

Kentucky Department of Education District Application for School Improvement Funds

(Section 1003g)
Spring 2010

District: Boyd County	Mailing Address: 1104 Bob McCullough Drive Ashland, KY 41102
District School Improvement Grant Contact: Name: Bill Boblett/Kathy Rice Position: Principal/Federal Programs Coordinator Contact's Mailing Address: 1104 Bob McCullough Drive Ashland KY, 41102 Telephone: 606-928-9547/ 606-928-4141 Email address: bill.boblett@boyd.kyschools.us Kathy.rice@boyd.kyschools.us	
Signature of the Superintendent: <i>Howard Osborne</i>	Date: August 13, 2010
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

District Name	NCES ID #	Total Awarded
Boyd County	2100620	\$147,441

School(s) Name	NCES ID #	Tier III
Boyd County Middle School	210062000112	X

Commitment to Serve

School Level Data from KY IPR and NCLB:

CURRENT PERFORMANCE DATA FOR BCMS:					
IPR 2008-2009 and 2009 KASC Index <ul style="list-style-type: none"> 2009 Overall (KASC) Index 94 2009 Math Index of 89 (KASC) 2009 Reading Index of 99 (KASC) 2009 SS Index of 97 (KASC) 2009 Science Index of 94 (KASC) 2009 NCLB AYP report met 12 out of 13 Goals 92.3% 	2009 NCLB Student Group	READING	Met Annual Measurable Objective	MATH	Met Annual Measurable Objective
	All Students 2008	80.65	YES	58.04	YES
	All Students 2009	78.10	YES	62.82	YES
	White Students 2008	80.48	YES	58.09	YES
	White Students 2009	77.78	YES	62.57	YES
	F/R Lunch Students 2008	75.27	YES	50.53	YES
	F/R Lunch Students 2009	69.84	YES	51.48	YES
	Students with Disabilities '08	60.38	YES	44.34	YES
Students with Disabilities '09	46.67	NO	37.14	YES	
OUTCOME(s): (NCLB Adequate Yearly Progress Report/Subpopulations)					
<ul style="list-style-type: none"> 2010 Math Annual Measurable Objective of 58.25% Proficient 2010 Reading Annual Measurable Objective of 72.80% Proficient 	2010 NCLB Student Group	READING Met AMO (72.80%)	Met Annual Measurable Objective	MATH Met AMO (58.25%)	Met Annual Measurable Objective
	White Students	72.80		58.25	
	African-American Students	72.80		58.25	
	Free & Reduced Lunch Students	72.80		58.25	
	Students with Disabilities	72.80		58.25	

As this data indicates, the area in which improvement is most needed is reading, particularly for students with disabilities. As you can see, however, we also need to increase the margin by which we meet our AMO for math. This is confirmed by other sources such as the Group Mathematics Assessment and Diagnostic Evaluation (GMADE) and the Group Reading Assessment and Diagnostic Evaluation (GRADE).

According to the March GRADE assessment for the 2010 school year, 34.5% of our 6th grade students scored below the national average, 39.2% of our 7th grade students scored below the national average and in 8th grade 27% of our students scored below the national average. This troubling piece of data clearly indicates the need for improvement.

According to the March GMADE assessment for the 2010 school year, 33% of our 6th grade students scored below the targeted goal, 26% of our 7th grade students scored below the goal and in 8th grade 36% of our students scored below our goal. Again, this data shows the need for targeted intervention.

Demographic and Non-Cognitive Data: Boyd County Middle School is located in Northeast Kentucky in a suburban area just outside of the city limits of Ashland. There are several major employment opportunities in the area to include Kings Daughters Medical Center, Ashland Community and Technical College and the Boyd County Public School System. However, with the exception of BCPS, the other two entities are located in an adjacent independent school district.

The combination with low parental involvement, high government assistance to families, and a significant number of Special Education/504 students creates a barrier that impacts the overall student achievement at BCMS.

Demographic Data

	TOTAL ENROLLMENT	#/% MALE	#/% FEMALE	#/% FREE/REDUCED LUNCH	#/% DISABILITIES	#/% WHITE
08-09	721	364 50.48%	357 49.51%	341 48.37%	101 14.00%	718 99.58%
09-10	712	364 51.12%	348 48.87%	352 49%	87 12.21%	709 99.57%

Non-Cognitive Data

	% ATTENDANCE	#/% RETENTION
08-09	92.85%	3 0%
09-10	93.44%	3 0%

Causes and Contributing Factors -- The relatively low socio-economic status of our community along with our high rate of students with disabilities coupled with the factors listed above regarding parental involvement and government assistance are certainly contributing factors to levels of student achievement. We also recognize the fact that our attendance percentage is not as high as it should be. Beginning in January of 2010 BCMS partnered with the Boyd County Court Designated Worker Nadalie Pope to create a truancy diversion program. This program brought about an increase in attendance and will continue to show a positive impact in the future. BCMS is also studying a new discipline program throughout the 2010-2011 school year for possible implementation next school year.

