding assessments, helping your child with reading and math, and websites to provide individual tutoring. The 21st Century Community Learning Center requires weekly parent participation for a student to be involved in after-school homework assistance, tutoring, and activities. CLC staff will discuss the parents' role in implementing the goals of the School Improvement Grant.

A variety of activities and partners will be incorporated to address the benchmarks of the culture component of the improvement plan and promote parent involvement in the implementation of the plan. The KY Parent Information Resource Center will partner with Bullitt Lick to provide training for teachers on *A Framework for Understanding Poverty* by Ruby Payne. KYPIRC will also offer Parent-to-Parent classes for dealing with teenagers on topics such as drugs, grades/assessments, MAP training, and cyber bullying, as well as a parent orientation to middle school for incoming 6th grade parents. KYPIRC will also distribute information at school functions and be a resource for NCLB Supplemental Education Services information.

The Youth Services Center will provide assistance with truancy by conducting home visits and assisting with the Truancy Diversion Program. YSC will also provide assistance with basic needs such as clothing and school supplies. Drug resistance education, postponing sexual involvement, leadership/team building workshops, After-school Homework Help, and peer mediation will provide supports for the culture component. YSC will work with the school guidance counselor and community mental health resources to provide small-group sessions for divorce, anger management, grief, etc.

The 21st Century Community Learning Center will offer after-school tutoring services. Also, Supplemental Education Services are available from the district to qualifying students. These services are provided by a variety of commercial tutoring services and the cost is paid by the district.

Additional actions to better involve parents will include, but not be limited to:

- cookout at the beginning of the school year,
- bus tour home visits prior to the start of school,
- positive contacts monthly,
- parent luncheon “walkthroughs”,
- special monthly events such as Donuts with Dad in December, Muffins with Mom in March, Grandparents breakfast, and performance events
- grade-level competitions to increase parent involvement,
- continued use of One Call messaging system and other technologies to increase parent awareness of school events and information
- increased volunteer solicitation by the volunteer coordinator
- increased collaboration with elementary schools to involve 5th graders and their parents with middle school activities
- Dr. Chris Wagner from Western Kentucky University will be employed to conduct a culture audit and any recommendations from the study will be implemented
- promotion of Supplemental Education Services offered by the district for NCLB Tier III schools
- promotion of tutoring services offered by the 21st Century Community Learning Center
- personal invitations to interested parents to serve on SBDM committees and to become involved in the mission/vision revision process
- personal invitations to interested parents to become involved in the mission/vision revision process
- personal invitations to parents to participate in special events such as Career Day, guest speakers
- 100% teacher membership in PTSO to encourage parent membership and involvement
- inviting parents to participate in the Voices of Bullitt Lick family story collecting project

- student-led conferences to involve students in presenting their progress to the parents
- early intervention conferences with parents involving team of teachers, student, and counselor or other administrative staff

Describe how personnel have been assigned, or reassigned, to maximize these resources in addressing the school's improvement goals.

Since January, 2009, the staff at Bullitt Lick Middle School has been more thoroughly evaluated than in previous years using both formative and walkthrough observation tools. In 2009, 6 teachers were non-renewed. All personnel, including classified staff, have been placed in positions to capitalize on their strengths and place them in areas/grades in which they are highly qualified. For 2009-2010, 3 teachers will be non-renewed, creating 5 openings. Corrective action and assistance plans have been used with 3 teachers and will continue to be utilized to provide more intensive supports for struggling teachers.

Language arts teachers will be teaching in 2-hour integrated reading/writing blocks. Schoolwide seminar classes scheduled during the same period will allow for the teaching of multiage intervention classes in math and reading, allowing teachers to determine specific areas of weakness and narrow the instructional focus. The student assigned to seminar intervention classes will be monitored at least biweekly and will remain in the class for at least 9 weeks. Seminar class also addresses the needs of the gifted/talented population. Increased offerings including music, theater, advanced art, leadership, and foreign language will nurture student talents beyond the core curriculum, feeding the positive culture and providing a stimulating learning environment for our most talented students. Planning periods will be scheduled to allow for teachers of the same subject (departmentalized) to meet in professional learning communities (PLC), facilitating analysis of student work and development of lesson plans and assessments. An instructional tutor will be utilized as a facilitator for the foreign language class offered through videoconferencing in collaboration with Bullitt Central High School.

Describes how funds will be redirected from various sources and used to support the school's improvement goals.

All school funds have been directed toward school improvement for the past 18 months, including a renewal of the library as a center of learning and literacy for students, staff, and community. Funding allocations will include:

- **Title 1 funds**-technology upgrades including interactive whiteboards, student response systems, math software licenses (Carnegie Math), and training; 2 additional teacher salaries for reduction in student/teacher ratio and development of Read 180 reading lab; professional development; student supplies; classroom materials for math and reading including manipulatives and a vocabulary program; family literacy; culture audit; educational consultant

- **SBDM funds**-technology upgrades, library furnishings and books/materials, classroom materials/books, registrations
- **Striving Readers funds**-literacy coach, classroom and library books and materials, professional development registrations and stipends
- **PTSO funds**-earmarked for library furniture upgrades
- **ESS funds**-through a daytime waiver, ESS funds are utilized to provide additional interventions during and after school
- **Youth Services Center**-in support of the YSC grant, YSC funds will be utilized to fund team-building programming and small group counseling sessions

Describes professional development that is aligned to the school’s improvement goals, designed with the school staff, connected to standards, school curricula, and is job-embedded.

All professional development will be aligned to the school’s improvement goals for reading, writing, mathematics, and culture. A professional growth plan will be developed with each teacher to target school improvement goals. The Planning and Professional Development committee which reports to the SBDM Council will work with the administration to develop and implement the professional development plan as a part of the CSIP. This plan requires approval by the SBDM Council. Professional development will occur with the entire staff on designated professional development days and early release days. The role of team leader will be expanded to include regular meetings with the administration which the team leader will be responsible for sharing with their team. Faculty meetings can then be reduced to one hour monthly to allow an additional hour for professional development on early release days. PD will also take place during Professional Learning Communities as embedded PD. PD will occur in vertical configurations (all grades of a content area meeting together as in PLC, both intraschool and interschool) and horizontally (all content areas of a particular grade meeting together).

Professional development will address each improvement goal as indicated in the following table:

Professional Development	Reading	Writing	Math	Culture
Doug Reeves Learning and Leadership Center: Decision-Making for Results and Data Teams Power Strategies for Effective Teaching	X	X	X	X
Ruby Payne-Understanding Poverty				X
The Thoughtful Classroom (video series)	X	X	X	X
Carnegie Math			X	
PIMSER (Science/Math)	X	X	X	
KY Writing Project	X	X		
Co-Teaching (video series)	X	X	X	X
Rigor and Relevance	X	X	X	X
Technology (TIS, Smart Tools)	X	X	X	X
Differentiation	X	X	X	

Integrating Reading and Writing-Collaborative for Teaching/Learning	X	X		
Read 180/System 44	X	X		
Leadership Conference				X
Behavior Conference				X
Striving Readers	X	X		
SRA Corrective Reading	X			
Safe and Drug-Free Schools Conference				X
Content-specific conferences (KSTA, KCTM, Social Studies, KMSA)	X	X	X	X
District Teacher Academies	X	X	X	
Curriculum Topic Study (Thoughtful Ed)		X		

Describes other resources that are aligned with the school’s improvement goals.

Additional resources will be utilized in the implementation of school improvement goals. To continue the move toward a more positive culture, the mission and vision of BLMS will be revisited and will include student and parent input. KYPIRC and Larry Allen, a former KY superintendent, will facilitate the meetings and development of the mission and vision statements. Western Kentucky University’s culture center will conduct a culture audit as a baseline for further development of programming to address culture weaknesses. To further address content improvement goals, a collaboration will be continued with Bullitt Central High School in the areas of advanced coursework in math and foreign language, literacy (Fall/Spring Reading events), landscaping, and drama. A collaboration will also be forged with Bernheim Forest for assistance in the development of an outdoor classroom, landscaping, and scheduling of a schoolwide field trip for curriculum delivery in a beautiful outdoor setting. The success of the NEED energy curriculum project through LG&E has been phenomenal and the continuation of the program will address culture and literacy goals.

Describes recruiting, screening, selecting, and evaluating external supports. Describes how district will utilize external supports (i.e., Education Recovery Specialist, education cooperatives, site researchers, higher education personnel, etc.) as support and assistance.

Kentucky state content networks will provide support for delivery and implementation of new KY core content standards. Bullitt Lick will have a representative on the state network team for language arts/reading and the district provides an instructional coach to each middle school. These leaders will have the most current information for staff to ensure fidelity of implementation. Another Bullitt Lick staff member serves as a member of the Board of Directors for the Kentucky Science Teachers Association and is also a member of PIMSER, the content delivery network for science. The effectiveness of the networks will be evaluated through survey data from teachers and administrators.

Kentucky Leadership Academy (KLA) provides leadership development for administrators and the assistant principal will attend as this position becomes more

involved in evaluation and less focused on discipline. OVEC (Ohio Valley Educational Cooperative) also conducts leadership training for administrators through a Principals' Cadre which meets quarterly. Improved expertise in observation and evaluation will provide the additional oversight of instruction that is needed to ensure quality content delivery. KASC also provides training for council members and training that addresses current issues in KY education (e.g., assessment, writing). SBDM Council members will be offered the opportunity to attend the KASC conference. The effectiveness of these professional development opportunities will be evaluated through reviews of professional growth plans of attendees, records of teacher observations, and anecdotal records on workshop sessions from attendees.

KYPIRC provides a variety of trainings and events throughout the district to enhance parent involvement in schools and in their children's lives. KYPIRC is housed at Bullitt Lick Middle School offering frequent and effective utilization of KYPIRC services. KYPIRC will provide parent orientation sessions for the parents of incoming 6th graders to help deal with the transition to middle school. The staff will also participate in a book study of *A Framework for Understanding Poverty* by Ruby Payne, as a part of the professional learning community studies. These sessions will be facilitated by KYPIRC. The effectiveness of the KYPIRC trainings/events will be evaluated through evaluation data collected from participants, survey data, and anecdotal records from staff.

Western Kentucky University houses a center for the assessment and development of positive school culture. This center will be used to conduct a culture audit of Bullitt Lick Middle School and make recommendations for improvement. The effectiveness of the culture audit process will be evaluated by perception surveys for all stakeholders.

The Collaborative for Teaching and Learning has provided professional development and mentoring on literacy throughout the four-year federal grant for the Striving Readers project. CTL will provide an intensive 5-day literacy training on the integration reading and writing along with year-long consultant services to ensure fidelity of implementation. Consultants from Carnegie Learning will conduct observation visits to assist with implementation of Carnegie Math. The effectiveness of these professional development opportunities will be evaluated through teacher observations, and improvement in reading and math scores on MAP and KCCT assessments.

Also, several teachers at Bullitt Lick have worked through the M.A.T (alternative certification) program. The University of Louisville and Spalding University have excellent "KTIP-like" programs that involve observations and conferencing with the university staff. These university mentors have played a role in the district for several years and their expertise is well-respected. These mentors will continue to support M.A.T. candidates at BLMS to ensure quality instruction and classroom management. *The effectiveness of this program will be evaluated through teacher observations and the number of teachers who successfully complete the KTIP internship program.*

Other supports will be vetting through research and references.

Describes the process used to review the practices and policies of the Board of Education and the School-Based Councils to determine necessary modifications.

Bullitt Lick Middle School SBDM policy manual was completely revised during 2009-2010. Using the Kentucky Association of School Councils (KASC) policy materials, the SBDM council committees reviewed and revised each of the policies required by law, and also developed additional recommended policies. For each SBDM policy, committees compared current policies to the KASC sample policy and additional samples from other schools to develop a final recommendation. The SBDM policies will be reviewed with staff as "bell ringer" to open faculty meetings. Teacher knowledge and confidence in applying SBDM policies will be assessed with a variety of strategies including student response systems and other classroom strategies.

The SBDM committee structure was revised for the 2009-2010 school year to include 5 standing committees: Planning and Professional Development, School Culture and Resources, Budget, Assessment, and Curriculum and Instruction. Each committee was given a set of charges including policy revision/development, needs assessment, and research. A designated committee was scheduled to report to the SBDM council each month. All teachers are required to serve on a committee and parent members were sought through e-Newsletters, phone calls, and at parent events. The new structure has worked very efficiently using the KASC recommended agenda for the month.

Practices embedded in the school improvement plan will be reviewed and monitored by the SBDM Council through Implementation and Impact checks. Board of Education policies related to instruction and discipline will be reviewed as a part of the Implementation and Impact check process. The SBDM Council will review the policies along with the School Improvement Goals and SBDM policies to ensure compliance with Board policy and revise goals to remove any barriers that may hamper implementation of goals and strategies.

Describes what practices and policies (i.e., staffing, calendars/time, budgeting, etc.) have been modified to ensure the school is able to implement the improvement plan with fidelity.

The monthly ASSIST team process, including the principal and central office staff, monitors ongoing progress on improvement goals. The daily schedule developed for Bullitt Lick Middle School incorporates the following revisions to improve core instruction and intervention:

- 1) Departmental planning to allow for content-area PLCs.
- 2) 3 grade level teams with 1 additional teacher to reduce student/teacher ratio
- 3) Reading and math classes will be leveled by instructional level
- 4) Gender issues were addressed with single sex reading/language arts classes but will be discontinued; due to inadequate preparation, increased classroom behaviors outweigh the benefits
- 5) Seminar period for multiage intervention classes in reading, math, and writing based on MAP RIT scores

- 6) Seminar period for advanced classes for gifted/talented students, including a multiage class for specific academic G/T, advanced art and music, and leadership
- 7) Schoolwide seminar period allows for opportunities for team-teaching (e.g., interdisciplinary musical theater class involving art and music)
- 8) 2-hour block that allows for the integration of reading and writing and reduces teacher "caseload" to approximately 60 students
- 9) A separate Read 180 reading class will reduce reading/language arts class sizes and provide intense reading intervention to move students to grade level who are currently behind
- 10) School space has been allocated to allow for a science lecture room and a science activity room to allow for more hands-on, activity-based science instruction
- 11) Students with advanced MAP scores in math will be provided the opportunity to move forward into advanced math classes for high school credit, in accordance with Board policy
- 12) Selected students will also have the opportunity to participate in a foreign language class through distance learning via videoconferencing from Bullitt Central High School
- 13) Student and teacher attendance incentive programs will be implemented
- 14) All special education students will be scheduled into a collaborative/co-teaching setting for science and social studies
- 15) Special education students with disabilities in math or reading will be scheduled into collaborative/co-teaching settings for math and reading as much as possible following ARC decision-making process
- 16) Positive contacts (including but not limited to email, phone call, postcard, home visit) are required each month, rotating through the schedule (i.e., Aug-Sept: 1st period, Oct-2nd period)
- 17) Power of One mentoring program will continue with each teacher on the team selecting 5 of the 35-40 in that grade in need of encouragement and assistance. Data from 2009-10 showed a 40% increase in MAP scores of the students involved in Power of One effectively.
- 18) Expanded role of team leader
- 19) SBDM committees report monthly to the council on policies, Implementation/Impact checks, and budget recommendations
- 20) Lesson plan binders with lesson plans, common assessments, flashbacks/bell ringers, pacing guide, and core content for assessment will be continued; performance calculators for each common assessment will be added
- 21) Incentive programs for teachers and students will be implemented

Hiring involves committee interviews involving SBDM parent and teacher representation as well as departmental and team representatives. Staffing changes have been made to place staff in positions that allow for the most effective teaching and classroom management, and the most effective use of resources, such as computer labs. SBDM Budget committee makes recommendations for purchasing. Teachers must submit mini-grant applications to the principal to justify purchase requests. All SBDM policies were reviewed and/or revised during the 2009-2010 school year, incorporating more teacher and parent involvement.

Describes how the reform efforts will be sustained when the SIG funds are no longer available. Description includes how identified state and federal funding and resources will be adjusted to continue practices and how the data analysis will continue to drive instructional changes and annual goals.

Data analysis to drive instructional decision-making has been a key component of current school improvement planning and has become an embedded practice at BLMS. The data manager for the school provided by the district will collect and aggregate data for use by the staff in PLCs. Title 1 funding will continue to be used to provide additional staff and to upgrade technology as needed. The training from the Doug Reeves Learning and Leadership Center will build capacity among the staff to ensure sustainability of improvement efforts. The seminar for the first year includes Data Driven Decision Making and Data Teams. For year 2, Power Strategies for Effective Teaching. Common Formative Assessments would be the emphasis of year 3, if funding is available. This training is designed to empower the school to make appropriate and powerful instructional decisions, utilizing current reoccurring funding from state and Title 1 funds.

The goal for improvement of school culture incorporates the addition of a behavior coach funded by the grant for 3 years. During the life of the SIG grant, the coach will deal with discipline, developing positive, proactive programming schoolwide, using many aspects of the KYCID model. The coach will be responsible for planning and implementation of team building for students and staff; schoolwide incentive programs; teacher coaching in classroom management; professional development on classroom management and discipline; assist in development of behavior plans; home visits; data collection; and coordination of resources. The goal to reduce discipline referrals by 25% each year with positive, proactive programming will result in a minimal number of discipline referrals, with most issues handled at the classroom level at the end of 3 years. When School Improvement Grant funds are no longer available, the behavior coach position will no longer be needed and the evaluative work of the administration will be able to be continued, sustaining and continuing improvement.

With the supports and professional development for the core curriculum and interventions of the reading/language arts and math programs, these reforms should become embedded in the programming and build capacity among the teacher-leaders to sustain the improvements.

