

## **2007-08 SECTION 1003(g) SCHOOL IMPROVEMENT FUNDS**

### **Use of Section 1003(g) School Improvement Funds**

The U.S. Department of Education approved Kentucky's application for Section 1003(g) School Improvement Funds. These new funds are allocated to districts with schools identified as NCLB Tier 4 schools (schools having missed AYP for five years) and are to be used to assist the district in funding a leadership intervention program for the Tier 4 schools to support the activities needed to assure improvement at the school level. The leadership intervention program is considered a major part of restructuring the school's governance since it increases monitoring and oversight of the school's operations and educational program by the district. The district will receive one district allocation to fund a leadership intervention program and related costs to provide the Tier 4 schools with an intensive, collaborative, assistance process designed to build capacity at the school and provide essential support and oversight for immediate and sustained improved student achievement. The district allocations for the Section 1003(g) School Improvement Funds are listed on page 3 of this document.

The district may have the assistance of a School Leadership Support Team (SLST) intervention program or may develop its own leadership intervention program to assist the district and Tier 4 schools to work through the restructuring of the school's governance. The leadership intervention program should provide the Tier 4 schools assistance in reviewing their needs and designing and building capacity at the schools as well as oversight for immediate and sustained improvement in student achievement.

The School Leadership Support Team (SLST) will consist of the school principal, a coach for the principal (through the Kentucky Association of School Administrators); a school council mentor (through the Kentucky Association of School Councils); a Kentucky Department of Education Representative (Title I Consultant assigned to the district); and a district administrator (the Title I Coordinator or the Superintendent's designee) to ensure compliance with NCLB school improvement requirements.

The district may develop its own leadership intervention program. For example, the leadership intervention program may include an assistance manager assigned to the principal. A district leadership team may consist of the school principal, the assistance manager, and a district administrator (the Title I Coordinator or the Superintendent's designee) to ensure compliance with NCLB school improvement requirements. The district leadership team may also have the assistance of a Kentucky Department of Education Representative (Title I Consultant assigned to the district). The assistance manager may provide evaluative feedback about the principal to the superintendent and/or superintendent's designee for action and monitor the implementation of all school activities aimed at improving student achievement.

### **District Plan for Section 1003(g) School Improvement Funds**

The district should involve the district Instructional Supervisor(s), Title I Coordinator, Principals of the Tier 4 schools, and others designated by the Superintendent to complete the *District Plan for Section 1003(g) School Improvement Funds*. See page 4-6 of this document for the plan to be completed by the district and submitted to the Kentucky Department of Education by **March 28, 2008**.

## **KDE Review of District Plan for Section 1003(g) School Improvement Funds and Monitoring of the Leadership Intervention Model**

The Kentucky Department of Education will review and approve the District Plan for the Section 1003(g) Funds, will partner with the districts on the leadership intervention program, and will monitor the implementation of the intervention program. The leadership intervention model will be adjusted accordingly if it is not contributing to increased student achievement.

## **Restructuring Plan for Tier 4 Schools**

The district must develop a Restructuring Plan during the 2007-08 school year for a Title I school in Tier 4 status (5 years of not making adequate yearly progress). The district undertakes a major reorganization of a school in restructuring, making fundamental reforms, such as significant changes in the governance. The purpose of restructuring is to improve student academic achievement and enable the school to make AYP.

The date for the submission of the Restructuring Plan for the Tier 4 schools originally set for February 4, 2008 has been revised. The *District Plan for Section 1003(g) School Improvement Funds* will serve as the basis for the Restructuring Plan for the Tier 4 schools. The district leadership team will determine the Restructuring Plan for the Tier 4 schools that will provide fundamental reforms to improve student achievement to be implemented in the 2008-09 school year if the school fails to make AYP for 2008 and moves to Tier 5 status. The complete Restructuring Plan will be submitted to the Kentucky Department of Education before the end of the 2007-08 school year.

## **Future Funding for Section 1003(g) School Improvement**

Congress has appropriated funding for the 2008-09 school year, so the district will continue to receive a Section 1003(g) School Improvement allocation to be used to implement the Restructuring Plan (including the leadership intervention program) for schools that move to Tier 5. Funding beyond the 2008-09 school year will depend on appropriations from Congress and whether the schools make AYP.

