

BOWLING GREEN INDEPENDENT

DISTRICT IMPROVEMENT PLAN

YEAR 2010 - 2011

vicki writsel

Responsible Person

vicki writsel

Contact Person

Approved :

02/08/2010

Date

Members or Committee:

Joe Tinius

Vicki Writsel

Jennifer Davis

Ken May

Jeff Herron

Jon Lawson

Debbie Ecton

Will King

Cinny West

Deborah Williams

Frank "Hamp" Moore

Jacqueline Pope-Tarrence

Michael Bishop

Dianne Howerton

Leslie Peek

Tonya Matthews

Pam McIntyre

Fred Brown

Dennis Chaney

Doug Hawkins

Tad Donnelly

Monica McCoy

John Ryan

Susan George

Debi Jordan

Alan Read

Stephanie Phelps

Heidi Brandon

Abraham Williams

Drue Walker

Monyona Shive

Lucy English

James Robinson

Ellen Selig

Laura Goodman

Kelly Wiseman

Jeff Armstrong

Ernie Gouvas

Charlene Walker

Judy Graves

Jack Neel

Brenda Hughes

Father Stan Puryear

Renee White

Karen Manley

2010 - 2011 DISTRICT IMPROVEMENT PLAN

Executive Summary

BOWLING GREEN INDEPENDENT

Mission

Our mission statement is "Building on a Tradition of excellence, Bowling Green City Schools lead the way in education for all". This mission statement was last revised in September, 2006, during a strategic planning initiative. Teachers, principals, Board members, parents, central office staff and students continually revisit the mission statement as a guide for planning and decision making. To achieve this mission, Bowling Green City Schools staff continually focus on Building Relationships, Engaging Students, Teaching 21st Century Skills, and Personal and Professional Growth.

Needs Assessment

Committees consisting of school and district administrators, school council members, parents, and teachers reviewed CATS Assessment data disaggregated by sub groups, attendance data, employee satisfaction surveys, discipline data, the Kentucky Continuous Monitoring Process for special education, Preschool and Even Start Performance Reports, and AMAO data for English Language Learners. These groups used the Standards and Indicators for School Improvement as a reference for gauging current practice.

Goals

The district leadership team studied current practice using the Standards and Indicators for School Improvement and aggregated results from classroom walkthrough observations. Strategies were developed to improve teaching and learning based on the rubric associated with the SISI document and Bowling Green City Schools Goals and Expectations. Student achievement goals in Reading and Math were developed to meet No Child Left Behind Accountability Targets and to reduce achievement gaps per KRS 158.649. Strategies were also written to improve college readiness and successful transition of all students graduating from BGHS including students with disabilities. Because the district did not make Adequate Yearly Progress for students with disabilities in Reading or Math, goals and activities were written to accelerate the achievement of students with disabilities in Reading and Math. Goals were also written to address leadership development among students, teachers, and administrators.

Evaluation

The effectiveness of the plan with respect to improved student performance in Reading and Math will be evaluated through benchmark assessments three times per year for all students in Reading and Math and through classroom walkthrough observations. The effectiveness of school and district leadership will be assessed through districtwide culture audits.

Stakeholders

In October, building and district administrators met with teachers to review assessment data, identify achievement gaps and design strategies to reduce those gaps. Principals reviewed these strategies with their respective councils as part of the CSIP process. All administrators have been involved in determining benchmark assessment targets. Additionally, parents, teachers, and administrators have been studying the district's special education program and working to develop strategies to improve student achievement. ACCESS data and ESL delivery models were studied by ESL teachers and school and district administrators to develop strategies to improve the rate at which students are learning English.

Component: Leadership**Component Manager:** Joe Tinius**Date:** 02/02/2010**Name:** BOWLING GREEN INDEPENDENT**Priority Need:**

Walkthrough observations and interviews with teachers show that teachers need guidance with respect to Teaching 21st Century Skills including Global Awareness, Innovation, Critical Thinking Skills, Communication Skills, Collaboration Skills, and the integrated use of technology to enhance content learning and deepen understanding. Most student work displayed demonstrates mastery of core subjects but critical thinking, problem solving, communication and collaboration is frequently not evident.

Goal:

Walkthrough observations will show 70% of educators use direct instruction and project based learning to purposely develop mastery of core subjects and 21st Century Skills. 75% of student work displayed will show mastery of core subjects along with critical thinking, problem solving, communication and collaboration.

