

Cover Page

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	City	ZIP
	Phone	

District Name	NCES ID#	Total Awarded
Hopkins	2102860	\$
School Name	NCES ID#	Intervention
1 Hopkins County Central High School	210286001473	Transformation Model
2		Transformation Model
3		Transformation Model
4		Transformation Model
5		Transformation Model
6		Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority School that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that it serves with school improvement funds;
- (3) If it implements a restart model in a Priority School, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the KDE the school-level data required under section III of the final requirements.

Lim B. Zou

Superintendent Signature

5 May 2014

Date

Shelley D. Tucker, State at Large

Notary Public

6-12-2016

My commission expires

Notary seal

District Actions

Describe the district's capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.

Hopkins County Schools has a cohesive central office team with the necessary experience and skills to provide the requisite resources and support to Hopkins County Central High School. Although the instructional team has only existed in its current composition for less than a year, each member provides integral services so that Hopkins County Central receives the district support it needs to successfully implement the Transformation Model of school improvement.

The Director of Special Education employs two district-level Teacher Consultants that meet with special education teachers to discuss strategies and activities to assist in closing the special education achievement gap, serve as liaisons between the school and district, and deliver training to special education teachers as appropriate. One of the district Teacher Consultants works closely with Hopkins County Central's special education Building Coach to work through any special education teacher or staffing concerns.

The Director of Middle/Secondary Instruction works closely with the school's Administrative Team by attending weekly team meetings. During this meeting, the team completes its Plus/Delta report to identify strengths and area for growth, consults on logistical concerns, analyzes assessment and instructional data, and monitors progress on the 30/60/90 day plan, to name a few activities. This director also helps write the SIG grant and monitors expenditures from the school's SIG award.

The Extended School Services Coordinator allocates ESS funds to the school for before and after school ESS programs, Enhanced Learning opportunities for students, and a summer Freshmen Orientation prior to the start of the next school year. ESS funds also provide Summer School for students that need credit recovery at the end of the regular school year.

Hopkins County Central High School became a Title I school in 2012 - 2013, so the Title I Director hasn't played much of a role in the school in the past. Last year, a reading interventionist was placed at the school using Title I funds. This year, the Title I Director has worked with the school to provide a math interventionist for students performing below benchmark in math. The district uses general funds to provide a reading interventionist.

We will continue to wisely use Title I resources to support Hopkins County Central through collaboration with the Title I Director, Director of Secondary Instruction, and the school's principal. The district employs two part-time Parent Involvement Coordinators with Title I funds who are available to assist the school with family reading nights.

The central office employs a district math and a district reading consultant to provide school-level support. Typically, these consultants attend English and Math Professional Learning

Communities at Hopkins County Central. This involvement has led to the purchase of new calculators and Zoom Math for the school's math department this year.

A district PBIS coordinator provides PBIS training to all schools and conducts site visit to monitor the effective implementation of PBIS in the classrooms and common areas.

Our technology department has improved the available technology at Hopkins County Central over the last few years. We have improved the Wi-Fi availability although the reception is still spotty in

areas and have provided hardware, some document cameras, and special education students in specialized resource classes have received 10 iPads while the special education department has received a cart with 30 iPads to use during school hours. All special education teachers and related service providers have received their own iPad for professional use. A technology resource teacher provides support to all district middle schools and both high schools.

Based on community and parental involvement deficiencies identified in Hopkins County Central's 2012 Leadership Assessment, the district employed a community liaison position for the school. This position works with at-risk students and the community to promote college/career readiness and to engage families and the community in school-based involvement nights.

FRYSC funds provide a Youth Services Coordinator at Hopkins County Central to offer services for at-risk students and their families. The district also provides an YSC assistant at the school to further provide students and families the opportunity to reduce any barriers to learning.

Finally, our Superintendent and Assistant Superintendent of Instruction are committed to support the progress Hopkins County Central has achieved on its last two years of assessment data. A district administrator serves on the weekly Central Administrative Team meetings as a liaison between the central office and school. We have sent other district administrators to site visits at Hopkins County Central to see some of the improvement practices in action. Additionally, the strategies the district has learned through the school's turnaround process (e.g. strong, teacher-driven PLCs, assessment literacy, guided planning, etc.) are being implemented district-wide. Although "Dream Big, Work Hard, Achieve Success" may be the school's motto, the district understands that Hopkins County Central has transformed those mere words into actions that permeated throughout their staff, students, and leaders.

