

## Kentucky Department of Education District Application for School Improvement Funds

(Section 1003g)  
Spring 2010

District: Carroll County School District	Mailing Address: 813 Hawkins Street Carrollton, KY 41008
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Signature of the Superintendent:	Date: 06-03-2010
<i>Lisa James</i>	
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
Carroll County	2100990	\$150,000

  

School(s) Name	NCES ID #	Tier III
Carroll County Middle School	210099000191	X

## **Commitment to Serve**

*School Data:* As suggested by our mission statement, **Challenging Coursework Measuring Success**, Carroll County Middle School (CCMS) needs to raise student expectations and challenge all students to achieve higher standards.

After receiving the Kentucky Interim Report and the 2009 No Child Left Behind (NCLB) report, Carroll County Middle School's leadership team (consisting of the principal, assistant principal, instructional coach, guidance counselor, and Professional Learning Committee (PLC) content and grade-level teams) analyzed student achievement data, as well as curriculum, instruction, and assessment practices to set academic goals, select instructional strategies, and determine the appropriate professional development that would be needed to improve teaching, learning, and assessment in the building.

The leadership team reviewed the 2008-09 Comprehensive School Improvement Plan (CSIP) with input from parent members of the Site-Based Decision Making (SBDM) team. The academic and non-cognitive data supported the collective understanding of the leadership team.

## **DATA USED**

- Kentucky Core Content Test (KCCT) Results—Kentucky Interim Performance Report
- Demographic data from the Carroll County School District student information system, Infinite Campus
- The Kentucky Department of Education (KDE) School Level Performance Descriptors and Kentucky's Standards and Indicators for School Improvement (SISI).
- School-Based Achievement Gap Study conducted as part of the Title I Survey
- Discovery Ed (Think Link) data
- NCLB/AYP Report
- Teacher Technology Surveys

## **Academic Data**

The percentages of Carroll County Middle School students scoring a proficient or distinguished on the 2008-09 Kentucky Core Content Test (KCCT) are as follows: Reading (63.17%), Math (61.31%), Science (47.27%), Social Studies (47.33%), and Writing on Demand (30%)

## **Reading**

Comparing the 2007-08 results of the KCCT with those from 2008-09 reveal the following:

- A decrease in the percentage of students scoring proficient and distinguished.
- An increase in the percentage of students scoring apprentice, from 16.59% in 2008 to 29.13% in 2009
- An increase in the percentage of students scoring low novice, from 4.95% in 2008 to 7.69% in 2009.
- Both the 2009 KCCT Interim Performance Report and Think Link data show that forming a foundation is an area that needs additional work for the 8<sup>th</sup> grade students. Half of students scored a zero on open response questions and answered only 54% of the multiple choice questions correctly.

An analysis of the data shows that the following achievement gap areas are in the areas of gender, poverty, disabilities.

- **Gender Gap:** KCCT data shows a significant difference between the reading scores of males and females at all three grades.
  - *6<sup>th</sup> Grade:* According to the 2009 KCCT Interim Performance Report, only 54% of 6<sup>th</sup> grade males reached proficiency while 72% of 6<sup>th</sup> grade females did so, an 18 point difference.
  - *7<sup>th</sup> Grade:* According to the 2009 KCCT Interim Performance Report, only 65% of 7<sup>th</sup> grade males reached proficiency while 70% of 7<sup>th</sup> grade females did so, a 5 point difference.
  - *8<sup>th</sup> Grade:* According to the 2009 KCCT Interim Performance Report, only 51% of 8<sup>th</sup> grade males reached proficiency while 66% of females did so, a 15 point difference.
- **Poverty Gap:** Addressing the population of students receiving free and reduced lunches is important because the rate of students receiving free and reduced lunches has increased from 49% in December 2007 to 61% in May of 2010, an increase of 12 percentage points. Carroll County Middle School failed to make Annual Yearly Progress (AYP) according to the No Child Left Behind (NCLB) Act because it did not meet its Annual Measurable Objective in reading for students receiving free or reduced lunches. Only 52.63% of student receiving free or reduced lunches received proficiency in reading, while the goal for all students was 66%. With reading goals increasing to 72.80 in 2009-10, 79.60 in 2010-11, 86.40 in 2011-12, and 93.20 in 2012-13, Carroll County Middle School needs to take immediate corrective action to address the needs of all students, especially those receiving free or reduced lunches.
- **Disabilities Gap:** Although Carroll County Middle School did not have enough students with disabilities to be held accountable for that sub-population in reading, according to the No Child Left Behind (NCLB) Act, the school does in fact have a gap in that area, as shown by results of the 2009 Interim Performance Report:
  - *6<sup>th</sup> Grade:* According to the 2009 KCCT Interim Performance Report, only 50% of 6<sup>th</sup> students with disabilities reached proficiency while 63% of all 6<sup>th</sup> grade students did so, a 13 point difference.
  - *7<sup>th</sup> Grade:* According to the 2009 KCCT Interim Performance Report, only 64% of 7<sup>th</sup> students with disabilities reached proficiency while 68% of all 7<sup>th</sup> grade students did so, a 4 point difference.
  - *8<sup>th</sup> Grade:* According to the 2009 KCCT Interim Performance Report, only 45% of 8<sup>th</sup> students with disabilities reached proficiency while 58% of all 8<sup>th</sup> grade students did so, a 13 point difference.

## **Math**

Comparing the 2007-08 results of the KCCT in mathematics with those from 2008-09 reveal the following:

- A decrease in the percentage of students scoring proficient and distinguished, from 65% in 2008 to 61% in 2009, a decrease of 4 points.
- An increase in the percentage of students scoring apprentice, from 26% in 2008 to 24% in 2009, an increase of 2 points.

An analysis of the data shows that the following achievement gap areas are in the areas of gender, poverty, disabilities.

- Gender Gap: KCCT data shows that females outscored males in mathematics in 6<sup>th</sup> and 7<sup>th</sup> grades.
  - *6<sup>th</sup> Grade*: According to the 2009 KCCT Interim Performance Report, only 63% of 6<sup>th</sup> grade males reached proficiency in mathematics while 68% of 6<sup>th</sup> grade females did so, a 5 point difference.
  - *7<sup>th</sup> Grade*: According to the 2009 KCCT Interim Performance Report, only 67% of 7<sup>th</sup> grade males reached proficiency in mathematics while 74% of 7<sup>th</sup> grade females did so, a 7 point difference.
- Poverty Gap:
  - *6<sup>th</sup> Grade*: According to the 2009 KCCT Interim Performance Report, only 60% of 6<sup>th</sup> students receiving free or reduced lunches reached proficiency while 66% of all 6<sup>th</sup> grade students did so, a 6 point difference.
  - *7<sup>th</sup> Grade*: According to the 2009 KCCT Interim Performance Report, only 63% of 7<sup>th</sup> students receiving free or reduced lunches reached proficiency while 70% of all 7<sup>th</sup> grade students did so, a 7 point difference.
  - *8<sup>th</sup> Grade*: According to the 2009 KCCT Interim Performance Report, only 34% of 8<sup>th</sup> students receiving free or reduced lunches reached proficiency while 48% of all 8<sup>th</sup> grade students did so, a 14 point difference.
- Disabilities Gap: Although Carroll County Middle School did not have enough students with disabilities to be held accountable for that sub-population in mathematics, according to the No Child Left Behind (NCLB) Act, the school does in fact have a gap in that area, as shown by results of the 2009 Interim Performance Report:
  - *6<sup>th</sup> Grade*: According to the 2009 KCCT Interim Performance Report, only 50% of 6<sup>th</sup> students with disabilities reached proficiency in mathematics while 66% of all 6<sup>th</sup> grade students did so, a 16 point difference.
  - *7<sup>th</sup> Grade*: According to the 2009 KCCT Interim Performance Report, only 50% of 7<sup>th</sup> students with disabilities reached proficiency in mathematics while 70% of all 7<sup>th</sup> grade students did so, a 7 point difference.
  - *8<sup>th</sup> Grade*: According to the 2009 KCCT Interim Performance Report, only 45% of 8<sup>th</sup> students with disabilities reached proficiency in mathematics while 48% of all 8<sup>th</sup> grade students did so, a 3 point difference.