Timeline

2010-2011 School Year	2011-2012 School Year	2012-2013 School Year
<u>June –August, 2010:</u> ✓ KY Writing Project ✓ Behavior Management Plan Adopted/ Train ✓ Read180/System 44	<u>June –August, 2011:</u> ✓ KY Writing Project ✓ Continuation of Behavior Management Plan Adopted	<u>June –August, 2012:</u> ✓ KY Writing Project ✓ Continuation of Behavior Management Plan <u>OR</u> , if culture/climate

<ul style="list-style-type: none"> Training ✓ Carnegie Math Training ✓ Collaborative for Teaching and Learning (CTL) Language Arts 5-day Training ✓ Striving Readers Conference ✓ Behavior Conference ✓ Writing Plan Review ✓ Technology Purchasing ✓ Technology Training for SMART classrooms and Webpage design ✓ PIMSER Training ✓ Science MAP (purchase) ✓ Doug Reeves Data Teams Training ✓ Ruby Payne Training/Book Study-KYPIRC ✓ Bus Tour with home visits ✓ New Teacher Orientation ✓ Community Cookout before school ✓ 6th grade Bobcat Days (orientation) ✓ Grade level Team Building 	<ul style="list-style-type: none"> ✓ Continuation of Read180/System 44 Training ✓ Carnegie Math Training ✓ Behavior Conference ✓ Training for New Common Core Standards ✓ PIMSER Training ✓ Doug Reeves Effective Teaching Strategies Training ✓ Bus Tour with home visits ✓ New Teacher Orientation ✓ Community Cookout before school ✓ 6th grade Bobcat Days (orientation) ✓ Grade level Team Building 	<p>improves at end of year 2, Common Formative Assessment Training with Leadership and Learning Center</p> <ul style="list-style-type: none"> ✓ Continuation of Read180/System 44 Training ✓ Training for New Common Core Standards ✓ PIMSER Training ✓ Behavior Conference ✓ Bus Tour with home visits ✓ New Teacher Orientation ✓ Community Cookout before school ✓ 6th grade Bobcat Days (orientation) ✓ 6th grade Jump Start ✓ Grade level Team Building
<p><u>September-October, 2010:</u></p> <ul style="list-style-type: none"> ✓ Mission/Vision Development-Larry Allen ✓ Fall MAP testing ✓ EXPLORE testing ✓ 1st District Common Assessment ✓ Power of One ✓ KASC Conference ✓ Social Studies Conference ✓ 90/90/90 Conference ✓ Leadership/Learning 	<p><u>September-October, 2011:</u></p> <ul style="list-style-type: none"> ✓ Fall MAP testing ✓ EXPLORE testing ✓ 1st District Common Assessment ✓ Power of One ✓ KASC Conference ✓ Social Studies Conference ✓ Leadership/Learning Center (LLC) follow-up and implementations of strategies ✓ Parent Walkthroughs 	<p><u>September-October, 2012:</u></p> <ul style="list-style-type: none"> ✓ Fall MAP testing ✓ EXPLORE testing ✓ 1st District Common Assessment ✓ Power of One ✓ KASC Conference ✓ Social Studies Conference ✓ Leadership/Learning follow-up and implementations of strategies ✓ Parent Walkthroughs

<p>Center (LLC) follow-up and implementations of strategies</p> <ul style="list-style-type: none"> ✓ Parent Walkthroughs ✓ Title 1 Perception Survey administered ✓ Family Literacy Night with guest author ✓ CTL Coaching Visits ✓ Parent Teacher Conferences ✓ Assessment Committee reports to SBDM on KCCT analysis ✓ State-of-the-School report to Board of Education ✓ Leadership Conference ✓ KY Math Teachers Conference ✓ October; Implementation/ Impact check on School Improvement Plan/CSIP Revision ✓ September: NCLB Calculator Completed based on Fall MAP test scores ✓ Monthly ASSIST team meetings 	<ul style="list-style-type: none"> ✓ Title 1 Perception Survey administered ✓ Family Literacy Night with guest author ✓ Parent Teacher Conferences ✓ Assessment Committee reports to SBDM on KCCT analysis ✓ State-of-the-School report to Board of Education ✓ Professional book study ✓ Leadership Conference ✓ KY Math Teachers Conference ✓ October: Implementation /Impact check on School Improvement Plan/CSIP Revision ✓ September: NCLB Calculator Completed based on Fall MAP test scores ✓ Monthly ASSIST team meetings 	<ul style="list-style-type: none"> ✓ Title 1 Perception Survey administered ✓ Family Literacy Night with guest author ✓ Parent Teacher Conferences ✓ Assessment Committee reports to SBDM on KCCT analysis ✓ State-of-the-School report to Board of Education ✓ Professional book study ✓ Leadership Conference ✓ KY Math Teachers Conference ✓ October: Implementation/ Impact check on School Improvement Plan/CSIP Revision ✓ September: NCLB Calculator Completed based on Fall MAP test scores ✓ Monthly ASSIST team meetings
<p><u>November & December 2010:</u></p> <ul style="list-style-type: none"> ✓ Analyze effectiveness of Behavioral Management Plan ✓ Failure Intervention Plans ✓ Winter MAP data analysis and RTI review ✓ 2nd District Common Assessment ✓ CTL Coaching Visits ✓ Site visit from LLC ✓ Exceptional Children Conference 	<p><u>November & December 2011:</u></p> <ul style="list-style-type: none"> ✓ Analyze effectiveness of Behavioral Management Plan ✓ Failure Intervention Plans ✓ Winter MAP data analysis and RTI review ✓ 2nd District Common Assessment ✓ In- house support from Data Teams ✓ Site visit from LLC ✓ KY Science Teachers 	<p><u>November & December 2012:</u></p> <ul style="list-style-type: none"> ✓ Analyze effectiveness of Behavioral Management Plan ✓ Failure Intervention Plans ✓ Winter MAP data analysis and RTI review ✓ 2nd District Common Assessment ✓ KY Science Teachers Association conference ✓ Monthly ASSIST team meetings

<ul style="list-style-type: none"> ✓ KY Science Teachers Association conference ✓ Monthly ASSIST team meetings 	<ul style="list-style-type: none"> Association conference ✓ Monthly ASSIST team meetings 	
<p><u>January & February 2011:</u></p> <ul style="list-style-type: none"> ✓ Book Study –<u>What Great Teachers Do Differently</u> ✓ MAP Analysis to Differentiate Instruction ✓ CTL Coaching Visits ✓ Site visit from LLC ✓ January: Implementation/Impact check on School Improvement Plan ✓ Monthly ASSIST team meetings ✓ January: NCLB Calculator Completed based on Winter MAP test scores 	<p><u>January & February 2012:</u></p> <ul style="list-style-type: none"> ✓ Book Study ✓ MAP Analysis to Differentiate Instruction ✓ Site visit from LLC ✓ January: Implementation /Impact check on School Improvement Plan ✓ Monthly ASSIST team meetings ✓ January: NCLB Calculator Completed based on Winter MAP test scores 	<p><u>January & February 2013:</u></p> <ul style="list-style-type: none"> ✓ Book Study ✓ MAP Analysis to Differentiate Instruction ✓ CTL Coaching Visits ✓ Site visit from LLC ✓ January: Implementation /Impact check on School Improvement Plan ✓ Monthly ASSIST team meetings ✓ January: NCLB Calculator Completed based on Winter MAP test scores
<p><u>March, April, & May 2011:</u></p> <ul style="list-style-type: none"> ✓ Behavior Management Data reviewed ✓ CTL Coaching Visits ✓ 3rd and 4th District Common Assessments ✓ Site visit from LLC ✓ KCCT and ITBS assessments ✓ April: Implementation /Impact check on School Improvement Plan ✓ Monthly ASSIST team meetings ✓ April: NCLB Calculator Completed based on Spring MAP test scores 	<p><u>March, April, & May 2012:</u></p> <ul style="list-style-type: none"> ✓ Behavior Management Data reviewed ✓ 3rd and 4th District Common Assessments ✓ Site visit from LLC ✓ KCCT and ITBS assessments ✓ April: Implementation /Impact check on School Improvement Plan ✓ Monthly ASSIST team meetings ✓ April: NCLB Calculator Completed based on Spring MAP test scores 	<p><u>March, April, & May 2013:</u></p> <ul style="list-style-type: none"> ✓ Behavior Management Data reviewed ✓ 3rd and 4th District Common Assessments ✓ Site visit from LLC ✓ KCCT and ITBS assessments ✓ April: Implementation /Impact check on School Improvement Plan ✓ Monthly ASSIST team meetings ✓ April: NCLB Calculator Completed based on Spring MAP test scores

Tier III Services

Describes services the district will provide to school, including personnel and financial supports.

The district will be providing to our building an additional school administrator to assist with observation and evaluation, a 6-hour classified data manager, and a full-time instructional coach. The district will also provide support during the monthly ASSIST meetings to ensure the set goals are being met. Special education funding will be used to provide a shared special education consultant for the school and also to purchase technology and reading software (System 44) for special education resource classrooms.

Other services include district-wide Parent Information Resource Center (KYPIRC) that provides training throughout the year on parenting, understanding school information, and to promote literacy. Safe and Drug-Free Schools programming includes various presentations throughout the year for drug resistance education and bullying. This department also provides funding for personnel for discipline interventions, such as Friday Night School. The district also provides public relations personnel to promote positive press releases about school awards and achievements which can impact school culture in a positive manner.

As an NCLB Tier III Title 1 school, students at Bullitt Lick Middle School who qualify for free/reduced lunch status are offered the opportunity to transfer to another high-performing middle school in the county with transportation at district expense. Supplemental Education Services are also offered which include a variety of tutoring services, also paid for by the district.

Describes the activities and strategies that will be implemented in the school based on a comprehensive needs assessment. Activity and strategies are best practices and are research-based.

Weekly walkthroughs will be based on non-negotiable. Non-negotiable represent best practice instructional strategies agreed upon by the district leadership, including 1) curriculum and assessments aligned to KY core content, 2) posting of student work, 3) active engagement of teacher and student, 4) student recognition, 5) differentiated instruction, 6) a variety of assessments, and 7) teacher accountability for rigorous student learning . Specific training embedded PD's and/or early release days will be based on the needs identified from the walkthroughs.

- Administration Team will continue to conduct observations in classrooms using the BCP nonnegotiable walkthrough tool to increase student engagement and intentional planning of instruction
- Lesson plan binders will be used to compile weekly lesson plans and assessments to ensure coverage of all state curriculum.
- All formative assessments will be sent to instructional coach one week prior to administering to students to ensure congruency with core standards as well as rigorous.
- Ms. Conley, principal, will continue to meet with staff monthly to share ASSIST work plan goals.

- Ms. Conley will continue to give individualized feedback to teachers from the current walkthrough data.
- Teachers will meet weekly in PLC's to analyze student work using Data Team strategies.
- Seminar time will be used to address interventions in math and reading
- Data walls will be created to identify students' proficiency levels using MAP benchmark testing.
- Co-teaching model will be continued f to increase exposure to differentiated content and to close the achievement gap.
- Teachers will receive embedded pd and on-site support to implement literacy strategies from CTL and Striving Readers coach
- Teachers will integrate technology i.e. student response systems, active slates, SmartBoards into classrooms to increase student engagement.
- Wordly Wise, or a similar research-based vocabulary curriculum, will be implemented.

Describes a plan to support schools in the creation and implementation of school-wide literacy and mathematics improvement plans.

Literacy

A schoolwide literacy plan will strengthen the core instruction in reading and language arts and provide the consistency currently missing by implementing a 2-hour integrated reading/writing instructional block. The Collaborative for Teaching and Learning will provide an extensive 5-day summer training for all reading/writing teachers and additional observation and mentoring/coaching throughout the year to ensure teacher efficacy with implementation of the program. A vocabulary program, Wordly Wise, will be embedded into the reading/writing block. Additional staff allows for reduced student/teacher ratio and stronger student/teacher relationships.

Read 180 will be implemented as a separate program for struggling readers with Lexile scores at least 400. 60 students will be served in this program with the goal of bringing them to grade level by the end of the school year. System 44, the companion to Read 180, will address literacy needs of the special needs population with Lexile Beginning Reader-400. This programming is especially important because these students need to make the most gains quickly. Special education is the gap group that consistently scores below proficiency at BLMS and prevents BLMS from meeting NCLB targets. SRA Corrective Reading and SuccessMaker will continue to be used in seminar intervention classes as a task rotation center. A student's Spring MAP score from 2010 will be used to determine the need for interventions.

Bullitt Lick has been awarded funding for a 5th year to implement the Striving Readers intervention program. The intervention program will continue to be implemented in the 7th grade and coaching on effective literacy strategies will continue. The Collaborative for Teaching and Learning (CTL) also provides this training in all content areas.

Math

The schoolwide math program will include a strong core program that will incorporate ability grouping and a leveled intervention program that focuses on fundamental core concepts. Carnegie Math is a research-based math program that blends technology with regular classroom instruction built on the use of real-life problem-solving strategies while embedding core math concepts. All core strands of math are addressed through Carnegie units. A district-wide pacing guide has been developed to guide teachers through the grade-level core content and paced to ensure all strands are covered throughout the year. Districtwide common assessments are also being developed to be administered quarterly to track student progress through the content. All students will receive math instruction from teachers with certification in middle school math.

6th grade students will receive instruction focused on 6th grade core content that incorporates technology and manipulatives. Strategies gained from the Rational Numbers project and Making Math Magic (M³) will continue to be implemented. Students who excel in 6th grade content with a MAP Math RIT score of 220+ will be allowed to advance to pre-algebra through the Carnegie Math program midyear. 7th grade students will be placed in Carnegie Math pre-algebra. 8th grade students will be placed in Carnegie algebra I and a traditional math class. Students in algebra I can receive high school credit if they have a MAP RIT score of 235+ and meet other Board policy qualifications, providing an additional avenue to meet the learning needs of the academically gifted students.

6th and 7th grade students receiving math interventions will be placed in a multiage seminar class based on RIT score and using MAP resources to narrow the focus of concepts needed by the group. The intervention classes will follow the Read 180 model with station work: small group/teacher led, technology, and independent work with manipulatives. SuccessMaker will be used as the intervention software. Teacher will complete professional development/training in Carnegie Math, Curriculum Topic Studies, PIMSER, or M³. Manipulatives will be purchased as needed with Title 1 funds. A student's KCCT scores and MAP scores from 2010 will be used to determine the need for interventions.

Systemic Change

The training provided by Doug Reeves Leadership and Learning Center will empower teachers from every content area to use data effectively for instructional decision-making. Data teams will be developed and learn to be effective at analyzing student work and using the information to guide instruction. Development of the data teams will build leadership capacity among the staff, ensuring sustainability of the processes that are put in place. Through the Power Strategies for Effective Teaching seminar, teachers will learn to activate knowledge and engage learners. Powerful tools for enhancement of the literacy program and goal-setting will also be shared, reinforcing the schoolwide literacy philosophy of the Striving Readers program. Improvements in data analysis, lesson planning, and instructional delivery, in addition to the leadership roles teachers will be asked to assume, will transform Bullitt Lick and provide on-going support from within.

Tier III Annual Goals

Describes annual S.M.A.R.T goals for reading/language arts and mathematics.

By April 2011,

- The percentage of students scoring proficient/distinguished in the area of reading will increase to 79.60% *as measured by 2011 KCCT reading assessment.*
- The percentage of with disabilities students scoring proficient/distinguished in the area of reading will increase to 50% *as measured by 2011 KCCT reading assessment.*
- The percentage of students that qualify for free/reduced lunch scoring proficient/distinguished in the area of reading will increase to 79.6% *as measured by 2011 KCCT reading assessment.*
- The percentage of students scoring proficient/distinguished in the area of math will increase to 68.68% *as measured by 2011 KCCT math assessment.*
- The percentage of students with disabilities scoring proficient/ distinguished in the area of math will increase to 50% *as measured by 2011 KCCT math assessment.*
- The percentage of students that qualify for free/reduced lunch scoring proficient/distinguished in the area of math will increase to 68.68% *as measured by 2011 KCCT math assessment.*
- The percentage of students scoring proficient/distinguished in the area of writing will increase to 60% *as measured by 2011 KCCT On-Demand writing assessment.*
- the percentage of students with disabilities scoring proficient/ distinguished in the area of writing will increase to 40% *as measured by 2011 KCCT On-Demand writing assessment.* .
- the percentage of students who qualify for free/reduced lunch scoring proficient/distinguished in the area of writing will increase to 60% *as measured by 2011 KCCT On-Demand writing assessment.*
- By May 2011, the number of suspensions will be reduced by 50% from 104 to 52 and the number of students suspended will be reduced from 55 to 27 *as measured by suspension data reported in Infinite Campus (Safe Schools Data) for 2009-2010 and 2010-2011.*
- By September, 2010, EXPLORE scores will improve .5% in all content areas as compared to September, 2009.

By April 2012,

- the percentage of students scoring proficient/distinguished in the area of reading will increase to 86.40% *as measured by 2012 KCCT reading assessment.*
- the percentage of with disabilities students scoring proficient/ distinguished in the area of reading will increase to 55% *as measured by 2012 KCCT reading assessment.*
- the percentage of students that qualify for free/reduced lunch scoring proficient/distinguished in the area of reading will increase to 86.4% *as measured by 2012 KCCT reading assessment.*

- the percentage of students scoring proficient/distinguished in the area of math will increase to 79.12% as measured by 2012 KCCT math assessment.
- the percentage of students with disabilities scoring proficient/ distinguished in the area of math will increase to 60% as measured by 2012 KCCT math assessment.
- the percentage of students that qualify for free/reduced lunch scoring proficient/distinguished in the area of math will increase to 79.12% as measured by 2012 KCCT math assessment.
- the percentage of students scoring proficient/distinguished in the area of writing will increase to 70% as measured by 2012 KCCT On-Demand writing assessment.
- the percentage of students with disabilities scoring proficient/ distinguished in the area of writing will increase to 50% as measured by 2012 KCCT On-Demand writing assessment.
- the percentage of students who qualify for free/reduced lunch scoring proficient/distinguished in the area of writing will increase to 70% as measured by 2012 KCCT On-Demand writing assessment..
- By May 2012, the number of suspensions will be reduced by 25% from 52 to 40 and the number of students suspended will be reduced from 27 to 20 as measured by suspension data reported in Infinite Campus (Safe Schools Data) for 2010-2011 and 2011-2012.
- By September, 2011, EXPLORE scores will improve 1% in all content areas as compared to September, 2009.

By April 2013,

- the percentage of students scoring proficient/distinguished in the area of reading will increase to 93.20% as measured by 2013 KCCT reading assessment.
- the percentage of with disabilities students scoring proficient/ distinguished in the area of reading will increase to 60% as measured by 2013 KCCT reading assessment.
- the percentage of students that qualify for free/reduced lunch scoring proficient/ distinguished in the area of reading will increase to 93.2% as measured by 2013 KCCT reading assessment.
- the percentage of students scoring proficient/distinguished in the area of math will increase to 89.56% as measured by 2013 KCCT math assessment.
- the percentage of students with disabilities scoring proficient/ distinguished in the area of math will increase to 70% as measured by 2013 KCCT math assessment.
- the percentage of students that qualify for free/reduced lunch scoring proficient/ distinguished in the area of math will increase to 89.56% as measured by 2013 KCCT math assessment..
- the percentage of students scoring proficient/distinguished in the area of writing will increase to 80% as measured by 2013 KCCT On-Demand writing assessment.
- the percentage of students with disabilities scoring proficient/ distinguished in the area of writing will increase to 60% as measured by 2013 KCCT On-Demand writing assessment.

- the percentage of students who qualify for free/reduced lunch scoring proficient/distinguished in the area of writing will increase to 80% as measured by 2013 KCCT On-Demand writing assessment.
- By May 2013, the number of suspensions will be reduced by 25% from 40 to 30 and the number of students suspended will be reduced from 20 to 15 as measured by suspension data reported in Infinite Campus (Safe Schools Data) for 2011-2012 and 2012-2013.
- By September, 2013, EXPLORE scores will improve 1.5% in all content areas as compared to September, 2009.

Describes quarterly benchmarks and how the district will determine that sufficient progress is being made toward the annual goal.

- 1) The School-Based Decision-Making Council (SBDM) will do a quarterly review of Implementation and Impact Checks, which monitor progress on activities/strategies of the Comprehensive School Improvement Plan (CSIP). Revisions to the CSIP will be made accordingly. Minutes of these meetings are forwarded to the district and Board of Education.
- 2) ASSIST team meetings will be held monthly including the principal and central office personnel to review school-based ASSIST work plans and monitor progress on established goals. Progress on goals will be monitored through walkthrough observation data, assessment scores including (but not limited to) district common assessments, records of professional development, and PLC minutes.
- 3) MAP assessments will be administered three times during the year (Fall-baseline score, December-midyear check, Spring-end of year check). The NCLB proficiency calculator used to determine the number of students still needed to meet proficiency goals were completed following each round of MAP testing. These results will be reported at ASSIST team meetings and during an annual school report to the Board of Education.
- 4) District-developed common assessments in both reading and mathematics will be administered each quarter and reviewed/analyzed as a part of the PLC and ASSIST team monitoring processes.

Describes what the district will provide in support to ensure the school reaches its annual goals.

- 1) Support from the assistant superintendent, director, and/or district assessment coordinator will be given through monthly ASSIST team meetings to ensure progress is being made and goals are met.
- 2) The district will also provide additional personnel including an academic administrator, full-time instructional coach, and a data manager. The academic administrator will assist in observation and evaluation of staff. The instructional coach will work with teachers to create a more engaging classroom environment. The data manager will work all assessment reports, compiling the data into a usable format and assisting teachers in accessing additional specific reports.

- 3) The district will create walkthrough teams of principals and central office personnel that will perform school walkthrough observations in each school at least 6 times per year to provide an objective, outside perspective. Walkthrough observation data will be shared with the principal to be shared with the staff and SBDM Council and used to make informed decisions about changes to the CSIP or other programming.
- 4) The district has created teacher teams to develop pacing guides for the core content for each subject. Teacher teams will use the pacing guides to develop district common assessments to be administered each quarter. The assessments will assist schools in maintaining a consistent curriculum across the district and will also provide quarterly benchmarks on student progress.
- 5) Special education consultants are assigned to each school to provide assistance and training to special education teachers on best practice and special education law. Consultants will also assist with implementation of RTI programming schoolwide.
- 6) The district has developed a set of non-negotiable “best practices” that provide additional guidance for teachers toward improved instruction.
- 7) Technology Integration Specialists (TIS) are assigned to schools to provide individualized training on the implementation of technology in the classroom.
- 8) District teacher academies will be developed to provide professional development and training.
- 9) Screening of applicants for positions will be conducted by the district personnel office to streamline the hiring process and to assist in hiring the most qualified and talented staff.