If all Priority Schools are not served, explain why the school(s) will not be served and provide supporting documentation for the decision.

Hopkins County Schools has only one priority school, Hopkins County Central High School, in the district.

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the three-year grant cycle for the district. If a district chooses not to reserve funds for district level services, a three-year line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the school(s)' intervention model to address the causes and contributing factors to low student achievement at each of the school(s)).

The Hopkins County School District will not reserve any funds for district level services.

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

- Family Resource/Youth Service Center funds are used to support Hopkins County Central's at-risk students to meet their basic needs so that they can focus on academics while at school.
- Professional Development funds will be used to provide stipends for teachers representing the district on the Science Network and Social Studies Network at the West Kentucky Educational Cooperative. The purpose of these networks is to implement best practices into science and social studies instruction, as well as to prepare teachers for the next-gen science and social studies standards.
- Title I funds were used for a reading interventionist in 2012 – 2013, a math interventionist for 2013 – 2014, and for calculators equipped with Zoom Math. Title I funds will continue to be used for a math or reading interventionist in subsequent years, if funding is available.
- Extended School Service funds are used for teacher stipends for after school ESS and Enhanced Learning sessions, summer school, and a freshmen summer transition/orientation day.
- Rural and Low Income funds will be used for the ACT Online Prep program, Kuta Software online question bank for all high school math courses, Harry Wong's The First Days of School: How to Be an Effective Teacher for new teachers, eWalk site license for mobile walkthroughs, and the Kentucky Association of School Councils' disaggregated K-PREP reports and graphs.
- Title III funds are used for a district staff member who is available to assist English Language Learners with any learning challenges they encounter through the language barrier.
- The district allocates to Hopkins County Central all SBDM funds, CTE funds, At-Risk, and Special Education funds for which they are eligible.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

The Hopkins County School District will not reserve any funds for district level services.

Districts are not required to address "permissible activities". However, if a district does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

The Hopkins County School District will not reserve any School Improvement Grant funds for permissible activities.

Year 1 Budget

Please Note: You may only type in the gray areas.

District Hopkins

MUNIS Code	Description of Activity	Amount Requested
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MUNIS Code	Description of Activity	Amount Requested
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MUNIS Code	Description of Activity	Amount Requested
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Total Amount Requested	\$
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Year 2 Budget

Please Note: You may only type in the gray areas.

District Hopkins

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MUNIS Code	Description of Activity	Amount Requested
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MUNIS Code	Description of Activity	Amount Requested
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Total Amount Requested	\$
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Year 3 Budget

Please Note: You may only type in the gray areas.

District Hopkins

MUNIS Code	Description of Activity	Amount Requested
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MUNIS Code	Description of Activity	Amount Requested
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MUNIS Code	Description of Activity	Amount Requested
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Total Amount Requested	\$
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District Hopkins

School

Hopkins County Central HS

School Application

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Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Hopkins County Central High School (HCCHS) was identified as a cohort 3 priority school for the 2011-2012 school year. This classification identification is based upon Kentucky revised Statute 160.346 that reads "Beginning with the state assessment results for the school year 2011-2012, a school that is in the lowest five percent (5%) of all schools that fail to meet the achievement targets of the state accountability system under KRS 158.6455 for at least three (3) or more consecutive years." HCCHS failed to meet the identified annual measureable objectives for multiple school years as referenced in the chart below.

Year	Reading AYP	Math AYP	Overall AYP
2003-2004	Yes	Yes	Yes
2004-2005	No	Yes	No
2005-2006	No	No	No
2006-2007	No	No	No
2007-2008	Yes	No	No
2008-2009	No	No	No
2009-2010	No	No	No
2010-2011	No	No	No
2011-2012	No	No	No

As the data indicates above HCCHS had failed to make annual yearly progress each year since the 2003-2004 school year.

During the school years 2009-2011, Hopkins County Central met an average of only 51.2% of their No Child Left Behind Targets. The overall Math objective target for all students was never met, nor was it met for any identified subgroup including White, Free/Reduced or Students with Disabilities, although they did reach Safe Harbor during 2010. Reading targets for all students were met during 2009 and 2010 but not in 2011. However the targets were not met consistently in any group during any year with only Free/Reduced lunch earning a Yes in 2009 and Students with Disabilities receiving a Safe Harbor in 2011.

