

PROGRAM AMENDMENT 2010-2011 SCHOOL IMPROVEMENT GRANTS

District Name: Greenup County School

School Name: Greenup County High School

Person Submitting Amendment: Sue A. Davis, Principal – GCHS

Reviewer: Judy Littleton

Date Revision Approved: 12-01-2011

SECTIONS	(Amend) Yes or No	Description data supporting amendment and strategies to be included.
Section 1: Commitment to Serve <ul style="list-style-type: none"> • Assessment Data • Non-cognitive data • Causes and contributing factors • Strategy selection 	YES	<ol style="list-style-type: none"> 1. Due to the fact that our budget for Educational Recovery Specialists – while allocated in the grant, has been reduced because one ERS is a KDE employee (-\$150,000) and the other is a district employee at the cost of \$60,000 (-\$90,000), our plan now can include a School Administrative Manager at a cost of \$50,000 per year (reflected in Code 110). This SAM will operate a program for students who need a behavior management and academic stopgap. The SAM will coordinate activities through a behavioral continuum in a Life Long Learning Lab. 2. One ERS is an ELA specialist who works with English/Language Arts and collaborating teachers. The other ERS, while highly qualified in systems, processes and policies, does not have an extensive background in mathematics. Therefore, GCHS would like to offer a content specialist 30 extended days to model successful instruction for other teachers, coordinate the SIG budget appropriated for math, liaise with Dr. Robert Thomas, Director of the ECU Math Initiative

SECTIONS	(Amend) Yes or No	Description data supporting amendment and strategies to be included.
		<p>and serve on the SIG committee. This would involve a re-allocation of \$9,000 to Code 111.</p> <p>3. All of these amendments would require corresponding amendments in Medicare Benefits, KTRS and other Fixed Charges.</p> <p>4. Due to a surge in the number of teacher absences to work with content area leaders, attend core content sessions and administer MAP, we have had an increase in the assignment of substitute teachers. We request an amendment to Code 120 to be \$5,220.</p>
Section 2: Intervention Model (Tier I or Tier II)	No	
<p>Section 3: Actions</p> <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds • PD • External Support • Review policies • Changes in policies/practices • Sustain reform 	YES	<ul style="list-style-type: none"> • Technology as listed in the GCHS SIG describes the implementation of Measures of Academic Progress. GCHS would like to amend this budget to include \$3,000 for student and teacher reports to be used in identifying student needs and communicating with parents. • Redirected funds for staff incentives will be increased to reflect higher interest in National Board Certification, master’s programs and Accreditation for Advance Placement. The “spotlight program incentives” will be doubled to reflect the number of requests from teachers to improve their instructional repertoire. (Code 299: \$34,000) • More teachers are requesting the chance to attend state and national conferences (within driving distances). The further limits of our “permission” include St. Louis,

SECTIONS	(Amend) Yes or No	Description data supporting amendment and strategies to be included.
		<p>Chicago, Washington, DC, and Philadelphia and so on. NCTM has met in St. Louis and NCTE will be meeting in Chicago. The expense of these conferences and anticipated others will increase Code 299 by another \$40,000.</p> <ul style="list-style-type: none"> • External support for the improvement of culture, academic performance, and teacher practice will increase Code 322 by \$74,000. • Change in practices includes the addition of analyzing student performance in Math (automaticity) (\$5000), reading (Read Right) \$8,000 and MAP for ELA (\$5000) reflecting an \$18,000 increase in Code 322.
<p>Section 4: Timeline</p> <ul style="list-style-type: none"> • Three year timeline 	No	
<p>Section 5: Tier I and Tier II annual goals</p> <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 	No	
<p>Section 6: Tier III Services</p> <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 	NO	
<p>Section 7: Tier III Annual Goals</p> <ul style="list-style-type: none"> • S.M.A.R.T goals • Quarterly benchmarks • District support when not achieving goals 	No	
<p>Section 8: Consultation</p> <ul style="list-style-type: none"> • Stakeholder input/involvement 	No	

Proposed Amendment to School Improvement Grant

Greenup County High School

November 20, 2011

In our ongoing effort to implement working condition strategies designed to retain staff and to establish and implement strategies that increase learning time, Greenup County High School presents the following proposal. The School Improvement Team requests that a School Administrative Manager be included in our grant proposal. This SAM will be responsible for implementing KDE representative duties including monitoring student attendance and collaborating with others to improve student attendance, coordinating with the administrative team to maintain a positive, safe learning environment for students by enforcing the school discipline plan and managing the school facility during after school and community events.

