

**BOWLING GREEN INDEPENDENT  
SCHOOL IMPROVEMENT PLAN**

**Year 2011 - 2012**

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Vicki Writsel

Responsible Person

Vicki Writsel

Contact Person

**Approved Date:**

12/20/2012

**Members or Committee:**

Cheryl Allen

Jeff Armstrong

Jerry Barnaby

Michael Bishop

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Nancy Wagner  
Charlene Walker  
Abraham Williams  
Deborah Williams  
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Vicki Writsel

# 2011 - 2012 SCHOOL 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". The mission statement was last revised in September, 2006, during a strategic planning initiative. Teachers, principals, School 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' faculty and 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 statewide achievement test results disaggregated by sub groups, attendance data, employee satisfaction surveys, discipline data, the Kentucky Continuous Monitoring Process for special education, preschool, and AMAO data for English Language Learners. These groups also used results of walkthrough observations and instructional rounds as a reference for gauging current practice. These data revealed that low achieving students are frequently not engaged with the content. Students report that they don't see the relevance of the content that is being taught. Teachers do not understand how to differentiate instruction to deepen student understanding. Additionally, many ESL students and students with disabilities lack basic reading and math skills.

#### **Goals**

The district leadership team studied current practice using the Standards and Indicators for School Improvement as well as aggregated results of classroom walkthrough observations and instructional rounds visits. 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 and career readiness and successful transition of all students graduating from BGHS including students with disabilities. Because the district did not make Adequate Yearly Progress for all students, African American students, Hispanic students, students with disabilities, students with limited English proficiency and students eligible for free/reduced lunch in Reading and Math, goals and activities were written to accelerate the achievement of these students in Reading. Goals were also written to accelerate learning in Math for students with disabilities. Because the district did not make the AMAO target for the rate at which ESL students are becoming fluent in English, goals and strategies were written to address accelerated learning opportunities for children learning English as a second language. Additionally, the district considered the mandates of Senate Bill 1 with respect to school improvement. The district's previous improvement plan did not bring about sufficient increase in student achievement because practice is not consistent from classroom to classroom in terms of instructional rigor, use of formative assessment to guide teaching and learning and differentiation of instruction to address the needs of diverse learners.

#### **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 and instructional rounds. The effectiveness of school and district leadership will be assessed through districtwide employee satisfaction surveys and 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 Comprehensive School Improvement Planning 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. Additionally, district leadership met with community leaders to discuss strategies for strengthening the academic performance of African American students. District and school leadership also met with local business leaders and the Chamber of Commerce to discuss strategies for helping all students graduate college and/or career ready.

**Component: Leadership**

**Component Manager: Joe Tinius**

**Last Updated: 12/21/2011**

**School: BOWLING GREEN INDEPENDENT**

**Priority Need:**

Walkthrough observations and interviews with teachers show that teachers need guidance with respect to differentiation of instruction to meet the needs of diverse learners, engaging students with challenging content, and the use of formative assessment to guide teaching and learning. 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 instructional strategies designed to help students see patterns and relationships in new content and build personal relevance. 75% of student work displayed will show mastery of core subjects along with critical thinking, problem solving, communication and collaboration.

| Benchmark                |          |            |                |             |
|--------------------------|----------|------------|----------------|-------------|
| Measure                  | Subgroup | Date       | Projected Data | Actual Data |
| walkthrough observations | GAP      | 2/16/2012  | 25             |             |
| walkthrough observations | GAP      | 5/17/2012  | 50             |             |
| walkthrough observations | GAP      | 12/15/2012 | 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 district leaders and building leadership teams which focuses on coaching and inspecting classroom instructional strategies which help students see patterns and relationships in new content and establish personal relevance with new content. | Writsel            | 2/1/2012   | 4/17/2012 | \$15,000 Title I - PD |           |        |
| 2      | 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              | 2/1/2012   | 4/17/2012 | \$0 No Funding        |           |        |

