

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)
 Spring 2010

District: Bowling Green Independent Schools	Mailing Address: 1211 Center Street Bowling Green, KY 42101
District School Improvement Grant Contact:	
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Signature of the Superintendent: <i>Joseph Tinius</i>	Date: 06/04/2010
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
Bowling Green Independent	2100570	\$150,000

School(s) Name	NCES ID #	Tier III
Bowling Green Middle School	210057000104	X

Commitment to Serve

Bowling Green Junior High is a Schoolwide Title I School. Fifty two percent of BGJH students are eligible for free or reduced lunch. Ten per cent of BGJH students speak English as a second language. Among these students, 18 different languages are spoken. Many of these students are immigrants whose families have fled ethnic conflicts in African and Asia. Many have had little or no formal schooling before enrolling at BGJH. This extreme diversity has made meeting the No Child Left Behind Annual Yearly Progress targets a real challenge for BGJH teachers and students. Bowling Green Junior High qualifies for School Improvement Funding because of its Tier III status. According to No Child Left Behind Adequate Yearly Progress Reports, Bowling Green Junior High has not met Adequate Yearly Progress targets for the past three years. While the school met Adequate Yearly Progress Targets in Reading and Math for all students, persistent achievement gaps are evident among subgroups of students.

According to the 2009 NCLB Adequate Yearly Progress Report, African American students, students eligible for free/reduced lunch, and students with disabilities did not make Adequate Yearly Progress in Reading. Additionally, students with disabilities did not make Adequate Yearly Progress in Math.

The percent of students performing at the Proficient Level or above in Reading and Math declined for all sub groups except students with disabilities between 2008 and 2009. This occurred despite a three tiered Response to Intervention System for students performing below benchmark.

A review of the Interim Performance Report for Reading Core Content shows that students at 6th and 8th grade level are performing below the state mean in Interpreting Text for both Multiple Choice and Open Response questions. Students at all grade levels performed below the state mean in Number Properties and Operations, Data Analysis and Probability, as well as Algebraic Thinking. Further analysis, utilizing the Student Data Tool, appears to show that Intervention Curricula are not aligned with Kentucky Core Content. Not all Math and Reading objectives have been taught to all students. The district has provided leadership for curriculum mapping but BGJH staff has not consistently participated in the process.

Walkthrough observations show that most instruction is teacher directed and textbook and worksheet driven... As a result, the joy and excitement that should be an inherent part of teaching and learning is lost to mind numbing drills to improve content recall and endless review of test taking strategies. Though each classroom is equipped with an interactive board, teachers do not often integrate the resources of the interactive web into instructional delivery. Teachers need time and training to know how to effectively integrate technology into instruction on a daily basis.

Title I funds have been used to purchase Turning Points Student Response Systems for each classroom as well as the Performance Matters Data Warehouse System so that teachers can track student progress on a continuous basis. However, these tools are not being used to impact teaching and learning. When surveyed, teachers cite the need for job embedded mentoring from someone who understands how to incorporate technology into instruction and assessment design and the time to plan collaboratively for effective technology integration. The amount of student work generated using technology integration is minimal at this time.

A review of disciplinary data shows that 588 office referrals were made during the first four months of school. Over half of the students with 10 or more office referrals are African American even though only 18% of students enrolled in BGJH are African American. The most common reason for referral was for minor disruption or non-compliance, indicating a lack of student engagement during instructional time. The number of students in the 6th grade performing at the Proficient Level in Reading and Math declined significantly when compared to student performance in the 5th grade.

During a recent Gifted Program Evaluation for BGJH, conducted by Dr. Linda Andrews, with Strategy Consulting, African American Students, students eligible for free and reduced lunch, and students who speak English as a second language were found to be significantly under identified for Gifted and Talented services at BGJH.

The school culture is also in need of improvement. Student surveys show that only 61% of students believe that teachers care about them as individuals. Only 36% of BGJH teachers believe that students put forth their best effort at school. The principal of BGJH resigned in February and an interim principal was assigned by the superintendent. When the staff was surveyed about the qualities they would most like in the new the principal, they ranked concern about the welfare of all students as number 11.

The Associate Superintendent and BGJH Site Based Council conducted a School Council Effectiveness Self-Study Review under the direction of a KDE endorsed Council trainer. The Effectiveness Review showed that the BGJH Council had little involvement with School Improvement Planning. The Council was unaware of the resources for improvement planning that are available for BGJH. The Council had no involvement in setting measurable goals for the School Improvement Plan nor did the Council revisit the plan to monitor progress during the school year.

A review of BGJH Council By-Laws and Policies showed that the Council lacks some bylaws and policies required by KRS 160.345. Namely, the Council lacks Bylaws for Removal of members, Election of Officers, Attendance at Meetings, Closed Sessions and Appeals. The Council lacks Policies with respect to Consultation in Filling Vacancies and Committee Participation. As a result there was no consistency or accountability with respect to the work of School Improvement.

A review of classroom practice with respect to Reading instruction showed that the school has no systematic, school wide approach to literacy instruction. No professional

development has been provided for integrated approach to literacy instruction. Additionally, the school offers no foundational literacy model. Texts that are utilized are not representative of adolescent interests.

A review of classroom practice with respect to Math instruction showed that Math instruction focuses on memorization of algorithms rather than teaching for deep understanding of key math concepts. Math intervention programs are not linked with classroom instruction. The school offers no foundational math instructional model.

The revised School Improvement Plan includes Components for Efficiency, Math, Reading and Learning Environment. The Efficiency Component includes strategies to strengthen the leadership of the new principal and the site based decision making council. Without effective leadership at the building level, school improvement efforts are likely to fail. The BGJH Principal and Site Based Council Members will receive training from a KDE endorsed Council trainer on the following topics: (1) Planning for Improved Student Achievement; (2) Advanced SBDM Policies and Bylaws; and (3) Putting Bylaws and Policies to Use to Improve Student Achievement. The BGJH Council will review current Bylaws and Policy and revise them to bring them into compliance with KRS 160.345. The Council and Principal will review student achievement data and progress toward meeting the Goals and Benchmarks of the School Improvement Plan monthly, during regular Council meetings.