The culture of Greenup County High School is in transition. The goals are to be highly effective through high expectations for student and staff performance. We realize these goals can only be reached through transformative practice. New, research-based and scientifically proven strategies are essential to our transformation from a Persistently Low Achieving / PLA school.

As weeks have passed for us, a KDE Cohort 2 school, our School Transformation team, working within the parameters of our School Improvement Grant (SIG), has come to realize that we had not fully anticipated the resistance we would meet from students who choose to "push against the boundaries" of our expectations. Many have "pushed back" at our administration of the KCID program, and SWIS data shows an alarming lack of progress in the area of discipline and behavior. Students see that tobacco use is not allowed. Charges are pressed with local law enforcement for drug abuse, trafficking and drinking. Restrooms are monitored for skippers and smokers. Truants are confronted, and their parents are put on notice. Skipping class and "playing hooky" have consequences. Bullying is not tolerated and dealt with immediately. Bomb threats and other incidents of threatening behaviors are prosecuted.

Students have complained, "no one cared if I [we] did this last year."

It is this persistent, fair work to abolish the lethargy of past administrations that has put us in this situation. Along with the surprising resistance of students in regards to their habitual poor choices of behaviors, they are also ignoring remedies and consequences that are assigned. Behavior and academic contracts may have an impact on a few, but 75% of students assigned to after school or lunch detentions refuse to comply with the consequences of their actions. As teachers and administrators contact and converse with parents, they most frequently hear, "we can't do anything with him/her at home either."

The analysis of GCHS SWIS data reveals that disciplinary referrals for disruptions of class have declined by only 15% during the first four months of the school year. Although professional development in improving instruction and the monitoring of its implementation is on-going; although the new Freshman Academy and Success Academy have shown remarkable success in addressing student behaviors when compared to previous school years, a consistent number of students with infractions of misbehavior continues. (see attached SWIS data / charts).

We have looked at the research on alternatives to suspension out of school. With over 100 suspension days to this point, we have an eye on making our policies and practices both more effective and less reliant on exclusionary actions.

To aid and extend our transition to excellence, the School Improvement Team for Greenup County High School proposes an adjustment within our SIG to include a School Administrative Manager, or S.A.M. The SAM will implement a research-based Life Long Learning Laboratory for students whose behavior may be disruptive to the learning process for others but does not rise to the level of out-of-school suspension, charges by law enforcement or referral to alternative education.

The SAM for GCHS will be charged with including and implementing appropriate programs in the Life Long Learning Lab for our students. These may include some if not all from the following:

- Problem solving/contracting. Negotiation and problem-solving approaches can be used to assist students in identifying alternative behavior choices. The next step should involve developing a contract that reminds the student to engage in a problem-solving process, and which includes reinforcers for success and consequences for continuing problem behaviors.
- Restitution. In-kind restitution (rather than financial restitution, which often falls on the parents) permits the student to help to restore or improve the school environment either by directly addressing the problems caused by the student's behavior (e.g., in cases of vandalism students can work to repair things they damaged), or by having the student improve the school environment more broadly (e.g., picking up trash, washing lockers).
- Mini-courses or skill modules. Short courses or self-study modules can be assigned as a disciplinary consequence. These should be on topics related to the student's inappropriate behavior, and should be designed to teach the student to have increased awareness or knowledge about the topic, thus facilitating behavior change. These modules might include readings,

- videos, workbooks, tests, and oral reports on a range of topics such as alcohol/drug use or abuse, strategies for conflict resolution, anger control strategies, social skills (e.g., getting along with peers, making behavior appropriate for the setting), and appropriate communication skills (e.g., appropriate and inappropriate language, how to express disagreement).
- Parent involvement/supervision. Parents should be invited to brainstorm ways they can provide closer supervision or be more involved in their child's schooling. Better communication and more frequent contacts between teachers and parents, as well as coordinated behavior-change approaches, are very useful and could be formalized into a disciplinary consequence.
 - Counseling. Students may be required to receive additional supports or individual counseling from trained helping professionals (e.g., counselor, school psychologist) focused on problem solving or personal issues interfering with learning.
 - Community service. Programs that permit the student to perform a required amount of time in supervised community service outside of school hours (e.g., volunteer at another school or an organization) should be created.
 - Behavior monitoring. Closely monitoring behavior and academic progress (e.g., self-charting of behaviors, feedback sessions for the student) will permit rewards to be provided for successful performance.
 - Coordinated behavior plans. Creation of a structured, coordinated behavior support plan specific to the student and based on a hypothesis about the function of the target behavior to be reduced should be created. It should focus on increasing desirable behavior, and replacing inappropriate behaviors.
 - Alternative programming. Provide short- or long-term changes in the student schedule, classes or course content or offer the option of participating in an independent study or work-experience program. Programming should be tailored to student needs, and permit appropriate credit accrual and progress toward graduation. Change of placement or programming must be made by the IEP