Describes how the district consulted with relevant stakeholders regarding the district’s application and the implementation of the school’s intervention model.

The Assistant Superintendent presented the School Improvement Grant to school leadership. The principal, instructional coach, Highly Skilled Educator and two teacher representatives represented Bullitt Lick Middle School from SBDM Council. The information was presented to the school staff in a faculty meeting. The importance of the grant was discussed and input was generated on how the grant could assist in the implementation of school improvement goals. The staff took the information to the students who completed a writing prompt to generate ideas of how they would use this grant to make BLMS a better school. A follow-up discussion was conducted with the Highly Skilled Educators, instructional coach, administrators, and Director from the district during a “next steps” planning session as a part of the ASSIST process.

The draft of the SIG grant and intervention model were presented at a special SBDM Council meeting in May and discussed. Feedback from the stakeholders (students, staff, SBDM Council, central office personnel) was incorporated into the draft and revisions of the grant. Highlights of the grant will be posted on the school website with a Survey Monkey questionnaire for feedback. The grant proposal will be reviewed with the parents at an open house at the beginning of school.

BUDGET

Budget Narrative

The 3-year budget for the implementation of School Improvement monies at Bullitt Lick Middle School focuses not only on high-powered staff development, but also the appropriate coaching and mentoring to ensure the strategies are implemented effectively. All programs and training are research-based and focus on systemic reform through effective teaching. Read 180 will provide an additional intervention for struggling readers. Even though the initial capital outlay is costly, the cost is relatively low to maintain the program with the purchase of consumable materials which can easily be absorbed through Title 1 funding. The companion, System 44, for special education students will be purchased by the district special education department.

Doug Reeves Leadership and Learning programming was proposed as a 3-year plan with common formative assessments being the focus of year 3. Training on common and formative assessments has been ongoing at Bullitt Lick since January, 2009 through the PLC model and as a part of early release professional development through the district. BLMS teachers have improved in proficiency considerably as a result of this training and have served as leaders in multi-school collaborations. The formative assessment training presented by the Leadership and Learning Center will be helpful if funding is possible, but data analysis and effective teaching strategies are currently areas of greater need at BLMS. The assessment piece is not being ignored; it just is not being funded by this grant. Travel for the consultant *will be in excess of the costs budgeted in this grant* and the additional cost that will have to be figured into Title 1 or SBDM budgets.

Bullitt Lick has developed a strong relationship with the Collaborative for Teaching and Learning over the 4 years of the Striving Readers grant. As CTL continues to support the 5th of Striving Readers intervention at BLMS, CTL has developed training to strengthen the core literacy curriculum as well by teaching teachers how to integrate reading and writing. All reading/language arts teachers will attend the 5-day training on "Reconceptualizing reading/language arts instruction". CTL will pay the cost of the literacy coach and 1 teacher to attend this training at \$1500 each. The cost of registration for the remaining 7 teachers (\$10,500) will be split between SIG funding (\$5,000) and Title 1 funding (\$5,500). The additional curriculum development/mentoring/coaching will include 6 full-day coaching visits; departmental mini-trainings; 6 days distance preparation, communication, and follow-up; and 2 days distance mentoring and consulting with leadership.

The Behavior Coach position will be funded for 3 years. This wage was figured on 9 years experience, Rank 1, and 5 extended days as an example. Applicants would need administrative certification. Beginning with the 6th graders in 2010-2011, over the course of 3 years, the culture and climate of BLMS can be reformed into an atmosphere of respect and pride with a revised focus on positive, proactive interventions and incentives. With a student population of 65% free-reduced lunch, understanding poverty is an important factor in changing the climate of BLMS. Part of the job of the

coach would be to implement teacher and student team building programs. The cost of leadership training varies, but generally the cost is \$1,500 per day including travel. The team-building would provide the students an increased sense of belonging, greater interest and engagement in school, which would, in turn, improve student attendance. The cost of team-building will be funded through Youth Services Center programming and Title 1 funding. Improved discipline and teacher unity will improve staff attendance and instruction, and improve teacher retention. For 2010-2011, all but 3 teachers will be returning, one of which is a retirement. Higher rigor in teacher hiring has provided quality instructors that are committed and willing to remain at BLMS.

An additional justification for this position would be to provide the administrators time and opportunity to be in the classrooms monitoring the effectiveness of the Doug Reeves training above and to ensure engaging implementation of the curriculum. Kentucky Leadership Academy will be \$800 well-spent to bring the assistant principal into a more evaluative role. In addition, the culture audit, at a cost of \$3,000, will provide objective, quantitative data to set measureable goals and to guide programming toward an improved culture. These costs will be funded through Title 1 funding. At the end of two years, if data indicates the culture has improved to meet the positive guidelines recommended by the culture audit, the behavior coach position could be discontinued and the third segment in the Doug Reeves training on common formative assessments could be added.

Other professional development, technology, and supplies will be purchased using Title 1, SBDM, Professional Development, and Striving Readers grant funds.

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

School: Bullitt Lick Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Behavior Coach	\$78,125
111	5 Extended Days	
320	Read 180 In-Classroom Support, Decision Making for Results and Data Teams 2-day seminar, Implementation Visits (Year 1), Decision Making Fro Results and Data Teams certification. 90/90/90 Schools Summit (3 participants), CTL In-House Curriculum Development and Mentoring	\$62,663
648	Read 180 Stage B 60 licenses	\$37,000

MUNIS Code	Description of Activity	Amount Requested
734	Read 180 Maintenance and Support	\$2,212

Total Amount Requested		\$180,000
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Proposed School Budget Summary
School Improvement Grants
2011-12 School Year

School: Bullitt Lick Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Behavior Coach	\$78,125
111	5 Extended Days	
320	Power Strategies for Effective Teaching 2-day seminar, Implementation Visits (Year 2), Power Strategies for Effective Teaching Certification	\$48,101
580	Travel	\$977
643	Read 180 Stage B (Year 2/3 consumables)	\$1,797

Total Amount Requested		\$120,000
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Proposed School Budget Summary
School Improvement Grants
2012-13 School Year

School: Bullitt Lick Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Behavior Coach	\$78,203
111	5 Extended Days	
643	Read 180 Stage B (Year 2/3 consumables)	\$1,797

MUNIS Code	Description of Activity	Amount Requested
Total Amount Requested		\$80,000

Hebron Middle School

Commitment to Serve

School Level Data

READING:

According to the Interim Performance Report (IPR) for Hebron Middle School, “all students” in 2009 fell short of the Annual Measureable Objective. The AMO goal for Reading was 66%. All Hebron students fell short of this goal 6.25%. Our free/reduced population in Reading fell short of the AMO by 18.46%. Hebron has a gap of 12.21% between “all students” and the free and reduced lunch population in reading. Our special education student population was short of the AMO by 44.08%. Hebron did not have a Reading NCLB goal for special education students due to the size of the population, but a significant gap exists between our “all” and special education populations.

MATH:

According to the IPR for Hebron Middle School, the “all students” category is above the AMO marked at 47.81% by 3.94% in Math. Our free/reduced population in Math fell short of the AMO goal by 11.20%. Our special education student population was short of the Math AMO by 30.34%. Hebron Middle School does not have enough of a special needs population to have a reportable goal. A significant gap exists between our “all” and special education populations.

According to the No Child Left Behind Adequate Yearly Progress Report for 2009, Hebron Middle School met eight of ten target goals and failed to make overall annual year progress (AYP). All students met NCLB in Reading and Math, along with our white population. In the area of free/reduced lunch, NCLB goals were not met in Reading or Math. Our special education population was not a large enough population to count in the NCLB calculations, but we are aware of a large gap between the special education and regular education students.

EXPLORE:

EXPLORE data also shows a decline in student learning and achievement. In 2007-2008, Hebron Middle School scored a composite of 13.9. In 08-09 the score increased by .6 for a total of 14.5. Then, in 09-10 the score declined by .3 with the composite at 14.2. Hebron Middle School is behind the state (14.9) and national average (14.9) when it comes to the composite score. In English, the state average was 14.0, the

national average was 14.2, and HMS's average was 13.2 which is 0.8 less than the state and 1.0 less than the national. In Math, the state average was 14.9, the national average was 15.1, and HMS's average was 14.4 which is 0.5 less than the state and 0.7 less than the national average. In Reading, the state average was 14.2, the national average was 13.8, and HMS's average was 13.3 which is 0.9 less than the state average and 0.5 less than the national average. In Science, the state average was 16.1, the national average was 15.9, and HMS's average was 15.1 which was 1.0 less than the state average and 0.8 less than the national average.

Non-Cognitive Data & Analysis

Behavior Referrals:

Regular education students accounted for 22% of referrals during the 2009-2010 school year. Free/reduced students accounted for 78% of behavior referrals and 14% of referrals were identified as special education students. Hebron Middle School expects the behavior referrals to decrease in all populations when the school-wide behavior management plan is approved and implemented during the fall of 2010. When the behavior management plan is implemented monthly goals will be set and written into the monthly District ASSIST work plan. SMART Goals will be measured data from Infinite Campus.

At Hebron Middle School our retention numbers for the 2008-2009 school-year were as follows: 6 students retained in the sixth grade, 1 in the seventh grade, and 2 in the eighth grade. For the 2009-2010 school year, the number of students retained is expected to decline based on data collected through this year's failure intervention plans. At Hebron Middle School, we are retaining 6 students overall with 9 students being placed on academic contract.

Attendance

At Hebron Middle School our attendance percentage is 94.7% for all students. Free/reduced student attendance is 92.9%, a 1.6% gap between the total student populations. Hebron intends to increase overall attendance by staff and students to 95% or above and close the gap between our free/reduced and "all" populations. After reviewing the KY ADM ADA School Summary Report provided by Infinite Campus, Hebron students that are free/reduced were marked as having an 830 unexcused absent events while 111 were marked as having an excused absence event. As mentioned above, we expect the combination of the behavior management plan impact, high expectations for all students, monthly attendance incentives, and student engagement will lead to an increase in Hebron Middle School's attendance.

Suspensions:

At Hebron Middle School, suspensions are the last resort in disciplining a student. In the 2009-2010 school year 24 of our 400 students were suspended. 83% of those students suspended were free/reduced students, while 17% were regular education students.

Through the help of the school district many of our students that were suspended utilized the Alternative Suspension Placement Program located at Riverview High School. This program allows students that are suspended from their home school to continue to work on class work at an alternative location instead of staying at home missing instruction.

Analysis of Causes

At Hebron Middle School, we find through analysis of behavior/ attendance reports, weekly walk-through data, and failure intervention plans that we do not have a behavior plan/ program that has been implemented to increase student achievement and learning. Due to this missing piece in our building and we find that this is one cause in our low student achievement.

According to the walkthrough data, we find that there is often lack of student engagement within the classroom along with a large number of teachers using direct instruction vs. inquiry based instruction. We have also found that our building lacks differentiation in instruction to meet all student needs. The walkthroughs indicate that the percentage of differentiation ranges from 0% to 35% throughout the year. The walkthrough goal for manipulatives was to increase the number of hands on manipulatives to 35% or more. After reviewing walkthrough data from November 30, 2009 to May 21, 2010 the goal was met by our faculty 12 of 15 weeks. As a result of the walkthrough data there has been intentional coaching/ embedded professional development targeted teachers with their specific needs. Teachers need more training in learning styles of students and how to use this to drive instruction and individual student learning. Besides needing work on learning styles, teachers need to be aware of relevance and relationships to make good decisions for all children within our building.

A lack of a strong positive culture/ climate has also been discussed as a cause of low student achievement within our building. Feedback from teachers, students, and parents indicates that the culture/ climate are not always positive. We find that one cause to our negative culture/climate is the lack of communication throughout the building between administrators, teachers, and staff members.

Another cause for low student achievement is the consistency between instructional practices with teachers. Teachers will try a best practice, but if they dislike it they don't do it again. Past administrative monitoring has not been consistent enough to move reluctant teachers towards fuller implementation of best practices. There has been a lack of consistency in implementation of programs on a year-to-year basis. This only hinders our abilities to stay consistent with students.

Improvement Strategies

When looking at our IPR and NCLB data we identified several gaps between special education, free/ reduced education, and "all students". The instructional and Response

to Intervention strategies that will be implemented next year to close our achievement gaps in reading and math are Read180, Corrective Reading, SRA Reading, Carnegie Math, SuccessMaker, and research-based strategies within the classroom instruction. We have analyzed MAP scores in reading and math and placed students who are behind one or more grade levels in appropriate intervention courses. All students in need of an intervention course will have the opportunity to have the course in their daily schedule in addition to their core courses.

After looking at MAP data, common assessment data, and our NCLB data the SBDM had teachers submit different strategies they had seen used that they thought would work in increasing student achievement. The SBDM then voted to buy the programs and use the data and results to ensure students are improving in both Math and Reading. The results are shared within teacher professional learning communities, along with SBDM council members.

Our 6th and 7th grade students will also receive a reading course in addition to their core Language Arts class. These classes will be ability grouped in order to offer interventions or enrichment. All 8th grade students will receive extra instruction in math by having a Carnegie Math class in addition to the core math class. By targeting our low achievement students our achievement gap will close in Reading and Math for all students. Administration will do walkthroughs to ensure teachers are meeting the needs of all students, along with teachers monitoring student learning to make changes as needed to meet the student's goals and needs. Administration will meet with teachers and their targeted students to make changes as needed in the students instruction. Building level administrators will do bi - weekly walkthroughs on all teachers to ensure that all teachers are held to high expectations within their instruction.

Actions

Integration of Technology

At HMS the computer ratio is 1 computer per 2.5 students. Our school is currently under renovation to provide each classroom with SMART technology which includes SMART board, document cameras, microphones, CPS clickers, and a projector. Each new classroom will be equipped with 5-6 computer stations. With the SMART technology is nearly every room; teachers will be required to integrate technology within their lessons and will also be expected to have students use technology to increase student learning and achievement. Next school year, all teachers will be responsible for uploading their weekly lesson plans on their school web page to make it geared towards parents. The clicker response system will be used for increasing our formative assessments to obtain data to drive instruction. In addition, MAP assessment data will be used to differentiate instruction in the classroom and to meet the needs of all students at Hebron Middle School.

Family & Community Support

Parents and guardians of Hebron Middle School are being invited to MAP parent nights after each benchmark is given. In these meetings parents/ guardians will be made aware of our school improvement goals and how they can help to meet them. In MAP, parents/ guardians will receive information on how to read MAP scores and what mean for their child. They will also have help in reading the results to know the areas of strength and weaknesses for each child and how they can help their child at home. We will also have adults from the community who are willing to tutor children in their areas of weaknesses after school. At the first MAP parent meeting September, 2010, parents/guardians will also have the opportunity to look at their child's ITBS results and what they mean. They again will be given information on how to help their child increase in the areas of concerns.

The teacher representative from HMS that is on PTSA will take the school improvement grant and review it with the PTSA parents monthly. This will have the goals shared, but will also let parents know how they can help the school implement the goals along with meeting the goals. Each month the data collected from MAP, common assessments, and walkthroughs will be shared to make parents/guardians aware of the goals set, if we are meeting them, and the steps we are taking to meet them.

HMS has an enrollment of 400 students. However, only 15 parents voted for our Site Based Decision Making council parent members. The site based decision making council is open to any parent of a child in our building that would like to run. It is up to the parent to come in and sign up for the ballot. Parents are notified through our e-newsletters and school website about SBDM elections and also other parent/ family involved events. On parent teacher conference night, 250 conferences took place to speak about individual student's education. The conferences were a good turnout considering the number of students that are enrolled at Hebron Middle School. Parents volunteered at HMS a total 3,245 hours; however, a small number of parents contributed to that total. To address this issue and increase parental involvement HMS will undertake parent involvement efforts in the form of monthly content nights with dinner, author nights once a semester with dinner, home visits, technology safety night, Pancakes with Parents breakfast, Goodies with Grandparents, and Parent/ Student dance. Also, during our athletic seasons school clubs will be responsible for setting up information booths for our parents and community. HMS will also partner with the Kentucky Parent Involvement Resource Center (KYPIRC) to offer parent friendly events to engage our family stakeholders.

There is little community involvement at Hebron Middle School. Therefore, suggestions to engage our community include: getting the Beta Club more involved in community activities such as Rake 'n' Run, The "H" program, which allows community support within the schools, involving community members to judge the school Science Fair and incorporating community members within our enrichment classes. Also with Hebron Middle School implementing "*Success with Students*," a student mentoring program with teachers, the faculty and staff would like to expand this idea to bringing in community

members to work with students and to give our students hope for their futures while increasing relationships. In doing this, the program could be another factor in influencing behavior and attendance within our building. Hebron Middle School will be purchasing the "One Call" system to make it easy to communicate with parents throughout the school year about anything that will be occurring. This should allow for more parents to be made aware of school events especially if the parents do not have internet access. We are ready to increase parental involvement by suggesting that each parent serve three hours of volunteerism towards the school. By doing this we are engaging parents into our improvement goals and involving them with students. Initiatives that are being set up include but are not limited to, Recognition for Parents. Volunteer Luncheons, Volunteer of the Year, Half-Time Ceremony during athletic events for recognition of volunteer hours, three hours donated will go towards their child's "H", gift card drawings for those who complete three hours, if the parent finishes three hours student receives award as well, and parent volunteer nights. We feel that recognizing our parents and volunteers that we will see more community involvement within our school to help increase the needs of the students.

Reassignment of Personnel

To close our IPR and NCLB achievement gaps we have integrated Response to Intervention and enrichment classes within our daily school schedule. In the RTI and enrichment classes personnel has been reassigned to teach Read180, Carnegie Math, SuccessMaker, Corrective Reading, and SRA Reading. Also our 6th and 7th grade students will receive reading as a core class and 8th grade students will receive extra instruction in math. We hope to find that in targeting our low achievement students that our achievement gap will close in Reading and Math for all students. Our gifted and talented students will be provided opportunities to go beyond their current knowledge in our enrichment classes. Enrichment classes can range anywhere from financial literacy/planning to an in depth look at Forensics. All staff will be responsible for teaching either RTI or enrichment courses.

Teachers were reassigned as needed based on certification needs per the schedule for content areas. Teachers assigned to teach RTI was based on the teacher's strengths and how they could increase the student learning needed to improve the achievement. Also in consideration for reassignment of teachers was walkthrough data, evaluations, professional developments that had been attended and utilized in the classroom, and professional growth plans.

Describes how funds will be redirected from various sources and use to support the school's improvement goals.

In order to fully implement the READ 180 reading program to improve proficiency for all students, the program and materials will be purchased through Title I Regular and Title I School Improvement Funds. The READ 180 program outlines software, materials, and resources necessary to implement the program with fidelity. The following items will be purchased through these funds to address literacy needs.

- Training on READ 180 and consultation follow up twice a year to assist with implementation and fidelity.
- Professional Development Funds to enhance professional learning activities identified through ASSIST planning, PD on the new Common Core Standards, participation in content specific professional learning communities, book studies, and other initiatives identified through needs analysis
- Title I will continue focus on literacy and interventions for students and staff development in literacy and mathematics for teachers
- Title II will continue to focus on professional learning and staff development aligned to identified needs
- SEEK funds will continue to be utilized to achieve identified goals through staffing and purchase of needed resources.
- KETS funding will be used to continue strengthening use of instructional technology to impact student achievement.
- Purchase class sets of books at various LEXILE levels to be used during reading class to provide reading materials on individual student LEXILE level to increase fluency and comprehension.
- READ 180 program recommends the purchase of projectors to differentiate instruction in the literacy classrooms allowing all students to have visual opportunities to view limited instructional materials for group instruction.
- Based on the READ 180 program recommendation of at least 4 computer stations for individualized literacy instruction, a sufficient number of computers will be purchased.
- Other supplemental reading products designed to help all students reach proficiency such as, Scholastic News, Scope, and Time for Kids, etc.
- A video camera and tripod purchase will be used to address the learning styles of students allowing them to create multi-media literacy projects. This will increase the motivation of students to become proficient readers.