### **Implication of Academic Data Analysis**

- **Goal 1— Increase student achievement in all content areas:** Through analysis of data and observations, the leadership team members (consisting of the principal, assistant principal, instructional coach, guidance counselor, and Professional Learning Committee (PLC) content and grade-level teams) have concluded that lessons require a greater degree of rigor, that students have not been sufficiently challenged, and that at-risk students have not received access to high-level curriculum. Not only must students receive a more rigorous curriculum, but it must be taught using engaging and effective instructional practices. Advance Kentucky, a grant program to bolster access to Advanced Placement classes among at-risk populations, uses the program *Laying the Foundation* (LTF) to prepare middle school students for the

rigor of high school and beyond by training teachers to use a variety of effective instructional strategies and to make more relevant connections to the core content for students.

- **Goal 2— Identify and address individual school achievement gaps:** Through analysis of data, discussion, and reflection, the leadership team members (consisting of the principal, assistant principal, instructional coach, guidance counselor, and Professional Learning Committee (PLC) content and grade-level teams) have concluded that one of the main reasons for achievement gaps is that the core curriculum was not taught in a sufficiently engaging manner or to an appropriate depth of knowledge. Because the curriculum was not effectively reaching enough students, too many of them were having to be taught core concepts through interventions rather than through a more universal approach. As a result, we were not able to identify and address the needs of the 15-20% who were in true need of secondary interventions. We will restructure our Tiers of Intervention through restructuring the master schedule and assignment of personnel.
- **Goal 3— Enhance classroom instruction** Observation data collected using the E-walk Instrument during walk-throughs by district and school leaders showed that teachers are not sufficiently using technology to enhance classroom instruction. District technology and school professional development needs surveys indicate that teachers are uncomfortable with technology and need more hands-on professional development in technology use, delivered in small groups by their peers.

### **Non-cognitive Data**

In May of 2010, 61% of Carroll County Middle School students received free or reduced lunches. The attendance rate for 2009-10 was 95%. High rates of poverty among our students correlate with low academic performance, high rates of absenteeism and truancy, and high incidences of behavioral violations. In addition to identifying students who failed to achieve academic proficiency in 2009-10, our leadership team (principal, assistant principal, instructional coach, guidance counselor, and Professional Learning Community content and grade levels teams) has also identified at-risk 7<sup>th</sup> and 8<sup>th</sup> grade students (for the 2010-11 school year) based on behavior and attendance. The team identified students who had ten or more behavioral violations, ten or more absences, and six or more unexcused absences (habitual truant).

Suspecting a high correlation between the those students' risk factors and poverty, the principal had the list cross referenced with the list of students receiving free and reduced lunches. Among the 39 students identified with ten or more behavioral violations, 28 of them (72%) receive free or reduced lunches. Among the 37 students identified as being habitual truants (six or more unexcused absences), 25 of them (68%) receive free or reduced lunches. Finally, among the 71 students who had missed ten or more days of school for any reason, 48 of them (68%) receive free or reduced lunches. The percentage of students engaged in truancy or behavioral violations includes more students who receive free and reduced lunches than it does from the general population.

*Causes and contributing factors:* Through analysis of data and observations, the district leadership team (consisting of the principal, assistant principal, instructional coach, guidance counselors, and Professional Learning Community content and grade level teams) have concluded that lessons require a greater degree of rigor, that students have not been sufficiently challenged, and that at-risk students have not received access to high-level curriculum.

Furthermore, not only must students receive a more rigorous curriculum, but it must be taught using engaging and effective instructional practices. Addressing poverty will require increasing rigor in the classroom, but also developing effective relationships with all students and their families. Based on observations made by the leadership team, many CCMS teachers are uncomfortable relating to parents, especially those who live in challenging, high-poverty circumstances. A poll of faculty members revealed that 68% of teachers felt uncomfortable relating to parents of at-risk children. For this reason, efforts will be made to educate all teachers about the unique learning needs of children growing up on poverty.

### **Implication of Non-Cognitive Data Analysis**

**Goal 4—Develop positive relationships with parents and community:** Structures are not currently in place to nurture more positive relationships with families. For example, school-wide parent-teacher conferences have not been held at CCMS for at least five years. They are only held if parents request a meeting, and, if so, are conducted with the whole team. Parents have indicated in surveys that they feel alienated and intimidated by these types of conferences. We also do not have a parent-teacher organization or system for utilizing volunteers in the school. Knowing that student achievement is positively affected by strong school-parent-community relations, we recognize that fostering positive relationships will improve student achievement.

**Process for Selecting Improvement Strategies:** The Carroll County Middle School leadership team, along with the Assistant Superintendent for Carroll County Schools and the district grant writer, all met extensively to review academic and non-cognitive data and to establish goals. We looked at existing goals from the previous Comprehensive School Improvement Plan and the school's report to the Carroll County Board of Education to determine which goals needed to change and which ones should remain the same. The following goals and objectives were chosen:

- **Goal 1— Increase student achievement in all content areas**
  - Objective 1.1: To increase rigor and relevance of classroom instruction
  - Objective 1.2: To incorporate a greater range of instructional strategies in mathematics and language arts classrooms
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- **Goal 2— Identify and address individual school achievement gaps**
  - Objective 2.1: To restructure the response to intervention and pyramid of interventions
  - Objective 2.2: To increase awareness of the unique learning needs of children living in poverty
- **Goal 3— Enhance classroom instruction**
  - Objective 3.1: To build capacity for integrating technology in classroom instruction
  - Objective 3.2: To enhance learning through the integration of technology in the classroom
- **Goal 4—Develop positive relationships with parents and community**
  - Objective 4.1: To provide effective customer service
  - Objective 4.2: To effectively manage communication systems
  - Objective 4.3: To develop open, two-way communication between teachers and parents.

## **Actions**

**Technology Integration** (Goal 3, 2010-13): Observation data collected using the E-walk Instrument during walk-throughs by district and school leaders showed that teachers are not sufficiently using technology to enhance classroom instruction. District technology and school professional development needs surveys indicate that teachers are uncomfortable with technology and need more hands-on professional development in technology use, delivered in small groups by their peers.

In order to build capacity for integrating technology in classroom instruction, the CCMS Champion Technology Teacher will observe math and language arts teachers in classrooms integrating technology and help them to do so more effectively. Also, math and language arts teachers will observe the Champion Technology Teacher modeling various strategies.

To facilitate technology instruction in small-groups, the CCMS Instructional Coach and Champion Technology Teacher will create a schedule at the beginning of the school year in which math and language arts teachers will receive training in the use of integrated technology, such as Moodle, iPod Touch, blogging, podcasts, voice threads, in the development of lesson plans. Steve Swan, an expert in technology integration from the University of Louisville, and Jean Wolph with the Louisville Writing Project will conduct a series of half-day trainings in using integrated technology in the classroom. The consultants will model effective lessons using integrated technology in reading and mathematics for half the day then meet with teachers for the other half of the day. Substitute Teachers cover Language Arts Teachers for half of the day and Mathematics Teachers for the other half of the day.

In addition to outside consultants, Teacher leaders with expertise in particular technologies will assist the Champion Technology Teacher in providing after-school trainings, which will occur in September, October, November, January, February, and March.

While the previous strategies address teacher and student use of integrated technology, the following event will help parents use technology to keep students accountable for their learning assignments while communicating to parents the results of formative and summative classroom assessments. During the evening/s in which parent-student-teacher conferences are held, parents will have an opportunity to sign up for online access to Parent Portal through our student information system Infinite Campus where they can monitor students grades and assessment results, view assignments, check their student's attendance record, and update family information.

**Family and Community Supports** (Goal 4, 2010-13): Structures are not currently in place to nurture more positive relationships with families. For example, school-wide parent-teacher conferences have not been held at CCMS for at least five years. They are only held if parents request a meeting, and, if so, it is conducted with the whole team. Parents have indicated in surveys that they feel alienated and intimidated by these types of conferences. We also do not have a parent-teacher organization or system for utilizing volunteers in the school. Knowing that

student achievement is positively affected by strong school-parent-community relations, we recognize that fostering positive relationships will improve student achievement.