The Key Components to an Effective Life Long Learning Laboratory

Respect must be Present - If mutual respect is not established between the instructor and the students assigned the program will be a dismal failure. An in-school suspension program should have one, and I stress one supervising teacher. Students who have chronic behavioral problems have difficulty adjusting to different personalities and really need more of a mentor to help and encourage them to change their behavior. The supervising teacher should be a certified professional and have a background in teaching, counseling or administration.

Students must be responsible and held accountable - The teachers and administration must develop a user friendly mechanism that provides assignments for the students assigned on a daily basis. All work must be completed before a student is allowed to leave. The work should be checked for completeness by the in-school suspension teacher and routed back to the teacher who provided the assignment. If students complete their assignments before the end of the day, supplemental packets should be made available. These assignments should not be busy work, but rather they should be used to address some of the specific behaviors that put the student in in-school suspension in the first place.

Non-compliance must be addressed - If a student continues to exhibit inappropriate behavior while in in-school suspension it must be addressed. Too often inappropriate behaviors are ignored; this sends the wrong message to other students in the room, and in its own way communicates by default agreement. Students who exhibit inappropriate behavior, should be given instruction regarding the rules and regulations of the room, given a firm warning, and then if the inappropriate behavior continues support needs to be summoned to the room. Counselors are not disciplinarians, but they should be called first to help manage the student's behavior. A clear line needs to be drawn between the counselor and the administrator. Counselors deal with behavior from a therapeutic standpoint and provide compassion and understanding; administrators enforce the rules and regulations of the school. Both are needed for the discipline process to be effective.

Room location, size, and student teacher ratio - The Life Long Learning Laboratory room will be far enough away from the general population of the school, but close enough to allow for administrative visits. The size of the room will be large enough to keep plenty of space between each student to avoid the possibility of any student confrontations. Students in an in-school suspension program can be chronic behavior problems. Large numbers of these students in one room can become unmanageable. **The student teacher ratio should be no more than 8-1.**

Amount of time assigned - Students should be assigned 2 days of Life Long Learning Lab for every day that the student would otherwise be suspended for. Too often LLL is used as a holding area and can become a place where students want to go. Students should not be allowed to assign themselves LLL because of problems with a particular teacher, or because they refuse to do work. The disciplinarian of the school has the responsibility of assigning the day and time a student should report to LLL. Administration and only administration should assign students to the LLL room.

The KCID team will monitor the use of the Life Long Learning Laboratory for its impact and effectiveness for students and report those findings to the SIG team on a monthly basis.

The salary for the SAM will not exceed \$50,000 and will come from the savings embedded in the SIG budget through an assignment of a KDE employee as an ERS.

Sustainability of Transformation in Student Behavior After the Grant Expires

SWIS data established through KYCID will indicate a decrease in student suspensions by 75 % by year three of the program. This entails of course, a 25% decrease in suspensions each year.

Sustainability will be maintained in two ways:

1. With administrative, community and faculty support, the SAM will incorporate systems, protocols and procedures that become a foundation of improved student attendance and behavior. Indeed, the SAM will work him/herself out of a job.
2. These systems and protocols will either be self-sustaining and will not require the continuation of the SAM/Life Long Learning Lab program , or the school/district will commit securing funds to employ an individual to maintain a program.