In order to fully implement the Carnegies Math Program to improve proficiency for all students, the program and materials will be purchased through Title I Regular and Title I School Improvement Funds. The Carnegie program outlines software, materials, and resources necessary to implement the program and fidelity. The following items will be purchased through these funds to address our math needs.

- Training on implementing Carnegie and consultation follow-up twice a year to assist with implementation and fidelity.
- Lap top computers are needed to create mini-labs in classrooms that are using Carnegie Math. This will provide individualized instruction based on students instructional level. This will allow students to master content strands.
- Active Slates will be purchased for each classroom to allow for interactive learning and formative assessments.
- Carnegie interactive notebook text will be purchased for students to demonstrate mastery of concepts taught.
- Other supplemental materials such as, math manipulatives will be purchased to help implement the program and lead all students to proficiency.

Professional Development

Professional Development for the 2010-2011 school year will be planned appropriately to be congruent with the literacy and math plan and teacher professional growth plan. Based on analysis of walkthrough data, lesson plans, common assessments, and formal assessment data there is a need for professional development that addresses student learning gaps. During monthly early release days, staff will participate in mini-workshops designed to address the improvement goals of the school. These will include creating clear measurable learning targets, congruent curriculum, implementing formative assessments to drive instruction, co-teaching strategies to improve collaboration between special education and regular education students, addressing learning styles and needs of at risk students. Staff will implement, with fidelity, the strategies taught or reviewed and these will be monitored through administrative walkthrough observations. The focus of the weekly PLCs will be based on the impact of the implementation of these trainings on student achievement. Technology utilized will include NCLB Calculators, KCCT Excel Calculators, Smart Board activities, MAP spreadsheet, and others as appropriate. Ongoing job embedded professional development will be provided not only during Early Release Days, but also through Faculty Meetings, and Administrative meetings with staff. Topics will be generated based on needs collaboratively identified with staff and administration. In order to help teachers meet the needs of at risk students, Kagan strategies will be introduced and implemented as a professional development with a focus on cooperative learning.

Other Resources Used

Additional resources will be utilized in the implementation of school improvement goals. Extended School Services money will be used to provide additional services outside of the school for students that need additional instruction in reading and math using the READ 180 and Carnegie Math programs. Title I Regular Funds will be used to help with the purchase licenses for READ 180 and Carnegies Math. It is will also be used to pay some of the stipends and substitutes for teacher training to implement these programs with fidelity. Professional Development funds will be used to supplement this also.

Professional development in our building is seen as important to increase student achievement and improve teacher usage of best practices. Professional development that will be implemented throughout the school year will consist of: job embedded PD during professional learning communities on best practices, behavioral management program training, co-teaching/collaborative model for special needs, technology training (due to building renovation, which includes SMART technology), differentiation training using MAP, student engagement and instruction training, RTI/ progress monitoring training, training and developing collegial walkthroughs, formative assessment, goal setting, and team building activities to increase ownership in instruction and climate improvement. Additional training to take place on manipulatives to close the achievement gap in Math. The implementation of KYCID as a school wide behavior plan will enhance the relationships Faculty and staff members at Hebron Middle School also have the opportunity to improve their learning on best practices by being provided with an interactive website called PD360.

Hebron Middle School will have a daytime extended school service (ESS) to provide small group instruction for low performing students. Success of this program will be measured by analysis of the failure intervention plan numbers for students participating in daytime ESS. A weekly list will be compiled of students that are at-risk. The ESS tutor will be in charge of meeting with these students to improve grades and communication between school and parents by attaching a weekly grade sheet to the student's planner. This is a program that will continue to help decrease the number of students failing at HMS. Title I funds have been utilized to purchase an additional teacher to teach Carnegie Math. This is an additional Math class provided to all eighth graders.

Walkthroughs will occur within the building by school administrators and academic administrator bi-monthly. Results will be analyzed with teachers in professional learning communities. Based on walkthrough data, special training or job embedded professional development will be provided for teacher learning and improvement. Monthly district ASSIST meetings will continue to happen to ensure that strategies and goals have been implemented and to analyze the impact they have had on student and teacher learning. The Ohio Valley Education Cooperative (OVEC) will be utilized as a resource in training administrators, teachers, staff, data managers, and instructional coaches as needed to sharpen professional skills that will lead to increased student achievement. OVEC will be notified after walkthroughs see that a teacher needs more training in a particular skill. The effectiveness of OVEC training will be through teacher walkthroughs and teacher conversations.

Hebron Middle School has also decided to use KYCID to decrease discipline issues in the school. KYCID was chosen after looking at other schools who had implemented the program saw positive results. KYCID was presented to teachers on the first teacher day to all staff members. The effectiveness of the program will be checked by the SWIS program created by KYCID that will share our discipline issues. The information will be shared during professional learning communities by the principal, who is KYCID certified, to all teachers and staff.

Hebron Middle School SBDM policy manual was reviewed in 2009-2010, and is planning on being revised during the 2010-2011 school year. Using materials from the Kentucky Association of School Councils, the SBDM did assign committees and policies were reviewed. After the review of committees, teachers joined one of the following committees: Planning and Professional Development, School Culture, Budget, Assessment, and Curriculum and Instruction. Each committee would meet monthly to review a policy in regards to what was in need. SBDM then reviewed the policies from each committee monthly to either approved or sent back to be revised. Parent involvement on the committees was very limited although recruitment was through the school website, phone calls, and an e-Newsletter.

Board of Education policies related to instruction and discipline will be reviewed as a part of the Implementation and Impact check process. The SBDM Council will review the policies along with the School Improvement Goals and SBDM policies to ensure

compliance with the Board policy and revise to remove any barriers that may hamper implementation of goals and strategies.

The student retention policy will need to be revisited to expand opportunities for students to be successful in their classes. Other policies that address “best practice” needs to be fully implemented with staff members held accountable for student achievement.

Hebron Middle School is in the implementation stages for reviewing policies and procedures that may block or impede student academic progress. The SBDM council has currently approved the following policies this year to improve student learning; committee policy, discipline, ESS, promotion/ retentions, cell phone, and instructional policies. These policies were reviewed, had a second reading, and were approved. These policies were updated for the benefit of Hebron students. Our discipline policy has been updated to increase student engagement and expectations. In the 2010-2011 school year Hebron Middle School will once again update this policy by adopting the KYCID program. This policy was modified to allow for positive incentives and high expectations which will lead to an increase in student learning. At HMS, the ESS program was reviewed and changed to include an after school tutoring program as well as credit recovery through Novel Star. Though the teachers were still looking to make this program better to increase student learning, they have decided to apply for a daytime ESS position to continue to help those students in need. The promotion/retention policy was reviewed to increase student learning and achievement. Although the policy is not where it fully should be in decreasing students or fail for the year, the school site base decision making council will continue to review this policy to ensure all students are learning content. Hebron Middle School for the first time has implemented a cell phone policy. They did this to ensure that students were not being distracted by cell phones and would keep them more engaged. “Best practices” have been placed in the instructional policy to ensure that all teachers are aware of what they are and have been trained to utilize the practices within their classrooms. Through best practices being used in the classroom, students will benefit in an increase of student engagement leading to student achievement.

In relation to helping increase student learning the SBDM voted to modify the daily school schedule from six periods to seven, to allow for an RTI period for those students in need of help. In the intervention classes, MAP data is being used to drive instruction and differentiate student learning.

Professional development will be sustained by videotaping each training and catalogue them by discipline so that teachers who have missed the training or that are new to the building will be trained through the video and instructional coach. Also, there will be a professional library for teachers to use a resource in addition to participating in a book study with the assistant principal and instructional coach. The professional development will become embedded within professional learning communities along with an increase of teacher leaders to provide training within their department professional learning communities. Another option for faculty and staff to use as professional development is

PD360. PD360 is an interactive website that allows faculty and staff to pick best practices that they need improvement on so that the practices can be reviewed and refined. Through an increase of teacher learning, Hebron Middle School feels that student learning and achievement will increase along with a decrease in direct instruction.

Timeline:

2010-2011 School Year	2011-2012 School Year	2012-2013 School Year
July & August 2010: ✓ Behavior Management Plan Adopted/ Trained/ In Place (KYCID) ✓ Read180 Training & Implementation ✓ Carnegie Math Training & Implementation ✓ SRA/ Corrective Reading Training & Implementation ✓ Progress Monitoring Training & Implementation ✓ Technology Training for SMART classrooms ✓ Open House ✓ Manipulatives for Math ✓ Leveled trade books ✓ MAP assessment given in Reading and Math ✓ Unit Assessments given in all content areas	July & August 2011: ✓ Behavior Management Plan Implementation (KYCID) ✓ Read180 Training & Implementation ✓ Carnegie Math Training & Implementation ✓ SRA/ Corrective Reading Training & Implementation ✓ Progress Monitoring Training & Implementation ✓ Open House ✓ Manipulatives for Math ✓ Leveled trade books ✓ MAP assessment given in Reading and Math ✓ Unit Assessments given in all content areas	July & August 2011: ✓ Behavior Management Plan Implementation (KYCID) ✓ Read180 Training & Implementation ✓ Carnegie Math Training & Implementation ✓ SRA/ Corrective Reading Training & Implementation ✓ Progress Monitoring Training & Implementation ✓ Open House ✓ Manipulatives for Math ✓ Leveled trade books ✓ MAP assessment given in Reading and Math ✓ Unit Assessments given in all content areas
September & October 2010: ✓ Book Study " <i>The 17 In distributable Laws of Teamwork</i> " ✓ Goal Setting Training ✓ Differentiation using MAP Training ✓ Author Visit & Dinner (Read Night) ✓ MAP Parent Night to Share Information ✓ Collegial Walkthrough Development	September & October 2010: ✓ Book Study ✓ Differentiation using MAP Training ✓ Author Visit & Dinner (Read Night) ✓ MAP Parent Night to Share Information ✓ Collegial Walkthrough Development ✓ Literacy plan reviewed to staff and implemented ✓ Math Team Book Study	September & October 2010: ✓ Book Study ✓ Differentiation using MAP Training ✓ Author Visit & Dinner (Read Night) ✓ MAP Parent Night to Share Information ✓ Collegial Walkthrough Development ✓ Literacy plan reviewed and implemented ✓ Math Team Book Study

<ul style="list-style-type: none"> ✓ Formation of Literacy Team & Strategies ✓ Math Team Book Study ✓ Purchase of Algebra Blocks/ Carnegie Fractions ✓ MAP survey test given to all students in Response to Intervention ✓ District Common Assessments ✓ SWIS Data shared with staff ✓ Response to Intervention team meeting to check student progress 	<ul style="list-style-type: none"> ✓ Purchase of Leveled Reading Books ✓ MAP survey test given to all students in Response to Intervention ✓ District Common Assessments ✓ SWIS Data shared with staff ✓ Response to Intervention team meeting to check student progress 	<ul style="list-style-type: none"> ✓ MAP survey test given to all students in Response to Intervention ✓ District Common Assessments ✓ SWIS Data shared with staff ✓ Response to Intervention team meeting to check student progress
<p>November & December 2010:</p> <ul style="list-style-type: none"> ✓ SIWIS Data shared with staff ✓ Response to Intervention team meeting to check student progress ✓ Failure Intervention Plans due and discussed ✓ Collegial Walkthroughs ✓ Winter MAP, data analysis ✓ MAP survey test given to all students in Response to Intervention ✓ Breakfast with community ✓ Literacy Plan development and implementation ✓ District Common Assessment given 	<p>November & December 2010:</p> <ul style="list-style-type: none"> ✓ SIWIS Data shared with staff ✓ Response to Intervention team meeting to check student progress ✓ Failure Intervention Plans due and discussed ✓ Collegial Walkthroughs ✓ Winter MAP, data analysis ✓ MAP survey test given to all students in Response to Intervention ✓ Breakfast with community ✓ District Common Assessment given ✓ Response to Intervention team meeting to check student progress 	<p>November & December 2010:</p> <ul style="list-style-type: none"> ✓ SIWIS Data shared with staff ✓ Response to Intervention team meeting to check student progress ✓ Failure Intervention Plans due and discussed ✓ Collegial Walkthroughs ✓ Winter MAP, data analysis ✓ MAP survey test given to all students in Response to Intervention ✓ Breakfast with community ✓ Literacy Plan development and implementation ✓ District Common Assessment given ✓ Response to Intervention team meeting to check

		student progress
<p>January & February 2011:</p> <ul style="list-style-type: none"> ✓ Book Study Continues with Staff ✓ Author Visit/ Read Night ✓ MAP Analysis to Differentiate Instruction ✓ MAP survey assessment to be given to Response to Intervention students ✓ Literacy Plan reviewed/ implementation ✓ SWIS data shared with staff ✓ Walkthrough data shared ✓ Unit Assessments ✓ District Common Assessments ✓ Failure Intervention Plans reviewed and discussed 	<p>January & February 2011:</p> <ul style="list-style-type: none"> ✓ Book Study Continues with Staff ✓ Author Visit/ Read Night ✓ MAP Analysis to Differentiate Instruction ✓ MAP survey assessment to be given to Response to Intervention students ✓ Literacy Plan reviewed/ implementation ✓ SWIS data shared with staff ✓ Walkthrough data shared ✓ Unit Assessments ✓ District Common Assessments ✓ Failure Intervention Plans reviewed and discussed ✓ Response to Intervention team meeting to check student progress 	<p>January & February 2011:</p> <ul style="list-style-type: none"> ✓ Book Study Continues with Staff ✓ Author Visit/ Read Night ✓ MAP Analysis to Differentiate Instruction ✓ MAP survey assessment to be given to Response to Intervention students ✓ Literacy Plan reviewed/ implementation ✓ SWIS data shared with staff ✓ Walkthrough data shared ✓ Unit Assessments ✓ District Common Assessments ✓ Failure Intervention Plans reviewed and discussed ✓ Response to Intervention team meeting to check student progress
<p>March, April, & May 2011:</p> <ul style="list-style-type: none"> ✓ SWIS data looked at to ensure behavior has decreased ✓ Book Study Continues and Affects of Book Study are looked at ✓ District Common Assessments ✓ Unit Common Assessments ✓ MAP assessment given ✓ MAP analysis to differentiate instruction ✓ Literacy Plan fully implemented ✓ Failure Intervention Plans reviewed and discussed 	<p>March, April, & May 2011:</p> <ul style="list-style-type: none"> ✓ SWIS data looked at to ensure behavior has decreased ✓ Book Study Continues and Affects of Book Study are looked at ✓ District Common Assessments ✓ Unit Common Assessments ✓ MAP assessment given ✓ MAP analysis to differentiate instruction ✓ Literacy Plan fully implemented ✓ Failure Intervention Plans reviewed and discussed 	<p>March, April, & May 2011:</p> <ul style="list-style-type: none"> ✓ SWIS data looked at to ensure behavior has decreased ✓ Book Study Continues and Affects of Book Study are looked at ✓ District Common Assessments ✓ Unit Common Assessments ✓ MAP assessment given ✓ MAP analysis to differentiate instruction ✓ Literacy Plan fully implemented ✓ Failure Intervention Plans reviewed and discussed

✓ Walkthrough data shared	✓ Walkthrough data shared	✓ Walkthrough data shared
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Tier III Services:

The district will be providing to our building on a part time basis a monitoring administrator, a 6 hour classified data manager, and a full-time instructional coach. By the district providing personnel and financial supports, Hebron Middle School will be provided many resources for teacher and student improvement. The new position of monitoring administrator will be responsible for assisting with evaluations within our building and making teachers aware of best practices that need to be improved. The data manager will be responsible for providing teachers and administration with student data that can be used to make data driven instructional decisions within each classroom. The full-time instructional coach will work with the school’s leadership team to use data to provide PD for teachers, work with teachers on specific best practices they need, and to be available to model and work with teachers throughout the school day.

Instructional coaches are interviewed and hired at the district level through the office of student learning. Instructional coaches receive bi-monthly training on best practices from Central Office and how to develop those practices within teacher in the building. The coaches are assigned to school buildings by the office of student learning based on the needs of the school and coaches background. All instructional coaches have ongoing evaluations through the office of student learning, by the director of secondary education and the assistant superintendent of student learning.

The district is also providing a data manager to provide information for teachers to make data driven decisions within their instruction. Our building will have a full-time instructional coach to work with teachers on instruction and how to use data to make strong instructional data driven decisions. The instructional coach for Hebron Middle School is involved with the Ohio Valley Education Cooperative Instructional Coaches network, which provides the instructional coach job embedded training monthly. This training increases the coach’s knowledge about best practices and allows them to bring back the knowledge to work with teachers within in the building to increase student achievement.

Building level administrators will provide teachers with feedback from their bi-weekly walkthroughs. The specific feedback from the walkthroughs will be discussed within professional learning communities. The professional learning communities will implement best practices within their instruction that meet the needs of students and are geared to the concerns of the walkthrough data. Also, within the professional learning communities, best practices such as descriptive use of feedback, analyzing student assessment results, creating assessments, sharing of activities, utilizing SMART technology, and discussing the needs of each student individually to ensure we are meeting the needs of each student in our building. If goals of students are not met, teachers will continue to meet in their professional learning communities to discuss

strategies on how differentiate for students based on the areas of weakness. Teachers at Hebron Middle School will also create a walkthrough form to use for their own collegial walkthroughs. The collegial walkthrough data will be discussed in professional learning communities and strategies reviewed to improve best practices and student learning.

Also this school year, faculty and staff will be implementing KYCID. This will help create a positive atmosphere of learning and decrease the number of behavior referrals. Each month during professional learning communities, teachers will be given the SWIS data from KYCID to examine how the program and the expectations set in the building are working and what they can do better if needed.

At Hebron Middle School, the language arts teachers have written a writing plan to be submitted to the Kentucky Department of Education. The plan is integrate within reading and in all content area classes. Through this unique writing plan the needs of all students will be met in all required core classes. A literacy team will be compiled to present literacy strategies at faculty meetings and those strategies will be monitored by the collegial walk through team with a focus on the literacy strategy presented. In using MAP, the students are also now aware of their lexile levels. These levels help students increase their engagement in reading content that they can comprehend.

Using strategies from the Collaborative for Teaching and Learning, teachers will provide exposure for students to use vocabulary on a regular basis in all classes. Such as the usage of interactive word walls, flashcards, and other strategies. Read180 will also continue to be implemented for those students who have scored below in Reading on the MAP assessment. The goal is to increase the students reading ability to bring them to grade level. Data from this program is continually reviewed to ensure we are properly meeting each students needs. Sixth and Seventh grade students are also be offered the opportunity to have a reading intervention class. This class is offered for those who do not qualify for Read180. Students have been placed in these classes based on MAP scores from the '09-'10 school year.

All sixth and seventh graders will have a Language Arts course along with a Reading course, since based on KCCT results seems to be a low area of proficiency, so our goal is to increase the rate of proficiency along with rounding out our students as a whole. The school wide literacy plan will strengthen the core instruction in reading and language arts and provide the consistency throughout the middle grades. Training and follow up will ensure specific feedback to teachers on best practice instruction. The READ 180, SYSTEM 44, and vocabulary programs will be embedded into the reading/writing instruction.

READ 180 will be implemented as a separate program for struggling readers with LEXILE scores above 400, up to 90 students will be served in this program with the goal of bringing them to grade level by the end of the school year. SYSTEM 44, the companion to READ 180 will address literacy needs of the students with disability population with LEXILE beginning reader to 400. This programming is especially

important because these students need to make the most gains quickly. The gap group that consistently scores below proficiency is Students with Disabilities. SRA corrective Reading and Success Maker will continue to be used in seminar intervention classes as a task rotation center. A student's Spring MAP score from 2010 will be used to determine the need for interventions.