| GS No. | NCLB SB168 | Strategy/Activity   | Responsible Person | Start Date | End Date  | Cost/Funding                                    | I, IP, NI | Impact |
|--------|------------|---|--------------------|------------|-----------|---|-----------|--------|
| 3      | Both       | All elementary students will participate in The Leader in Me Process and all BGHS Freshmen and BGJH 6th grade students will participate The Seven Habits of Highly Effective Teens to build leadership skills, accountability, adaptability, initiative and self direction for college/career readiness.  | writsel            | 6/1/2012   | 8/15/2012 | \$0 No Funding<br>\$10,000 Community Foundation |           |        |
| 4      | Both       | Professional development will be provided for all teachers and leaders regarding differentiation of instruction to meet the needs of diverse learners so that teachers understand how to differentiate by process, product and readiness. Leaders will inspect and coach classroom practice for differentiation during walkthrough observation and reflective feedback. | Writsel            | 7/10/2012  | 7/25/2012 | \$5000 Title I - PD                             |           |        |
| 5      | Both       | District educators will partner with African American community leaders to mentor African American males in grades 7-12 who are under achieving using Why Try. Community Leaders and school staff will mentor students in small groups, three hours per month, to inspire hope, positive change, perseverance and determination.  | Writsel            | 2/1/2012   | 5/15/2013 | \$8000 Title I                                  |           |        |

**Component: Math**

**Component Manager: Jennifer Davis**

**Last Updated: 12/21/2011**

**School: BOWLING GREEN INDEPENDENT**

**Priority Need:**

According to the No Child Left Behind Adequate Yearly Progress Report, 67.73% of all students scored at the Proficient level in Math on the Spring of 2011 Kentucky Core Content Test. However, this report showed disparities in student achievement in Math among subgroups of students. 52.76% of African American students scored at the Proficient level in Math. 55.02% of Hispanic students scored at the Proficient level. 54.81% of students eligible for free/reduced lunch scored at the Proficient level. 39.30% of students with disabilities scored at the Proficient level in Math. 45.98% of students with limited English proficiency scored at the Proficient level in Math.

**Goal:**

By December 2012, 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. 60% of Hispanic students will score at the Proficient level in Math. 50% of students with disabilities will score at the Proficient level in Math. 50% of students with limited English proficiency will score at the Proficient level in Math. 60% of students eligible for free/reduced lunch will score at the Proficient level in Math.

| Benchmark                          |          |            |                |             |
|------------------------------------|----------|------------|----------------|-------------|
| Measure                            | Subgroup | Date       | Projected Data | Actual Data |
| Discovery Ed Predictive Assessment |          | 2/28/2012  | 73             |             |
| K-PREP                             |          | 5/30/2012  | 79             |             |
| Discovery Ed Predictive Assessment |          | 12/15/2012 | 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 Star math three times yearly. Students performing below benchmark will receive targeted and systematic intervention using scientifically research based instructional strategies 30-60 minutes daily.  | Writsel            | 2/15/2012  | 12/15/2012 | \$3000 General Fund   |           |        |
| 2      | Both       | All students in grades 3-10 will be assessed with Discovery Education 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            | 1/4/2012   | 12/14/2012 | \$10,000 General Fund |           |        |

| GS No. | NCLB SB168 | Strategy/Activity   | Responsible Person | Start Date | End Date   | Cost/Funding        | I, IP, NI | Impact |
|--------|------------|---|--------------------|------------|------------|---------------------|-----------|--------|
| 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              | 1/4/2012   | 12/15/2012 | \$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           | 1/4/2012   | 12/12/2012 | \$5000 Title I - PD |           |        |
| 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              | 1/9/2012   | 12/15/2012 | \$0 No Funding      |           |        |
| 6      | Both       | The Technology Integration Specialist will work with teacher leadership teams from each school 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. Interactive technology links will be posted online in the district curriculum map.                                 | Paugh              | 1/4/2012   | 12/15/2012 | \$0 No Funding      |           |        |
| 7      | Both       | District Leadership and Leadership Teams from each school will work with a school improvement consultant to develop a research based framework for coaching and inspecting effective classroom practice with a focus on levels of thinking required of students, qualities of student work, learner engagement with the content, formative assessment to guide teaching and learning and the instructional cycle based on the work of Rick Stiggins, Bob Marzano, Doug Reeves and others. | Writsel            | 2/1/2012   | 4/1/2012   | \$5000 Title I - PD |           |        |
| 8      | Both       | BGHS will integrate Transitional Math Course Content into collaborative Math courses and general education Math courses taught at BGHS so that students not making benchmark on Explore and Plan will master the content necessary to be college/career ready when they graduate.   | Fields             | 8/1/2012   | 5/30/2013  | \$0 No Funding      |           |        |
| 9      | Both       | All teachers will receive professional development regarding strategies for differentiating instruction in general education Math classrooms by process, product and readiness.   | Writsel            | 7/15/2012  | 12/15/2012 | \$5000 Title I - PD |           |        |