To provide effective customer service, Principal and Instructional Coach will provide a half-day training in positive customer service on the morning of August 3, which will cover some of the following concepts: 15-5 rule, dealing with angry parents, body language, phone etiquette, and returning messages promptly. Training evaluation will be given at the end of the session to assess the degree to which participants understand these concepts.

To help teachers more effectively manage communication systems, the Champion Technology Teacher will provide half-day training in managing e-mail and voice mail. Concepts may include the following: flagging items for action, creating folders, and using color-coded categories, tasks, calendars, and reminders.

To develop open, two-way communication between teachers and parents, teachers will establish one-on-one contact with a parent or guardian of each child in his or her 1<sup>st</sup> period classroom. The teachers will determine parents' preferred methods of contact, which may include the following: home phone call, cell phone call, text messaging, e-mail, One Call Now, Class website or blog, Facebook, Twitter, or other modes of communication, such as hand-written notes, telegraph, or smoke signals:-).

Carroll County Middle School will also identify and address individual school achievement gaps by building face-to-face relationships with students and their families through home visits (Goal 2, 2012-13). Teachers will visit the homes of students in their home room. The CCMS Principal and Instructional Coach will train teachers in the best practices of home visits. Through home visits Teachers will gain a greater understanding of the children they teach, with the primary purpose being to learn about the **child** and his or her gifts, **not** to disseminate school information that parents can read later.

Teachers will bring a packet of information about the school and leave a magnetic "refrigerator" business card with the teacher's and school's contact information. The home-visiting teacher will serve as the child's advocate. Teachers will understand the students they teach and the home environments that affect them, gain insights into student behavior, and learn ways to solve challenging behaviors, which will result in greater student learning and achievement.

Through building trusting relationships between school and the home, parents and guardians will feel more comfortable sharing their ideas about school improvement. Although parent input to the initial school improvement plans was limited to consultation with the parent members of the Site-Based Decision Making (SBDM) Council, Carroll County Middle School plans to involve parents more in the subsequent development of school improvement plans through various plans, including, but not limited to, parent focus groups and online and paper parent surveys. The first step toward empowering parents and guardians is building meaningful and respectful relationships with them and their students.

**Personnel Reassignments:** Through analysis of data, discussion, and reflection, the staff has concluded that one of the main reasons for achievement gaps is that the core curriculum was not taught in a sufficiently engaging manner or to an appropriate depth of knowledge. Because the curriculum was not effectively reaching enough students, too many of them were having to be

taught core concepts through interventions rather than through a more universal approach. As a result, we were not able to identify and address the needs of the 15-20% who were in true need of secondary interventions. We will restructure our Tiers of Intervention through the development of a new master schedule and re-assignment of personnel (Obj. 2.1, 2010-11).

To restructure the pyramid of interventions, the school leadership has devised a new master schedule and reassigned personnel for the reading intervention program (*Read 180*). A different teacher, who previously has been trained in the intervention and whose structured teaching style is more conducive to the *Read 180* program, will now teach the *Read 180* class. The teacher will update her training in the summer of 2010.

**Reallocation of Funds:** The Carroll County School District has used Title I American Recovery and Reinvestment Act (ARRA) Grant funds to improve reading and writing across content areas at Carroll County Middle School through professional development with the Louisville Writing Project and the Center for Adolescent Literacy. Those funds were also used to train mathematics and science teachers through the Partnership Institute for Mathematics and Science Education Reform (PIMSER) based out of the University of Kentucky. The district plans to continue supporting the school's improvement goals through these trainings.

We have also purchased *System 44*, an intensive literacy program to prepare students who are not ready for our existing reading intervention program, *Read 180*. System 44 has been purchased using ARRA funds and will be implemented in fourth through eighth grades in 2010-11.

**Professional Development:** Through analysis of data and observations, staff members have concluded that lessons require a greater degree of rigor that students have not been sufficiently challenged, and that at-risk students have not received access to high-level curriculum. Not only must students receive a more rigorous curriculum, but it must be taught using engaging and effective instructional practices (Goal 1, 2010-13).

- *Laying the Foundation:* Advance Kentucky, a grant program to bolster access to Advanced Placement classes among at-risk populations, uses the program *Laying the Foundation* (LTF) to prepare middle school students for the rigor of high school and beyond by training teachers to use a variety of effective instructional strategies and to make more relevant connections to the core content for students.

Twelve math and language arts teachers will receive *Laying the Foundation* training in Lexington over three summers, in 2010, 2011, and 2012. The concepts learned in *Laying the Foundation* training will be shared with other teachers in Professional Learning Communities (PLCs) throughout the school year so that all teachers will learn to use a greater range of more rigorous and relevant instructional strategies.

*Laying the Foundation* resources (binder with model best practices, teacher guides, vertically aligned model lessons, activities that teach higher level thinking skills, books, etc.) will help teachers to plan and implement rich instruction, which includes a variety of effective instructional practices. The resource guides from *Laying the Foundation* provide skill-progression charts that help teachers understand the relationship between the skills they are currently teaching and the skills in preceding and following grades or subjects. *Laying*

*the Foundation* works seamlessly in Kentucky classrooms in the crosswalk between core content and the Program of Studies. Materials provide immediate training in classroom implementation and helps teachers at all levels to learn new teaching strategies.

- *Thinking Strategies Training:* Two groups of teacher leaders will also attend the Public Education & Business Coalition (PEBC) Thinking Skills Institute training in Denver, Colorado. Five educators (two administrators and three teachers) will participate in the Public Education & Business Coalition (PEBC) Fall Thinking Strategies Institute in Denver, CO. on November 8-11. Then four educators (one administrator and three teachers) will participate in the Public Education & Business Coalition (PEBC) Winter Thinking Strategies Institute in Denver, CO. on January 24-27.

People who learned the concepts from the Thinking Strategies Institute training will use them in their classroom, practice them, invite others to observe their use in class, and share strategies with other teachers in demonstration workshops during after-school teaching academies, curriculum charting meetings, and Professional Learning Community (PLC) content meetings.

During the summer of 2011, two trainers from the Public Education & Business Coalition (PEBC) will facilitate a two-day Summer Thinking Strategies Institute for all Carroll County Middle School teachers. Up to 60 teachers can be trained for the same cost of training only CCMS teachers; therefore, Carroll County High School teachers will be invited to attend as well. All teachers will receive a resource binder.

Throughout the 2012-13 school year, consultants from the Public Education and Business Coalition will visit Carroll County Middle School for three days in the fall and two days in the spring to observe teachers implementing thinking strategies instruction and to help the school adjust its sustainability plan, which includes the establishment of an internal lab in which colleagues come into model classrooms to observe.

Discussions will take place during professional learning communities in which participants discuss observations and learn how to implement thinking strategies instruction more effectively. New teachers will learn how to implement thinking strategies instruction through observation in the internal lab and discussions in professional learning communities. Strategies to be observed include the following: building communities in the classroom, acquiring background knowledge (ABK), gradual release of responsibility, backward design (instructional strategies); designing curriculum with end in mind.

- *Read 180:* Updated training of new *Read 180* teacher (Obj. 2.1, 2010-11).
- *Technology:* Teachers will receive in-house training in technology integration (Goal 3, 2010-13) and managing e-mail (Obj. 4.2, 2010-11).
- *Poverty Awareness:* Carroll County Middle School teachers will conduct a book study of *Teaching with Poverty in Mind* by Eric Jensen. Discussion will take place in PLCs during common planning periods. Teachers will present key ideas from the book monthly with

discussions to include self reflection of how the concepts have been applied in their classroom. Teachers will use video clips of classroom situations in their classroom and those of other teachers to relate to concepts in book (Obj. 2.2 2010-11)

- *Parent and Community Relations:* The Principal and Instructional Coach will provide training in positive “customer relations” (Obj. 4.2, 2010-13)

**Other Resources:** In addition to local district funds and federal grant funds, the Carroll County School District has benefitted from local industries, which have supported the schools’ improvement goals. We have increased student participation in after-school activities through the new robotics program, which has been funded through donations from North American Stainless and the Dow Corning Foundation. Dow Corning’s Carrollton Site provides 20 volunteers each week who work one-on-one each week with 8<sup>th</sup> grade students. Through the Classroom Coach Program, each of the 20 Dow Corning volunteers spends an hour each week helping two students with their mathematics work, for a total of 40 students being served each week.