## **KDE Assistance**

More Information about leadership intervention programs, completion of the district plan for the Section 1003(g) funds, and the Restructuring Plan will be available through the following:

- A technical assistance session conducted via WebEx from 2:00-4:00 p.m. (E.S.T.) on Monday, March 3, 2008 to assist the district with selecting a leadership intervention program and with completing the plan for the Section 1003(g) funds. The Superintendent and Title I Coordinator will receive an invitation with information about registering for the WebEx.
- A face-to-face training held in mid-March to assist the leadership teams in best practices for developing the restructuring plans and effective team building.
- If you have any questions regarding the completion of the district plan or the leadership intervention program, please do not hesitate to contact the KDE Title I Consultant in the Division of Federal Programs and Instructional Equity that is assigned to your district (see page 3 of this information) or David Cook in the Office of Leadership and School Improvement. You may reach the Title I Consultant by phone at 502-564-3791 or David Cook at 502-564-2116, or you may choose to send them an e-mail by selecting them from the global address.

<b>Section 1003(g) District Allocations for 2007-08</b>				
<b>Districts with Tier 4 Schools</b>	<b>Tier 4 Schools</b>	<b>Section 1003(g) District Award 2007-08 Christian Co from 1003(a)</b>	<b>District Title I Coordinator</b>	<b>KDE Title I Consultant</b>
<b>Carter Co</b>	East Carter MS	\$101,608	Marianne Johnson	Mary Marshall
	West Carter MS			
<b>Christian Co</b>	Christian Co MS	\$152,382	Cathy Henderson	Jaynae Laine
	Hopkinsville MS			
	North Drive MS			
<b>Covington Ind</b>	John G Carlisle Ele	\$50,794	Rick Ross	Robert Simpson
<b>Fayette Co</b>	Bryan Station HS	\$101,588	Carmen Rader-Bowles; Paula Whitmer	Debbie Hicks
	Winburn MS			
<b>Floyd Co</b>	Prestonsburg HS	\$101,588	Roy Johnson	Robert Simpson
	South Floyd HS			
<b>Grayson Co</b>	Grayson Co MS	\$50,794	Mic Huffman	Joe Whitworth
<b>Henderson Co</b>	Henderson Co N MS	\$101,588	Rebecca Galloway	Ava Taylor
	Henderson Co S MS			
<b>Jackson Co</b>	Jackson Co HS	\$50,794	Loretta Gilbert	Jennifer Baker
<b>Jefferson Co</b>	Atkinson Ele	\$1,117,468	Lue Peabody; John Freeman	Robert Simpson
	Carrithers MS			
	Central HS			
	Conway MS			
	Doss HS Mag Car Ac			
	Fairdale HS Mag Car Ac			
	Farnsley MS			
	Iroquois HS Mag Car Ac			
	Iroquois MS			
	Knight MS			
	Lassiter MS			
	Maupin Ele			
	Myers MS			
	Robert Frost MS			
	Semple Ele			
	Shawnee HS Mag Car Ac			
	Stuart MS			
Valley Tr HS				
Waggener Tr HS				
Western MS				
Western MST MagHS				
Westport Tr Mid & Fine Arts Ac				
<b>Jessamine Co</b>	West Jessamine MS	\$50,794	Char Williams	Jaynae Laine
<b>Madison Co</b>	Madison MS	\$50,794	Kathy Holland	Dawn Offutt
<b>Union Co</b>	Union Co MS	\$50,794	Steve Carter	Ava Taylor
		\$1,828,604 + \$152,382 (from Section 1003(a))		

## DISTRICT PLAN FOR 2007-08 SECTION 1003(g) SCHOOL IMPROVEMENT FUNDS

### General Information:

Eligible School District Carter

Tier 4 schools East Carter Middle School; West Carter Middle School

**Team Completing the Plan**

District Instructional Supervisor(s) Marianne Johnson, Jo Ashworth, Becky Corsetti

District Title I Coordinator Marianne Johnson

Principal(s) of Tier 4 schools Shannon Wilburn; Sherry Horsley

Others Designated by Superintendent (and title) \_\_\_\_\_

Contact Name (from list above) and Phone Number Marianne Johnson - 606-474-2009

Superintendent's Printed Name Darlene Gee

### Narrative:

Describe the following:

1. Conclusions about student achievement needs based on data analysis and how the proposed uses of school improvement funds will address areas where the data indicate that changes are needed to improve teaching and learning. Include achievement gaps with groups of students not making adequate yearly progress (AYP) as identified on the 2007 NCLB Report.