| GS No. | NCLB SB168 | Strategy/Activity   | Responsible Person | Start Date | End Date   | Cost/Funding                   | I, IP, NI | Impact |
|--------|------------|---|--------------------|------------|------------|--------------------------------|-----------|--------|
| 10     | Both       | Math Nights for Parents will be held in all elementary schools so that parents can learn effective strategies for helping their children build fluency with respect to Math computation and reasoning.  | Sneed              | 1/15/2012  | 12/15/2012 | \$3000 Title I - Parent Invol. |           |        |
| 11     | Both       | All schools will provide additional Math instruction for students who struggle before school, after school, during intersessions and/or during the summer. Tutoring will be individualized and aligned with Common Core Math Standards and College Readiness Standards in Math. | Davis              | 1/4/2012   | 11/15/2012 | \$15,000 ESS                   |           |        |

**Component: Reading**

**Component Manager: Vicki Writsel**

**Last Updated: 12/20/2011**

**School: BOWLING GREEN INDEPENDENT**

**Priority Need:**

73.69% of all students scored in the Bowling Green Independent School District Scored at the Proficient Level in Reading on the Spring, 2011, statewide achievement test. As reported by the No child Left Behind Adequate Yearly Progress Report, achievement gaps exist between subgroups of our students in Reading performance. 57.91% of African American students scored at the Proficient Level. 55.98% of Hispanic students scored at the Proficient Level. 45.74% of students with limited English proficiency scored at the Proficient Level. 58.65% of students eligible for free/reduced lunch scored at the Proficient Level 43.48% of students with disabilities scored at the Proficient level.

**Goal:**

By December 2012, Predictive Assessment probes will show that 86% of all students are scoring at the Proficient Level in Reading. 78% of African American students will score at the Proficient Level in Reading. 78% of Hispanic students will score at the Proficient Level in Reading. 78% of students eligible for free/reduced lunch will score at the Proficient Level in Reading. 55% of students with limited English Proficiency will score at the Proficient Level in Reading. 55% of students with disabilities will score at the Proficient Level in Reading.

**Benchmark**

| Measure                            | Subgroup | Date       | Projected Data | Actual Data |
|------------------------------------|----------|------------|----------------|-------------|
| Discovery Ed Predictive Assessment | GAP      | 12/20/2011 | 65             |             |
| Discovery Ed Predictive Assessment | GAP      | 5/30/2012  | 75             |             |
| Discover Ed Predictive Assessment  | GAP      | 12/20/2012 | 78             |             |

| GS No. | NCLB SB168 | Strategy/Activity   | Responsible Person | Start Date | End Date  | Cost/Funding          | I, IP, NI | Impact |
|--------|------------|---|--------------------|------------|-----------|-----------------------|-----------|--------|
| 1      | Both       | The District Leadership Team and Leadership Teams from all schools will work with John Antonetti to systematize a framework for coaching effective classroom practice and inspecting what we expect in the classroom. The training will focus on reflective group analysis of levels of student thinking, qualities of student work, learner engagement with the content, and the instructional cycle based on the research of Bob Marzano, Rick Stiggins, Douglas Reeves and others. | Writsel            | 2/1/2012   | 5/20/2012 | \$20,000 Title I - PD |           |        |