**External Supports:** The Carroll County School District will be partnering with Advance Kentucky, a grant program to bolster access to Advanced Placement classes among at-risk populations. This partnership will enable fifteen teachers annually to get trained on improving rigor in their Science, Math or Language Arts classroom. As part of Advance Kentucky, Carroll County Middle School will be implementing the program *Laying the Foundation* (LTF) to prepare students in sixth through eighth grades for the rigor of high school and beyond. In addition to training teachers to use a variety of effective instructional strategies and to make more relevant connections to the core content for students, partnering with Advance Kentucky and *Laying the Foundation* will provide resource material and supports for classroom teachers, such as teacher guides, vertically aligned model lessons, science labs/resources, and activities that teach higher level thinking skills.

In addition to Advance Kentucky, consultants from the Public Education and Business Coalition (PEBC) in Denver, Colorado, will work with Carroll County Middle School over a three year period to help teachers learn how to foster thinking strategies among students in the classroom. Through on-site observations and meetings during the third year, consultants from PEBC will help the school develop model classrooms in order to nurture the sustained the use of thinking strategies in the school.

**Practices and Policies:** Through analysis of data, discussion, and reflection, the CCMS Leadership Team (consisting of the principal, assistant principal, instructional coach, guidance counselor, and Professional Learning Committee (PLC) content and grade-level teams), as well district chief academic officer, district assessment coordinator, and members of the Site-Based Decision Making (SBDM) Council have concluded that one of the main reasons for achievement gaps is that the core curriculum was not taught in a sufficiently engaging manner or to an appropriate depth of knowledge. Because the curriculum was not effectively reaching enough students, too many of them were having to be taught core concepts through interventions rather than through a more universal approach. As a result, we were not able to identify and address the

needs of the 15-20% who were in true need of secondary interventions. We will restructure our Tiers of Intervention through restructuring the master schedule and assignment of personnel.

The master schedule for 2010-11 indicates changes in personnel assignments and a revised pyramid of interventions. The curriculum will be realigned to include the new national standards, with the focus on teaching rigorous content in an engaging manner through effective instructional strategies.

Carroll County subscribes to the Kentucky School Boards Association (KSBA) Policy and Procedure Review. The Assistant Superintendent and Chief Operations Officer review the District's Policies and Procedures to stay current on KSBA's recommendations for addition or changes to current policies.

*Laying the Foundation (LTF)* will be shared with other teachers in Professional Learning Communities (PLCs). The Principal and Instructional Coach will hold math and language arts teachers accountable for implementing *LTF* with fidelity to the model. The school's Professional Learning Communities (PLCs) will place students in flexible grouping for appropriate interventions after formative assessments have been given.

Teachers will use *Laying the Foundation* resources, which include a binder with model best practices, teacher guides, vertically aligned model lessons, activities that teach higher level thinking skills, books, etc to plan and implement rich instruction, which includes a variety of effective instructional practices. Evidence of these processes will be documented through lesson plans, observations, and walk-through data from E-Walks.

**Sustainability:** Consultants from the Public Education and Business Coalition will visit Carroll County Middle School for three days in the fall and two days in the spring to observe teachers implementing thinking strategies instruction and to help the school adjust its sustainability plan, which includes the establishment of an internal lab in which colleagues come into model classrooms to observe.

Discussions will take place during professional learning communities in which participants discuss observations and learn how to implement thinking strategies instruction more effectively. New teachers will learn how to implement thinking strategies instruction through observation in the internal lab and discussions in professional learning communities. Strategies to be observed include the following: building communities in the classroom, acquiring background knowledge (ABK), gradual release of responsibility, and designing curriculum with end in mind.

The Professional Learning Community will serve as a major resource for sustaining the training, processes, structures, curriculum, and other supports which have been developed in the new Comprehensive School Improvement Plan (CSIP).

**Timeline**

Month	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13
June	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Eric Jensen Seminar</b> Summer 2011: Eric Jensen will conduct a one-day seminar on brain-based learning, highlighting how the conditions of poverty affect the brain and its ability to learn. This is a follow up to the year-long study of Jensen’s book <i>Teaching with Poverty in Mind</i>.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
July	<ul style="list-style-type: none"> <li>• <b>Advance Kentucky</b> (on-going): Participate in Advance Kentucky, a three-year grant with other schools, designed to increase access to Advanced Placement classes for at-risk students (1.1.1).</li> <li>• <b>Laying the Foundation Training, Part 1</b> (July 2010): Six math and six English teachers will attend Advance Kentucky’s <i>Laying the Foundation</i> training at Bryan Station High School on July 20 through 23 in Lexington, Kentucky (1.1.2).</li> <li>• <b>Read 180 Training</b> (Summer 2010): Provide training for new <i>Read 180</i> teacher, (2.1.2).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advance Kentucky</b> (on-going): Participate in Advance Kentucky during the second year to continue increasing access to Advanced Placement classes for at-risk students (1.1.1).</li> <li>• <b>Laying the Foundation Training, Part 2</b> (July 2011): Six math and six English teachers will attend Advance Kentucky’s <i>Laying the Foundation</i> training at Bryan Station High School in July in Lexington, KY (1.1.2).</li> <li>• <b>PEBC Training</b> (Summer 2011): Two trainers from the Public Education &amp; Business Coalition (PEBC) will facilitate a two-day Summer Thinking Strategies Institute for all Carroll County Middle School</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advance Kentucky</b> (on-going): Participate in Advance Kentucky during the third year to continue increasing access to Advanced Placement classes for at-risk students (1.1.1).</li> <li>• <b>Laying the Foundation Training, Part 3</b> (July 2012): Six math and six English teachers will attend Advance Kentucky’s <i>Laying the Foundation</i> training at Bryan Station High School in July in Lexington, KY (1.1.2).</li> <li>• <b>Home Visit Training</b> (Summer 2012): Principal and Instructional Coach will train teachers in the best practices of</li> </ul>

		<p>teachers (1.2)</p> <ul style="list-style-type: none"> <li>• <b>Designing Standards-Based Lessons</b> Summer 2011: Teachers will work in teams during two professional development days to design standards-based lessons and other learning systems (2.1.1).</li> </ul>	<p>home visits (2.1).</p> <ul style="list-style-type: none"> <li>• <b>Home Visits</b> (Summer 2012): Teachers will establish face-to-face contact at the home of the child or in a neutral, off-campus location, with a parent or guardian of each child in his or her 1<sup>st</sup> period classroom (2.1)</li> <li>• <b>Maintain Parent Contacts</b> (on-going): Teachers will maintain one-on-one contact with the parent or guardian of each child in their 1<sup>st</sup> period classroom. This is a follow up to the initial home visits.</li> <li>• <b>Champion Technology Teacher Observations</b> (on-going): Champion Technology Teacher will observe math and language arts teachers in classrooms integrating technology and providing guidance (3.1.1)</li> <li>• <b>Math and Language Arts Teacher Observations</b> (on-going): Math and language arts teachers will observe Champion Technology Teacher</li> </ul>
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			(3.1.2)
<b>August</b>	<ul style="list-style-type: none"> <li>• <b>Customer Service Training</b> (August 3): Principal and Instructional Coach will provide ½ day training in positive customer service on morning of August 3 (4.1).</li> <li>• <b>Restructure Tiers of Intervention</b> (first nine-weeks): CCMS Leadership Team will restructure the Tiers of Intervention during the first nine weeks of the 2010-11 academic year (2.1.1).</li> <li>• <b>Benchmark Data</b> for reading and math using Discovery Education (Think Link) will be completed</li> <li>• <b>Weekly PLC</b> will begin for each content area. The topic will be Norms for PLCs and data protocol for NRT</li> <li>• <b>Analysis of Benchmark Data</b> using specific data protocols</li> <li>• <b>Walkthroughs</b> will be conducted and continued each month.</li> <li>• <b>Update Policies:</b> Review and Update SBDM Policies on instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Customer Service Training</b> (August 2011): Principal and Instructional Coach will provide ½ day training in positive customer service on morning of August 3 (4.1).</li> <li>• <b>Establish and Maintain Parent Contacts</b> (first nine-weeks): Teachers will establish one-on-one contact with a parent or guardian of each child in his or her 1<sup>st</sup> period classroom.</li> <li>• <b>Benchmark Data</b> for reading and math using Discovery Education (Think Link) will be completed</li> <li>• <b>Weekly PLC</b> will begin for each content area. The topic will be determined based on needs.</li> <li>• <b>Analysis of Benchmark Data</b> using specific data protocols</li> <li>• <b>Walkthroughs</b> will be conducted and continued each month using <i>Instructional Rounds</i> as protocol; focus topic will be determined.</li> <li>• <b>Update Policies:</b> Review and Update SBDM Policies on instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Customer Service Training</b> (August 2012): Principal and Instructional Coach will provide ½ day training in positive customer service on morning of August 3 (4.1).</li> <li>• <b>Benchmark Data</b> for reading and math using Discovery Education (Think Link) will be completed</li> <li>• <b>Weekly PLC</b> will begin for each content area. The topic will be determined based on needs.</li> <li>• <b>Analysis of Benchmark Data</b> using specific data protocols</li> <li>• <b>Walkthroughs</b> will be conducted and continued each month using <i>Instructional Rounds</i> as protocol; focus topic will be determined.</li> <li>• <b>Update Policies:</b> Review and Update SBDM Policies on instruction</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• <b>Champion Technology Teacher</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Champion Technology Teacher</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Champion Technology</b></li> </ul>