Math

The most recent assessment data from the 2011-2012 and the 2012-2013 state accountability performance reports in Math revealed specific significant gaps in subgroup performance. The following chart illustrates these gaps:

% Proficient	2011-2012	Gap %	2012-2013	Gap %
All Students	50.4		60.7	
White	51.9	+1.5	62.5	+1.8
A/A	27.3	-23.1	47.1	-13.6
Free/Reduced	48	-2.4	54.7	-6.0
Disability	*	*	49.2	-11.5
Total Gap	49.2	-1.2	55.6	-5.1

Reading

The most recent assessment data from the 2011-2012 and the 2012-2013 state accountability performance reports in Reading revealed specific significant gaps in subgroup performance. The following chart illustrates these gaps:

% Proficient	2011-2012	Gap %	2012-2013	Gap %
All Students	46.0		55.2	
White	46.4	+4	56.6	+1.4
A/A	30.8	-15.2	42.1	-13.1
Free/Reduced	38.4	-7.6	49.2	-6.0
Disability	*	*	33.3	-21.9
Total Gap	36.4	-9.6	48.1	-7.1

Reading and Math Combined

The most recent assessment data from the 2011-2012 and the 2012-2013 state accountability performance reports in Reading and Math combined revealed specific significant gaps in subgroup performance. The following chart illustrates these gaps:

% Proficient	2011-2012	Gap %	2012-2013	Gap %
All Students	48.2		60.3	
White	49.3	+1.1	59.6	-7
A/A	29.1	-19.1	44.6	-15.7
Free/Reduced	43.2	-5.0	52.0	-8.3
Disability	*	*	41.3	-19.0
Total Gap	42.8	-5.4	51.9	-8.4

Although the overall percentages of proficiency improved from one year to the next, the actual total gap percentage increased in both Math and combined Reading and Math accountability target groups.

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address drop-out and graduation rates, if applicable.

Based on the 2012-2013 School Report card HCCHS serves 849 students; 441 currently receive free or reduced lunch services (52%). HCCHS falls below the state benchmarks over the last two years in most categories listed.

HCCHS Non-Cognitive Data	2010-2011	2011-2012	2012-2013
Attendance	93.1 %- HCCHS	93.2 %-HCCHS	93.4 %-HCCHS
	94.1 %- State	94.6 %- State	94.8 %- State
Retention Rate	5.1 %- HCCHS	2.5% - HCCHS	5.4 %- HCCHS
	2.4 %- State	2.3 %- State	2.3 %- State
Dropout Rate	2.5 %- HCCHS	3.3 %- HCCHS	1.7 %- HCCHS
	2.5 %- State	1.6 %- State	1.7 % State
Graduation Rate	77.3 %- HCCHS	85.7 %- HCCHS	76.3 %- HCCHS
	76.7 %- State	77.8 %- State	78.9 %- State

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

The following table represents Hopkins County Central High School's attendance for 2012 – 2013.

Grade	Percentage
9	93.58
10	93.73
11	93.25
12	93.97

The data reflects a slight growth in student attendance rate over the last three years. HCCHS attendance has failed to meet state student attendance percentages benchmarks and has consistently been below the district student attendance percentage.

Based on the School Report Card the retention rate at HCCHS has been consistently higher than that of the state and the local district. It was the highest in 2013 and the lowest in 2012. This has been addressed through the freshman academy.

HCCHS dropout and graduation rates have been addressed through a district initiative called the Academy. Students who are fifth year seniors or that are not going to graduate in 4 years can apply to attend the academy. This program allows students to make up credits through an online credit recovery program (APEX). HCCHS also provides an in school (APEX) class in which students can recover credits.

It is suggested that due to the leadership of the head administrator, the implementation of school-wide classroom rules, and Positive Behavioral Interventions and Supports (PBIS), HCCHS has demonstrated a consistent decrease in both in-school detentions and out-of-school suspensions.