SIG Budget – Condensed Revision Request 11-10-11

Line item amounts are consistent for all three years of funding

FY 2011-2012	
Code	Related Budget Narrative
110	One (1) ERS position –\$60,000
	One (1) CSAM – 185 days – based on Rank 2, 10 yrs. = \$50,000 (p.51)
	One (1) SAM – 185 days – based on Rank 2, 10 yrs. – \$50,000 (p. 51)
111	One Math Content Leader (30 days x \$300) = \$9,000
113	Professional Development Stipends for extended hours beyond PD requirements (curriculum, assessment, and instructional mapping) 15 hours x 25 staff @ \$25/hr = \$9,375 (p.54)
	Tutoring/Mentoring Program Staffing Total Cost: \$31,650 (p.60) T/TR Staffing Costs: <ul style="list-style-type: none"> • \$12,900 from SIG funding (12 staff members/day x 1.25 hours/day x \$25/hour x 60 sessions/year = \$22,500 - \$9,600 paid through ESS based on next year's estimated allotment) Monday Costs for Staff: <ul style="list-style-type: none"> • 10 staff members/day x 1.25 hours/day x \$25/hour x 30 sessions/year = \$9,375

120	Certified Substitutes –for state conferences in content areas – 60 days @ \$87 per day - \$5,220 (p.62)
222	Medicare benefits calculated by adding codes 110, 111, 112, 113, 120 and multiplying by 1.45% = \$28,840
231	KTRS benefits calculated by adding codes 110, 111, 112, 113, 120 and multiplying by 14.605% = \$28,600
294	Health Insurance calculated at \$6,000 per employee if no other health insurance benefits - \$18,000
295	Life insurance benefits calculated at \$27 per employee = \$81
296	State administrative fee calculated at \$5 per employee = \$15
299	<p>Incentives for staff who reach goals to raise student achievement total: \$32,200 (p. 36): National Board Certification Total -\$11,200</p> <ul style="list-style-type: none"> • Mentoring fee – 4 x \$100 = \$400 • 100% cost of certification – 4 x \$2,700 = \$10,800 <p>Teacher Leader Masters Program Total - \$18,000</p> <ul style="list-style-type: none"> • Graduate level courses – 5 x 12 x \$300 = \$18,000 <p>Accreditation for Advanced Placement</p> <ul style="list-style-type: none"> • 6 x \$500 = \$3,000
	<p>Spotlight Program incentives (bags, flash drives, classroom supplies, etc.) – 4 times/year x 63 staff x \$80 = \$ 20,160 (p.36). Incentive items listed are only examples. Teachers will be surveyed to assess what incentives will best help motivate them and assist their classrooms. Travel to State and National Conferences related to School Leadership, Teacher Leadership, Quality Core and Core Content = \$20,000 Total for Program Incentives+\$40,160</p>
322	<p>EKU Math Initiative Program – Total Year 1 Cost = 235,100 (p.44)</p> <ul style="list-style-type: none"> • Technology and Materials (ALEKS computer programs, portable laptop labs, support materials) = \$125,000 Technology for this project is in code 322 because it is part of a contract package through EKU and not an individual line item. . • + \$7,000 for daily materials designed for Automaticity in the Math Classroom • Teacher Resources (conferences, PLC's for math teachers, professional development, teacher stipends, substitutes, tuition reimbursement) = \$24,600 • University Resources and Support (data collection/analysis; college readiness transitions initiative; high school readiness transitions; grades 6-12 programs initiative; curriculum and instruction support programs; PLC creation and support; leadership for PD) = \$73,500 • Milestones and Deliverables (interim reports) = \$5,000 <p>Read Right Program– Total Year 1 Cost = \$206,877 (p.42)</p> <ul style="list-style-type: none"> • Tutor Training(off-site support, quality assurance follow-up, system and licensing - \$61,600 • Support Materials (RR library, training materials, reading consultation materials, quality assurance systems, reporting systems, student and project management systems) = \$12,300 • Daily materials to support student reporting, milestones and deliverables + \$8,000 • Annual lease for RR MP3 System (server hardware and application software must be leased on an annual basis) = \$1,500 • Read Right Coaching (185 days) - \$59,102 • Read Right student tutoring (3 x \$125 @ 185 days) - \$69,375
	Educational Consultant (s) reflecting successful practices, inspiration and motivation for teachers in the areas of differentiation, formative assessments, curriculum alignments, common assessments, teacher leadership, questioning strategies, instructional strategies and data analysis - \$84,000 (Example: Anthony Muhammed on February 20, 2012)
338	<p>Registration Fees for:</p> <p>State Core Content Area Conferences (2 ERS; 2 ELA; 2 Math) - 6 @ \$1,200 ea. = \$7,200 (p.62) State and National Conferences for (2 ELA) \$500 = \$1,000 State and National Conferences / Programs for Principal and Teacher Leadership (i.e., KLA,) \$5,000</p>
519	Total transportation costs for Tutoring/Mentoring program: \$30,520 (p.60) T/TR Costs:

	<ul style="list-style-type: none"> • Drivers -- 6 bus drivers/day x 2 hours/day x \$14/hour x 60 sessions/year = \$10,080 • Mileage -- \$1.50/mile x 40 miles/day x 60 sessions/year = \$3,600 <p><u>Monday Costs:</u></p> <ul style="list-style-type: none"> • Drivers -- 6 bus drivers/day x 2 hours/day x \$14/hour x 30 sessions/year = \$5,040 • Mileage -- \$1.50/mile x 40 miles/day x 30 sessions/year = \$1800 <p>Tutoring/Mentoring program is an addition to ESS services, not an extension. No funding is, or has been, available for GCHS to provide transportation for an extended school day.</p> <p>Mentoring for Student Leadership, College, Career and Life-long Learning Growth = \$10,000</p>
531	Mailing of publications related to school-wide initiatives (literacy and math, support programs and parent meetings/events) - @ 10 per year @ \$400 each = \$4,000 (p. 42,44,51)
553	Publications such as orientation materials, newsletters, etc. - @ 10 per year @ \$100 each = \$1,000 (p.51)
582	Travel: Out-of-District: \$7,720 for School and Teacher Leadership, Quality Core and Core Content Training Turnaround Training – 2 vehicles x .45/mile x 1000 miles = \$900 (p.53) State Core Content Area Conferences – 2 vehicles x .45/mile x 400 miles = \$360 (p.62)
585	Travel: Meals: Turnaround Training – 6 people x \$30/day x 20 days = \$3,600 (p.53) State Core Content Area Conferences - 6 people x \$30/day x 20 days = \$3,600 (p.62)
586	Travel: Lodging: Turnaround Training – 6 x \$120 x 20 days = \$14,400 (p.53) State Core Content Area Conferences - 6 x \$120 x 10 days = \$6,700 (p.62)
616	Food for parent meetings, open houses, forums – 5 x \$600 = \$3,000 (p.51)
643	Supplemental books, materials, study guides, etc. for PLC's and professional development – @ 65 teachers x \$38.49 = \$2,602 (p.29,40,48,54)
735	Technology Software – MAP – Annual Total: \$18,075 (p.29) <ul style="list-style-type: none"> • On-site administrative workshop - \$3,200 • Estimated annual enrollment of 950 @ \$12.50/student (reading and math) - \$11,875 • Estimated costs of student reports \$3,000
892	Parent involvement meetings including open houses, forums, orientations, conferences, etc. (handouts, informational packets, etc.) – 5 x \$100 = 500 (p.51)

Budget

School	Greenup County High School	District	Greenup County
MUNIS Code	Description of Activity	Amendment Requested 11-18-11	Amount Requested
110	Certified Salary	\$160,000.	\$345,727
111	Extended Days	9,000.	\$0
112	Extra Duty	0.	\$0
113	Other Certified	31,650.	\$39,150
120	Certified Substitute	5,220.	\$870
222	Medicare	28,840.	\$5,593
231	KTRS	28,600.	\$56,339

School	Greenup County High School	District	Greenup County
MUNIS Code	Description of Activity	Amendment Requested 11-18-11	Amount Requested
294	Health Insurance	18,000.	\$18,000
295	Life Insurance Benefits	81.	\$81
296	State Administrative Fee	15.	\$15
299	Other benefits	72,360.	\$24,650
322	Education Consultant	\$525,977.	\$428,928
338	Registration Fees	8,850.	\$7,200
519	Student Transportation	35,520.	\$20,520
531	Postage	4,000.	\$4,000
553	Publications	1,000.	\$1,000
582	Travel: Out of District	8,980.	\$720
585	Travel: Meals	3,600.	\$3,600
586	Travel: Lodging	21,100.	\$14,400
616	Food Non-instructional (parent meetings)	3,000.	\$3,000
643	Supplemental Books, Study Guides and Curriculum	5,602.	\$2,502
735	Technology Software	18,075.	\$15,075
892	Parent Involvement Meetings	\$ 500.	\$500
Total Amount Requested			\$ 991,870