Benchmark

Measure	Date	ProjectedData	ActualData
walkthrough observations	02/02/2010	25	
walkthrough observations	09/30/2010	50	
walkthrough observations	12/15/2010	75	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	The district will provide professional development for all teachers and leaders which focuses on the use of Professional Learning Communities teaching core subjects as well as higher order thinking. Professional Development will be available regardless of time/place and teachers will have easy access to self paced learning.	Writsel	03/01/2010	12/17/2010	\$ 100,000 Title I - PD		
2	Both	District leadership will work with building leadership and teachers to revise the district curriculum map to align with new state standards in Reading/Language Arts and Math to explicitly integrate 21st Century Skills of Global Awareness, Civic Literacy and Financial Literacy	Davis	06/01/2010	07/23/2010	\$ 10,000 Title I		
3	Both	The district walkthrough observation tool will be revised to monitor student centered approaches to learning and teaching of 21st Century Skills including critical thinking, problem solving, communication and collaboration.	Davis	06/01/2010	07/26/2010	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
4	Both	Individual student progress toward mastery of critical thinking, problem solving, communication and collaboration skills as well as state standards for student literacy in technology will be tracked and parent will be given feedback regarding student progress.	Jordan	08/02/2010	12/24/2010	\$ 5000 KETS \$ 15,000 Title I		
5	Both	All elementary students will participate in The Leader in Me Process and all BGHS Freshmen and BGJH 8th grade students will participate The Seven Habits of Highly Effective Teens to build leadership skills, accountability, adaptability, initiative and self direction.	writsel	06/01/2010	12/17/2010	\$ 30,000 Title I		

Component: Math

Component Manager: Jennifer Davis

Date: 02/04/2010

Name: BOWLING GREEN INDEPENDENT

Priority Need:

According to the No Child Left Behind Adequate Yearly Progress Report, 66.72% of all students scored at the Proficient level in Math on the Spring of 2008 Kentucky Core Content Test. However, this report showed disparities in student achievement in Math among subgroups of students. 46.74% of African American students scored at the Proficient level in Math. 49.70% of Hispanic students scored at the Proficient level. 50.83% of students eligible for free/reduced lunch scored at the Proficient level. 33.05% of students with disabilities scored at the Proficient level in Math.

Goal:

By December 2010, Predictive Assessment Benchmarks will show that 81% of all students will score at the Proficient level in Math. 60% of African American students will score at the Proficient level in Math. 62.5% of Hispanic students will score at the Proficient level in Math. 50% of students with disabilities will score at the Proficient level in Math.

Benchmark

Measure	Date	ProjectedData	ActualData
Think Link PAS	02/28/2010	73	
KCCT	04/30/2010	78	
Think Link PAS	12/15/2010	81	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	All students in grades K-2 will be assessed with MClass Math and Children's Progress Assessment three times yearly. Students performing below benchmark will receive targeted and systematic intervention using scientifically research based instructional strategies 30-60 minutes daily.	Writsel	02/19/2010	12/17/2010	\$ 10,000 Title I \$ 5000 Math Grant \$ 10,000 IDEA		
2	Both	All students in grades 3-10 will be assessed with Think Link Math Predictive Assessment System three times during the school year. Students performing below the Proficient level in math will receive at least 30 minutes of Math intervention daily using scientifically research based instructional strategies	writsel	02/08/2010	12/17/2010	\$ 5000 Title I \$ 5000 IDEA \$ 5000 Title I, Part D \$ 5000 General Fund		
3	Both	Principals will lead Data Teams in their respective schools, studying benchmark assessment data and adjusting instructional strategies for individual students to accelerate student progress.	Ecton	02/09/2010	12/17/2010	\$ 0 No Funding		
4	Both	Principals, Curriculum Coaches and School Improvement Coaches will provide job embedded professional development and lead Professional Learning Communities to study effective practice to systematize 21st Century Learning in every classroom.	Jennifer	02/09/2010	12/17/2010	\$ 15,000 Title I \$ 10,000 Title II		
5	Both	Building and District Administrators will conduct walkthrough observations in each classroom, in each school at least twice during the school year to observe evidence of teachers building global awareness, critical thinking skills, innovation and problem solving skills, collaboration skills, communication skills, and technology skills and provide feedback to teachers regarding progress in teaching 21st Century Skills.	Davis	06/01/2010	12/17/2010	\$ 0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
6	Both	Each teacher will be asked to review all current available technological resources in the district and identify at least one unit to revise, replacing a specific content skill and assessment practice with a 21st Century upgrade within the unit and share the proposed change with colleagues.	Davis	06/01/2010	07/23/2010	\$ 10,000 Title I \$ 5,000 Title II		
7	Both	A revised curriculum pacing guide, aligned with Kentucky's revised academic standards in Reading and Math will be developed by teachers with support from district and building administrators. The revised document will include support and guidance for incorporating 21st Century Skills including Global Awareness, Innovation, Critical Thinking Skills, Collaboration Skills and Technology Skills.	Davis	06/01/2010	07/23/2010	\$ 5000 Title I \$ 5000 Title II		