The Reading Component includes strategies to reduce persistent achievement gaps in Reading. Specifically, all BGJH teachers will participate in professional development, led by literacy consultants from the educational cooperative, designed to lead to implementation of a school-wide systematic, evidence based approach to literacy instruction. Expert21, evidence based foundational literacy instructional materials will be purchased and Reading teachers will be trained to use the materials. All students will be assessed in Reading each quarter with ThinkLink Predictive Assessment. The principal will lead student achievement data study. Students performing below benchmark will receive 30 to 60 minutes of daily Reading intervention aligned with classroom Reading instruction. The Reading/Language Arts Department Chairperson will serve as the Middle School Reading Teacher Representative on the Regional Content Leadership Network. She will lead the Reading Department in revising the Reading Curriculum Map to transition to Common Core Standards.

The Math Component includes strategies to reduce persistent achievement gaps in Math. Evidence based foundational math curriculum materials will be purchased. Implementation training will be provided for Math teachers. ThinkLink Predictive Benchmark Assessments will be administered to all students three times per year. Students performing below benchmark will receive an additional 30 to 60 minutes of daily Math intervention, aligned with classroom Math instruction. The principal or assistant principal will lead Math teachers in studying student achievement data and adjusting instruction for individual students to accelerate student progress. The Math Department Chair will serve as the Middle School Math Representative on the Math Content Leadership Network. She will work with KDE representatives and Cooperative

Math Consultants to deconstruct Common Core Math Standards and revise the school's curriculum map to align with Common Core Standards.

Actions:

According to the Simple Assessment Survey administer in October 2009, only 5% of BGJH students currently meet or exceed national Educational Technology Standards by the end of grade 8. According to the November 2009 survey of middle school teachers, only 44% use Web 2.0 tools to provide instruction two or more times per week and only 22% assign work to be completed through the use of internet research two or more times per week. This data is discouraging given the fact that all classrooms at BGJH are Smart Classrooms, equipped with Interactive Boards and wireless access to the World Wide Web.

In March, 2010, the district was successful in obtaining a competitive grant for Technology Integration for BGJH. Using these American Recovery and Reinvestment Act Funds for Enhancing Education Through Technology, the district has hired a Technology Integration Specialist for BGJH. The TIS will provide job embedded coaching and mentoring to help teachers design technology enhanced projects to extend student learning across the curriculum. The TIS will conduct or facilitate teacher workshops for technology integration and model teach in classrooms to help Bowling Green Junior High Teachers understand how to make the best use of Interactive Boards, Turning Points, and Web 2.0 tools such as Wikis and Blogs to create a 21st Century learning experience for students. Each teacher will be expected to revise at least one current unit of study, replacing a specific instructional or assessment activity with a 21st Century upgrade integrating the interactive web. Teachers will share technology integration strategies with colleagues via Share Portal.

Families and community members were informed of School Improvement activities via a weekly newsletter, which is distributed in paper as well as electronically. Parent volunteers were recruited through the newsletter to assist with School Improvement Activities. On August 30, we held an Orientation Day for Parent Volunteers. We had 40 parent participants in addition to BGJH teachers, building administrators and central office administrators. District and school administrators explained school improvement initiatives and welcomed parents as partners in improving teaching and learning. Parents agreed to tutor students, assist with technology integration, assist teachers with work station activities, staff the parent help desk, and help with Career Day. To improve student engagement at the 6th grade level, teachers are implementing an instructional model that maximizes differentiation of instruction and instructional time. The teachers are committed to interdisciplinary collaboration, technology integration, and hands-on active learning through learning centers. Parent volunteers and the faith based community volunteers have been recruited to help teachers prepare the learning activities for the centers. Additionally, BGJH Youth Service Center is sponsoring a Parent to Parent Workshop. The goal of this program is to help parents develop competence, confidence, and commitment to guide their children through the adolescent years. On

Career Day, booths are set up in the gymnasium focusing on careers and educational institutions. Parents teach classes and provide information on their respective careers.

The district has reassigned a Title I funded School Improvement Coordinator to provide job embedded mentoring for BGJH leaders and teachers throughout the 2011-2012 school year. This individual is a retired principal who led very successful school improvement efforts before retiring. She will lead BGJH Professional Learning Communities in studying student data and current practice to improve teaching and learning. BGJH has utilized Title I ARRA funds to hire a Curriculum and Instruction Coach. This educator's role is to work with Professional Learning Communities to improve teaching and learning by engaging teachers in professional dialogue and study of student work. Additional Reading and Math Intervention Teachers have been hired. Teachers have been assigned to interdisciplinary teams with common planning times. There are two teams per grade level. Each team includes teachers from each core content area as well as a special education teacher and ESL teacher. Additionally, two Schoolwide Literacy Leadership Teams have been established, composed of volunteers from each core content area and a special education teacher. The classrooms of the teachers on the Literacy Leadership Teams will serve as model classrooms for interdisciplinary content literacy instruction.

The district is leading the BGJH Council in leveraging all available funds. Title I, ARRA funds have been used to fund the salary of the Curriculum and Instruction Coach. (The district applied for a waiver to extend the use of these funds through the 2010-2011 school year.) Competitive ARRA funds for Technology Integration have been used to fund the salary of the Technology Integration Specialist. School Improvement Funds will be used to partially pay for the evidenced based Reading and Math Curriculum Materials and associated professional development. Title I, Part A funds are being used to contract with the Green River Regional Educational Cooperative for professional development related to the implementation of a systematic school-wide approach to literacy instruction. Title I, Part A funds have been used to purchase ThinkLink Benchmark Assessments for all grade levels. Title I, Part A funds have been used to hire Reading and Math Intervention Teachers.