	<p><b>Observations</b> (on-going): Champion Technology Teacher will observe math and language arts teachers in classrooms integrating technology and providing guidance (3.1.1)</p> <ul style="list-style-type: none"> <li>• <b>Math and Language Arts Teacher Observations</b> (on-going): Math and language arts teachers will observe Champion Technology Teacher (3.1.2)</li> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of wikis (3.2).</li> <li>• <b>E-mail and Voice Mail Training</b> (September 2010): Champion Technology Teacher will provide ½ day training in managing e-mail and voice mail (4.2).</li> <li>• <b>Establish Parent Contacts</b> (first nine-weeks): Teachers will establish one-on-one contact with a parent or guardian of each child in his or her 1<sup>st</sup> period classroom.</li> <li>• <b>PLC Meeting:</b> Topics will be Formative Assessment and analysis of Think Link Data.</li> </ul>	<p><b>Observations</b> (on-going): Champion Technology Teacher will observe math and language arts teachers in classrooms integrating technology and providing guidance (3.1.1)</p> <ul style="list-style-type: none"> <li>• <b>Math and Language Arts Teacher Observations</b> (on-going): Math and language arts teachers will observe Champion Technology Teacher (3.1.2)</li> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of wikis or other appropriate technology topic (3.2).</li> <li>• <b>E-mail and Voice Mail Training</b> (September 2011): Champion Technology Teacher will provide ½ day training in managing e-mail and voice mail (4.2).</li> <li>• <b>PLC Meeting:</b> Topics will be data analysis of Discovery Ed. Data.</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Data Analysis:</b> Analyze benchmark and common assessment data</li> <li>• <b>EXPLORE Test Administered</b></li> <li>• <b>Walkthroughs</b> using</li> </ul>	<p><b>Teacher Observations</b> (on-going): Champion Technology Teacher will observe math and language arts teachers in classrooms integrating technology and providing guidance (3.1.1)</p> <ul style="list-style-type: none"> <li>• <b>Math and Language Arts Teacher Observations</b> (on-going): Math and language arts teachers will observe Champion Technology Teacher (3.1.2)</li> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of wikis or other appropriate technology topic (3.2).</li> <li>• <b>E-mail and Voice Mail Training</b> (September 2012): Champion Technology Teacher will provide ½ day training in managing e-mail and voice mail (4.2).</li> <li>• <b>PLC Meeting:</b> Topics will be data analysis of Discovery Ed. Data.</li> <li>• <b>Common Assessments</b> will administered for</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Data Analysis:</b> Analyze benchmark and common assessment data</li> <li>• <b>EXPLORE Test Administered</b></li> <li>• <b>Walkthroughs Conducted</b></li> </ul>	<p><i>Instructional Rounds</i> will be conducted each month.</p>	<p>math and reading.</p> <ul style="list-style-type: none"> <li>• <b>Data Analysis:</b> Analyze benchmark and common assessment data</li> <li>• <b>EXPLORE Test Administered</b></li> <li>• <b>Walkthroughs</b> using <i>Instructional Rounds</i> will be conducted each month.</li> </ul>
October	<ul style="list-style-type: none"> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of Moodle (3.2).</li> <li>• <b>PLC Meeting:</b> Topics will be data analysis of KCCT results</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of Moodle or other appropriate integrated technology topic (3.2).</li> <li>• <b>PLC Meeting:</b> Topics will be data analysis of KCCT results</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs</b> using <i>Instructional Rounds</i> will be conducted each month.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of Moodle or other appropriate integrated technology topic (3.2).</li> <li>• <b>PLC Meeting:</b> Topics will be data analysis of KCCT results</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs</b> using <i>Instructional Rounds</i> will be conducted each month.</li> </ul>
November	<ul style="list-style-type: none"> <li>• <b>Fall 2010 PEBC Conference</b> (November 8-11, 2010): Five educators (two administrators and three teachers) will participate in the Public Education &amp; Business Coalition (PEBC) Fall Thinking Strategies Institute in Denver, CO. on November 8-11</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of the iPod Touch or other appropriate integrated technology topic (3.2).</li> <li>• <b>Benchmark Data</b> for reading and math using Discovery Education (Think Link) will be completed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the iPod Touch or other appropriate integrated technology topic (3.2).</li> <li>• <b>Benchmark Data</b> for reading and math using Discovery Education (Think</li> </ul>

	<p>(1.2.1).</p> <ul style="list-style-type: none"> <li>• <b>Book Study:</b> Discuss Chapter 1 of Eric Jensen’s <i>Teaching with Poverty in Mind</i> “Understanding the Nature of Poverty” (2.2).</li> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of the iPod Touch (3.2).</li> <li>• <b>Benchmark Data</b> for reading and math using Discovery Education (Think Link) will be completed</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Data Analysis</b> of Benchmark, Common Assessment, and EXPLORE results.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Data Analysis</b> of Benchmark, Common Assessment, and EXPLORE results.</li> <li>• <b>Walkthroughs</b> using Instructional Rounds will be conducted each month.</li> </ul>	<p>Link) will be completed</p> <ul style="list-style-type: none"> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Data Analysis</b> of Benchmark, Common Assessment, and EXPLORE results.</li> <li>• <b>Walkthroughs</b> using Instructional Rounds will be conducted each month.</li> </ul>
<p><b>December</b></p>	<ul style="list-style-type: none"> <li>• <b>Book Study:</b> Discuss Chapter 2 of Eric Jensen’s <i>Teaching with Poverty in Mind</i> “How Poverty Affects Behavior and Academic Performance” (2.2).</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>

	Focus will be on higher order thinking skills.		
<b>January</b>	<ul style="list-style-type: none"> <li>• <b>Spring 2011 PEBC Conference</b> (January 24-27, 2011): Four educators (one administrator and three teachers) will participate in the Public Education &amp; Business Coalition (PEBC) Winter Thinking Strategies Institute in Denver, CO. on January 24-27 (1.2.2).</li> <li>• <b>Book Study:</b> Discuss Chapter 3 of Eric Jensen’s <i>Teaching with Poverty in Mind</i> “Embracing the Mind-Set of Change” (2.2).</li> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of blogging (3.2).</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of blogging or other appropriate integrated technology topic (3.2).</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of blogging or other appropriate integrated technology topic (3.2).</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• <b>Book Study:</b> Discuss Chapter 4 of Eric Jensen’s <i>Teaching with Poverty in Mind</i> “Schoolwide Success Factors” (2.2).</li> <li>• <b>Technology Training:</b> Champion Technology Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of podcasts or other appropriate integrated technology topic (3.2).</li> <li>• <b>Benchmark Data</b> for</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of podcasts or other appropriate integrated technology topic (3.2).</li> </ul>

