

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

General Information:

Eligible School District HENDERSON COUNTY SCHOOLS

Tier 4 schools North Middle School and South Middle Schools

Team Completing the Application

District Instructional Supervisor(s) *Robin Thacker*

District Title I Coordinator *Rebecca Galloway*

Principal(s) of Tier 4 schools Dane Ferguson, South Middle School and Scottie Long, North Middle School

Others Designated by Superintendent (and title) *Bonnie Kitchens, Director of Special Education*

***Contact Name (from list above) and Phone Number Rebecca Galloway
270-831-5000***

Superintendent's Printed Name Dr. Thomas L. Richey

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.

North and South Middle Schools are currently in Tier 4 status. They have been out in Math and Reading in various sub groups over the past 5 years. In 2007 both schools did not make AYP in the area of Reading Disabilities. CATS scores were used to identify the students who were at risk at failing and these students were chosen for additional interventions. According to the CATS scores North Middle School needs to move 75 of 126 disabled students to proficiency to make AYP in 2008 and South Middle School needs to move 73 of 122 disabled students to proficiency to make AYP.

Many interventions have been tried over the years and this year they both are using Scholastic READ 180 and Compass Learning as part of their intervention program. Disabled students used SRA Reading in the classroom as well as additional interventions in the area of reading. Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) is used to diagnosis and determine what skills students need to work on

to improve achievement. MAP scores are given three times a year to determine growth over time for students.

Each Middle School went through a Scholastic Review by the Kentucky Department of Education in January 2006. Standard 3: Instruction was noted as a priority need for each school.

North Middle School

“Teachers should use a variety of research-based, student centered, culturally responsive instructional strategies (i.e., cooperative learning, learning centers, manipulatives, effective questioning techniques, other hands-on activities).

Teachers should decrease the use of large group, teacher-directed instruction.

Teachers should implement instructional strategies that accommodate learning styles, multiple intelligences and brain research. Activities should emphasize higher order thinking and problem solving that have real life application, instructional strategies should be informed by continuous assessment of student needs, including student work analysis.”

South Middle School

“School leadership and staff should review their instructional strategies to ensure that students have opportunities to participate in hands-on activities, inquiry-based learning cooperative learning tasks, problem-solving skills and other student-centered practices. Administrator should routinely monitor and evaluate classroom institutional strategies to help ensure that a variety of effective practices are occurring. Content area teachers should work collaboratively in the design of interdisciplinary units.”

Walk-through data over the past two years shows that there continues to be a high percentage of teacher-directed instruction with the whole class, rather than using a variety of instructional strategies.

In order to meet AYP and improve student achievement it is apparent that instructional practices in the classroom at both schools need to change. In order to do this we feel that the principal will need to lead this change and through coaching help teachers to understand the need for change in their classroom. These schools plan to participate in Kentucky Department of Education SAM Program in 2008-2009. The Section 1003(g) money would be used to hire a SAM for the school to take over the managerial task at the school, leaving time for the principal to become a more effective instructional leader in the school.

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.

The district has provided an outside mentor for the two Middle Schools for the last two years. The mentor is a retired principal and central office staff, currently is a SAM

trainer and Scholastic Review Team Leader and has provide each principal with insights into changes that need to be made in the schools, asks those tough questions that causes the principals to reflect on needs and changes for their school, he has also been a sounding board for the principals to talk about new ideas. The district plans to continue the use of the mentor for next year.

The Title 1 Coordinator has provided assistance in the use of School Improvement Funds as well and overseeing the corrective action plans developed last year. This year the corrective action plan became a part of the School Improvement Plan (SIP) with assistance from the Title 1 Coordinator to ensure each piece of the corrective action plan was in the SIP.

The district has provided professional development through a Summer Institute and the curriculum specialist placed in each building to do embedded PD in the school and individual classrooms. PD provided includes: Reading in the Content area, Lexile Framework, Climbing the Data Ladder, Building Academic Vocabulary, Analyzing Student Work, Marzano's Strategies, etc.