Professional development aligned to improvement goals includes the following:

- Two days of training for all teachers and instructional assistants on *Literacy Strategies for Engaging Adolescent Learners*. This training, based on the work of Marzano Vygotsky and others, includes explicit training on Thinking Strategies for Proficient Learners and Gradual Release of Responsibility to maximize learning and engage students. Additionally, participants will become familiar with the importance of talk and collaboration to deepen comprehension, the importance of reflection and writing to synthesize new learning and the role of motivation and engagement in learning. Two multidisciplinary teams of teachers will receive 10 additional days of job-embedded literacy coaching throughout the school year. Their classrooms will become model "classrooms of understanding". They will share their practice with colleagues through grade level Professional Learning Communities which meet

weekly. Training includes monthly classroom coaching visits provided by Green River Educational Cooperative Consultants.

- Additionally, Expert21, evidenced based foundational literacy materials, will be purchased for BGJH. These materials will include text and topics that are of interest to adolescent learners. Implementation training will be provided for all Reading teachers.
- Two days of training regarding Conceptual Math instruction will be provided for all Math teachers. This training will include model lessons from the 6th, 7th and 8th grade curriculum with an emphasis on strategies to engage students and build deeper understanding of Math content.
- Training for 6th grade teachers regarding Technology Enhancing Achievement in Middle School (TEAMS) will be a year long process that involves six stages of interactive learning and practice. TEAMS includes a three day summer workshop and quarterly classroom coaching visits by TEAMS Consultants, through the Institute for School Innovation, as well as daily coaching and mentoring by the on site Technology Integration Specialist. The Atomic Learning Teacher Survey will be administered to identify gaps in teacher proficiency with respect to technology integration. Results of the survey will be used to personalize online professional development for technology integration to address gaps in each teacher's skills with respect to the Interactive Web for support of teaching and learning.
- BGJH teachers are already organized into interdisciplinary Professional Learning Communities with common planning time build into the weekly schedule. However, PLCs have not always used this time to improve teaching and learning. To improve the effectiveness of PLCs, the principal, District School Improvement Coordinator and BGJH Curriculum Coach will develop an agenda protocol and assign tasks to help PLCs focus on teaching and learning. PLCs will be expected to share their work with the larger school community on a monthly basis. The BGJH schedule was modified to provide two planning periods daily for BGJH teachers. One period is for instructional planning and the other is for job embedded professional development for Professional Learning Communities. During the 2010-2011 school year, school and district administrators will meet weekly with PLCs to study student data, work samples and classroom assessments. Additionally coaches with the Adolescent Literacy Project, meet with BGJH teachers during this period to engage in critical conversations about teaching and learning in BGJH classrooms.
- The School Council Effectiveness Review highlights the need for Leadership training for the new principal and council. Current BGJH SBDM Bylaws and Policy are incomplete. In addition to the six hours of professional development required for all new council members and the three hours required for returning members, the council and principal will participate in the following KASC training modules: (1) Planning for Improved Student Achievement; (2) Advanced SBDM Policies and Bylaws; and (3) Putting Bylaws and Policies to Use to Improve Student Achievement. This training will be provided by a KDE endorsed trainer for SBDM Councils. The principal and council will revise BGJH Bylaws and Policies to bring them into compliance with KRS 160.345 and to delete policies which unnecessarily meddle in the day to day operation of the school. On a monthly basis, the principal

and council will review student achievement data and progress toward meeting goals and benchmarks of the BGJH School Improvement Plan.

In selecting external supports for professional development and coaching for staff regarding Adolescent Literacy, the district considered the Collaborative Center for Literacy Development as well as the Green River Regional Educational Cooperative (GRREC). The Associate Superintendent and Curriculum Coach for BGJH attended training provided by CCLD. Additionally, several BGJH teachers, the School Improvement Coach, the Instructional Supervisor, and the Curriculum Coach for BGJH visited model middle school sites for the GRREC Adolescent Literacy Project.

Ultimately, the decision was made to contract with GRREC because of the opportunity for mentoring from teachers in the model middle school sites and the support provided by the GRREC Literacy Consultants and Western Kentucky University Literacy Staff. In selecting support for Technology Integration from the Institute for School Innovation (ISI), two BGJH teachers, the BGJH Curriculum and Instruction Coach, the district School Improvement Coordinator and the Associate Superintendent visited middle schools in Florida which had received training through ISI. During these visits, teachers, students and administrators were interviewed. Additionally, BGJH teachers and administrators held SKYPE conferences with the teachers in Florida. This professional dialogue continued over the course of six months before a decision was made to contract with ISI for professional development and coaching.

BGJH Council members engaged in a School Council Effectiveness Self Study Review facilitated by a KDE endorsed trainer for SBDM Council. The Associate Superintendent participated as well. The Self Study Review showed that BGJH SBDM Bylaws and Policies required by KRS 160.345. Specifically the Council lacks Bylaws for Removal of Members, Election of Officers, Attendance at Meetings, Closed Sessions and Appeals. The Council lacks Policies for Committee Participation and Consultation in Filling Vacancies. Additionally, the Council has some unrequired policies that are too proscriptive and they hamper the day to day operation of the school. The Self Study found that the BGJH SBDM Council had very little involvement with Budgeting and School Improvement Planning. The School Attorney was asked to review School Board Policies with respect to KRS 160.345 (3) SBDM Implementation, KRS 160.340 (3) (a) Annual Gap Report, KRS 160(3)(b) Review of CSIPs, KRS 160.345(2) SBDM, and KRS 160.345(4) Additional Authority. All policies were found to be in compliance with statute.

The BGJH School Improvement Plan reflects changes in the school's practice for Response to Intervention and the duties of support staff such as special education teachers, ESL teachers, and instructional assistants. The RTI model that the school had been implementing was ineffective and divisive. Special education teachers and ESL teachers have not been collaborating with general education teachers during instructional time. All intervention was delivered through a pull out model. General education teachers have not been accountable for the academic progress of students receiving Math or Reading intervention. Although, students performing below benchmark in Reading or

Math received an additional hour of intervention daily, intervention instruction was not aligned with Core Content or the instruction being delivered in the general education classroom. Many students were excluded from Social Studies, Science or Related Arts and given two hours of Reading and two hours of Math instruction daily. The endless drill skills did not result in improved school achievement.