	<p>will train teachers afterschool in the use of podcasts (3.2).</p> <ul style="list-style-type: none"> <li>• <b>Benchmark Data</b> for reading and math using Discovery Education (Think Link) will be completed</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>	<p>reading and math using Discovery Education (Think Link) will be completed</p> <ul style="list-style-type: none"> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Benchmark Data</b> for reading and math using Discovery Education (Think Link) will be completed</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• <b>Book Study:</b> Discuss Chapter 5 of Eric Jensen’s <i>Teaching with Poverty in Mind</i> “Classroom-Level Success Factors” (2.2).</li> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of voice threads (3.2).</li> <li>• <b>Benchmark Data</b> for reading and math using Discovery Education (Think Link) will be completed</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of voice threads or other appropriate integrated technology topic (3.2).</li> <li>• <b>Benchmark Data</b> for reading and math using Discovery Education (Think Link) will be completed</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology Training:</b> Champion Technology Teacher will train teachers afterschool in the use of voice threads or other appropriate integrated technology topic (3.2).</li> <li>• <b>Benchmark Data</b> for reading and math using Discovery Education (Think Link) will be completed</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• <b>Administer the KCCT</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Administer the KCCT</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Administer the KCCT</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Book Study:</b> Discuss Chapter 6 of Eric Jensen’s <i>Teaching with Poverty in Mind</i> “Instructional Light and Magic” (2.2).</li> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Common Assessments</b> will administered for math and reading.</li> <li>• <b>Walkthroughs:</b> Focus will be on higher order thinking skills.</li> </ul>
<b>May</b>			

**Services**

**District Assistance to School**

The Carroll County School District continues to support Carroll County Middle School by funding additional staff members beyond the standard allotment. The school currently has two math teachers and two language arts teachers at each grade level. These positions are paid for with district support through local funds. In addition to the extra teachers, the district also provides an instructional assistant at every level for helping students with special needs. The district also supports CCMS by providing reading interventions through *System 44* and *Read 180* for students who need intensive support and Read Naturally to help students become more fluent readers.

Through the process of drafting Carroll County Middle School’s Comprehensive School Improvement Plan (CSIP), literacy and numeracy became major areas of focus. As a result, the math and language arts teachers engaged in professional development through the Louisville Writing Project and the University of Kentucky’s PIMSER Mathematics.

Based on Janet Allen’s *Tools for Teaching Content Literacy*, Trainers from the Louisville Writing Project modeled, in a classroom setting, specific research-based strategies for teaching reading and writing, including Reciprocal Teaching, K-W-L, and Word Study, among others. For example, with Reciprocal Reading, based on the research of Palinscar and Brown (1986), students read text as a group with each member playing one of the four roles that correspond to strategies that effective readers employ: predicting content, questioning and clarifying their understanding, and summarizing what they have learned. Other books studied through the Louisville Writing Project include Harvey Daniels’ and Steven Zemelman’s *Subjects Matter: Every Teacher’s Guide to Content-Area Reading* and Stephanie Harvey’s *Nonfiction Matters*.

Throughout the 2009-10 school year, the principal and instructional coach attended six training sessions hosted by the Collaborative for Teaching and Learning in Louisville, which dealt with reading strategies at the secondary level.

This summer, mathematics and language arts teachers attended training as part of Laying the Foundation, which is part of Advance Kentucky, a three-year grant with other schools, designed to increase access to Advanced Placement classes for at-risk students

The district conducted a review of the elementary program last year for literacy. This school year the district plans on having a literacy review of the secondary school program. The resulting literacy plan for grades six through eight are as follows:

Literacy Plan for 2010-11

Goals	Standards	Improvement Initiatives	Leadership and Professional Development Support	Evidence
Foundational Reading and Writing Instruction	<ol style="list-style-type: none"> <li>Vocabulary Development Strategies</li> <li>Developing Habits for Reading complex Texts</li> </ol>	<ol style="list-style-type: none"> <li>Choose consistent language and expect students to use it; Identify Key Language, Directly Plan How to use it, Introduce it, Teach it</li> <li>Get into classrooms and see words visible and in-use</li> <li>Using Tools for Teaching Strategies- Janet Allen</li> <li>Fluency strategies for comprehension</li> </ol>	<ol style="list-style-type: none"> <li>PD or time to agree on Vocabulary in content areas</li> <li>Planning how to introduce and teach Teacher observation of one another to analyze (+) and (-)'s What's working for who</li> </ol>	<ol style="list-style-type: none"> <li>Teacher Observation OR's-peer modeling</li> <li>Learning check-data certificate</li> <li>Vocabulary Wall – Artifact Images, Interactive</li> <li>Analysis and Synthesis of Understanding-observe</li> </ol>
Application of Speaking and Listening	<ol style="list-style-type: none"> <li>Academic dialogue / Conversation among students</li> </ol>	<ol style="list-style-type: none"> <li>Specific programs for using complete sentences when in conversation / writing</li> <li>Provide more opportunities for purposeful</li> </ol>	<ol style="list-style-type: none"> <li>Plan and use structured academic dialogue framework</li> <li>Time to plan specific activities</li> <li>Professional books</li> </ol>	<ol style="list-style-type: none"> <li>Thorough Lesson Plans</li> <li>Observation</li> </ol>
Literacy Intervention	<ol style="list-style-type: none"> <li>Focused on applied skills tools, and strategies implementation across all disciplines</li> <li>Reading Strategies to facilitate comprehension</li> </ol>	<ol style="list-style-type: none"> <li>Identify variety of strategies to address learning styles</li> <li>Implement with Fidelity</li> <li>Tier 2 – Into classroom/process for Tier 2</li> <li>Implement use of centers to meet needs/Tiered lessons</li> </ol>	<ol style="list-style-type: none"> <li>PD</li> <li>Teacher observation of model practice</li> <li>PLC discussion with content teachers</li> </ol>	<ol style="list-style-type: none"> <li>Lesson Plans</li> <li>Weekly Data</li> <li>Observation</li> </ol>
Literacy Integration to Support Critical Thinking	<ol style="list-style-type: none"> <li>Vocabulary development strategies</li> <li>Writing to learn strategies</li> <li>Implement word walls</li> </ol>	<ol style="list-style-type: none"> <li>Subjects Matter</li> <li>Writing to learn strategies</li> <li>McRel Reading in the Content Areas</li> <li>Process writing strategies</li> </ol>	<ol style="list-style-type: none"> <li>Writing to learn Share Fair</li> <li>Department commitments and meetings</li> </ol>	<ol style="list-style-type: none"> <li>Lesson plans</li> <li>PLC conversations</li> <li>Student products</li> <li>Faculty meeting discussions</li> </ol>

Carroll County Middle School—2010-13 School Improvement Grant (SIG)

Application of Literacy Technologies	1. Structured speaking and listening through technology	1. iPod Touch 2. Voicethreads 3. Digital Storytelling 4. Blogging 5. Moodle	1. Champion technology teacher in building 2. Provide training and support 3. Availability of technology	1. Student products 2. Walk-through evidence
Aligned & Developmentally Appropriate Resources	1. Informational text availability 2. Use of textbooks for rigorous reading	1. Student investigation of text 2. Direct text use instruction 3. Lesson planning	1. Additional resources 2. Non-fiction 3. Science Journals 4. PD about teaching informational text process	1. PD completed 2. Lesson plans 3. Walkthroughs
Assessment of Student Learning	Assessment plan not in place			

Mathematics Plan for 2010-11

Carroll County Middle School has collaborated with the University of Louisville, Jefferson Community and Technical College, and the Collaborative for Teaching and Learning to draft a proposal for an Improving Educator Quality (IEQ) grant. Pending a successful Improving Educator Quality (IEQ) grant application, Carroll County Middle School math teachers will improve Algebra I instruction. This partnership will focus on breaking down the new standard and adding quality instructional practices and in-class mentoring for Middle School Algebra I and Geometry teachers.

We are also working on a separate IEQ proposal with the U of L special education department to work with our Language Arts department and special education department at Carroll County Middle School to help teachers improve their instructional practices with students on free and reduced lunches and those with disabilities who are not meeting proficiency. This grant will provide professional development through workshops and mentoring for the 2011-12 school year.