MATH PLAN

In order to improve student performance in Mathematics HMS is planning to implement a more inquiry based and hands on learning instruction to increase student engagement through the use of manipulatives and real world applications. Administrator walkthrough data will be used to ensure that inquiry based and hands on learning are increasing. The results will then be reviewed with staff within professional learning communities. If changes need to be implemented based on data from walkthroughs strategies will be discussed, modeled, and implemented with the impact of the strategies being discussed at the next professional learning community.

Sixth grade students will receive a focus on Math in their core content class that incorporates hands-on and inquiry based learning. Students who succeed on the MAP assessment with a RIT score of 220 have a more intense differentiation of instruction with their core content class. Seventh grade students again will receive a strong math focus in their core content classes. Differentiated instruction will take place in all classes to ensure that all students are learning the concepts need to succeed. Eighth grade students will have a math focus in their core content Math class, students that scored higher than a RIT score of 235 in the spring of '09-'10 have been placed in the eighth grade Algebra class instead of a regular core content class. In addition in eighth grade all students will also be enrolled into the Carnegie Math program. This is a research based program that will lead children to a more real world application in the Math world.

Sixth and seventh graders who need remediation will have the opportunity based on their Math RIT score from the MAP assessment. All students' scores will be reviewed and then students will be placed in a Math intervention if needed. In the Math intervention, students will have differentiation based on the needs assessment shown on the MAP report. The school wide math program will include a strong core program that incorporates ability grouping and a leveled intervention program focusing on fundamental core concepts. Carnegie Math is a research-based math program that blends technology with regular classroom instruction built on the use of real-life problem-solving strategies while embedding core math concepts. All core strands of math are addressed through Carnegie units. A district wide pacing guide has been developed to guide teachers through the grade-level core content and paced to ensure all standards are covered throughout the year. District wide common assessments are also being developed to be administered quarterly tracking student progress through the content. All students will receive math instruction from teachers with certification in middle school math.

Tier III Goals:

By April 2011,

Based on KCCT scores that come out in September 2009, we can set more accurate quarterly goals. These are our goals set by the year.

- The percentage of all students scoring proficient or higher in the area of Reading will increase to 79.60% as measured by KCCT in May, 2011.
- The percentage of special education students scoring proficient or higher in the area of Reading will increase to 79.60% as measured by KCCT in May, 2011.
- The percentage of free/reduced students scoring proficient or higher in the area of Reading will increase to 79.60% as measured by KCCT in May, 2011.
- The percentage of all students scoring proficient or higher in the area of Math will increase to 68.68% as measure by KCCT in May, 2011.
- The percentage of special education students scoring proficient or higher in the area of Math will increase to 68.68% as measured by KCCT in May, 2011.
- The percentage of free/reduced students scoring proficient or higher in the area of Math will increase to 68.68% as measured by KCCT in May, 2011.
- Continue the decrease of behavior referrals in all three areas of students as measured by SWIS monthly.
- EXPLORE scores will increase by 1% according to the results of the 2010 assessment as measured by EXPLORE assessment in September, 2010.

By April 2012,

Based on KCCT scores that come out in September 2010, we can set more accurate quarterly goals. These are our goals set by the year.

- The percentage of all students scoring proficient or higher in the area of Reading will increase to 86.40% as measured by KCCT in May, 2012.
- The percentage of special education students scoring proficient or higher in the area of Reading will increase to 86.40% as measured by KCCT in May, 2012.
- The percentage of free/reduced students scoring proficient or higher in the area of Reading will increase to 86.40% as measured by KCCT in May, 2012.
- The percentage of all students scoring proficient or higher in the area of Math will increase to 79.12% as measured by KCCT in May 2012.
- The percentage of special education students scoring proficient or higher in the area of Math will increase to 79.12% as measured by KCCT in May, 2012.
- The percentage of free/reduced students scoring proficient or higher in the area of Math will increase to 79.12% as measured by KCCT in May, 2012.
- Continue the decrease of behavior referrals in all three areas of students as measured by the SWIS system of KYCID monthly.
- EXPLORE scores will increase by 1% according to the results of the 2010 assessment as measured by the EXPLORE assessment in September, 2011.

By April 2013,

Based on KCCT scores that come out in September 2011, we can set more accurate quarterly goals. These are our goals set by the year.

- The percentage of all students scoring proficient or higher in the area of Reading will increase to 93.20% as measured by KCCT in May, 2013.
- The percentage of special education students scoring proficient or higher in the area of Reading will increase to 93.20% as measured by KCCT in May, 2013.
- The percentage of free/reduced students scoring proficient or higher in the area of Reading will increase to 93.20% as measured by KCCT in May, 2013.
- The percentage of all students scoring proficient or higher in the area of Math will increase to 89.56% as measured by KCCT in May, 2013.
- The percentage of special education students scoring proficient or higher in the area of Math will increase to 89.56% as measured by KCCT in May, 2013.
- The percentage of free/reduced students scoring proficient or higher in the area of Math will increase to 89.56% as measured by KCCT in May, 2013.
- Continue the decrease of behavior referrals in all three areas of students as measured by SWIS by KYCID monthly.

EXPLORE scores will increase by 1% according to the results of the 2012 assessment as measured by the EXPLORE assessment in September, 2012.

	EXPLORE 2007- 2008	EXPLORE 2008-2009	EXPLORE 2009-2010	EXPLORE State Average 2009-2010	EXPLORE National Norm as of 2005	EXPLORE HMS Goal for 2010-2011
English	13.1	13.7	13.2	14.0	14.2	14.2 (+1.0)
Math	13.7	14.5	14.4	14.9	15.1	15.1 (+.7)
Reading	13.4	13.7	13.3	14.2	13.8	13.8 (+.5)
Science	15.1	15.5	15.1	16.1	15.9	15.9 (+.8)
Composite	13.9	14.5	14.2	14.9	14.9	14.9 (+.7)

Goals for EXPLORE assessment are based on the national norms that were set in 2005. These numbers were found on the Kentucky Department of Education website at <http://www.education.ky.gov/KDE/HomePageRepository/News+Room/Current+Press+Releases+and+Advisories/10-011.htm>.

The district will provide an academic administrator to work with teachers on increasing student learning through best practices in instruction. The academic administrator will assist in observations and evaluation staff members to make suggestions within that teacher's instruction.

The district has provided a staffing allocation to hire a data manager. The data manager will be responsible for providing teachers and administration with student data that can be used to make data driven instructional decisions within each classroom. The district has re-allocated an instructional coach to serve full time at HMS. The full-time instructional coach will work with the school's leadership team to use data to provide PD for teachers, work with teachers on specific best practices they need, and to be available to model and work with teachers throughout the school day.

Instructional coaches are interviewed and hired at the district level through the office of student learning. Instructional coaches receive bi-monthly training on best practices from Central Office and how to develop those practices within teacher in the building. The coaches are assigned to school buildings by the office of student learning based on the needs of the school and coaches background. All instructional coaches have ongoing evaluations through the office of student learning, by the director of secondary education and the assistant superintendent of student learning.

Our building will have a full-time instructional coach to work with teachers on instruction and how to use data to make strong instructional data driven decisions. The instructional coach for Hebron Middle School is involved with the Ohio Valley Education Cooperative Instructional Coaches network, which provides the instructional coach job embedded training monthly. This training increases the coach's knowledge about best practices and allows them to bring back the knowledge to work with teachers within in the building to increase student achievement.

The district will create walkthrough teams of central office staff that will evaluate school instructional practices at least six times a year to provide an outside and objective perspective. The data from these walkthroughs are shared with the principal to where the principal will then share it with staff members along with site base council members. The data will be used in the discussion of making informed and instructional decisions about the changes needing to be made to meet our student's needs.

The district has created teacher teams to develop district wide pacing guides for each area of the core content. Teacher teams were also put together from the district to develop four district wide common assessments that are congruent with the district wide pacing guides. The assessments will assist schools in maintaining a consistent curriculum across the district, provide quarterly benchmarks on student progress, and provide teacher discussion in and outside of the school buildings on Early Release days.

Special education consultants are also in our building, provided by the district, and provide training to our special education department on best practices along with the law. Special education consultants also provide resources to all teachers on the importance of co-teaching in the regular education classroom.

Technology integration specialists are assigned to schools to provide individualized training on the implementation of technology within instruction in all classrooms.

BCPS also conducts teacher academies after school to all teachers who are looking for new practices in their classroom to use to increase student learning. These occur monthly and are different from month to month.

Consultation:

The school improvement grant was provided to us by the district where Hebron Middle School had an assistant principal, parent from SBDM, teacher from SBDM, highly

skilled educator, and an instructional coach present. This group then took the information provided by the district and presented it to the staff at Hebron through a faculty meeting to discuss the purpose and how important this was to increase our school improvement, where they gave input about what they wanted out of this grant. This grant was also discussed with the highly skilled educators, instructional coach, administrators, SBDM member, and Director from the district during a next steps planning session through the ASSIST meeting. The administration decided to gather three teachers, two administrators, and instructional coach to develop all input into the application process of this grant. The grant was presented to the SBDM council in May for feedback and revisions were needed. Highlights of the grant will be posted on the school website with a Survey Monkey questionnaire for feedback from external/internal stakeholders. The grant proposal will be reviewed with the parents during MAP parent night in September.

NARRATIVE for BUDGET

First Year Budget:

MUNIS Codes 0120, 0222, 0231, 0232, 0251, 0260: Personnel funds will be used to provide teachers release time for Kagan strategies, which is found to be an area of weakness within our building based on walkthrough data. Also, stipends will be provided for remediation and grade recovery to meet individual student needs based on data presented on the student. The funds will be used to pay substitutes to instruct students while math and literacy instructors train on best practices within their instruction, reflect, observe other teachers in the district, and to do follow-up training based on their needs during the school day. Stipends are also needed to support all teachers as they receive training on deconstructing and understanding the new Common Core Standards, training in Senate Bill 1, training on formative assessment and how to use the data to drive instruction, Response to Intervention, and implementation of Literacy and Math plans.

MUNIS Codes 0322 & 0338: An educational consultant will be brought in for author nights to help students become more involved in literacy in our community. The librarian will be responsible for getting two literacy nights together a school year involving an author of a popular book and along with bringing food in for the community and making the community aware of the events. Since we are utilizing so many different programs within our building we will be using money to purchase the registrations from year to year. The programs are literacy and math based to help students improve in the content areas. The programs are Carnegie Math, Voyager Math, Read180, Ssystem44, and Corrective Reading. Students are placed in these programs based on their RIT range from the MAP test in Reading and Math. We found that on walkthrough data, cooperative learning was an area of weakness that we thought teachers could receive training and implement the training with in their classrooms. To measure of the training was effective walkthrough data will be analyzed and discussed specifically on Kagan strategies. These six teachers will attend a five day workshop and will then present strategies throughout the year during faculty meetings.

MUNIS Code 0531: Postage will need to be provided to make parents and community members aware of events happening at Hebron along with how they can get involved with our building. The plan will be shared with SBDM and PTSA members and then with their help on implementing and meeting goals will share out with other community members when we have our MAP parent night.

MUNIS Code 0580: Based on the needs of teachers seen through walkthrough data, teachers will receive specific training on the area at our educational cooperative called Ohio Valley Education Cooperation. Also, six teachers will receive cooperative learning training from Kagan teaching this school year. We found that on walkthrough data, cooperative learning was an area of weakness that we thought teachers could receive training and implement the training with in their classrooms. To measure of the training was effective walkthrough data will be analyzed and discussed specifically on Kagan strategies. These six teachers will attend a five day workshop and will then present strategies throughout the year during faculty meetings.

MUNIS Code 0616: Food will be purchased for our external stakeholders to come in and do community events within our newly renovated building. By supplying food we feel that we will have a better turnout and more involvement from our community members.

MUNIS Codes 0642, 0643, 0645, and 0647: As a school we need to improve literacy so we have decided to purchase library books that are to be leveled based on students lexile levels that are given from the MAP data we disaggregated data. Students at HMS in the sixth and seventh grades have a language arts class and a reading class. In the reading class, students were placed based on their RIT range in MAP. To reach all students and gain interests in reading, magazines are being purchased based on student interest to receive more buy into reading. AV materials are being purchased for our reading classes to create podcasts and vodcasts on their reading materials so that others can read the book but also have an audio on the book. This is integration of technology into our Literacy classes. PD reference materials are being purchased to increase teamwork within our staff to help all students achieve at a high level in all core content areas. Our Math department is also doing a book study to help learn to decrease the gap in math between all levels of children. The math department has looked at learning styles and found that manipulatives are needed within their department to use with students. Manipulatives are important to use for real life connections along with making the math concepts come to life to help the students understanding of the content.

MUNIS Codes: 0734 & 0739: Due to the increasing numbers of students who are not achieving on grade level in reading and/ math, each year we will purchase computer related software to help support out current programs of Carnegie Math, Voyager Math, Read180, and System 44. Students like the technology integration of these programs and to open it to more students and increase in materials will be needed. HMS will be purchasing the SWIS program from KYCID. KYCID is our new discipline/positive

expectations that we use. In order to collect data and have it analyzed the SWIS data must be purchase. SWIS data will be analyzed each month in professional learning communities and then discussed on issues we need to work on within our building with our students.

MUNIS Code 0894: Buses will be provided to parents and community members who would like to attend and out of school event at Hebron Middle School. These buses will have scheduled stops to pick up families to come to HMS to participate in events such as literacy nights, open houses, MAP parent nights, and etc.

Second Year Budget:

MUNIS Codes 0120, 0222, 0231, 0232, 0251, 0260: Personnel funds will be used to provide teachers release time for Kagan strategies, which is found to be an area of weakness within our building based on walkthrough data. Also, stipends will be provided for remediation and grade recovery to meet individual student needs based on data presented on the student. The funds will be used to pay substitutes to instruct students while math and literacy instructors train on best practices within their instruction, reflect, observe other teachers in the district, and to do follow-up training based on their needs during the school day. Stipends are also needed to support all teachers as they receive training on deconstructing and understanding the new Common Core Standards, training in Senate Bill 1, training on formative assessment and how to use the data to drive instructions, Response to Intervention, and implementation of Literacy and Math plans.

MUNIS Codes 0322 & 0338: An educational consultant will be brought in for author nights to help students become more involved in literacy in our community. The librarian will be responsible for getting two literacy nights together a school year involving and author of a popular book and along with bringing food in for the community and making the community aware of the events. Since we are utilizing so many different programs within our building we will be using money to purchase the registrations from year to year. The programs are literacy and math based to help students improve in the content areas. The programs are Carnegie Math, Voyager Math, Read180, Ssystem44, and Corrective Reading. Students are placed in these programs based on their RIT range from the MAP test in Reading and Math. Since the faculty and staff had the Kagan training last year, our school will now bring in a Kagan coach to help make sure we are implementing the strategies correctly and to the best we can effectively reaching all students in our classes.

MUNIS Code 0531: Postage will need to be provided to make parents and community members aware of events happening at Hebron along with how they can get involved with our building. The plan will be shared with SBDM and PTSA members and then with their help on implementing and meeting goals will share out with other community members when we have our MAP parent night.

MUNIS Code 0580: Based on the needs of teachers seen through walkthrough data, teachers will receive specific training on the area at our educational cooperative called Ohio Valley Education Cooperation. This will help increase best practices used in the classroom and implementation of strong instructional practices. To ensure the teachers are using their training, walkthroughs will be done and the data analyzed and discussed during professional learning communities.

MUNIS Code 0616: Food will be purchased for our external stakeholders to come in and do community events within our newly renovated building. By supplying food we feel that we will have a better turnout and more involvement from our community members.

MUNIS Codes 0642, 0643, 0645, and 0647: As a school we need to improve literacy so we have decided to purchase library books that are to be leveled based on students lexile levels that are given from the MAP data we disaggregated data. Students at HMS in the sixth and seventh grades have a language arts class and a reading class. In the reading class, students were placed based on their RIT range in MAP. To reach all students and gain interests in reading, magazines are being purchased based on student interest to receive more buy into reading. AV materials are being purchased for our reading classes to create podcasts and vodcasts on their reading materials so that others can read the book but also have an audio on the book. This is integration of technology into our Literacy classes. PD reference materials are being purchased to increase teamwork within our staff to help all students achieve at a high level in all core content areas. Our Math department is also doing a book study to help learn to decrease the gap in math between all levels of children.

MUNIS Codes: 0734 & 0739: Due to the increasing numbers of students who are not achieving on grade level in reading and/ math, each year we will purchase computer related software to help support out current programs of Carnegie Math, Voyager Math, Read180, and System 44. Students like the technology integration of these programs and to open it to more students and increase in materials will be needed. HMS will be purchasing the SWIS program from KYCID. KYCID is our new discipline/positive expectations that we use. In order to collect data and have it analyzed the SWIS data must be purchase. SWIS data will be analyzed each month in professional learning communities and then discussed on issues we need to work on within our building with our students.

MUNIS Code 0894: Buses will be provided to parents and community members who would like to attend and out of school event at Hebron Middle School. These buses will have scheduled stops to pick up families to come to HMS to participate in events such as literacy nights, open houses, MAP parent nights, and etc.

Third Year Budget:

MUNIS Codes 0120, 0222, 0231, 0232, 0251, 0260: Personnel funds will be used to provide teachers release time for Kagan strategies, which is found to be an area of

weakness within our building based on walkthrough data. Also, stipends will be provided for remediation and grade recovery to meet individual student needs based on data presented on the student. The funds will be used to pay substitutes to instruct students while math and literacy instructors train on best practices within their instruction, reflect, observe other teachers in the district, and to do follow-up training based on their needs during the school day. Stipends are also needed to support all teachers as they receive training on deconstructing and understanding the new Common Core Standards, training in Senate Bill 1, training on formative assessment and how to use the data to drive instructions, Response to Intervention, and implementation of Literacy and Math plans.

MUNIS Codes 0322 & 0338: An educational consultant will be brought in for author nights to help students become more involved in literacy in our community. The librarian will be responsible for getting two literacy nights together a school year involving an author of a popular book and along with bringing food in for the community and making the community aware of the events. Since we are utilizing so many different programs within our building we will be using money to purchase the registrations from year to year. The programs are literacy and math based to help students improve in the content areas. The programs are Carnegie Math, Voyager Math, Read180, Ssystem44, and Corrective Reading. Students are placed in these programs based on their RIT range from the MAP test in Reading and Math. Since Kagan strategies have been a focus in our building to increasing instruction and student learning, HMS will be bringing in Kagan coaches for a two-day training with all staff members on strategies they can use with students within the classroom. This will increase teacher knowledge along with increasing student achievement. Walkthrough data will be analyzed to ensure our strategies are being used effectively within our classrooms.

MUNIS Code 0531: Postage will need to be provided to make parents and community members aware of events happening at Hebron along with how they can get involved with our building. The plan will be shared with SBDM and PTSA members and then with their help on implementing and meeting goals will share out with other community members when we have our MAP parent night.

MUNIS Code 0580: Based on the needs of teachers seen through walkthrough data, teachers will receive specific training on the area at our educational cooperative called Ohio Valley Education Cooperation. This will help increase best practices used in the classroom and implementation of strong instructional practices. To ensure the teachers are using their training, walkthroughs will be done and the data analyzed and discussed during professional learning communities.

MUNIS Code 0616: Food will be purchased for our external stakeholders to come in and do community events within our newly renovated building. By supplying food we feel that we will have a better turnout and more involvement from our community members.

MUNIS Codes 0642, 0643, 0645, and 0647: Students at HMS in the sixth and seventh grades have a language arts class and a reading class. In the reading class, students were placed based on their RIT range in MAP. To reach all students and gain interests in reading, magazines are being purchased based on student interest to receive more buy into reading the book.

MUNIS Codes: 0734 & 0739: Due to the increasing numbers of students who are not achieving on grade level in reading and/ math, each year we will purchase computer related software to help support out current programs of Carnegie Math, Voyager Math, Read180, and System 44. Students like the technology integration of these programs and to open it to more students and increase in materials will be needed. HMS will be purchasing the SWIS program from KYCID. KYCID is our new discipline/positive expectations that we use. In order to collect data and have it analyzed the SWIS data must be purchase. SWIS data will be analyzed each month in professional learning communities and then discussed on issues we need to work on within our building with our students.