The Improvement Plan requires all teachers to be accountable for all students through Response to Intervention. Special education teachers and ESL teachers will collaborate with general education teachers to provide evidenced based Literacy and Math Tier I instruction. The RTI Team which includes, the principal, the Intervention Coordinator, the School Improvement Coordinator, a Math Specialist and a Reading Specialist will review individual student data from STAR Math, STAR Reading and Think Link PAS which are administered quarterly. Using the results, the RTI team will develop an RTI Plan for each student performing below benchmark. Each student's RTI plan will be communicated to his/her teachers by the principal or assistant principal. The plan will include the Tier of service, the skills to be addressed, the materials to be used, the minutes of instruction per day, the number of days per week for intervention and the plan for progress monitoring. The School Improvement Coordinator, Intervention Coordinator, Principal and Assistant Principals will monitor the instruction and interventions through observation and review of progress monitoring data. RTI meetings will be held every six weeks with each team to determine progress of students and adjust instruction as necessary. Tier II intervention will take place in the general classroom and will be provided by the general education teacher or the support teacher through small group instruction. Tier III instruction, will be provided in a parallel Reading or Math class by a Special Education Teacher, ESL teacher or RTI teacher. In no case, will a student be excluded from core academic instruction. Intervention will focus on cognitive coaching, scaffolding and differentiation of instruction through a gradual release model. During Professional Learning Communities, teachers will be expected to study student work and student data. The principal will report to the SBDM council on student progress data on a monthly basis. He will report student progress data to the district office on a quarterly basis.

In addition to RTI during the school day, identified students receive instructional support after school three days per week. The after school program is funded by ESS and Title I funds.

External Support:

Literacy Consultants from the Green River Regional Educational Cooperative are supporting the implementation of the Adolescent Literacy Model to assist teachers in teaching literacy across all content areas. The model includes Gradual Release of Responsibility: I do it—teacher modeling thinking 10%. We do it—student helping teacher with student-generated thinking 10%. You all do it—cooperative learning in groups 50%. You do it—independent practice—25% and whole group reflection—5%. The Literacy Consultants provided two days of training for all teachers on Content Literacy during the summer. They will conduct nine days of coaching visits for job

embedded professional development throughout the school year. The first three days occurred in September. They will coach two days in November, two days in December, two days in February and two days in March. During these visits the Coaches and teachers plan together. Pre-conference questions include: What is the learning target? What are the teaching strategies and learning activities? What is your formative assessment? What thinking strategies will you use?

GRREC consultants observe the lesson being taught. Then the Consultant and teacher reflect on the lesson. Post Conference Questions include: How do you think the lesson went? Did the students meet their goals? How do you know? What is your take-away from this lesson? Building leadership and district leadership are present during all three stages of the coaching visit. Literacy coaches not only build capacity of classroom teachers to teach literacy across the curriculum, they strengthen building and district instructional leadership through this gradual release model. The effectiveness of this external support will be evaluated as principals conduct walkthrough observations and observe the gradual release model and literacy strategies being implemented in classrooms.

Additionally, GRREC is assisting BGJH in improving teaching and learning Instructional Rounds. Building leadership has asked for support to insure that student learning activities are aligned with content standards and that the level of rigor encourages deep understanding. GRREC Consultants, district administrators, and administrators from neighboring districts will visit each classroom on 10/20 to consider these guiding questions: What is the work the students are asked to do? How does this work connect to the content standard? What is the level of thinking? The results of the Instructional Rounds will be analyzed and BGJH leadership and teachers will be given three or four recommended actions to be completed by next week, by the end of the semester, by the end of the year, etc. to help insure that student learning tasks are aligned to content standards and are of sufficient rigor. Monthly coaching conferences will be provided by GRREC leadership. The effectiveness of this support will be evaluated as district and school leadership conduct Instructional Rounds throughout the school year to continually improve teaching and learning.

After SIG funds are no longer available, Title I, Part A funds and site based funds will be used to fund the salary of the Curriculum and Instruction Coach and the Technology Integration Specialist. Think Link Predictive Assessment will be funded by the district and the Think Link data base of student performance data will be available for continuous study. Professional Learning Communities will be expected to make study of effective practice and student progress the topic of every meeting. The principal will be expected to report to the district office on student progress quarterly.

Timeline

Throughout the three years of this grant, district leadership and building leadership will conduct monthly walkthroughs in each classroom. The following will be monitored: Has the objective been clearly communicated to the learner? What is the thinking level? Are

students engaged? The Associate Superintendent and School Improvement Coordinator will meet quarterly with the School Leadership Team to assess student progress and monitor the success of school improvement efforts.

3/17/2010 Associate Superintendent and BGJH Curriculum Coach visit the Collaborative Center for Literacy Development

3/22/2010 BGJH teachers, District School Improvement Coordinator, BGJH Curriculum Coach, and District Instructional Supervisor visit Adolescent Literacy Model Classrooms

4/16/2010 District School Improvement Coordinator, BGJH teachers, BGJH Curriculum Coach, Associate Superintendent visit model classrooms for technology integration in Florida

4/27/2010 Florida teachers of model classrooms for Technology Integration Skype with BGJH teachers

4/28/2010 BGJH teachers review evidenced based foundational literacy materials—Expert21

5/6/2010 BGJH Curriculum Coach and Associate Superintendent attend KDE Sponsored School Improvement Planning Meeting in Frankfort

5/10/2010 Associate Superintendent shares BGJH School Improvement Process with Superintendent

5/11/2010 Associate Superintendent meets with all BGJH teachers and administrators to share School Improvement Process

5/17/2010 Associate Superintendent, Instructional Supervisor, and BGJH Math teachers meet to review evidence based instructional supports for Mathematics

5/20/2010 Associate Superintendent meets with BGJH Site Based Council to explain School Improvement Planning Process. Council agrees to self study. Council approves Math professional development and materials presented by BGJH Math teachers.