Regardless of any enhancement to the curriculum that either of the grants could provide, Carroll County Middle School will continue to work toward achieving the goals in mathematics that were set as part of the Comprehensive School Improvement Plan (CSIP). The action steps identified in the CSIP for mathematics include the following:

Math department will meet on a weekly basis as a PLC with the IC charting progress of Identified/At-Risk students. (Thursday Morning)
Math department will meet on a weekly basis as a PLC with the IC charting progress of Identified/At-Risk students. (Thursday Morning)
Math department will meet on a weekly basis as a PLC with the IC charting progress of Identified/At-Risk students. (Thursday Morning)

Finally, the district has also provided resources to continue the use of Cognitive Tutor, which is a research-based mathematics program. We have seen dramatic increases in student performance in math due to the adoption of this program.

### **Tier III Annual Goals**

The annual goals addressing student achievement on the State’s assessments in both reading/language arts and mathematics fall under Goal 1 of this grant proposal which addresses more than just test scores: **Goal 1— Increase student achievement in all content areas.**

Specifically, the student achievement goals include the following:

#### **Mathematics Goals**

- Mathematics—By May **2011**, **72%** of all Carroll County Middle School students will score a proficient or distinguished in the area of mathematics on the Kentucky Core Content Test.
- Mathematics—By May **2012**, **82%** of Carroll County Middle School students will score a proficient or distinguished in the area of mathematics on the Kentucky Core Content Test.
- Mathematics—By May **2013**, **91%** of Carroll County Middle School students will score a proficient or distinguished in the area of mathematics on the Kentucky Core Content Test.

#### **Reading Goals**

- Reading—By May **2011**, **84%** of Carroll County Middle School students will score a proficient or distinguished in the area of reading on the Kentucky Core Content Test.
- Reading—By May **2012**, **90%** of Carroll County Middle School students will score a proficient or distinguished in the area of reading on the Kentucky Core Content Test.
- Reading—By May **2013**, **96%** of Carroll County Middle School students will score a proficient or distinguished in the area of reading on the Kentucky Core Content Test.

#### **Writing**

- Writing—By May **2011**, **50%** of Carroll County Middle School students will score a proficient or distinguished in the area of on-demand writing on the Kentucky Core Content Test, as part of the No Child Left Behind (NCLB) Assessment.
- Writing—By May **2012**, **66.7%** of Carroll County Middle School students will score a proficient or distinguished in the area of on-demand writing on the Kentucky Core Content Test, as part of the No Child Left Behind (NCLB) Assessment.
- Writing—By May **2013**, **83.3%** of Carroll County Middle School students will score a proficient or distinguished in the area of on-demand writing on the Kentucky Core Content Test, as part of the No Child Left Behind (NCLB) Assessment.

Progress towards these goals will be monitored quarterly through the use of Discovery Education Benchmark Assessments. Carroll County Middle School will give the “A” test in September, followed by the “B” test in December and finally the “C” test in March.

### **District Support**

The district monitors curriculum, instruction, and assessment in the school through regular visits by the superintendent, assistant superintendent and chief academic officer, and the elementary instructional supervisor who also serves as district assessment coordinator. Furthermore, the school's instructional coach is funded and supervised by the district.

Finally, an internal review of the school will be completed by the district chief academic officer and the district assessment coordinator, using the guidelines established by the Kentucky Association of School Councils (KASC).

### **Consultation**

The goals on the School Improvement Grant (SIG) proposal are based on a revision of the 2009-10 Comprehensive School Improvement Plan (CSIP) at Carroll County Middle School. As part of the process of establishing student achievement goals, content-area teachers, working in monthly Professional Learning Communities (PLCs), analyzed results of Think Link formative assessments and 2009 Kentucky Core Content (KCCT) summative assessments to determine achievement gaps and other areas needing growth. In response to this on-going analysis, the school adjusted the schedule midway through the 2009-10 school year to provide additional instruction in language arts for students receiving free and reduced lunches who also had failed to achieve proficiency in reading or on-demand writing.

At the May 10, 2010, meeting of the school's Site Based Decision Making (SBDM) Council, CCMS Principal Dana Oak and Bill Hogan, Assistant Superintendent for Carroll County Schools, discussed the School Improvement Grant (SIG) with the SBDM Council. After discussion and input from the Council, the grant proposal was approved.

## **BUDGET**

### **Budget Narrative**

#### **Year #1 (2010-11)**

The attached budgets will support school improvement activities at the school level for Carroll County Middle School.

#### **Other Certified: \$4800**

Twelve teachers attended Advance Kentucky's *Laying the Foundation* training at Bryan Station High School on July 20 through 23 in Lexington, Kentucky. The twelve teachers were paid a stipend of \$100 a day for each of four days for a cost of **\$4800**. (MUNIS Code 113, Objective 1.1.2)

#### **Certified Substitutes: \$3600**

Twelve teachers will each receive six ½ day trainings in various technologies, which will occur in September, October, November, January, February, and March. Substitute Teachers will cover Language Arts Teachers for half of the day and Mathematics Teachers for the other half of the day. Six substitutes for six days (12 half days) at \$100 per day cost **\$3600**. (MUNIS Code 120, Objective 3.2)

Registration Fees \$25,534

Twelve teachers attended Advance Kentucky's *Laying the Foundation* training at Bryan Station High School on July 20 through 23 in Lexington Kentucky at a cost of \$875 per person for registration for a cost of **\$10,500** (MUNIS Code 338, Objective 1.1.2)

Five educators (two administrators and three teachers) will participate in the Public Education & Business Coalition (PEBC) Fall Thinking Strategies Institute in Denver, CO, on November 8-11. Registration fees of \$1670 per person for five educators cost **\$8350**. (MUNIS Code 338, Objective 1.2.2)

Four educators (one administrator and three teachers) will participate in the Public Education & Business Coalition (PEBC) Winter Thinking Strategies Institute in Denver, CO. on January 24-27. Registration fees of \$1671 per person for five educators cost **\$6684**. (MUNIS Code 338, Objective 1.2.3)

One educator will update her training in *Read 180* in Lexington, KY. Because this is a refresher course, the registration fee is **\$0**. (MUNIS Code 338, Objective 2.1.2)

Registrations for the four conferences/trainings will cost a total of **\$25,534**.

Travel \$15,370

Twelve teachers attended Advance Kentucky's *Laying the Foundation* training at Bryan Station High School on July 20 through 23 in Lexington Kentucky: *\$5780* (MUNIS Code 580, Objective 1.1.2)

- *Transportation*: Four cars carrying 3 teachers each x 200 miles round trip x \$.45 per mile = **\$360**
- *Meals*—12 teachers x \$40 per day x 4 days = **\$1920**
- *Lodging*—7 rooms x \$125 per night x 4 nights = **\$3500**

Five educators (two administrators and three teachers) will participate in the Public Education & Business Coalition (PEBC) Fall Thinking Strategies Institute in Denver, CO, on November 8-11: *\$5235* (MUNIS Code 580, Objective 1.2.2)

- *Transportation*:
  - Transportation to and from airport: Two cars carrying 2 or more teachers each x 150 miles round trip x \$.45 per mile = **\$135**
  - Airfare: \$400 per ticket x 5 educators = **\$2000**
  - Transportation in Denver: 5 educators x \$100 in taxi fares or one rental car and parking = **\$500**
- *Meals*—5 educators x \$40 per day x 4 days = **\$800**
- *Lodging*—3 rooms x \$150 per night x 4 nights = **\$1800**

Four educators (one administrator and three teachers) will participate in the Public Education & Business Coalition (PEBC) Winter Thinking Strategies Institute in Denver, CO. on January 24-27: *\$4075* (MUNIS Code 580, Objective 1.2.3)

- *Transportation*:

Carroll County Middle School—2010-13 School Improvement Grant (SIG)

- Transportation to and from airport: Two cars carrying 2 or more teachers each x 150 miles round trip x \$.45 per mile = **\$135**
- Airfare: \$400 per ticket x 4 educators = **\$1600**
- Transportation in Denver: 4 educators x \$125 in taxi fares or one rental car and parking= **\$500**
- *Meals*—4 educators x \$40 per day x 4 days = **\$640**
- *Lodging*—2 rooms x \$150 per night x 4 nights = **\$1200**

One educator will update her training in *Read 180* in Lexington, KY: \$280 (MUNIS Code 580, Objective 2.1.2)

- *Transportation*: one car x 200 miles round trip x \$.45 per mile = **\$90**
- *Meals*—1 teacher x \$40 per day x 1 day = **\$40**
- *Lodging*—1 room x \$150 per night x 1 night = **\$150**

Travel associated with the above four conferences/trainings will cost a total of **\$15,370**.