MUNIS Code 0894: Buses will be provided to parents and community members who would like to attend and out of school event at Hebron Middle School. These buses will have scheduled stops to pick up families to come to HMS to participate in events such as literacy nights, open houses, MAP parent nights, and etc.

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

School: Hebron Middle School

MUNIS Code	Description of Activity	Amount Requested
120	Certified Substitute Salary to allow for release time for teachers who will be attending specific trainings on needs found on teacher walk-throughs throughout the school year	\$7,500
222	Medicare for the above substitute salary	\$98
231	KTRS for the above substitute salary	\$1,058
232	CERS for the above substitute salary	\$636
251	State unemployment insurance for the above substitute salary	\$75
260	Workman's Comp for the above substitute salary	\$31
322	Educational Consultant: Author visits two times a year to involve all students after school with community to present how important reading is	\$4,500

MUNIS Code	Description of Activity	Amount Requested
	and to increase the involvement of literacy within our school building.	
338	Registrations: The following programs will be in use in our building and will need to be repurchased each year along with the specific training needed for teachers to integrate the program within their instruction: Corrective Reading, Read 180, and Voyager Math. also any specific training teacher need based on walk-through data will be paid for from this code if a cost is needed. Six teachers will be sent to learn Kagan strategies on Cooperative Learning. This is based on walk-through needs seen and needing improved on.	\$22,000
531	Postage: Postcards to community for involvement in HMS such as Open House, Parent/Teacher conferences and positive contacts	\$1,010
580	Travel – Mileage: for teachers who will be traveling to OVEC or other trainings that are specific to their needs based on walk-through data. This also includes the flight and hotel stay for six teachers going to see Kagan strategies based on school needs for cooperative learning.	\$4,500
616	Food – Non instructional: Food to gather community members at HMS for open houses, parent teacher conference nights, dinner/ lunches with community, and MAP parent night.	\$3,000
641	Library Books: Leveled books will be purchased to meet the instructional needs for all students. Books will be chosen based on lexile's that students fall under in after disaggregating data from the MAP assessment.	\$15,000
642	Periodicals/Newspapers: Magazines such as <i>Popular Mechanics</i> , <i>Science News for Kids</i> , <i>National Geographic</i> , <i>Kids Newsweek</i> , and <i>Time Magazine for Kids</i> . These magazines will be lexiled for students use based on MAP data to ensure we are meeting the instructional needs and interest of all students.	\$2,000

MUNIS Code	Description of Activity	Amount Requested
643	Supplemental Books: Math manipulatives will be purchased based on the needs assessments of the MAP data for students. Manipulatives will be used in class with all students and assessed through walk-throughs to ensure manipulatives are in use and making positive influences in the students learning. Carnegie Program <i>Fraction Sense</i> will be purchased to increase student achievement and learning.	\$18,000
645	AV Materials: Microphones, Headphones, CD players, and videotapes will be purchased to be used in reading classes to integrate technology. Programs such as creating podcasts and vodcasts will be used to gain student interest in reading while increasing student learning.	\$2,000
647	PD Reference Materials: The staff will be doing a book study to increase team work while increasing student learning. The book is called <i>The 17 Undistributed Laws of Teamwork</i> . The math department will also do their own book study and studying the book called <i>The Teaching Gap</i> .	\$1,100
734	Computer Related Purchase: Computer hardware will be purchased to support Read 180, Carnegie Math, Voyager Math, Reading Intervention Classes, and Math Intervention Classes.	\$12,242
739	Software: Since incorporating the KYCID program, HMS will be purchasing SWIS from KYCID to keep complete data on discipline referrals. This data will be printed off and discussed monthly with professional learning communities.	\$250
894	Field Trips: Buses will be used to pick parents and community members up for events such as parent teacher conference nights, open houses, dinner/ lunch with community. This will allow for those members who cannot drive to be picked up and to be brought to participate in school events.	\$5,000

MUNIS Code	Description of Activity	Amount Requested
	Total Amount Requested	\$100,000

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

School: Hebron Middle School

MUNIS Code	Description of Activity	Amount Requested
120	Certified Substitute Salary to allow for release time for teachers who will be attending specific trainings on needs found on teacher walk-throughs throughout the school year	\$7,500
222	Medicare for the above substitute salary	\$98
231	KTRS for the above substitute salary	\$1,058
232	CERS for the above substitute salary	\$636
251	State unemployment insurance for the above substitute salary	\$75
260	Workman's Comp for the above substitute salary	\$31
322	Educational Consultant: Author visits two times a year to involve all students after school with community to present how important reading is and to increase the involvement of literacy within our school building.	\$9,500
338	Registrations: The following programs will be in use in our building and will need to be repurchased each year along with the specific training needed for teachers to integrate the program within their instruction: Corrective Reading, Read 180, and Voyager Math. also any specific training teacher need based on walk-through data will be paid for from this code if a cost is needed. Six teachers will be sent to learn Kagan strategies on Cooperative Learning. This is based on walk-through needs seen and needing improved on.	\$20,000
531	Postage: Postcards to community for	\$1,010

MUNIS Code	Description of Activity	Amount Requested
	involvement in HMS such as Open House, Parent/Teacher conferences and positive contacts	
580	Travel – Mileage: for teachers who will be traveling to OVEC or other trainings that are specific to their needs based on walk-through data. This also includes the flight and hotel stay for six teachers going to see Kagan strategies based on school needs for cooperative learning.	\$300
616	Food – Non instructional: Food to gather community members at HMS for open houses, parent teacher conference nights, dinner/ lunches with community, and MAP parent night.	\$3,000
641	Library Books: Leveled books will be purchased to meet the instructional needs for all students. Books will be chosen based on lexile's that students fall under in after disaggregating data from the MAP assessment.	\$15,000
642	Periodicals/Newspapers: Magazines such as <i>Popular Mechanics</i> , <i>Science News for Kids</i> , <i>National Geographic</i> , <i>Kids Newsweek</i> , and <i>Time Magazine for Kids</i> . These magazines will be lexiled for students use based on MAP data to ensure we are meeting the instructional needs and interest of all students.	\$2,000
645	AV Materials: Microphones, Headphones, CD players, and videotapes will be purchased to be used in reading classes to integrate technology. Programs such as creating podcasts and vodcasts will be used to gain student interest in reading while increasing student learning.	\$2,000
647	PD Reference Materials: The staff will be doing a book study to increase team work while increasing student learning. The book is called <i>The 17 Undistributed Laws of Teamwork</i> . The math department will also do their own book study and studying the book called <i>The Teaching Gap</i> .	\$1,100
734	Computer Related Purchase: Computer	\$10,942

MUNIS Code	Description of Activity	Amount Requested
	hardware will be purchased to support Read 180, Carnegie Math, Voyager Math, Reading Intervention Classes, and Math Intervention Classes.	
739	Software: Since incorporating the KYCID program, HMS will be purchasing SWIS from KYCID to keep complete data on discipline referrals. This data will be printed off and discussed monthly with professional learning communities.	\$250
894	Field Trips: Buses will be used to pick parents and community members up for events such as parent teacher conference nights, open houses, dinner/ lunch with community. This will allow for those members who cannot drive to be picked up and to be brought to participate in school events.	\$5,000
Total Amount Requested		\$79,500

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

School: Hebron Middle School

MUNIS Code	Description of Activity	Amount Requested
120	Certified Substitute Salary to allow for release time for teachers who will be attending specific trainings on needs found on teacher walk-throughs throughout the school year	\$7,500
222	Medicare for the above substitute salary	\$98
231	KTRS for the above substitute salary	\$1,058
232	CERS for the above substitute salary	\$636
251	State unemployment insurance for the above substitute salary	\$75
260	Workman's Comp for the above substitute salary	\$31

MUNIS Code	Description of Activity	Amount Requested
322	Educational Consultant: Author visits two times a year to involve all students after school with community to present how important reading is and to increase the involvement of literacy within our school building.	\$17,500
338	Registrations: The following programs will be in use in our building and will need to be repurchased each year along with the specific training needed for teachers to integrate the program within their instruction: Corrective Reading, Read 180, and Voyager Math. also any specific training teacher need based on walk-through data will be paid for from this code if a cost is needed. Six teachers will be sent to learn Kagan strategies on Cooperative Learning. This is based on walk-through needs seen and needing improved on.	\$20,000
531	Postage: Postcards to community for involvement in HMS such as Open House, Parent/Teacher conferences and positive contacts	\$500
580	Travel – Mileage: for teachers who will be traveling to OVEC or other trainings that are specific to their needs based on walk-through data. This also includes the flight and hotel stay for six teachers going to see Kagan strategies based on school needs for cooperative learning.	\$100
616	Food – Non instructional: Food to gather community members at HMS for open houses, parent teacher conference nights, dinner/ lunches with community, and MAP parent night.	\$100
642	Periodicals/Newspapers: Magazines such as <i>Popular Mechanics</i> , <i>Science News for Kids</i> , <i>National Geographic</i> , <i>Kids Newsweek</i> , and <i>Time Magazine for Kids</i> . These magazines will be lexiled for students use based on MAP data to ensure we are meeting the instructional needs and interest of all students.	\$100
734	Computer Related Purchase: Computer hardware will be purchased to support Read 180, Carnegie Math, Voyager Math, Reading Intervention Classes, and Math Intervention	\$1,052

MUNIS Code	Description of Activity	Amount Requested
	Classes.	
739	Software: Since incorporating the KYCID program, HMS will be purchasing SWIS from KYCID to keep complete data on discipline referrals. This data will be printed off and discussed monthly with professional learning communities.	\$250
894	Field Trips: Buses will be used to pick parents and community members up for events such as parent teacher conference nights, open houses, dinner/ lunch with community. This will allow for those members who cannot drive to be picked up and to be brought to participate in school events.	\$1,000

Total Amount Requested	\$50,000
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Zoneton Middle School

Commitment to Serve

<u>Interim Performance Report 2008-2009</u>
Math - In May 2009, there were 57% of all students scoring proficient or distinguished
Math – In May 2009, there were 51.48% of Free/Reduced students scoring proficient or distinguished
Math – In May 2009, there were 30% of Special Education students scoring proficient or distinguished
Reading – In May 2009, there were 58.4 % of all students scoring proficient or distinguished
Reading – In May 2009 there were 52.0% of Free/Reduced students scoring proficient or distinguished
Reading – In May 2009 there were 23% of Special Education students scoring proficient or distinguished

School Level Data KCCT Transition Index	2006-2007	2007-2008	2008-2009
Reading	86	84	85
Mathematics	72	79	86

NCLB Report 2008-2009
Math – In May 2009, there were 51% of all students scoring proficient or distinguished
Math – In May 2009, there were 41% of Free/Reduced students scoring proficient or distinguished
Math – In May 2009, there were 20% of Special Education students scoring proficient or distinguished
Reading- In May 2009, there were 58% of all students scoring proficient or distinguished
Reading – In May 2009, there were 51% Free/Reduced students scoring proficient or distinguished
Reading – In May 2009, there were 26% Special Education students scoring proficient or distinguished.

NO CHILD LEFT BEHIND (NCLB)			
	2006-2007	2007-2008	2008-2009
Percent of Target Goals Met	11/13	11/13	8/13
READING			
Target - % Proficient/Distinguished	52.40%	59.20%	66.00%
All Students	58.95%	58.16%	58.06%
Free / Reduced Lunch Students	52.36%	51.29%	51.90%
Students with Disability	22.77%	26.44%	22.67%
MATH			
Target - % Proficient/Distinguished	26.93%	37.37%	47.81%
All Students	43.92%	51.53%	57.04%
Free / Reduced Lunch Students	33.82%	41.33%	50.87%
Students with Disability	13.86%	20.69%	21.33%

An analysis of the data from the Interim Performance Report and the NCLB report reveals a lack of improvement in scores in Reading for Zoneton Middle School’s total population from 2007 to 2009. This indicates the need for improvement in the core curriculum and instructional practices. A particular concern is the 36 point gap between all students and special education students.

The data from the Interim Performance Report and the NCLB report indicate gains in the area of Mathematics for Zoneton Middle School’s total population from 2007 to 2009. However,

There is a 36 point gap between the disability subpopulation and all students indicating a need for improvement in the core curriculum and instructional practices. In reviewing the data, students with disabilities have failed to make consistent progress as the other populations. The other populations have failed to make progress to make sufficient progress to make NCLB targets.

Non-Cognitive Data Trends

<u>Attendance/Participation Data</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
Enrollment	623	618	561
Average Daily Attendance	93.77%	94.42%	94.50%
Retention Rate - Number of Students	12	0	0
Total Number of Suspensions	186	71	22
Total Days of Suspensions	507	145	39
Volunteer Hours	1602.19	932.57	627.2

During administrative leaders PLC meetings, the non-cognitive data is analyzed in addition to student academic data. Key data, displayed about, indicates areas that have been addressed during ASSIST plans and actions to address implications from the data are set.

Research reveals that there is a direct correlation to attendance and high student achievement. Students and teachers must be present for school on a regular basis for quality instruction to occur. A slight increase has occurred each year. Although the total suspensions have decreased yearly, the current suspensions and total number of days missed, continue to interfere with academic progress. Of significant concern is the decrease in the total number of volunteer/parental involvement hours. Lack of parental support has a negative impact on student achievement.

Causes and Contributing Factors

The district and school level leadership engages in district administrative PLC meetings on a regular basis since (2007-2008) and it is a common belief of this PLC that sustained success will only result if a consistent, systemic effort to improve programs, policies, practices and personnel is held paramount. According to the data from the Interim Performance Report and No Child Left Behind Report, Zoneton Middle School has increased proficiency, but not at the pace to reach the set goals. An in depth analysis of data from the walkthrough observations, teacher lesson plans, common assessments reveal that congruency to the standards is not always seen in classrooms. Analysis of KCCT, MAP, and common assessments reveals the need for an increased focus that is aligned to the Program of Studies and Core Content of assessment. There is a lack of instructional knowledge of best practice strategies to address the needs of students with disabilities.

Non-Tenured teachers and Tenure Teachers who were not inciting student achievement results after focused coaching and mentoring were not hired back or left for other schools or system and SBDM Council hired new personnel to replace them that have helped provide a more academic focus.

The use of instructional walkthrough to gather data regarding instruction and assessment was not consistent or systemic in 2007-2008, so 2008-2009 the Principal, Highly Skilled Educator, and Assistant Principal developed a schedule for walkthrough observations that used the "Bullitt County Non-Negotiable Walkthrough Instrument" along with a *Lesson Plan Look for* documents for future walkthroughs. The three member administrative team split the staff in thirds and conducted a walkthrough each week on every teacher. The data was collected from the walkthroughs and shared with the staff monthly. Individualized feedback along with a copy of the walkthrough and lesson plan look for document was shared with each teacher after each walkthrough. When improvement was needed, conferences with principal and instructional coach met with the teacher to help them improve. When the goals set with the teachers were not met, professional development in the areas that were lacking was incorporated. These initiatives will continue because student formative assessment, data, surveys, and input from staff during PLCs indicate that these changes are positive and appropriate.

Improvement Strategies Selected

In addition to actions taken above to address identified causes and contributing factors, the district administrative PLC improved the district "Non-negotiable" monitoring tool. (see attached). These non-negotiable reflect district priority on goals for all schools. Non-negotiable reflect the needs and causes/contributing factors identified in both school and district improvement plan. Improvement strategies were selected for Zoneton Middle School based on assessment data and feedback collected from parent and student survey and staff input. The process to select the improvement strategies included analysis of the strategies at Faculty Meetings, Professional Learning Community Meetings, Content PLC's, and at SBDM Meetings. The assessment data reviewed included an analysis of MAP(Measure of Academic Progress) benchmark assessment results and the most recent (2008-2009)Interim Performance Report indicate the need for program modifications increasing the rate of growth in student proficiency to meet the NCLB goals in Reading and Math.

Forty-two percent of all students at Zoneton Middle school failed to reach proficiency in Reading scores, as measured by 2009 KCCT. Seventy-four percent of the students with disability population are reading below proficiency. Fifty-nine percent of the Free/Reduced population is not performing at their ability level. To be proficient all students need the skills to gain a higher level of performance through a rigorous and intentional program and the reduction of students performing novice needs to be eliminated through the same intentional focus. Based on this information, the improvement strategies for reading/language arts were selected to strengthen the core program by utilizing the KDE Program of Studies and Core Content for Assessment to

realign priorities in the reading/writing content area. The Instructional Coach and Highly Skilled Educator orchestrated teachers to deconstruct standards and re-aligned Zoneton’s Language Arts Curriculum. According to MAP, vocabulary skills were an area of need for the Free/Reduced and Special Education population. After teachers and parents reviewed and investigated programs, a decision was made to purchase Wordly Wise, a vocabulary building program, to be implemented school-wide in January 2010. System 44, a reading intervention program was purchased, through Special education funding, for special education students to be implemented through a 58-minute, daily seminar class. Read 180, an intervention program will be implemented for targeted students identified through MAP, KCCT scores and district common assessments. All Language Arts teachers will be given intensive training as well as twice a year consultations to ensure knowledge, skill and fidelity of implementation of the program. Forty-three percent of all students at Zoneton Middle School failed to reach proficiency in Math scores, as measured by 2009 KCCT. Forty-nine percent of the Free/Reduced Lunch subpopulation scored below proficiency. Seventy-nine percent of the students with disabilities population are performing below proficiency.

The staff and parents conducted research and reviewed various math programs to determine the best program to meet the needs of the students at Zoneton. Based on their research, Carnegie Math program was selected to meet the academic needs of all students.

The Non-Negotiable are:

- 1) Training, development and facilitation of formative assessment procedures and practices in order to make decision focused on student achievement.
- 2) Refinement, implementation, and monitoring of Response to Intervention procedures to ensure academic achievement of all students.
- 3) Continue implementation of Profession Learning Communities to effectively and efficiently accomplish defined tasks necessary to improve student achievement.
- 4) Improved instructional and assessment practices in Math and Literacy with literacy strategies embedded in all content areas to increase student achievement.
- 5) Improved monitoring by leadership, sharing of data with teachers, and formulating plans to improve monthly.
- 6) Development, refinement, implementation, and analysis of district common district common assessment.

The Professional Learning Community structure was adopted in 2007-2008 and the communities serve as ideal vehicles for analyzing students and teacher work, analyzing assessment and other data, planning for improvement, and monitoring progress toward goals. This format has been embraced at the school level and will continue.

Math Goals

2009-2010 – 58.25% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Math as measured by NCLB in May 2010
2010-2011 – 68.68% of all (All, White, Free/Reduced, Students with Disabilities)

students will score proficient or distinguished in Math as measured by NCLB in May 2011
2011-2012 – 79.12% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Math as measured by NCLB in May 2012
2012-2013 - 89.56% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Math as measured by NCLB in May 2013
2013-2014 - 100% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Math as measured by NCLB in May 2014

Reading Goals

2009-2010 – 72.80% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Reading as measured by NCLB in May 2010
2010-2011 – 79.60% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Reading as measured by NCLB in May 2011
2011-2012 – 86.40% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Reading as measured by NCLB in May 2012
2012-2013 - 93.20% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Reading as measured by NCLB in May 2013
2013-2014 - 100% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Reading as measured by NCLB in May 2014

Actions

Technology

Number of Classrooms with Projectors

2006-2007	2007-2008	2008-2009	2009-2010
13	14	22	28

Number of Classrooms with Active Slates

2006-2007	2007-2008	2008-2009	2009-2010
0	0	11	27

Number of Computers

2006-2007	2007-2008	2008-2009	2009-2010
233	246	246	249

Since the 2006-2007 school year, teacher use of technology to enhance lessons had increased. The student to computer ration is one computer to three students. Students have more access and are actively involved in the usage of it. Programs like Brain Pop, Study Island, and Carnegie Math have increased this active engagement. “Flashbacks”

in the KCCT format displayed in a Power Point format are a non-negotiable instructional strategy and these are projected on a screen when students enter the classrooms. Use of the Clicker System will be encouraged during the 2010-2011 school year. Common Assessments have been created and implemented and the data from these has been calculated on a KCCT Calculator, shared during Professional Learning Communities and strategies to increase student achievement are discussed and monitoring techniques have been initiated. A Jump-Drive has been purchased for each staff member with folders created to facilitate easier data collection. Training in Web Page design will be conducted before the end of the school year and professional development to reinforce this has been scheduled for August 2010. As a non-negotiable strategy, each teacher will be required to have a Web Page and post their lesson plans on this page weekly. The use of technology is monitored through weekly walkthrough observations this data is analyzed and shared with the staff. Staff share strategies that they will commit to that will increase the use of technology.