5/21/2010 Foundational Math materials ordered and Math professional development scheduled.

5/26/2010 Associate Superintendent meets with BGJH teachers, principal and curriculum coach to plan more effective Response to Intervention supports for BGJH students.

5/27/2010 BGJH Council engages in self study review facilitated by Harold Dexter, a KDE endorsed trainer for Councils.

6/2/2010-6/7/2010 Math Professional Development for BGJH Math teachers

6/3/2010 Current Council and new Council, new principal and interim principal meet to review Council Self Study Review and School Improvement Plan presented by Associate Superintendent. Council approves School Improvement Plan.

6/3/2010 - 6/4/2010 All BGJH teachers receive Adolescent Literacy Training from Green River Regional Educational Cooperative consultants.

6/9—6/11/2010 Technology Integration Training for BGJH teachers

7/2010 training for BGJH teachers on evidence based foundational literacy materials

8/4/2010-5/30/2010 Copies of School Improvement Plan available at Parent Help Desk. Parent volunteers were recruited to assist with school improvement initiatives.

8/18/2010-9/3/2010 Discovery Education PAS administered to all students

8/30/2010 Orientation Day for Parent Volunteers. School improvement efforts were explained. Forty parents participated in the orientation. Some volunteered to tutor students. Others volunteered to assist with technology integration. Still others volunteered to help with Career Day and Reality Fair. Others volunteered to “man” the Parent Welcome Desk in the school foyer to provide information about School Improvement Efforts.

9/2/2010 Coaches for Adolescent Literacy Project meet individually with teachers to discuss lesson plans with strategies for teaching Content Literacy. Reflection questions will include: “What is your learning target? What are you going to do to get them there? What is your formative assessment? What thinking strategies will you use?”

9/3/2010 Coaches for Adolescent Literacy Project observe classroom instruction in all content areas.

9/9/2010 BGJH administrators and coaches with Adolescent Literacy Project meet with teachers to reflect on the lesson taught on 9/3/2010. Reflection questions will include: How do you think it went? Did the students meet their goals? How do you know? What is your take away from the lesson?

9/13/2010 - 9/17/2010 RTI Team studies Think Link data to identify students in need of RTI, develops a schedule for RTI for individual students, and discusses the RTI plans with teachers and parents.

9/27/2010 Identified students begin to receive targeted instruction in small groups. Progress will be monitored weekly.

9/13/2010 - 9/17/2010 Council members and principal receive coaching from KDE endorsed Council trainer on Planning for School Improvement. Advanced Policies and

Bylaws and Putting Policies to Use to Improve Student Achievement. Council and principal revise Policies and Bylaws.

10/19/2010 GRREC Consultants and District Leadership conduct Instructional Rounds in BGJH classrooms and provide feedback to BGJH leadership and teachers.

10/21/2010 An Open House has been scheduled. During this meeting the principal will provide information about School Improvement Efforts and ask for parent assistance in implementing the improvement plan. Parents will also be informed of BGJH's Parent Blog. On the Blog, they will be given regular updates about opportunities for service and they will also have the opportunity to share concerns and comments.

Principal reports progress on School Improvement Plan Goals to Superintendent in November, March, and May.

11/2010 GRREC Math Consultant, School Leadership and District Leadership study BGJH Math Instruction utilizing Math PERKS Document. Results are communicated to Math teachers during PLC.

11/9/2010 - 12/18/2010 Administer Think Link PAS, STAR Reading and STAR MATH.

1/3/2011 - 1/7/2011 RTI Team meets to study student data, identify students in need of RTI, develop RTI plans for individual students, and discuss RTI plans with teachers and parents.

1/10/2011 - 3/25/2011 Identified students receive targeted instruction through RTI. Progress is monitored weekly.

1/2011 - 5/2011 Connected Math Consultant provides 1 day of coaching and modeling for each BGJH Math Teacher.

1/24/2011 Principal reports to School Board on progress with school improvement initiatives

1/10/2011 - 1/11/2011 Adolescent Literacy Coaches visit BGJH classrooms to

2/2011 A Parent Meeting will be held during which parents will be provided with updates regarding school improvement efforts.

3/7/2011 3/25/2011 Administer Think Link PAS, STAR Reading and STAR Math.

4/4/2011 - 4/8/2011 RTI Team meets to study student data, identify students in need of RTI, develop RTI plans for individual students, and discuss RTI plans with teachers.

6/2011-7/2011 Professional Development on Questioning Strategies to Support Understanding, Using Student Assessment to Drive Instruction, Meeting the Needs of

Diverse Learners, Balanced Assessment, Common Core Standards and College Readiness Standards.

8/19/2011 - 9/4/2011 Administer ThinkLink PAS, STAR Reading and STAR Math to BGJH students

9/14/2011 - 9/18/2010 RTI Teach studies student data, identifies students for RTI, develops RTI plans, and communicates plan to BGJH teachers and parents.

9/21/2011 - 9/10/2011 Students identified for RTI receive targeted instruction in small groups. Progress is monitored weekly.

10/21/2011 BGJH will host an Open House to explain the School Improvement Initiatives to parents. Parents will be given a timeline for implementation of school improvement activities and will be encouraged to provide feedback through the Parent Blog.

11/11/2011 - 12/18/2011 Administer ThinkLink PAS, STAR Reading and STAR Math.

1/4/2012 - 1/8/2012 RTI Team studies student data, identifies students for RTI, develops RTI plans, schedules RTI and communicates RTI plans to teachers and parents.

1/11/2012 - 3/8/2012 Students identified for RTI receive targeted instruction in small groups. Progress is monitored weekly.

1/24/2012—Principal reports to School Board regarding progress with School Improvement Initiatives.