- **ECMS -- AYP data**

<b><u>READING</u></b>		
	<b><u>% PROFICIENT</u></b>	<b><u>LOW,HIGH</u></b>
ALL STUDENTS	64.72	59.80, 69.64
WHITE	64.48	59.50, 69.46
FREE/REDUCED LUNCH	55.11	48.33, 61.89
<b>WITH DISABILITIES</b>	<b>XX30.66</b>	<b>20.28, 41.04</b>
<b>READING WITH DISABILITIES DID NOT MEET AYP</b>		
<b><u>MATH</u></b>		
	<b><u>% PROFICIENT</u></b>	<b><u>LOW,HIGH</u></b>
ALL STUDENTS	49.85	44.70, 55.00

WHITE	49.45	44.25, 54.65
FREE/REDUCED LUNCH	39.52	32.85, 46.19
WITH DISABILITIES	19.71	10.75, 28.67

**ECMS met 12 of 13 goals improving in one year from 9 of 13 the previous year. Students with disabilities in Reading did not meet the target. In order for our school to be successful in closing the achievement gap, everyone must take responsibility for our student’s successes. The common thread in successful schools is the level that the adults know the students as individuals. We believe our plan will help us develop better relationships among our students leading to improved student performance.**

**The school council, administration and staff will monitor whether students are performing at grade level or meeting expected standards. Reading assessments (Nelson Denny, STAR, Accelerated Reader, GRADE), Math assessments (GMADE, Orleans Hannah) regular classroom tests, common assessments, open response questions, learning checks and Predictive Assessments (Thinklink) will be utilized by our school. The CATS Goal Calculator will be used when applicable.**

**The Principal will report to the council the results of testing. These reports will include the following: the number of students not performing at grade level and/or not meeting the expected standards; the number of students broken down by subgroup; a comparison of the numbers from previous reports. Teachers will report what efforts are being made to help students perform on grade level and/or meet expectations.**

**School-wide efforts will be made to arrange a system for teachers to pass on information to others as to what strategies work for each student. Teachers will be encourage to use pre-tests and post-tests for each major unit to assess which students are ready for more advanced work. Assessing student’s strengths and weaknesses is an important part in driving instruction. Professional development as well as mentoring/coaching will be provided to help each teacher improve or use the skills well. Walkthrough data will continue to be used to show individual teachers, school and district office what is being observed in classrooms –what teachers are doing/need to do to improve teaching and learning.**

**WCHS AYP DATA**

	Goal 08	2006 % Proficient	2006 Low, High	2007 % Proficient	2007 Low, High
<b>Reading</b>	59.20				
All Students		53.75	(46.56, 60.94)	55.98	(50.25, 61.71)
Free/Reduced Lunch		48.72	(40.12, 57.32)	47.95	(41.07, 54.83)

Students					
Students with Disabilities		25	(9.99, 40.01)	13.41	(3.42, 23.40)
<b>Math</b>	<b>37.37</b>				
All Students		24.23	(18.25, 30.21)	48.07	(42.30, 53.84)
Free/Reduced Lunch Students		18.38	(11.72, 25.04)	40.00	(33.26, 46.74)
Students with Disabilities		14.29	(0.74, 27.84)	19.51	(7.90, 31.12)

- **WCMS missed one NCLB target for the 06-07 school year and that target was the subgroup of special needs in reading. Therefore, a focus for us in our Restructuring Plan will be to implement instructional strategies that will increase student learning in the areas of reading and math for all student populations, and especially for the special needs students. The principal and staff will gather formative and summative data on student and school progress in the NCLB areas of reading and math. This data will be analyzed throughout the school year. Input on interventions will be taken and utilized.**
  
- **Will utilize formative assessments including Think Link, STAR Reading, STAR Math, SRA Reading, Nelson Denny, and Learning Checks. Learning Checks will be done as common assessments within grade levels and with the other District middle school. These learning checks will be completed on a testing template and data placed in the scoring template that tells what Proficient level the student scores (N A P D.) Data from these assessments will be compiled, analyzed and shared with stakeholders. Data from these various formative assessments will be compiled for the areas of reading and math in data charts to be analyzed and shared. Teams will develop “Non-Proficient” student lists based on this data in order to have a focus group of students that need interventions.**
  