Students will use multi-media presentations to synthesize their knowledge of reading and math concepts and present these to their peers. Zoneton Middle School has not had the technology to implement these strategies.

Family and Community

Zoneton will continue and expand the communication plan that includes E-newsletters, Emails and Phone Calls in order to effectively involve parents in improvement processes. Surveys will continue to be administered to parents and community on key improvement issues. Title I and MAP Family Forums will be conducted and participation monitored. These will be utilized to analyze assessment results and engage parents in community in school improvement planning and monitoring. This initiative continues to be held with parent and community participation actively recruited.

Efforts will continue to bring parents and community into the school for programs and activities. The families and community are integral stakeholders at Zoneton. Working with the Parent Teacher Students Association (PTSA), parents were recruited to help revise the school improvement plan. Parents are and will continue to be invited to all working sessions, this will occur through emails, newsletters and the Infinite Campus parent portal as well as phone calls to parents from administration and staff. Title I Parent Sessions have been scheduled for the coming school year to occur during the months of September, November, February, and May. The parents and staff of Zoneton have begun working closely with the Kentucky Parent Information & Resource Center (KPIRC) to facilitate sessions that will strengthen the relationships between home, community and students. These sessions will concentrate on reading instruction during Extended School Classes, MAP (Measure of Academic Progress) data sharing, Algebra I, Carnegie Math implementation, transitioning to and from Zoneton and other sessions to improved student achievement. Parents will be engaged as partners through the utilization of *Failure are not an Option*. This program is a failure intervention plan compiled by each teacher for each student that earns and "F" at mid-term or on a report card. Parents are called by teachers and administration and consulted on the plan of action.

One Call Now system will be put in place this year and this will be key to expanding communication with our key stakeholders.

Scheduling of Staff and Students

A master schedule is presented to the SBDM at the May meeting. The administration reassigns staff based on the need of students and expertise. Walkthrough observation data has been used to create teams of staff that will compliment the vision of continued student achievement. When an instructional need is identified in a staff member; the administrative team works with the staff member to come up with a plan of action that will extinguish the identified need.

Non-Tenured teachers and Tenure Teachers who were not inciting student achievement results after focused coaching and mentoring were not hired back or left for other schools or system and SBDM Council hired new personnel to replace them that have helped provide a more academic focus.

Redirecting of Funds

In order to fully implement the READ 180 reading program to improve proficiency for all students, the program and materials will be purchased through ESS, Section 6, Title I Regular and Title I School Improvement Funds. The READ 180 program outlines software, materials, and resources necessary to implement the program with fidelity. The following items will be purchased through these funds to address literacy needs.

- Training on READ 180 and consultation follow up twice a year to assist with implementation and fidelity.
- Professional Development Funds to enhance professional learning activities identified through ASSIST planning, PD on the new Common Core Standards, participation in content specific professional learning communities, book studies, and other initiatives identified through needs analysis
- Title I will continue focus on literacy and interventions for students and staff development in literacy and mathematics for teachers
- Title II will continue to focus on professional learning and staff development aligned to identified needs
- SEEK funds will continue to be utilized to achieve identified goals through staffing and purchase of needed resources.
- KETS funding will be used to continue strengthening use of instructional technology to impact student achievement.
- Purchase class sets of books at various LEXILE levels to be used during reading class to provide reading materials on individual student LEXILE level to increase fluency and comprehension.
- READ 180 program recommends the purchase of projectors to differentiate instruction in the literacy classrooms allowing all students to have visual opportunities to view limited instructional materials for group instruction.
- Based on the READ 180 program recommendation of at least 4 computer stations for individualized literacy instruction, a sufficient number of computers will be purchased.

- Other supplemental reading products designed to help all students reach proficiency such as, Scholastic News, Scope, and Time for Kids, etc.
- A video camera and tripod purchase will be used to address the learning styles of students allowing them to create multi-media literacy projects. This will increase the motivation of students to become proficient readers.

In order to fully implement the Carnegies Math Program to improve proficiency for all students, the program and materials will be purchased through ESS, Section 6, Title I Regular and Title I School Improvement Funds. The Carnegie program outlines software, materials, and resources necessary to implement the program and fidelity. The following items will be purchased through these funds to address our math needs.

- Training on implementing Carnegie and consultation follow-up twice a year to assist with implementation and fidelity.
- Lap top computers are needed to create mini-labs in classrooms that are using Carnegie Math. This will provide individualized instruction based on students instructional level. This will allow students to master content strands.
- Active Slates will be purchased for each classroom to allow for interactive learning and formative assessments.
- Carnegie interactive notebook text will be purchased for students to demonstrate mastery of concepts taught.
- Other supplemental materials such as, math manipulatives will be purchased to help implement the program and lead all students to proficiency.

Professional Development

Professional Development for the 2010-2011 school year will be planned appropriately to be congruent with the literacy and math plan and teacher professional growth plan. Based on analysis of walkthrough data, lesson plans, common assessments, and formal assessment data there is a need for professional development that addresses student learning gaps. During monthly early release days, staff will participate in mini-workshops designed to address the improvement goals of the school. These will include creating clear measurable learning targets, congruent curriculum, implementing formative assessments to drive instruction, co-teaching strategies to improve collaboration between special education and regular education students, addressing learning styles and needs of at risk students. Staff will implement, with fidelity, the strategies taught or reviewed and these will be monitored through administrative walkthrough observations. The focus of the weekly PLCs will be based on the impact of the implementation of these trainings on student achievement. Technology utilized will include NCLB Calculators, KCCT Excel Calculators, Smart Board activities, MAP spreadsheet, and others as appropriate. Ongoing job embedded professional development will be provided not only during Early Release Days, but also through Faculty Meetings, and Administrative meetings with staff. Topics will be generated based on needs collaboratively identified with staff and administration.

In order to help teachers meet the needs of at risk students, *Marzano's Instruction that Works* strategies will be reemphasized as a professional development with a focus on cooperative learning.

Other Resources Used

Additional resources will be utilized in the implementation of school improvement goals. Extended School Services money will be used to provide additional services outside of the school for students that need additional instruction in reading and math using the READ 180 and Carnegie Math programs. Title I Regular Funds will be used to help with the purchase licenses for READ 180 and Carnegies Math. It is will also be used to pay some of the stipends and substitutes for teacher training to implement these programs with fidelity. Professional Development funds will be used to supplement this also.

Selecting and Evaluating External Supports

Additional resources will be utilized in the implementation of school improvement goals. A partnership with KPIRC (Kentucky Parent Information & Resource Center) has been formed to address and increase parental involvement. Four specific workshops have been scheduled (Family Nutrition and Fitness Fair, Math, MAP (Measure of Academic Progress) and ILP (Individual Learning Plan) Family Night, Family Literacy Night, and Middle and High School Transition for Success Parent Night. Jan Stone, Director of Assessment and Data will work with the staff on specific analysis of data and implementations needed to improved student achievement. Ms. Stone is also the SBDM (Site Based Decision Making) liaison for Zoneton and is instrumental in providing support for the administration and staff. Greg Schultz, Assistant Superintendent of Student Learning will provide training on analyzing MAP data, goal setting and addressing growth of student achievement.

The use of the Administrative team, Instructional Coach, District ASSIST Team, Data Manager, Academic Assistant Principal, OVEC, and KLA, and KASC will continue to be used to improve student achievement.

The support systems listed above were selected through an analysis of staff needs and support strengths. Their services will be evaluated through staff evaluations and proficiency of students as demonstrated on formative and summative assessments.

Policies and Procedures

All policies and procedures are reviewed by the SBDM Council on a yearly rotation basis for modifications. Policies are given to the staff each year during faculty meetings and SBDM Meetings. They are reviewed and compared to best practice examples provided by Kentucky Association of School Councils. Based on staff and parent recommendation, the committee revises and sends the revised policy to staff and parents through e-newsletter and/or email. Suggestions for revision are sought and brought before the council. The SBDM Council then modifies policies as needed. The revised policies are sent to the SBDM liaison after the policy has been approved by the SBDM Council. Policies have been reviewed to ensure that barriers do not prohibit the implementation of the school improvement plan. The Instructional Practice Policy was

revised to include instructional practices designed to improve student achievement. These include flashbacks, learning targets, congruent essential questions, student engagement, teacher engagement, formative assessments and other best practice strategies that will be congruent with the reading and math standards.

Board of Education policies related to instruction and discipline will be reviewed as a part of the Implementation and Impact check process. The SBDM Council will review the policies along with the School Improvement goals to remove any barriers that may hamper implementation of goals and strategies.

Sustainability

Zoneton has been engaged in focused, significant school improvement activities during the 2009-2010 school year through state (Highly Skilled Educator) and district (Director of Secondary Education and District Assessment Coordinator) support. The Highly Skilled Educator's term ended in June, but the programs that have implemented and expanded will continue with the implementation of specific practices and procedures. Transitioning began in April with the shift of responsibilities for walkthroughs, data disaggregation and analysis sharing from the HSE to the administration. This will continue.

Once professional development in the areas of rigor, relevance, relationships, co-teaching, cooperative learning, and best practice strategies have been implemented, the sustainability will be monitored through growth plans, evaluations, and walkthrough observations. In the event there is a staff member that needs assistance in one of these areas; support will be given through PD360, one-on-one assistance with the Instructional Coach, Academic Assistant, or some other form of assistance. The video taping of the professional development trainings and faculty meetings will be shown to staff that cannot attend.

Sustainability in technology will come from Fund I as will the purchase of resources. Team leaders will train others on their team and share feedback with the administration. The analysis of the data from IPR and NCLB is a process that is on-going and a reflection of this data will drive instruction and the need of resources and training.

The monthly ASSIST team process, including the principal and central office staff, monitors ongoing progress on improvement goals. The daily schedule developed for Zoneton Middle School incorporates the following revisions to improve core instruction and intervention Team planning to allow for Response to Intervention Analysis

- 1) Content planning during early release days and faculty meetings
- 2) Five teams of four homeroom classes
- 3) Reading and math classes will be leveled by instructional level
- 4) Seminar period for multiage intervention classes in reading, math, and writing based on MAP RIT scores
- 5) Seminar period for advanced classes for gifted/talented students, including a multiage class for specific academic G/T, advanced art and music, and leadership
- 6) School wide seminar period allows for opportunities for team-teaching

- 7) Students with disabilities have fluid seminar classes with special education teachers that address the specific needs of students
- 8) Student and teacher attendance incentive programs will be implemented
- 9) Most of special education students will be scheduled into a collaborative/co-teaching setting for science and social studies
- 10) Special education students with disabilities in math or reading will be scheduled into collaborative/co-teaching settings for math and reading as much as possible following ARC decision-making process
- 11) Positive contacts (including but not limited to email, phone call, postcard, home visit) are required each month, rotating through the schedule (i.e., Aug-Sept: 1st period, Oct-2nd period)
- 12) Power of One mentoring program will continue with each teacher on the team selecting 5 of the 35-40 in that grade in need of encouragement and assistance. Expanded role of team leader
- 13) Incentive programs for teachers and students will be implemented

Timeline

2010-2011	2011-2012	2012-2013
<p>June – September</p> <ul style="list-style-type: none"> • Training and Implementation of Read 180 and Carnegie Math • Purchase of materials to support implementation of programs • MAP Assessment and analysis • Common Assessments and analysis • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, differentiation of instruction, technology implementation and rigor/relevance unit plans • Analyze walkthroughs and set goals <p>October – January</p> <ul style="list-style-type: none"> • Follow up training and reflection at mid-year • Observation of other 	<p>June – September</p> <ul style="list-style-type: none"> • Training and implementation of new staff • Training on refinement for existing staff • Participation at state professional developments • Purchase of additional materials needs to implement programs • Analysis of impact of first year implementation of programs • Planning for additional support or adjustment in programs • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, differentiation of instruction, technology implementation and rigor/relevance unit plans • Analyze walkthroughs and set goals 	<p>June – September</p> <ul style="list-style-type: none"> • Training and implementation of new staff • Refinement for existing staff • Analysis of impact of second year • Evaluation of first two years' implementation of programs • Planning for additional support and sustainability when funds have receded. • Training and implementation of new staff • Training on refinement for existing staff • Participation at state professional developments • Purchase of additional materials needs to implement programs • Analysis of impact of

<p>teachers</p> <ul style="list-style-type: none"> • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, differentiation of instruction, technology implementation and rigor/relevance unit plans • Analyze walkthroughs and set goals • MAP Assessment and analysis • Common assessments and analysis <p>January – April</p> <ul style="list-style-type: none"> • Follow up training and reflection at mid-year • Observation of other teachers • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, differentiation of instruction, technology implementation and rigor/relevance unit plans • Analyze walkthroughs and set goals • MAP Assessment and analysis • Common assessments and analysis <p>April – June</p> <ul style="list-style-type: none"> • Follow up training and reflection of observation other teachers • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, 	<ul style="list-style-type: none"> • Common Assessments analysis • MAP Assessment and analysis <p>October – January</p> <ul style="list-style-type: none"> • Follow up training and reflection at mid-year • Observation of other teachers • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, differentiation of instruction, technology implementation and rigor/relevance unit plans • Analyze walkthroughs and set goals • MAP Assessment and analysis • Common assessments and analysis <p>January 2012 –April 2012</p> <ul style="list-style-type: none"> • Follow up training and reflection at mid-year • Observation of other teachers • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, differentiation of instruction, technology implementation and rigor/relevance unit plans • Analyze walkthroughs and set goals • MAP Assessment and analysis • Common assessments and analysis <p>April – June</p> <ul style="list-style-type: none"> • Follow up training and reflection of observation 	<p>second year implementation of programs</p> <ul style="list-style-type: none"> • Planning for additional support or adjustment in programs • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, differentiation of instruction, technology implementation and rigor/relevance unit plans • Analyze walkthroughs and set goals • Common Assessments analysis • MAP Assessment and analysis <p>October – January</p> <ul style="list-style-type: none"> • Follow up training and reflection at mid-year • Observation of other teachers • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, differentiation of instruction, technology implementation and rigor/relevance unit plans • Analyze walkthroughs and set goals • MAP Assessment and analysis • Common assessments and analysis <p>January – April</p> <ul style="list-style-type: none"> • Follow up training and
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<p>differentiation of instruction, technology implementation and rigor/relevance unit plans</p> <ul style="list-style-type: none"> • Analyze walkthroughs and set goals • MAP Assessment and analysis • Common assessments and analysis 	<p>other teachers</p> <ul style="list-style-type: none"> • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, differentiation of instruction, technology implementation and rigor/relevance unit plans • Analyze walkthroughs and set goals • MAP Assessment and analysis • Common assessments and analysis 	<p>reflection at mid-year</p> <ul style="list-style-type: none"> • Observation of other teachers • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, differentiation of instruction, technology implementation and rigor/relevance unit plans • Analyze walkthroughs and set goals • MAP Assessment and analysis • Common assessments and analysis <p>April – June</p> <ul style="list-style-type: none"> • Follow up training and reflection of observation other teachers • Walkthroughs bi-monthly to check co-teaching, increased reading strategies, differentiation of instruction, technology implementation and rigor/relevance unit plans
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Tier III Services

Some of the information to address this section has been described in other areas of this grant but to recap:

- Full time Instructional Coaches, full time data managers, and an administrative assistant will be provided by the district to each school.
- The school and district will use walkthrough data to monitor instruction, assign teachers embedded professional development during Professional Learning Community and Faculty Meetings. The Non-negotiable best practices strategies such as flashbacks, exit slips, learning targets posted/referenced, and instruction bell to bell will continue and monitored by district and school. .

- The district continues to provide “top down” training in best practices of math and literacy.
- A district administrator will continue to provide instructional support and serve as a liaison for SBDM.
- The Grade Recovery program will continue to be instituted. Students failing a particular subject(s) will be given opportunities, with an instructor, to complete assignments. This FAILURE ISN'T AN OPTION approach has gained popularity and success and will continue.
- Extended School Services (ESS) is used as an afterschool program to work with all students performing below proficiency as according to district common assessments/MAP scores/entering KCCT scores.
- All students including the entering 6th students are targeted and placed in Success Maker (RTI) for math and reading beginning the first week of each school year. Adjustments to the program occur when KCCT scores are reported.
- Strategies listed in the strategies under the annual goals include how Zoneton will progress to proficiency according to NCLB

Annual Goals

NCLB Smart Goals

Math Goals

2009-2010 – 58.25% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Math as measured by NCLB in May 2010
2010-2011 – 68.68% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Math as measured by NCLB in May 2011
2011-2012 – 79.12% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Math as measured by NCLB in May 2012
2012-2013 - 89.56% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Math as measured by NCLB in May 2013
2013-2014 - 100% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Math as measured by NCLB in May 2014

Math Strategies

Pre-Tests, MAP Assessments, Common Assessments and post-tests, using Multiple Choice/Open Response Question Format will be implemented. Scores will be disaggregated and analyzed at the end of each unit. Students with specific areas of need will be grouped to increase proficiency.
KCCT Scores, MAP Assessment Data, and Common Assessment Data will be analyzed, at the end of each unit, and used to target need areas for Free/Reduced and Students with disabilities who did not meet proficiency. Grouping of students with like needs will receive specifically designed instruction during Title I Math, ESS, Seminar,

Grade Recovery, Carnegie Remediation, Content Specific Classes and Instructional Tutoring
District and school initiated best practice Professional Development to sustain and refine instructional practices.
Varied and engaging instructional practices that challenge all students to perform at high levels (i.e. students friend learning targets, bell ringers flashbacks, literacy strategies, instructional activities aligned with target, formative assessments and exit slips) will be implemented daily as evidenced by artifacts, weekly lesson plans and walk-through data.
Technology programs (Success maker, Study Island, Carnegie Math, Brain Pop, and Discovery Education etc.) will be implemented weekly to pre-test, motivate, instruct, reinforces and provide rigor for student achievement as evidenced by artifacts, weekly lesson plans, and walk-through data.
Rigorous common assessments will be created implemented and analyzed monthly. Common Assessment will be reviewed for congruency and DOK level before administering. Data will be analyzed during PLC meetings
Intentional curricula focus will be given to seminar (intervention period) by all instructional staff as evidenced in artifacts, daily lesson plans and walk through data. KCCT Coach, Live Scoring Study Island, Coaching to SUCCESS, Carnegie math, etc. will be implemented, as an instructional tool, to facilitate students' learning

Literacy Goals

2009-2010 – 72.80% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Reading as measured by NCLB in May 2010
2010-2011 – 79.60% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Reading as measured by NCLB in May 2011
2011-2012 – 86.40% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Reading as measured by NCLB in May 2012
2012-2013 - 93.20% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Reading as measured by NCLB in May 2013
2013-2014 - 100% of all (All, White, Free/Reduced, Students with Disabilities) students will score proficient or distinguished in Reading as measured by NCLB in May 2014

Reading/Writing Strategies

Pre-Tests, MAP Assessments, Common Assessments and post-tests, using Multiple Choice/Open Response Question Format will be implemented. Scores will be disaggregated and analyzed at the end of each unit. Students with specific areas of need will be grouped to increase proficiency.
KCCT Scores, MAP Assessment Data, and Common Assessment Data will be analyzed, at the end of each unit, and used to target need areas for Free/Reduced and Students with disabilities who did not meet proficiency. Grouping of students with like needs will receive specifically designed instruction during Title I Reading, ESS,