2/2012 Parent Meeting to review success of School Improvement Efforts and secure continuing parent involvement

3/10/2012 - 3/26/2012 Administer ThinkLink PAS, STAR Reading and STAR Math to BGJH students

3/29/2012 - 4/6/2012 RTI Team meets studies student data, identifies students in need of RTI, develops RTI plans for individual students, develops RTI schedule, communicates plans to teachers and parents.

4/12/2012 - 5/31/2012 Identified students receive targeted instruction in a small group setting. Progress is monitored weekly.

6/2012 - 7/2012 Three Day Connect Math Institute for teachers focusing on Interactive Strategies and Using student Assessment to Drive Instruction. Adolescent Literacy strategies are revisited. Professional development provided regarding effective strategies for teaching English Language Learners.

8/20/2012-9/5/2012 Administer ThinkLink PAS, STAR Reading and STAR Math to all students.

9/20/2012 - 9/27/2012 RTI Data Team studies student data, identifies students needing RTI, develops RTI plans for individual students, schedules RTI with general education teachers and support teachers, and communicate RTI plans to teachers and parents.

9/9/2012 Identified students begin to receive targeted instruction in small groups.

Progress is monitored weekly.

11/11/2012 - 12/18/2012—Think Link PAS, STAR Reading and STAR Math are administered to all students.

1/5/2013-1/12/2013 RTI Team studies student data, identifies students for RTI, develops individual RTI plans, schedules RTI, and communicates RTI plans to parents and teachers.

1/17/2013 Identified students begin to receive targeted instruction in small groups.

Progress is monitored weekly.

1/26/2013 Principal reports to School Board regarding progress on School Improvement Initiatives.

3/10/2013 - 3/17/2013 Think Link PAS, STAR Reading and STAR Math are administered to all students

3/24/2012 RTI Teams studies student data, identifies students for RTI, develops individual student RTI plans, schedules RTI, and communicates RTI plans to parents and teachers.

3/27/2012 - 5/30/2013 Identified students receive targeted instruction in small groups.

Progress is monitored weekly.

Tier III Services

The district will assign the School Improvement Coordinator to work with the BGJH Professional Learning Communities on a continuous basis to study student work, student data and effective practice. She will help teachers and students set goals for improved performance in reading and math. The district has also assigned a Technology Integration Specialist to BGJH to assist teachers in bringing the tools of the worldwide web into the classroom to enhance instruction and deepen student understanding. Sixty laptops have been purchased for the students to use in project based learning. Interactive Boards and wireless access has been provided in every classroom.

The district has funded consultation for the BGJH council provided by a KDE endorsed council trainer to help with revision of BGJH Council Bylaws and Policies. Throughout the 2010-2011 school year the consultant and district administrators will assist the council in school improvement planning and community engagement. The district has provided additional funding to purchase evidence based foundational literacy and math classroom materials. The district will assist BGJH teachers in implementation of evidenced based adolescent literacy strategies by facilitating training provided by Green River Regional Cooperative Consultants, and by providing materials and classroom supports that teachers need to in order to implement these strategies effectively. Green River Cooperative Consultants led all BGJH teachers and BGISD Supervisors in Literacy Program Review to reveal strengths and weakness inherent in current instructional practices. The Math Perks review was also completed as a review of

instructional practices for Math at BGJH. As a result of these reviews the following school improvement activities were planned:

Improvement Plan for Literacy:

1. All staff will receive two days of training in Adolescent Literacy Strategies provided by Green River Educational Cooperative Consultants.
2. Two Cross Disciplinary Literacy Leadership Teams composed of volunteer Language Arts, Math, Social Studies, Science and Special Education teachers will be formed. These teacher teams will receive 10 additional days of job embedded literacy coaching provided by GRREC Consultants. They will develop model classrooms for Adolescent Literacy and will provide support for their colleagues through Professional Learning Communities.
3. Student progress will be measured quarterly using ThinkLink Predictive Assessment. Results will be used to inform and adjust instruction for individual students.
4. Evidenced based foundational literacy materials will be provided for use in Reading Classrooms.

Improvement Plan for Math:

1. All Math teachers received two days of training regarding evidenced based instructional strategies for teaching Math conceptually with an emphasis on the NCTM Math focal points. Professional development was designed to deepen the content knowledge of the teachers and provide them with research-based instructional strategies to assist students in meeting rigorous academic standards as well as prepare them to use various types of classroom assessments appropriately so they can apply research to decision making.
2. Connected Mathematics2, NSF funded instructional materials for Math were purchased for BGJH.
3. The Green River Regional Educational Cooperative Math Consultant will lead study of Math instruction at BGJH utilizing the Math PERKS document.
4. Ongoing coaching and mentoring for Math teachers will be provided by a CM2 consultant. One day of coaching and modeling will be provided for each of the school's Math teachers.
5. Student progress will be assessed quarterly using ThinkLink Predictive Assessment as well as STAR Math. Results will be used to identify students for RTI. 5. Targeted instruction in small groups will be provided for students not meeting benchmark. Tier II Intervention curricula include Fast Math, a computer facilitated intervention designed to build Math Fluency with respect to calculation and Go Solve, an intervention designed to build conceptual understanding of word problems. Students in Tier III Intervention receive instruction through Voyager Math. According to the Cambium Learning Group, Voyager Math builds upon and reinforces Core Math Instruction. Vmath assessment assists in identifying and analyzing errors in student thinking. Progress Assessments are administered four times throughout the school year to monitor student progress. These tests cover all five content strands in the NCTM Standards—number sense and operations, algebra, geometry, measurement and data analysis and probability. Each 30 item test yields a Quantile Measure that indicates what mathematics the student is ready for next. Instruction balances

conceptual development, computational fluency and problem solving. Instruction combines teacher lead instruction with print materials and individualized instruction and practice with technology. Explicit instruction for struggling students is balanced with procedural fluency and conceptual development.