- **Summative test data results from CATS and NCLB assessments will be analyzed for progress and areas for growth.**
  
- 2. **The type of technical assistance and professional development the district provides to the Tier 4 schools in your district. The technical assistance provided to a school being restructured should focus on helping the school make substantive and significant changes in its approaches to teaching and learning by emphasizing the use of student achievement data and research to inform instructional strategies. Additionally, the assistance should help the school with budget allocation, professional development for principals and teachers, and other strategies necessary to ensure the restructuring plan is implemented and sustained in the future.**

**This year the district has provided technical assistance to both East Carter Middle School and West Carter Middle School. Leadership teams consisting of the principal, instructional coaches, district instructional supervisors, Title I Coordinator, Superintendent, and teacher leaders have been meeting monthly since September.**

**These teams have focused on analyzing the data from the 2007 NCLB Reports, studying in depth programming for students at both schools, the bell schedule, curriculum, and benchmark, diagnostic, and formative assessment.**

**Professional Development provided by the district included in depth reading training for a reading program at the middle school which addresses the five components of reading for students each day. Teachers began the training in October and continue to meet monthly with Angela Hildebrand, specialist through KEDC. All students at both schools are in a daily reading class. The district also provided all materials to implement this program. For students with disabilities reading below the 4<sup>th</sup> grade level, SRA Corrective Reading became their daily reading program. The district provided the materials and professional development associated with this program. Assessment data from December shows growth even though the program started in October. Students will be assessed at the end of the 3<sup>rd</sup> nine weeks and again at the end of the school year to measure growth. This program will continue next year.**

**Teams from both middle schools attended the Bill Dagget conference on Restructuring in Atlanta in the fall to get current research and practices related to restructuring. They continue to work with representatives from the conference on their plans. While in Atlanta, teams visited the Ron Clark Academy to observe instructional methods and organizational plans used at that school.**

**Both schools have been working with Sue Davis, KDE representative, on the bell schedule for next school year. The continuation of the daily reading program is included in that schedule as well as extended time for math for students. She is helping to add time in the schedule for intervention with students who need extra instruction.**

3. **How the district will use section 1003(g) funds for Tier 4 schools for a leadership intervention program either through the School Leadership Support Team (SLST) or a model developed by the district.**

**The district plans to use the section 1003(g) funds to design our own School Leadership Support Team. We propose to hire Liz Sinor as an assistance manager to work with both principals and their staff. Since Ms. Sinor has worked with us before, gained the trust and respect of teachers and principals, and has proven herself to be very effective, we would like to use funds from the section 1003(g) money for her to return and work in both of our middle schools with our principals and teachers on implementing the restructuring plans that have been developed by school leadership teams. Liz will assist the principals at each school during team planning and leadership meetings making sure that the focus of these meetings is on student achievement and strategies to close the gaps at both schools. Ms. Sinor will assist principals in planning, implementing, and monitoring the restructuring efforts at both schools.**

**Veronica Taylor will be hired to work directly with the East Carter Middle School principal and assistant principal in improving the observation and evaluation process. Improving the accuracy and consistency of walkthrough data is a need that will be addressed. Improvement in this area will have a direct impact on the instructional benefits of each classroom.**

**Two part-time SAM positions at ECMS and one part-time SAM position at WCMS will be employed to increase the amount of time that the administration has to focus on instructional areas of the school. A retired educator will be hired to work during the day doing activities that are essential parts but not instructional parts of the administration's regular day. Lunch detention, taking care of receiving and filing weekly lesson plans**

(giving me a list of those who had not completed and documenting when plans were turned in etc...), keeping our school portfolio updated with required documents, typing CSIP into the new online program, and scheduling events would be some of the duties that would be relieved from the administration during the day. The evening SAM at ECMS would relieve the principal of duties that involve the scheduling and supervision of sporting events and evening use of the building/gym. This would include collecting sports forms as well as checking attendance and grades for those participating in athletic activities for eligibility. Evening responsibilities require a huge amount of time that is not instructional in nature. Hiring a person to assume these responsibilities would greatly increase the time that the principal had to focus on instruction in the school.