The possibility of stagnant instructional methodologies may also be a contributing factor. Parental education, improved instructional methodologies including the use of

technology and research-based strategies and more intense and student- specific small group and one-on-one instruction are needed through the use of a reading and math intervention teacher.

Selection of Improvement Strategies – Improvement strategies have been and will be selected based on the analysis of need. Assignment of staff and the selection of instructional strategies have been made in an attempt to intentionally address the indicated needs, the biggest of which has been reading and math, particularly with our disability students. A renewed emphasis on collaboration and instituting a reading and math intervention program in conjunction with a student’s regular reading and math instruction during the school day will be instituted in an effort to close the gaps we see in reading and math within our school.

Actions

Integration of Technology in Classroom Instruction -- Computers, document cameras and projectors will be available to all teachers. Student response systems and airliners will be available to all teachers. Opportunities will be provided for all instructional staff to learn to more effectively use the technology to improve instruction, and more training will be provided as needed.

Technology Goal: Boyd County Middle School (BCMS) students and staff will become proficient in the areas of Instructional Technology.

Category	Goals	Timeline	Expected Impact	Monitoring/Measuring
Technology	1. 100% of teachers will increase their use of technology for instructional planning and delivery.	Daily	Students will be more engaged in the learning process, which will increase student achievement. Higher levels of proficiency.	Walkthroughs Observations Lesson plans Formative assessment data
	2. 100% of students will use technology to show growth by formative assessment	Weekly	Immediate feedback on student learning	Formative Assessment Data
	3. 100% of teachers will integrate the technology equipment into daily instruction to improve learning.	Daily	Immediate feedback on student learning	Lesson plan, walk throughs
	4. 100% of teachers will become proficient in the use of technology integrated into the classroom through PD offered 4 times per year.	August October January April	Proficiency for all teachers in technology	PD sign in sheets, classroom observations.

Family & Community Involvement -- Family and community supports will be involved with planning and implementing the improvement plan in several ways. Stakeholders

will be represented through their representative members on the School Based Decision Making (SBDM) Council; these members have been involved in the application process. A renewed focus of Parental involvement in SBDM committees as well as our RTI team will encourage family and community input into our improvement. BCMS will also re-new our focus of our Parent Teacher Friend Organization in an effort to communicate our plan for improvement. BCMS will recruit parent members through our Youth Services Center to become active members of our committees. BCMS will re-new the focus of the Parent Leadership Team through scheduled bi-monthly meetings. Each meeting will have an academic focus to share with parents. Information concerning all BCMS activities will be placed on the schools Wildcat Information Network (WIN) email and also be placed on the district-wide Honeywell Caller system.

Assignment of Personnel-- Staffing assignments have been made to adhere to the Highly Qualified Educator mandate with regards to certification. Our plan is to place an experienced Reading and Math specialist in our Reading and Math Intervention program. BCPS and BCMS ensures that the best teachers are working with the students who have the most needs through the district evaluation system and administrative knowledge based upon the current needs of the students. This placement will allow for seamless implementation of the new program.

Funding-- In addition to the use of any school improvement funds that have been or may be awarded, we will utilize Title I funds, professional development funds, and additional funding from our district office to provide resources and training that staff will need in order to make necessary improvements with regard to instruction. SEEK instructional funds will also be utilized as needed.

Professional Development -- All instructional staff has and will continue to be engaged in Professional Learning Communities (PLCs) training to improve their capabilities to support reading and math instruction. The PLCs will be structured twofold. Each content area group will meet on a monthly basis for one half day to discuss a content focus area. This meeting will take place off campus and will involve the district hiring and paying for substitute teachers. The other PLC structure currently in place will be for content area grade level partners to meet bi-weekly during planning time to discuss common assessments, content area focus, and lesson planning.

This past year, we had multiple professional development sessions that focused on technology integration in the classroom. Continued professional development training in the areas of PLC's, technology, and collaboration are planned for the 2010-2011 school year. The PLC training will be provided by the district through the use of Solution Tree employees and district level trained resources. More PD on these particular topics will be scheduled for the upcoming year. During the past year teachers have worked all year through professional learning communities to unpack standards and create common assessments in reading, math and science. This work will continue next year in an effort to adhere to Senate Bill 1.