*Supplemental Books \$696*

To increase awareness of the unique learning needs of children living in poverty, the staff will read, study, and discuss *Teaching with Poverty in Mind* by Eric Jensen. At \$24 per book, 29 copies will cost **\$696**. (MUNIS Code 643, Objective 2.2)

**Total Budget for 2010-11 \$50,000**

**Year #2 (2011-12)**

*Other Certified: \$4800*

Twelve teachers will attend Advance Kentucky's *Laying the Foundation* training at Bryan Station High School in Lexington, Kentucky, in July 2011. The twelve teachers will be paid a stipend of \$100 a day for each of four days for a cost of **\$4800**. (MUNIS Code 113, Objective 1.1.2)

*Certified Substitutes: \$3600*

Twelve teachers will each receive six ½ day trainings in various technologies, which will occur in September, October, November, January, February, and March. Substitute Teachers will cover Language Arts Teachers for half of the day and Mathematics Teachers for the other half of the day. Six substitutes for six days (12 half days) at \$100 per day cost **\$3600**. (MUNIS Code 120, Objective 3.2)

*Professional Consultant \$25,150*

Two presenters from the Public Education and Business Coalition (PEBC) will train up to 60 Carroll County middle school and high school teachers in using Thinking Strategies during the summer of 2011. The Institute Fee of \$12,000 will cover the cost of training up to 60 educators. In addition to the institute fee, the two presenters are each paid a travel fee of \$700 per presenter equaling \$1,400. The PEBC estimates their travel expenses at \$1000 per presenter with the second person costing \$750 due to shared rental car expenses. The total cost for bringing in the Public Education and Business Coalition is **\$15,150**. (MUNIS Code 335, Objective 1.1)

To implement instructional strategies that have had a positive impact on children affected by poverty, the Carroll County School District will host a seminar facilitated by Eric Jensen, author of *Teaching with Poverty in Mind*. The presenter's fee of **\$10,000** covers all expenses. (MUNIS Code 335, Objective 2.2).

Registration Fees

Twelve teachers will attend Advance Kentucky's *Laying the Foundation* training at Bryan Station High School in Lexington, Kentucky, at a cost of \$875 per person for registration costs of **\$10,500** (MUNIS Code 338, Objective 1.1.2).

Travel \$5,780

Twelve teachers will attend Advance Kentucky's *Laying the Foundation* training at Bryan Station High School in Lexington, Kentucky, in July 2011: *\$5780* (MUNIS Code 580, Objective 1.1.2)

- *Transportation*: Four cars carrying 3 teachers each x 200 miles round trip x \$.45 per mile = **\$360**
- *Meals*—12 teachers x \$40 per day x 4 days = **\$1920**
- *Lodging*—7 rooms x \$125 per night x 4 nights = **\$3500**

Travel associated with Advance Kentucky's *Laying the Foundation* training will cost a total of **\$5,780**.

General Supplies \$170

For Thinking Strategies training by presenters from the Public Education and Business Coalition (PEBC) in the summer of 2011, we will purchase binders for 30 teachers in which they can keep their resource materials organized. Thirty binders at \$5.66 at piece will cost **\$170**.

**Total Budget for 2011-12 \$50,000**

**Year #3 (2012-13)**

Other Certified: \$13,800

Twelve teachers will attend Advance Kentucky's *Laying the Foundation* training at Bryan Station High School in Lexington, Kentucky, in July 2012. The twelve teachers will be paid a stipend of \$100 a day for each of four days for a cost of **\$4800**. (MUNIS Code 113, Objective 1.1.2)

To build face-to-face relationships with students and their families, thirty teachers will make home visits and be paid a \$300 stipend to compensate them for the extra time to visit the family of each child in their homeroom classroom. The cost of home visits is **\$9000** (MUNIS Code 113, Objective 2.1).

Certified Substitutes: \$3600

Twelve teachers will each receive six ½ day trainings in various technologies, which will occur in September, October, November, January, February, and March. Substitute Teachers will cover

Language Arts Teachers for half of the day and Mathematics Teachers for the other half of the day. Six substitutes for six days (12 half days) at \$100 per day cost **\$3600**. (MUNIS Code 120, Objective 3.2)

Professional Consultant \$25,150

One consultant from the Public Education & Business Coalition (PEBC) will visit Carroll County Middle School for five days (three days in Fall 2012 and two days in Spring 2013) to observe thinking strategies instruction, offer feedback, and assist teachers in developing individual strategies and making adjustments to the sustainability plan for the use of effective thinking strategies instruction.

- *Consultant Fee:* 1 consultant x \$2200 per day x 5 days = **\$11,000**
- *Travel Day for Consultant:* \$700 per day x 2 days (fall and spring) = **\$1400**
- *Travel Expenses:* \$1000 per visit x two visits (fall and spring) = **\$2000**

The total cost for the professional consultant is *\$14,400* (MUNIS Code 335, Objective 1.2).

Registration Fees

Twelve teachers will attend Advance Kentucky's *Laying the Foundation* training at Bryan Station High School in Lexington, Kentucky, in July 2012 at a cost of \$875 per person for registration costs of **\$10,500** (MUNIS Code 338, Objective 1.1.2).

Travel \$5,780

Twelve teachers will attend Advance Kentucky's *Laying the Foundation* training at Bryan Station High School in Lexington, Kentucky, in July 2012: *\$5780* (MUNIS Code 580, Objective 1.1.2)

- *Transportation:* Four cars carrying 3 teachers each x 200 miles round trip x \$.45 per mile = **\$360**
- *Meals*—12 teachers x \$40 per day x 4 days = **\$1920**
- *Lodging*—7 rooms x \$125 per night x 4 nights = **\$3500**

Travel associated with Advance Kentucky's *Laying the Foundation* training will cost a total of *\$5,780*.

General Supplies \$1920

In order to establish face-to-face relationships with families through home visits, 30 teachers will have the following items to distribute during their visits:

- *Business Cards:* 30 teachers x 250 business cards each = *\$345*
- *Business Card Magnets:* 1000 = *\$255*
- *Information Packets/Bags:* 450 students x \$2.27 per bag = *\$1020*

To keep teachers safe from the potential of aggressive dogs, 10 dog repellent devices at a cost of \$30 a piece will be purchased for a cost of *\$300*.

**Total Budget for 2012-13 \$50,000**

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

School: Carroll County Middle School

MUNIS Code	Description of Activity	Amount Requested
113	Other Certified	\$4,800
120	Certified Substitutes	\$3,600

Carroll County Middle School—2010-13 School Improvement Grant (SIG)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
338	Registration Fees	\$25,534
580	Travel	\$15,370
643	Supplemental Books	\$696
<b>Total Amount Requested</b>		<b>\$50,000</b>

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

School: Carroll County Middle School

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
113	Other Certified	\$4,800
120	Certified Substitutes	\$3,600
335	Professional Consultant	\$25,150
338	Registration Fees	\$10,500
580	Travel	\$5,780
610	General Supplies	\$170
<b>Total Amount Requested</b>		<b>\$50,000</b>

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

School: Carroll County Middle School

Carroll County Middle School—2010-13 School Improvement Grant (SIG)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
113	Other Certified	\$13,800
120	Certified Substitutes	\$3,600
335	Professional Consultant	\$14,400
338	Registration Fees	\$10,500
580	Travel	\$5,780
610	General Supplies	\$1,920

<b>Total Amount Requested</b>	<b>\$50,000</b>
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Proposed District Budget Summary  
School Improvement Grants  
2010-11 School Year

District: Carroll

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
<b>Total Amount Requested</b>		<b>\$0</b>

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

District: Carroll

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
<b>Total Amount Requested</b>		<b>\$0</b>

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

District: Carroll

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
Total Amount Requested		<b>\$0</b>