Component: Reading**Component Manager:** vicki writsel**Date:** 02/04/2010**Name:** BOWLING GREEN INDEPENDENT**Priority Need:**

73.68% of all students within the Bowling Green School System scored at the Proficient level in Reading on the Spring, 2009, Kentucky Core Content Test as reported on the No Child Left Behind Adequate Yearly Progress Report. Among these students there were discrepancies between subgroups. 54.95% of African American students scored at the Proficient level. 61.08% of Hispanic students scored at the Proficient level. 58.42% of students eligible for free or reduced lunch scored at the Proficient level. 34.04% of students with disabilities scored at the Proficient level.

Goal:

By December 2010, Predictive Assessment probes will show that 82.51% of all students are scoring at the Proficient level in Reading, 66.55% of African American students are scoring at the Proficient level in Reading, 68% of Hispanic students are scoring at the Proficient Level in Reading, 65% of students eligible for free or reduced lunch are scoring at the Proficient level in Reading and 50.53% of students with disabilities are scoring at the Proficient level in Reading.

Benchmark

Measure	Date	ProjectedData	ActualData
Think Link PAS	02/15/2010	77.76	
KCCT	04/03/2010	80.61	
Think Link PAS	11/30/2010	82.51	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Each student in grades K-3 will be assessed three times during the school year with the Dynamic Indicators of basic Early Literacy Skills (DIBELS) assessment and the Children's Progress Assessment. Students performing below benchmark will receive 30 to 60 minutes of reading intervention daily using scientifically research based instructional strategies.	writsel	02/08/2010	12/17/2010	\$ 20,000 ESS \$ 30,000 Title I \$ 30,000 General Fund		
2	Both	Students in grades 3 through 10 will be assessed three times yearly with Think Link Predictive Assessment probes. Students performing below benchmark will receive systematic and explicit intervention 30 to 60 minutes daily.	writsel	02/12/2010	12/17/2010	\$ 10,000 ESS \$ 30,000 Title I \$ 10,000 IDEA \$ 30,000 General Fund		
3	Both	Principals will lead Data Teams in their respective schools, studying benchmark assessment data and adjusting instructional strategies for individual students based on data.	Ecton	03/01/2010	12/17/2010	\$ 30,000 Title I		
4	Both	Principals, Curriculum Coaches and School Improvement Coaches will provide job embedded professional development and lead Professional Learning Communities to study effective practice and support a more rigorous core instruction in every classroom.	writsel	02/08/2010	12/17/2010	\$ 10,000 Title I \$ 5,000 General Fund		
5	Both	General education teachers, special education teachers and ESL teachers will receive professional development regarding research based instructional strategies for building Critical Thinking Skills, Communication, and Reading Fluency skills among students with disabilities and students eligible for free/reduced lunch.	writsel	06/01/2010	07/30/2010	\$ 10,000 IDEA \$ 10,000 Title I		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
6	Both	Building and District Administrators will conduct walkthrough observations in each classroom, in each school at least twice during the school year to observe evidence of teachers building global awareness and critical thinking skills and provide feedback to teachers regarding their progress in this regard.	davis	08/02/2010	12/17/2010	\$ 0 No Funding		
7	Both	Each teacher will be asked to review all current available technological resources in the district, identify at least one unit to revise, replacing a specific content skill and assessment practice with a 21st Century upgrade within the unit and share the proposed change with colleagues.	martin	06/01/2010	12/17/2010	\$ 0 No Funding		
8	Both	Early literacy skills including vocabulary and phonemic awareness will be taught in the preschool program and student progress will be monitored quarterly with the Peabody Picture Vocabulary Test and PALS. Students performing below benchmark will receive small group intervention 20 minutes daily.	writsel	02/09/2010	12/17/2010	\$ 5000 Even Start \$ 5000 Preschool		
9	SB168	Parent Workshops will be held in each elementary school during which strategies will be shared for helping children learn to read fluently and comprehend text.	writsel	02/08/2010	12/24/2010	\$ 5000 Even Start \$ 10,00 Title I - Parent Invol. \$ 5000 preschool		
10	Both	A revised curriculum pacing guide, aligned with Kentucky's revised academic standards in Reading and Math, will be developed by district teachers, building and district administrators. The revised document will include support and guidance for incorporating 21st Century Skills including Global Awareness, Innovation, Critical Thinking Skills, Collaboration Skills, and Technology Skills.	davis	06/01/2010	07/30/2010	\$ 5000 General Fund \$ 5000 Title I \$ 3000 PD		