Other Resources -- One major source of support for addressing our improvement goals comes from the district level. The staff of BCMS receives assistance from our instructional team to include personnel specifically assigned to BCMS along with our superintendent. Our PTO and Youth Services Center also serve as invaluable resources for support of all students. The YSC will continue to provide the district-wide Redifest at the beginning of each school year. This service provides clothing and school supplies to all individuals who attend. The YSC will also continue to provide site level services to students and parents who need assistance with regards to food, clothing, and other personal needs. Our PTO will continue to provide human resources along with monetary support to provide assistance to our teachers and students.

External Supports --We receive support from Kentucky Educational Development Corporation (KEDC), our educational cooperative. The district works closely with KEDC to offer resources and trainings to all district schools and employees. KEDC has/will provide services to BCMS such as the Special Education Evaluation and Eligibility Institute, Due Process Institute, Instructional Support Network (SB1), Gifted Education Support network, KY Leadership Academy (KLA) Cadre meetings, along with many others. These services are chosen based upon school and district wide identified needs. The services will be evaluated based upon participant evaluation and effectiveness. We also receive support from other outside agencies such as our Court Designated Worker through our Truancy Diversion Program (RTI).

Practice and Policy Reviews -- Boyd County Public Schools reviews the district board policies and practices through the use of KSBA and an assigned district administrator that specializes in that area.

The BCMS SBDM council has worked in the past to review our by-laws and policies. However, that was approximately eight years ago. In the upcoming year, we will employ an outside consultant through the Kentucky Association of School Councils (KASC) to review our by-laws and policies. Upon completion of this process, we may hire the consultant to work with our council to assist us in improving the overall effectiveness of the council.

Modifications to Practices and Policies -- Beginning last year, each grade level has been assigned a building level administrator to facilitate PLC's and overall effectiveness of instruction within the grade level. This assures that all teachers are using planning time in order to improve student achievement. Our council has also adopted a new master schedule that will allow for a 30-minute flexible instructional course before the last two periods of the day. This time will allow for certain students who are below grade level to go to our Success Maker Mathematics Lab and for the other students to gain additional instructional time in the areas identified by the teams as crucial for success. We are also developing an Rtl plan that will allow us to identify and then monitor individual student progress through the intervention process.

Sustainability -- Successful efforts will be sustained after SIG funds are exhausted by carefully considering how to budget Title I funds, professional development funds,

instructional funds and any funds received from grants and additional BOE allocations are given. We will also consider how to modify the use of existing staff to continue practices put in place under this funding. Data analysis will continue to drive instructional changes and annual goals regardless of funding.

Timeline

	2010-2011	2011-2012	2012-2013
Aug-Oct	<ul style="list-style-type: none"> • Orientations/Open House • home visits to identified students • professional development • KCCT data analysis and plan updating • meet with external providers • Hire math/reading intervention teachers • GRADE/GMADE testing • PLC 	<ul style="list-style-type: none"> • Orientations/Open House • Home Visits as needed • PD • KCCT data analysis • Begin Math/Reading intervention program • GRADE/GMADE assessment • PLC 	<ul style="list-style-type: none"> • Orientations/Open House • Home Visits as needed • PD • KCCT Data analysis • Begin Math/Reading intervention program • GRADE/GMADE assessment • PLC
Nov-Jan	<ul style="list-style-type: none"> • Professional Development • KASC consultant reviews policy and procedures • Classroom data review • GMADE/GRADE assessment • Implement Math/Reading intervention program • PLC 	<ul style="list-style-type: none"> • PD • Classroom data review • Continue with Math/Reading interventions • GRADE/GAMDE assessment • PLC 	<ul style="list-style-type: none"> • PD • Classroom data review • Math/Reading intervention • GRADE/GMADE assessment • PLC
Feb-Apr	<ul style="list-style-type: none"> • Professional development • Implement KASC suggestions • GMADE/GRADE assessment • Continue Math/Reading intervention program • PLC 	<ul style="list-style-type: none"> • GRADE/GMADE assessment • Continue Math/Reading interventions • PLC 	<ul style="list-style-type: none"> • GRADE/GMADE • Continue with math/reading interventions • PLC
May-July	<ul style="list-style-type: none"> • Evaluate effectiveness of Math/Reading intervention program • KCCT testing • Review budget for 2011 school year • PLC 	<ul style="list-style-type: none"> • Evaluation Math/Reading intervention program • KCCT testing • Review budget for 2012 school year • PLC 	<ul style="list-style-type: none"> • Evaluation of math/reading intervention program • KCCT Testing • PLC

Tier III Services

Services Provided to School by the District -- The district provides funding for staffing, professional development, and instructional materials through board of education allocations. In addition, the services of an instructional team and support from district level administration are provided. The district instructional team will provide job embedded PD in the areas of PLC's, Senate Bill 1, and other areas of need. The team will also provide instructional support through classroom walk through, curriculum

needs, and support through information and guidance. These services will not be funded through the SIG.