Tier III Annual S.M.A.R.T. Goals:

1. By December 2010, BGJH will have in place Site Based Council Policy and Bylaws which are in compliance with KRS 160.345 and which are efficient and effective in improving Student Achievement.
Benchmark 1: Bylaws in Compliance by 10/31/2010
Benchmark 2: Policies in Compliance by 12/31/2010
 - A. District will contract with KDE endorsed Council trainer to provide training for the BGJH Council on the following KASC modules: (1) Planning for Improved Student Achievement; (2) Advanced SBDM Policies and Bylaws; and (3) Putting Bylaws and Policies to Use to Improve Student Achievement.
 - B. District will assist in obtaining sample Middle School Council Policies for BGJH Council to review as a resource to bring BGJH Policies and Bylaws into compliance.
 - C. District will assist council in reviewing progress toward School Improvement Goals on a monthly basis.

2. By May 2013, all NCLB subgroups of students will reach the NCLB Math Proficiency target of 100.0 as measured by the Kentucky statewide achievement test.
Benchmark 1: By 9/30/2010, at least 60% of students in all subgroups score at the Proficient level in Math on Think Link Predictive Assessment
Benchmark 2: By 12/10/2010, at least 65% of students in all subgroups score at the Proficient Level in Math on Think Link Predictive Assessment.
Benchmark 3: By 3/15/2011, at least 69% of students in all subgroups score at the Proficient Level in Math on ThinkLink Predictive Assessment.
Benchmark 4: By 9/30/2011, at least 72% of students in all subgroups will score at the Proficient Level in Math on ThinkLink Predictive Assessment.
Benchmark 5: By 12/10/2011, at least 75% of students in all subgroups will score at Proficient Level in Math on ThinkLink Predictive Assessment.
Benchmark 6: By 3/15/2011, at least 80% of students in all subgroups will score at Proficient Level in Math on ThinkLink Predictive Assessment.
Benchmark 7: By 9/30/2012, at least 85% of students in all subgroups will score at the Proficient Level in Math on ThinkLink Predictive Assessment.
Benchmark 8: By 12/15/2012, at least 90% of students in all subgroups will score at the Proficient Level in Math on ThinkLink Predictive Assessment.
Benchmark 9: By 2/15/2013, at least 95% of students in all subgroups will score at the Proficient Level in Math on ThinkLink Predictive Assessment.

District will assist by facilitating training for Math teachers regarding instructional strategies for teaching Math conceptually.

- A. District will purchase evidence based Math instructional materials and implementation training will be provided.
 - B. District School Improvement Coordinator will assist BGJH teachers in study of ThinkLink data and will assist students and teachers in setting goals for individual students.
3. By May 2013, all NCLB subgroups of students will reach the NCLB Reading Proficiency target of 100,0 as measured by the Kentucky statewide achievement test.
- Benchmark 1: By 9/30/2010, at least 69% of students in all subgroups will score at the Proficient Level in Reading on ThinkLink Predictive Assessment.
 - Benchmark 2: By 12/15/2010, at least 75% of students in all subgroups will score at the Proficient Level in Reading on ThinkLink Predictive Assessment.
 - Benchmark 3: By 3/31/2011 at least 80% of students in all subgroups will score at the Proficient Level in Reading on ThinkLink Predictive Assessment.
 - Benchmark 4: By 8/31/2012 at least 83% of students in all subgroups will score at the Proficient Level in Reading on ThinkLink Predictive Assessment.
 - Benchmark 5: By 12/15/2012 at least 85% of students in all subgroups will score at the Proficient Level in Reading on ThinkLink Predictive Assessment.
 - Benchmark 6: By 3/15/2013 at least 90% of students in all subgroups will score at the Proficient Level in Reading on ThinkLink Predictive Assessment.
- A. District will assist by facilitating training for all BGJH teachers regarding evidence based Adolescent Literacy Strategies through Green River Regional Educational Cooperative.
 - B. District will support multidisciplinary Literacy Leadership Teams which will receive job embedded coaching throughout the school year.
 - C. District will purchase foundational Literacy materials for use in Reading classrooms and will facilitate implementation training.
 - D. District School Improvement Coordinator will assist teachers in studying data and setting goals for individual students.
4. By December 2013, walkthrough observations will show that 100% teachers are using technology to engage students and deepen student understanding.
- Benchmark 1: By 9/30/2010, walkthrough observations will show technology integration in use in 55% of classrooms.
 - Benchmark 2: By 1/30/2011, walkthrough observations will show technology integration in use in 60% of classrooms.
 - Benchmark 3: By 5/31/2011, walkthrough observations will show technology integration in use in 65% of classrooms
 - Benchmark 4: By 9/30/2012, walkthrough observations will show technology integration in use in 70% of classrooms
 - Benchmark 5: By 12/15/2012, walkthrough observations will show technology integration in use in 75% of classrooms
 - Benchmark 6: By 3/15/2013, walkthrough observations will show technology integration in use in 80% of classrooms.