The District Curriculum Committee made up of Central Office staff, principals and curriculum specialist have completed a book study on "Annual Growth, Catch-up Growth" by Fielding, Kerr and Rosier. This book provided information about what needs to be done to catch students up who are behind. This book study has provided detailed information on how to look at your data and develop intervention plans for students who are below grade level.

The Director of Secondary Education has met with each principal monthly to discuss progress of student achievement, evaluation of interventions, changes that need to occur in instruction and assessment to improve student achievement.

The Director of Assessment and Accountability has met with each schools leadership team for a data talk. Sharing data that the district has prepared to look at student achievement and how to use the data in the schools.

The district leadership, central office staff, principals and curriculum specialist will be working with Mike Rutherford for the next three years in an Instructional Coaching Cadre. The goals of the program include:

- To develop and promote a common picture of high quality instruction.
- To provide training for quality instructional coaching that results in improved student achievement
- To promote a culture of collaboration between teachers, administrators and district office.
- To develop a student-centered learning community district-wide.
- To maximize the retention rate of highly qualified teachers.

The Middle Schools will be involved in KDE's SAM program for the 2008-2009 school year. This program offers training for the new school SAM's, as well as, training for the principals in coaching and how to begin the process of becoming a more effective instructional leader in the school.

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 description must include how the leadership intervention program will provide support to the school principal and to the council.

The Henderson County Schools' School Leadership Support Team has been developed by the district and shall include:

Outside Coach and Coach from KDE's SAM program for the two Middle School District SBDM trainer to mentor the two School Councils

Title 1 Director

Special Education Director

Kentucky Department of Education Support

The coaches for the principals will provide support for planning and sustaining a change plan for instructional practices in the classroom. The coaching model provided by the district and the SAM project shall assist the principals in becoming a more effective instructional leader in the school.

The Councils' Mentor will provide additional training of the councils in their role in making sure student achievement occurs at the school. The Council Mentor will attend the SBDM meeting to be readily available for any questions or concerns that may arise from the council. The mentor will also assist the council in the development of the final SIP and the implementation and impact of the SIP on student achievement.

The Title 1 Director will assist each school with the development of their restructuring plan, providing assistance when needed for budget issues, data disaggregation and professional development. Assistance will be given to each principal in development of an intervention plan to ensure all subgroups meet AYP.

The Special Education Director shall provide assistance to the principal and staff on the data for special needs students and help develop a plan to ensure that AYP is met in the area of disabilities.

KDE will provide a support person to meet with the team to ensure that a restructuring plan for each school is developed that ensures AYP is met.

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.

By providing SAM's in each school, the principal will have more time to develop into the instructional leader necessary for instructional practices to change in the classroom. The SLST will work together to develop plans to implement new strategies in the classroom. They use data quarterly to determine the growth of the students and what needs to be done to assist the students who are not performing.

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). Note that the code for salaries for school employees (MUNIS Code 100) has been added for extended day (stipends) for teachers and for substitutes. If other codes are needed, contact Judy Howard in the Division of Budgets at (502) 564-1979 or by email before adding other codes.

CATEGORY	DESCRIPTION	SECTION 1003(g) FUNDS
Salaries for School Staff MUNIS Code 100	Salaries to provide a SAM in each of the Middle Schools.	\$80,000
Professional Services MUNIS Code 300		
Purchased Services MUNIS Code 500	Travel for SAM Training	\$8,000
Supplies & Materials MUNIS Code 600	Supplies and Materials that will enhance the changes in instruction, (i.e. books for book study, charts, videos, etc.)	\$5,588
Miscellaneous MUNIS Code 800		
OTHER (Describe expenses) MUNIS Code 900	Travel and Registration for Mike Rutherford's Learning Centered Schools Conference.	\$8,000
TOTAL District Grant Award (from page 3)		\$101,588

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 Application by email to:

title1reports@education.ky.gov

DEADLINE: April 18, 2008