Math Activities:

Action/ Strategy	Persons Responsible	Timeline	Expected Impact	Monitoring	Funding Needed
Target struggling students with intervention through grant funded Math Intervention Teacher. Teacher will use research-based strategies.	Burns/ Intervention Teacher	Ongoing throughout SIG grant timelines	Improved math achievement scores and NCLB goals being met.	Intervention teacher will provide daily service to targeted students along with regular reports to SBDM and district instruction team.	SIG GRANT \$19,000
During the fall semester, we will host a Family Math Night to highlight math and educate parents on ways to help students with math at home.	School and district staff along with assistance from our PTO and YSC	Between August 6 th and December 1 st	Improved math achievement scores and NCLB Goals being met	Program/schedule of events and parent sign in sheets.	School Instructional materials and SEEK funds \$1500
Target struggling students identified through data analysis and provide interventions through individualized instruction via Success Maker Math program.	All Math teachers and school level administrators	August 6 th through closing day	Improved math achievement scores and NCLB Goals being met	Success Maker Math program, walkthroughs and reports.	BOE allocations

Literacy Activities:

Action/ Strategy	Persons Responsible	Timeline	Expected Impact	Monitoring	Funding Needed
Target struggling students with intervention through grant funded Reading Intervention Teacher. Teachers will use research-based strategies.	J. King/Intervention teacher	Ongoing throughout SIG Grant	Improved reading achievement scores and NCLB Goals being met	Intervention teacher will provide regular daily instruction to targeted students. Teacher will provide reports to school SBDM and district level administrators.	SIG Grant \$19,000
During the fall or spring semester, we will host a Family Reading Night to highlight Reading and educate parents on ways to help students with reading at home.	School staff, PTO and YSC.	Between August 4 th and May	Improved reading achievement scores and NCLB Goals being met	Program/schedule of events and parent sign in sheets.	School instructional materials and SEEK. \$1500
Target struggling	Instructional	Throughout	Improved	Walkthroughs,	BOE

students identified through data analysis and provide interventions through small group and individualized instruction via our Carbo Reading Labs	Assistants and Carbo Reading staff	school year	reading achievement scores and NCLB Goals being met.	observations, Carbo Reading staff and reports	allocations
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Through the use of the above activities, BCMS will incorporate the following plan to align our literacy and math curriculum with the common core standards.

- Place one teacher from each content area (Math/Reading) on the Instructional Support Network Team
- Teachers will attend scheduled meetings held at KEDC beginning July 2010
- Teachers will then share the information through PLCs with content like partners
- Teachers will meet through the PLC format throughout the 2010-2011 school year to plan for implementation of the new standards for the 2011 school year.

Annual Goals

Using the 2011 NCLB, BCMS will have an AMO of 79.60 in reading, making AYP.
 Using the 2012 NCLB, BCMS will have an AMO of 86.40 in reading, making AYP.
 Using the 2013 NCLB, BCMS will have an AMO of 93.20 in reading, making AYP.

Using the 2011 NCLB, BCMS will have an AMO of 68.68 in math, making AYP.
 Using the 2012 NCLB, BCMS will have an AMO of 79.12 in math, making AYP.
 Using the 2013 NCLB, BCMS will have an AMO of 89.56 in math, making AYP.

Benchmarks

Category	Goals	Timeline	Expected Impact	Monitoring/Measuring
Reading	72.8% of students will score proficient or distinguished in reading, meeting our NCLB goals.	GRADE Assessments will be given according to a set schedule 3 times per year for all student s. Fourth quarter benchmarking will be based in KCCT data.	Students read better and perform at higher levels in all areas. Gaps in performance narrow.	Test data from CATS, GRADE, STAR, student response system analysis, and classroom assessments.
Math	58.25% of students will score proficient or distinguished in math, meeting our NCLB goals.	GMADE Assessments will be given according to a set schedule 3 times per year for all students. Fourth quarter benchmarking will be based in KCCT data.	Student math skills show improvement and gaps in performance narrow.	Test data from CATS, GMADE, student response system analysis and classroom assessments.