| GS No. | NCLB SB168 | Strategy/Activity  | Responsible Person | Start Date | End Date   | Cost/Funding          | I, IP, NI | Impact |
|--------|------------|--|--------------------|------------|------------|-----------------------|-----------|--------|
| 2      | Both       | K-12 teachers will participate in professional development designed to help them understand how to differentiate instruction, how formative assessment is a key to instructional differentiation and strategies for managing a differentiated classroom.   | Writsel            | 6/15/2012  | 11/15/2015 | \$7000 Title I - PD   |           |        |
| 3      | Both       | District leadership will work with K-12 Literacy/Language Arts teachers to scale the Common Core Literacy/Language Arts STandards to design extentions for advanced students and scaffolding for struggling students. Scaled standards will be posted in the district curriculum map on the district's website.  | Ecton              | 1/4/2012   | 8/15/2012  | \$5000 Title I - PD   |           |        |
| 4      | Both       | District leadership will work with teacher leaders from each school to study the Keys to Quality Classroom Assessment and to desgin classroom assessments aligned with common Core Standards in English/Language Arts. These classroom assessments will be posted online in the district's curriculum map and will be used by PLCs as a tool for studying teaching and learning. | Ecton              | 1/4/2012   | 8/15/2012  | \$5000 PD             |           |        |
| 5      | Both       | District leadership and teachers from each school will study the principles of effective feedback to promote student learning. Tachers will have the opportunit to observe and discuss effective teaching practice through the Instrucional Rounds process.  | Writsel            | 1/4/2012   | 8/14/2012  | \$3000 Title I - PD   |           |        |
| 6      | Both       | All students in grades K-2 will be assessed three times during the shcool year with the Dynamic Indicators of Basic Early Literacy Skilss (DIBELS) assessment and START Reading. Students performing below benchmark will receive 30 to 60 minutes of reading intervention daily using scientifically research based reading instruction.  | Writsel            | 2/1/2012   | 12/15/2012 | \$20,000 General Fund |           |        |
| 7      | Both       | All students in grades 3-8 will be assesed three times yearly with Discovery Education Predictive Assessment and STAR Reading. Students performing below benchmark will receive research based intervention 30 to 60 minutes daily.  | Ecton              | 2/1/2012   | 12/15/2012 | \$20,000 General Fund |           |        |
| 8      | Both       | District leadership and principals will lead Professional Learning Communities in each school conducting walkthrough observations and studying student work and coaching effective practice to build consistency in terms of rigor and effective differentiation strategies to reduce achievement gaps.  | Ecton              | 1/10/2012  | 12/15/2012 | \$0 No Funding        |           |        |

| GS No. | NCLB SB168 | Strategy/Activity   | Responsible Person | Start Date | End Date   | Cost/Funding                   | I, IP, NI | Impact |
|--------|------------|---|--------------------|------------|------------|--------------------------------|-----------|--------|
| 9      | Both       | Early literacy instruction including vocabulary and phonemic awareness will be taught in the preschool program. Effective practice will be monitored through classroom walkthrough observations. Student progress will be monitored with the Peabody Picture Vocabulary Test and PALS. Students performing below benchmark will receive 30 minutes of intervention daily.   | Grieshop           | 1/15/2012  | 12/15/2012 | \$5000 preschool               |           |        |
| 10     | Both       | Parent workshops will be held in each elementary school during which strategies will be shared so that parents can help their children learning to read fluently and comprehend text.   | Sneed              | 1/15/2012  | 12/15/2012 | \$8000 Title I - Parent Invol. |           |        |
| 11     | Both       | Transitional Courses in English/Language Arts for students not meeting benchmark on Explore and Plan will be added to the course syllabus for Bowling Green High School. Course materials will focus on skills needed to comprehend expository text and to write fluently with appropriate grammar and mechanics.   | Writsel            | 8/1/2012   | 5/30/2013  | \$5000 General Fund            |           |        |
| 12     | Both       | The Technology Integration Specialist will work with teacher leadership teams from each school to review current resources for technology integration and identify at least two units at each grade level in Reading/Language Arts and Math, replacing a specific student task or assessment with a 21st century upgrade. These lessons incorporating technology will be linked online in the district curriculum map so that they are available to all teachers. | Paugh              | 1/4/2012   | 12/15/2012 | \$5000 Title I - PD            |           |        |
| 13     | Both       | All schools will provide extended learning for students who struggle after school, before school, during intercessions and/or during the summer. Tutoring sessions will provide individualized learning aligned with Common Core Content and College Readiness Standards in English/Language Arts.  | Davis              | 1/4/2012   | 12/15/2012 | \$30,000 ESS                   |           |        |