To address the school based decision-making component of our plan, East Carter Middle School and West Carter Middle School will both become members of the Kentucky Association of School Councils. Teams from each school-based council and principals will attend trainings and their annual conference to aid them in meeting NCLB goals for their respective schools. Rebecca Corsetti, district SBDM coordinator, will work with both councils and attend all meetings to provide support to the councils in this endeavor. Liz Sinor and Veronica Taylor will coordinate their time in the county to coincide with the SBDM meetings at each school allowing them to work with council members as well as the principal and leadership team at each school. This work will concentrate on student achievement goals at each school.

Marianne Johnson, Title I Coordinator, will serve on each school's School Leadership Support Team providing technical assistance in implementing the restructuring plan at both schools and providing guidance on meeting requirements of NCLB.

In addition to this team, leadership teams were established during this school year will continue to meet monthly to address meeting AYP goals at both schools.

4. Describe how the leadership intervention program and other reform strategies implemented as a result of the intervention model will contribute to achieving improved student achievement at the Tier 4 schools.

We expect this model will increase teacher efficacy and student achievement at both schools. We feel both schools have improved greatly and will significantly improve student achievement and close the gaps achieving AYP if this model is implemented in the middle schools. We look forward to working with Liz Sinor again in our middle schools. Ms. Sinor worked as an instructional coach hired by the district with Title I Professional Development money for the middle schools during the 2006-2007 school year for 40 days. Both schools showed great gains when KPR reports were released in September. Previous gaps in math for students with free/reduced lunch and students with disabilities were eliminated. Teachers at both schools built positive relationships with Ms. Sinor as well as both principals. She brings expertise in the areas of math, reading, writing, and special education. We found her to be the type of instructional leader who worked alongside teachers on improving instruction for all students. Anytime outside assistance comes into the schools, time must be expended building a working relationship with that individual. By using Ms. Sinor, we can avoid that since teachers and principals at both schools have worked with her before.

Ms. Sinor will be a valuable asset to both principals as she works with them to implement the restructuring plans at their schools and to keep all meetings of the



**leadership team focused on student achievement. Not only can she be a resource to them, but her expertise will enable the principals to be valuable resources for their teachers and staff at the school as well.**

**Utilizing the expertise of the Kentucky Association of School Councils will be of great benefit to the council. This resource will support them in their restructuring plans. Ms. Corsetti, District School Based Council Liaison, will work directly with both schools' councils during this time. Instead of being a resource that they can call on now when needed, she will attend all council meetings in order to be a direct support. Ms. Sinor will also be available during SBDM meetings to provide needed support to the council. This framework will help the councils to focus on their role in improving student achievement at their schools.**

**The district Title I Coordinator will also provide direct support to both schools' leadership teams. Middle school and special education instructional coaches fall under the supervision of the Title I Coordinator ensuring that their roles are devoted to improving student achievement and teacher efficacy at both schools.**

**All of these components work together to provide support to both Tier 4 schools.**

**Budget:**

Complete the following budget; keep in mind that the majority of the leadership intervention program may be coded as professional service (MUNIS Code 300). If other codes are needed, contact Judy Howard in the Division of Budgets at (502) 564- or by email before adding other codes.

<b>CATEGORY</b>	<b>DESCRIPTION</b>	<b>SECTION 1003(g) FUNDS</b>
<b>Instructional Code MUNIS Code 100</b>	Salary for SAMs at both schools, substitute teachers	43800
<b>Fringes Code MUNIS Code 200</b>	Medicare	2198
<b>Professional Services MUNIS Code 300</b>	Salary and expenses for assistance managers	23230
<b>Purchased Services MUNIS Code 500</b>	Travel Expenses for leadership teams	19325
<b>Supplies &amp; Materials MUNIS Code 600</b>		
<b>Miscellaneous MUNIS Code 800</b>	Registration fees for organizations and conferences	12,955
<b>OTHER (Describe) expenses) MUNIS Code 900</b>		
<b>TOTAL District Grant Award (from page 3)</b>		101,608

**Section (g) School Improvement funds will be reimbursed through Federal Cash Request. Munis Project Code 3208g to be added to the request form when requesting funds.**

**Please submit Plan by email to:**

[title1reports@education.ky.gov](mailto:title1reports@education.ky.gov)

**DEADLINE: March 28, 2008**