- A. District will facilitate three days of training through the Institute for School Improvement on TEAMS (Technology Enhancing Instruction in Middle School.)
 - B. Technology Integration Specialist will be assigned to BGJH to provide job embedded professional development for BGJH teachers regarding technology integration.
5. By December 2013, walkthrough observations will show that Adolescent Literacy Strategies being used by teachers in 100% of BGJH classrooms to deepen student understanding of content.
- Benchmark 1: By 9/30/2011, walkthrough observations will show adolescent literacy strategies in use in 55% of all classrooms.
 - Benchmark 2: By 1/30/2011, walkthrough observations will show adolescent literacy strategies in use in 60% of all classrooms.
 - Benchmark 3: By 5/31/2011, walkthrough observations will show adolescent literacy strategies in use in 65% of all classrooms.
 - Benchmark 3: By 8/31/2012, walkthrough observations will show adolescent literacy strategies in use in 70% of all classrooms.
 - Benchmark 4: By 11/30/2012, walkthrough observations will show adolescent literacy strategies in use in 75% of all classrooms.
 - Benchmark 5: By 5/30/2013, walkthrough observations will show adolescent literacy strategies in use in 80% of all classrooms.
 - Benchmark 6: By 9/30/2013, walkthrough observations will show adolescent literacy strategies in use in 90% of all classrooms.
6. By December 2013, walkthrough observations will show that Math is being taught conceptually in all Math classrooms and that instruction is aligned with Common Core Standards, NCTM Math Focal Points and College Readiness Standards in 100% of Math Classrooms.
- Benchmark 1: By 9/30/2010, walkthrough observations will show that Math is being taught conceptually in 25% of Math classrooms.
 - Benchmark 2: By 1/31/2011, walkthrough observations will show that Math is being taught conceptually in 40% of Math classrooms.
 - Benchmark 3: By 5/31/2012, walkthrough observations will show that Math is being taught conceptually in 65% of Math classrooms.
 - Benchmark 4: By 8/31/2012, walkthrough observations will show that Math is being taught conceptually in 70% of Math classrooms.
 - Benchmark 5: By 11/30/2012, walkthrough observations will show that Math is being taught conceptually in 80% of Math classrooms.
 - Benchmark 6: By 5/30/2013, walkthrough observations will show that Math is being taught conceptually in 90% of Math classrooms.

If the school is not making progress, the district leadership team will meet with parents, school leadership, and teachers to develop a plan for restructuring because the school will be in Corrective Action. If the school does not make progress the district will implement the restructuring plan which could include a decrease in management authority of the school.

Consultation:

The principal of BGJH resigned in February 30, 2010. All BGJH parents and teachers were surveyed and their thoughts and opinions were solicited with respect to the school improvement and leadership needs of BGJH. Parents overwhelmingly cited the need for leadership and plan to address the instructional needs of all students. District leadership met with the interim principal and assistant principal weekly during the months of April and May. District leadership met with the BGJH Site Based Council on three separate occasions to engage the council in consultation regarding the development and implementation of the School Improvement Model. These meetings were publicized and the public was invited to attend.

Budget:

During the 2010-2011 school year, School Improvement Funds will be used as follows: \$2400 will be used to consult with the Green River Educational Cooperative for training, coaching, and mentoring BGJH teachers in Adolescent Literacy Strategies. \$6300 will be used to contract with the Institute for School Innovation for training, coaching and mentoring for BGJH teachers in the TEAMS Model (Technology Enhancing Achievement in Middle School). \$20,000 will be used to purchase Math Connections materials and professional development designed to help teachers teach Math conceptually and assess student progress continually. \$20,000 will be used to purchase foundational literacy materials. \$1125 will be used for teacher stipends for professional development.

During the 2011-2012 and 2012-2013 school years School Improvement Grant funds will be used for the .8 of the salary of the BGJH Curriculum and Instruction Coach. Title I funds will pay the remainder of her salary.

Title I ARRA funds will be used to pay the salary of the BGJH Curriculum Coach. Title I funds are used to pay the salary of the District School Improvement Coordinator who will be assisting BGJH professional learning communities with data study and design of engaging learning activities for students. Title II, Part D, ARRA funds will be used to pay the salary of the Technology Integration Specialist. Title I and Youth Service Center funds will be used to fund parent involvement activities to keep parents informed regarding school improvement activities. Title III funds will be used to purchase supplemental intervention materials for English language learners. Title I funds will be used to fund the salary of a Math Intervention Teachers and three ESL teachers. Title I funds will be used to pay for job embedded Math and Literacy Coaching for BGJH teachers. Title I funds will also be used to pay for supplemental tutoring for BGJH students after school and during the summer. ESS funds may also be used for after school programming if those funds are available.

The District School Improvement Coordinator will coach and mentor BGJH Professional Learning Communities. Additionally, a successful retired principal will be assigned to coach and mentor the new BGJH principal. The Associate Superintendent and

Instructional Supervisor will meet with BGJH teachers in Professional Learning Communities to study student work and student data and will assist BGJH teachers in using this information to inform instruction. District and building administrators will conduct walkthrough observations in all BGJH classrooms twice per year to look for clear learning goals, student engagement and 21^s Century Learning including critical thinking, collaboration, and technology integration. The principal will report to the Board of Education in November regarding the progress of the school in meeting the goals of the School Improvement Plan

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

District: Bowling Green Independent Schools

MUNIS Code	Description of Activity	Amount Requested
113	Stipends for teachers for professional development	1125.00
222	Employer Medicare Contribution	16.00
231	Employer KTRS	150.00
251	Workmen's Compensation	9.00
320	Consultation and Training from Green River Regional Educational Cooperative and Institute for School Innovation	8700.00
640	Connected Mathematics 2-evidenced based Math Materials Expert21—Evidence Based Foundational Literacy Materials	40,000

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

District: Bowling Green Independent Schools

MUNIS Code	Description of Activity	Amount Requested
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MUNIS Code	Description of Activity	Amount Requested
110	0.8 FTE Curriculum and Instruction Coach	34,889.00
222	Employer Medicare Contribution	506.00
231	Employer KTRS Contribution	4,659.00
251	State Unemployment	60.00
260	Workmen's Compensation	286.00
294	Federal Funded Health Insurance	9,518.00
295	Federal Funded Life Insurance	22.00
296	Federal Funded State Admin. Fee	60.00
Total Amount Requested		\$ 50,000

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

District: Bowling Green Independent Schools

MUNIS Code	Description of Activity	Amount Requested
110	0.8 FTE Curriculum and Instruction Coach	34,889.00
222	Employer Medicare Contribution	506.00
231	Employer KTRS Contribution	4,659.00
251	State Unemployment	60.00
260	Workmen's Compensation	286.00
294	Federal Funded Health Insurance	9,518.00
295	Federal Funded Life Insurance	22.00
296	Federal Funded State Admin. Fee	60.00
Total Amount Requested		\$ 50,000

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

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.