District Support --The district provides administrative and instructional support to help ensure schools reach their goals. District level leadership has also met SBDM councils and committees consisting of staff from across the district to inform their decision making. The district will also meet individually with students to review their

GMADE/GRADE scores. Our district staff has and will continue to assist BCMS with PLC implementation through the use of PD funds.

Consultation

Stakeholders were involved in the application process through the following activities.

- Consultation
- Meetings to discuss the application process
- SBDM review and discussion
- District office support in revisions of the application
- YSC consultation

Stakeholders will continue to be involved in the process through the following activities.

- PTO review and discussion
- Parent Leadership team review and discussion
- Progress monitoring sheets distributed to all stakeholders
- SBDM review and discussion

Budget

Budget Narrative -- All SIG funds will be spent at the school level. The district provides funding for staffing, professional development, and instructional materials through board of education allocations. In addition, the services of an instructional team and support from district level administration are provided.

Technology:

Action/Strategy	Persons Responsible	Timeline	Expected Impact	Monitoring	Funding Needed
Use of response systems, document cameras and projectors to increase teachers' use of formative assessments.	BCMS teachers and STC	Ongoing throughout SIG Grant	Improved student and teacher knowledge and use of technology. Formative assessments	Walkthroughs and lesson plan. Formative assessment reports.	SIG Grant \$6000

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

District: Boyd County

MUNIS Code	Description of Activity	Amount Requested
110		
111		

MUNIS Code	Description of Activity	Amount Requested
113		
120		
211		
212		
213		
214		
221		
222		
231		
251		
253		
260		
294		
295		
296		
297		
320		
580		
610		
630		
640		
670		
734		
735		
810		
892		

MUNIS Code	Description of Activity	Amount Requested
894		
933		
Total Amount Requested		\$0

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

District: Boyd County

MUNIS Code	Description of Activity	Amount Requested
110		
111		
113		
120		
211		
212		
213		
214		
221		
222		
231		
251		
253		
260		
294		
295		

MUNIS Code	Description of Activity	Amount Requested
296		
297		
320		
580		
610		
630		
640		
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$0

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

District: Boyd County

MUNIS Code	Description of Activity	Amount Requested
110		
111		
113		
120		

MUNIS Code	Description of Activity	Amount Requested
211		
212		
213		
214		
221		
222		
231		
251		
253		
260		
294		
295		
296		
297		
320		
580		
610		
630		
640		
670		
734		
735		
810		
892		
894		
933		

MUNIS Code	Description of Activity	Amount Requested
	Total Amount Requested	\$0

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

School: Boyd County Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Reading Intervention Teacher (0.5 FTE)	\$19,000
	Math Intervention Teacher (0.5 FTE)	\$19,000
111		
113		
120		
211		
212		
213		
214		
221	FICA	\$1178
		\$1178
222	Medicare	\$275.50
		\$275.50
231	KTRS	\$2680
		\$2680
251	State Unemployment	\$190
		\$190
253		
260		
294		
295		
296		
297		

MUNIS Code	Description of Activity	Amount Requested
322	SBDM consultant	\$2,500
580		
610		
630		
640		
670		
734	Technology (response system, document cameras, projectors)	\$5000
735		
810		
892		
894		
933		
Total Amount Requested		\$54147

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

School: Boyd County Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Reading Intervention Teacher	\$19,000
	Math Intervention Teacher	\$19,000
111		
113		
120		
211		
212		

MUNIS Code	Description of Activity	Amount Requested
213		
214		
221	FICA	\$1178
		\$1178
222	Medicare	\$275.50
		\$275.50
231	KTRS	\$2680
		\$2680
251	State Unemployment	\$190
		\$190
253		
260		
294		
295		
296		
297		
320		
580		
610		
630		
640		
670		
734		
735		
810		
892		
894		
933		

Total Amount Requested		\$46647
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Proposed School Budget Summary
School Improvement Grants
2012-13 School Year

School: Boyd County Middle School

MUNIS Code	Description of Activity	Amount Requested
110	Reading Intervention Teacher	\$19,000
	Math Intervention Teacher	\$19,000
111		
113		
120		
211		
212		
213		
214		
221	FICA	\$1178
		\$1178
222	Medicare	\$275.50
		\$275.50
231	KTRS	\$2680
		\$2680
251	State Unemployment	\$190
		\$190
253		
260		
294		
295		
296		
297		
320		
580		

MUNIS Code	Description of Activity	Amount Requested
610		
630		
640		
670		
734		
735		
810		
892		
894		
933		
Total Amount Requested		\$46647

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.

- X Extending the period of availability of school improvement funds.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

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