Seminar, Grade Recovery, READ 180, System 44, Content Specific Classes and Instructional Tutoring.
District and school initiated best practice Professional Development to sustain and refine instructional practices.
Varied and engaging instructional practices that challenge all students to perform at high levels (i.e. students friend learning targets, bell ringers flashbacks, literacy strategies, instructional activities aligned with target, formative assessments and exit slips) will be implemented daily as evidenced by artifacts, weekly lesson plans and walk-through data.
Literacy strategies will be implemented (Fraye Model, Vocabulary squares, graphic organizers, etc.) to intentionally focus on vocabulary development in all content areas as evidenced by artifacts, weekly lesson plans and walk-through data.
Technology programs (Success maker, Study Island, READ 180, System 44, Brain Pop, Discovery Education etc.) will be implemented weekly to pre-test, motivate, instruct, reinforces and provide rigor for student achievement as evidenced bin artifacts, weekly lesson plans, and walk-through data.
Implementation of vocabulary programs will expand, with new staff begin trained by teacher leaders about Wordly Wise, Vocabulary Cartoons, 500 Key Words for the SAT, etc. to increase vocabulary development as documented by artifacts, lesson plans, and walkthrough data.
Rigorous common assessments will be created implemented and analyzed monthly. Common Assessment will be reviewed for congruency and DOK level before administering. Data will be analyzed during PLC, Early Release, and Faculty Meetings.
Intentional curriculum focus will be given to seminar (intervention period) by all instructional staff as evidenced in artifacts, daily lesson plans and walk through data. KCCT Coach, Live Scoring Study Island, Coaching to SUCCESS, Carnegie math, etc. will be implemented, as an instructional tool, to facilitate students' learning
On-Demand writing pieces will be incorporated weekly and students will be coached to proficiency.
One On-Demand writing piece will be written a month and scored by each team. Data will be analyzed during weekly PLCs and students not reaching proficiency will receive coaching until they reach proficiency.
The On-Demand writing piece will be scored with students using the on-demand scoring rubric. Students will received immediate specific feedback during the one on-demand writing piece per month to set the expectation of writing to proficiency

Literacy Samples	<p>Evidence of Writing Process/ Writing to learn:</p> <ul style="list-style-type: none"> • Writer’s Notebook • Reading Response • Double Entry Journal • Graphic Organizer • Summaries <p>Products may include but are not limited to:</p> <ul style="list-style-type: none"> • Introductory Letter • Personal Narrative • Poetry • Short Story • Reflective Essay • Feature Article • Letter • Lab Reports • Website Analysis 	<p>Evidence of Writing Process/ Writing to learn:</p> <ul style="list-style-type: none"> • Writer’s Notebook • Reading Response • Double Entry Journal • Graphic Organizer • Summaries <p>Products may include but are not limited to:</p> <ul style="list-style-type: none"> • Introductory Letter • Personal Narrative • Poetry • Short Story • Persuasive Letter • Brochure/ Presentation • Feature Article • Letter • Editorial • Lab Reports • Website Analysis 	<p>Evidence of Writing Process/ Writing to learn:</p> <ul style="list-style-type: none"> • Writer’s Notebook • Reading Response • Double Entry Journal • Graphic Organizer • Summaries <p>Products may include but are not limited to:</p> <ul style="list-style-type: none"> • Introductory Letter • Narrative Article • Speech • Persuasive Letter • Brochure/ Presentation • Feature Article • Editorial • Lab Reports • Website Analysis
Technology Sample	<p>Online communication/ Collaboration tools (e.g. e-mail, blog, wiki, Moodle, web design, etc) Multi-Media Presentations (e.g. PowerPoint, Photo Story, Movie Maker, Web Design, etc) Using online skills for creation of bibliography Appropriate research methods</p>	<p>Online communication/ Collaboration tools (e.g. e-mail, blog, wiki, Model, web design, etc) Multi-Media Presentations (e.g. PowerPoint, Photo Story, Movie Maker, Web Design, etc) Using online skills for creation of bibliography Appropriate research methods</p>	<p>Online communication/ Collaboration tools (e.g. e-mail, blog, wiki, Model, web design, etc) Multi-Media Presentations (e.g. PowerPoint, Photo Story, Movie Maker, Web Design, etc) Using online skills for creation of bibliography Appropriate research methods</p>
Open Response	<p>ORQ with feedback from each content area One ORQ from a live scoring session</p>	<p>ORQ with feedback from each content area One ORQ from a live scoring session</p>	<p>ORQ with feedback from each content area One ORQ from a live scoring session</p>
On-Demand Writing	<p>One every nine weeks (use each of the four forms) Can be school wide or content area</p>	<p>One every nine weeks (use each of the four forms) Can be school wide or content area</p>	<p>One every nine weeks (use each of the four forms) Can be school wide or content area</p>

Feedback	Written response on piece Return e-mail/ response Peer response revision Live Scoring Scoring Rubric Parent/Adult Feedback	Written response on piece Return e-mail/ response Peer response revision Live Scoring Scoring Rubric Parent/Adult Feedback	Written response on piece Return e-mail/ response Peer response revision Live Scoring Scoring Rubric Parent/Adult Feedback
Verbal Focus	Complete Sentences	Effective Sentences and Paragraphs	Transition between paragraphs and thoughts

Each middle school student writing folder should contain:

- A minimum of four On-Demand writings per year including teacher feedback and scoring.
- One open response prompt from each content area class per year with teacher feedback and scoring.
- Schools should work interdepartmentally to assign appropriate forms of literacy beyond the traditional portfolio
- Likewise, school should assign specific uses of technology for the completion of assignments to specific classes or grade levels. Simply playing to an individual teacher’s strengths may serve the needs of one, but will not adequately serve the needs of each student. At least two forms per semester should be used per student. Word processing does not constitute a form of technology that meets this requirement.

Literacy

The school wide literacy plan will strengthen the core instruction in reading and language arts and provide the consistency throughout the middle grades. Training and follow up will ensure specific feedback to teachers on best practice instruction. The READ 180, SYSTEM 44, and vocabulary programs will be embedded into the reading/writing instruction.

READ 180 will be implemented as a separate program for struggling readers with LEXILE scores above 400, up to 90 students will be served in this program with the goal of bringing them to grade level by the end of the school year. SYSTEM 44, the companion to READ 180 will address literacy needs of the students with disability population with LEXILE beginning reader to 400. This programming is especially important because these students need to make the most gains quickly. The gap group that consistently scores below proficiency is Students with Disabilities. SRA corrective Reading and Success Maker will continue to be used in seminar intervention classes as a task rotation center. A student’s Spring MAP score from 2010 will be used to determine the need for interventions.

Math

The school wide math program will include a strong core program that incorporates ability grouping and a leveled intervention program focusing on fundamental core

concepts. Carnegie Math is a research-based math program that blends technology with regular classroom instruction built on the use of real-life problem-solving strategies while embedding core math concepts. All core strands of math are addressed through Carnegie units. A district wide pacing guide has been developed to guide teachers through the grade-level core content and paced to ensure all standards are covered throughout the year. District wide common assessments are also being developed to be administered quarterly tracking student progress through the content. All students will receive math instruction from teachers with certification in middle school math.

Quarterly Benchmarks

In 2009-2010 school year Zoneton Middle School has become very dependent on formative assessment data to make instructional decisions. This practice will continue to measure progress toward benchmarks. Specifically using MAP as a universal screening tool and a diagnostic assessment to gauge student progress toward proficiency areas of needed intervention.

Quarterly reviews will be conducted by the SBDM to review implementation and impact checks, which monitor progress on activities/strategies outlined in this plan.

ASSIST team meetings will be held monthly including the principal and central office personnel to review school based ASSIST work plans and monitor progress on established goals. Progress on goals will be monitored through walkthrough observation data, assessment scores including (but not limited to) district common assessments, records of professional development, and PLC minutes.

MAP assessments will be administered three times during the year (Fall-baseline score, December-midyear check, Spring-end of year check). The NCLB proficiency calculator used to determine the number of students still needed to meet proficiency goals were completed following each round of MAP testing. These results will be reported at ASSIST team meetings and during an annual school report to the Board of Education. District-developed common assessments in both reading and mathematics will be administered each quarter and reviewed/analyzed as a part of the PLC and ASSIST team monitoring processes.

District Support

Support from the assistant superintendent, director, and/or district assessment coordinator will be given through monthly ASSIST team meetings to ensure progress is being made and goals are met

The district will also provide additional personnel including an academic administrator, full-time instructional coach, and a data manager. The academic administrator will assist in observation and evaluation of staff. The instructional coach will work with teachers to create a more engaging classroom environment. The data manager will work all assessment reports, compiling the data into a usable format and assisting teachers in accessing additional specific reports.

The district will create walkthrough teams of principals and central office personnel that will perform school walkthrough observations in each school at least 6 times per year to provide an objective, outside perspective. Walkthrough observation data will be shared with the principal to be shared with the staff and SBDM Council and used to make informed decisions about changes needed

The district has created teacher teams to develop pacing guides for the core content for each subject. Teacher teams will use the pacing guides to develop district common assessments to be administered each quarter. The assessments will assist schools in maintaining a consistent curriculum across the district and will also provide quarterly benchmarks on student progress.

Special Education consultants are assigned to each school to provide assistance and training to special education teachers on best practice and special education law. Consultants will also assist with implementation of RTI programming school wide. The district has developed a set of non-negotiable “best practices” that provide additional guidance for teachers toward improved instruction.

Technology Integration Specialists (TIS) are assigned to schools to provide individualized training on the implementation of technology in the classroom. District teacher academies will be developed to provide professional development and training.

Screening of applicants for positions will be conducted by the district personnel to expedite the hiring process and to assist in hiring the most qualified and talented staff.

Consultation

The Assistant Superintendent presented the School Improvement Grant to school leadership including the principal, instructional coach, Highly Skilled Educator and teacher representatives from Zoneton. The information was presented to the school staff in a faculty meeting. The importance of the grant was discussed and input was generated on how the grant could assist in the implementation of school improvement goals. A follow up discussion was conducted with the Highly Skilled Educators, instructional coach, administrators, and Director from the district during a “next steps” planning session as a part of the ASSIST process.

The SBDM Council revised the SIG to include the CSIP that had been required in December in a SBDM Meeting and then sent back to faculty to review and revise. The draft of the SIG grant and intervention model were presented at a special SBDM Council meeting in May and discussed. Feedback from the stakeholders (students, staff, SBDM Council, central office personnel) was incorporated into the draft and revisions of the grant. Highlights of the grant will be posted on the school website with a Survey Monkey questionnaire for feedback. The grant proposal will be reviewed with the parents at a parent meeting during the first nine weeks of school.

Budget

First Year

Personnel (MUNIS Codes 0113, 0120, 0211, 0222, 0231, 0232, 0251, 0261, 0294, 0295, 0296) will be used provided stipends for remediation and grade recovery to meet individual needs, to pay substitutes to instruct students while literacy and math teachers train reflect, observe, and follow-up during the school day and PLCs. Teachers will participate in training and professional learning during PLCs during the regular school day, but 5 time after school for all staff to participate in additional PLCs is critical to the success of the school identified initiatives. The stipends will support all teaches as the receive training on deconstructing and understanding the new Common Core Standards, training in Senate Bill 1 requirements related to new assessment and accountability, training in Formative Assessment, Response to Intervention, implementation of literacy and mathematics plans and continued or expanded Professional Learning Communities that focus on analyzing students data and make congruent instructional decisions.

MUNIS Codes 0610, 0643

Data analysis (as reflected in Sections 1 and 2) indicated that math and literacy continue to be the content area of greatest need. After the start of the 2009-2010 school year, the instructional decision was made to purchase Carnegie Learning Mathematics. SIG grant funds will be used to insure a price break on the purchase of the textbooks needed to provide quality math instruction. The Carnegies Learning program relies heavily on the Carnegies Cognitive Tutor web-based student learning tool. Grant funds will also be utilized to develop a school wide resource library of hands-on math manipulatives including dice, geometric solids, counters, compasses, protractors, spinners, fraction resources and calculators. The math manipulatives are needed to sustain the hands-on, congruent learning activities. LEXILED leveled class sets of books are an essential component of READ 180 and SYSTEM 44 and will allow students to read books that are on their instructional level and independent level that will challenge them to read more.

MUNIS Codes 0645

The purchase of a digital video camera and tripod is a manipulative for students as outlined above. Students will be able to video themselves, others, and create multi-media presentations through the purchase of these.

MUNIS Codes 0735

Software is essential to the implementation of the instructional resources selected. Carnegie software and license fees for approximately 560 students and READ 180 Software for 90 students will be approximately 85,000.00. Overtime the cost will decrease.

MUNIS Codes 0734

Effective technology usage has increased with the purchase of it from 2007-2008. Teachers are becoming proficient and students are actively engaged in their learning.

Rolling computer labs will allow the teachers to mobilize the learning into their classes. The purchase of four desktop computers to be placed in Language Arts classrooms as well as the READ 180 Intervention classroom will allow differentiation of instruction through a center approach. The purchase of 4 projectors for student projects and instructional practices that will engage students.

MUNIS Codes 0810

Any software requires support and the support for Carnegie and READ 180 is approximately 4,000.00

Second Year

Personnel MUNIS Codes 0113, 0120, 0211, 0222, ,0231, 0232, 0251, 0261, 0294, 0295, 0296 will be used provided stipends for remediation and grade recovery to meet individual needs, to pay substitutes to instruct students while literacy and math teachers train reflect, observe, and follow-up during the school day and PLCs. Teachers will participate in training and professional learning during PLCs during the regular school day, but 5 time after school for all staff to participate in additional PLCs is critical to the success of the school identified initiatives. The stipends will support all teaches as the receive training on deconstructing and understanding the new Common Core Standards, training in Senate Bill 1 requirements related to new assessment and accountability, training in Formative Assessment, Response to Intervention, implementation of literacy and mathematics plans and continued or expanded Professional Learning Communities that focus on analyzing students data and make congruent instructional decisions.

MUNIS 0322

Professional Development as described in the professional development section is expanded at the end of the first year to allow for a national presenter on cooperative learning and/or other best practice strategies based on the book study conducted 2009-2010, *School Instruction That Works*, from a needs assessment, walkthrough observation data, and individual growth plans.

MUNIS 0580, 0585, 0586

Professional Learning is essential to life-long learning. Mileage, Meals and Lodging will enhance and engage teachers to risk take different approaches to student learning.

MUNIS 0610

General supplies that enhance the instructional practices of the curriculum outlined in the strategies to include manipulatives, supplemental materials,

MUNIS 0643

The purchase of replacement READ 180 Workbooks for 90 students

MUNIS 0735

Expansion and renewal of READ 180 and Carnegies software and license fees

MUNIS 0734

Effective technology usage has increased with the purchase of it from 2007-2008. Teachers are becoming proficient and students are actively engaged in their learning. Rolling computer labs will allow the teachers to mobilize the learning into their classes. The purchase of four desktop computers to be placed in Language Arts classrooms as well as the READ 180 Intervention classroom will allow differentiation of instruction through a center approach. The purchase of 4 projectors for student projects and instructional practices that will engage students

MUNIS 0810

READ 180 Tech Support is needed to troubleshoot computer issues that arise that will impede instruction

Third Year

Personnel MUNIS Codes 0113, 0120, 0211, 0222, ,0231, 0232, 0251, 0261, 0294, 0295, 0296 will be used provided stipends for remediation and grade recovery to meet individual needs, to pay substitutes to instruct students while literacy and math teachers train reflect, observe, and follow-up during the school day and PLCs. Teachers will participate in training and professional learning during PLCs during the regular school day, but 5 time after school for all staff to participate in additional PLCs is critical to the success of the school identified initiatives. The stipends will support all teaches as the receive training on deconstructing and understanding the new Common Core Standards, training in Senate Bill 1 requirements related to new assessment and accountability, training in Formative Assessment, Response to Intervention, implementation of literacy and mathematics plans and continued or expanded Professional Learning Communities that focus on analyzing students data and make congruent instructional decisions.

MUNIS 0610

General supplies that enhance the instructional practices of the curriculum outlined in the strategies to include manipulatives, supplemental materials,

MUNIS 0643

The purchase of replacement READ 180 Workbooks for 90 students

MUNIS 0735

Expansion and renewal of READ 180 and Carnegies software and license fees

MUNIS 0734

Effective technology usage has increased with the purchase of it from 2007-2008. Teachers are becoming proficient and students are actively engaged in their learning. Rolling computer labs will allow the teachers to mobilize the learning into their classes. The purchase of four desktop computers to be placed in Language Arts classrooms as well as the READ 180 Intervention classroom will allow differentiation of instruction

through a center approach. The purchase of 4 projectors for student projects and instructional practices that will engage students

MUNIS 0810

READ 180 Tech Support is needed to troubleshoot computer issues that arise that will impede instruction

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

School: Zoneton Middle School

MUNIS Code	Description of Activity	Amount Requested
113	0.5 FTE Read 180	\$5,080
120	Certified Substitute Salary to allow teachers to analyze data and improve instruction	\$2,500
211	Term Life	\$745
222	Medicare	\$106
231	KTRS	\$1,069
232	CERS	\$212
251	Unemployment	\$76
260	Workman's Comp	\$32
294	Health Insurance	\$900
295	Life Insurance	\$243
296	Admin Fee	\$540
297		
320		
580		
610	General Supplies (math and reading manipulatives that Carnegie Math and Read 180)	\$25,000
643	Supplemental Books Carnegie Textbooks (130) Lexile class sets of books, Read 180 workbooks	\$25,250
645	AV Materials Digital Camera with tripod for	\$1,500

MUNIS Code	Description of Activity	Amount Requested
	student use of projects	
670		
734	Computer related hardware to support Read 180 and Carnegie math	\$39,000
735	Software Read 180 (40), Carnegie software and license fees (450 students)	\$54,000
810	Dues Read 180 Tech support fee	\$3,000
892		
894		
933		
Total Amount Requested		\$159,253

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

School: Zoneton Middle School

MUNIS Code	Description of Activity	Amount Requested
113	0.5 FTE Read 180	\$5,080
120	Certified Substitute Salary to allow teachers to analyze data and improve instruction	\$5,000
211	Term Life	\$745
222	Medicare	\$139
231	KTRS	\$1,422
232	CERS	\$424
251	Unemployment	\$101
260	Workman's Comp	\$41
294	Health Insurance	\$900
295	Life Insurance	\$243
296	Admin Fee	\$540

MUNIS Code	Description of Activity	Amount Requested
322	Educational Consultant – support Marzano’s Strategies that work professional development	\$1,500
580	Travel – mileage to conferences the support need from analysis of walk-throughs, common assessments	\$500
585	Travel – meals for conferences that support need from analysis of walk-throughs, common assessments	\$200
586	Travel – lodging for conferences that support need from analysis of walk-throughs, common assessments	\$1,500
610	General Supplies (math and reading manipulatives that Carnegie Math and Read 180)	\$25,000
643	Supplemental Books Carnegie Textbooks (130) Lexile class sets of books, Read 180 workbooks	\$3,000
734	Computer related hardware to support Read 180 and Carnegie math	\$45,925
735	Software Read 180 (40), Carnegie software and license fees (450 students)	\$19,500
810	Dues Read 180 Tech support fee	\$3,000

Total Amount Requested		\$114,760
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Proposed School Budget Summary
School Improvement Grants
2012-13 School Year

School: Zoneton Middle School

MUNIS Code	Description of Activity	Amount Requested
113	0.5 FTE Read 180	\$5,080
120	Certified Substitute Salary to allow teachers to analyze data and improve instruction	\$5,000
211	Term Life	\$745
222	Medicare	\$139

MUNIS Code	Description of Activity	Amount Requested
231	KTS	\$1,422
232	CERS	\$424
251	Unemployment	\$101
260	Workman's Comp	\$41
294	Health Insurance	\$900
295	Life Insurance	\$243
296	Admin Fee	\$540
610	General Supplies (math and reading manipulatives that Carnegie Math and Read 180)	\$25,000
643	Supplemental Books Carnegie Textbooks (130) Lexile class sets of books, Read 180 workbooks	\$2,700
734	Computer related hardware to support Read 180 and Carnegie math	\$24,000
735	Software Read 180 (40), Carnegie software and license fees (450 students)	\$19,500
810	Dues Read 180 Tech support fee	\$3,000
Total Amount Requested		\$88,835