According to data displayed in Infinite Campus, during the time period for each academic year from 8/1 until 3/6, the detentions and suspensions are as follows:

DETENTIONS:

- (11-12) 233 Students received 408 detention events.
- (12-13) 165 students received 304 detention events
- (13-14) 158 students received 300 detention events

SUSPENSIONS:

- (11-12) 124 Students were suspended in 189 events
- (12-13) 75 students were suspended in 83 events
- (13-14) 51 students were suspended in 61 events

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

An analysis of the academic program at Hopkins County Central over the 2012-2013 school year by the Educational Recovery Team has revealed that a major contributing factor to lower student academic performance is the lack of a vertically aligned rigorous

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

standards based curriculum within the district. There had not been grade level exit criteria put into place at any grade, for any content area. HCCHS does now have these in place for English and Language Arts and Math for their high school but this is the only place it is in effect. There are no curriculum conversations from the elementary to the middle schools or from the middle schools to the high schools, no exit expectations formally in place, nor are there any formal curriculum documents that align curriculum district wide. There is a lack of rigorous, or any, common assessments as well. These were put into place last year.

At Hopkins County Central High School, non-cognitive data indicates that sporadic attendance, high retention rates, and below average graduation inhibits learning.

These non-cognitive issues are barriers to learning in both literacy and math for our students. Although the overall attendance rate is relatively high, you can see that by grade level, it ebbs and flows, particularly in the ninth grade. This is particularly a problem in math when sequential learning is critical for mastery learning. The trimester schedule complicates this issue even further if student attendance is inconsistent. Research indicates that poor student attendance is one of the primary reasons students are not successful, fail classes, and ultimately drop-out of high school. The sporadic student attendance rate at HCCHS contributes to below average student performance on standardized assessments, particularly by our gap students, whose attendance is among the lowest, as well as poor student performance in the classroom. This assertion is supported by the fact that the retention rate at HCCHS is dramatically higher than the district or state average. HCCHS retention rate is 5.4%, Hopkins County District rate is 2.7%, and the Kentucky State Rate is 2.3% accordingly. Obviously, high retention rates result in increased drop-out rates. The drop-out rate at HCCHS remains significantly higher than the district average. Our dropout rate on the 2012-2013 school report card was 1.7%. Hopkins County as a district had a reported rate of 1.4%. HCCHS graduation rate is well below the district and state average as well at 76.3%. Hopkins County district rate is 78.2% and the state is 78.9%. The data from these indicators could demonstrate a general lack of expectations by both the school and outside community for some students.

In addition, elements of the culture of rural Western Kentucky are a contributing factor in the poor rates of student achievement at Hopkins County Central High School. Hopkins County maintains a high rate of poverty, with 19.5% living below the poverty level (Census QuickFacts, 2012). The median household income is \$40,501 – below the state average of \$42,610 (Census QuickFacts, 2012). The federal government has declared Hopkins County a High Poverty Community because of the high poverty rates in our county during the last seven years.

Our most at-risk students are at a clear disadvantage due to lack of access to established support programs. Extended School Services are offered throughout the year to assist students, but most students do not participate in the evenings. Of the 839 students enrolled at Hopkins County Central High School, only 24% have stayed after school to receive academic help. Of these, most have stayed less than five times, many only once. This is a major factor to the deficits in the skills of our subgroup populations.

Without the intensive, one on one or small group assistance to build the skills they individually need help on, their gap only widens. Parental involvement is lacking in the school community as only 21% of students' parents participated in a parent teacher conference last year. Only 16 parents participated on a committee last year and there were only 254 volunteer hours logged in and these were primarily for extracurricular activities.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Educational attainment and employability for adults is a concern in the community. The percentage of adults over 25 with less than a high school diploma is almost 18%. Only 14.3% of the county population holds a bachelor's degree or greater (Census QuickFacts, 2012). The fact that 82% of the people graduate high school or attain that credential yet only 14.3% are successful at attaining the Bachelor degree indicates that they are not college ready when exiting the twelfth grade in literacy and/or math skills. HCCHS will address some of these contributing factors through initiatives relating to next generation learners, such as Twenty-First century learning skills and the attainment of college and career readiness prior to graduation.

Summarize the Diagnostic Review results. Identify the literacy and math resources and related supports that are needed based on the audit.

In the fall of 2011, Hopkins County Central was identified as a Persistently Low Achieving School. The resulting leadership audit showed mixed results. The audit determined that the existing principal had the capacity to lead the school to better performance, while the School Based Council had not fulfilled its roles and responsibilities. The SBDM council was replaced with an Advisory Council. The audit then identified five main deficiencies targeted for improvement: insufficient community involvement in our school, inadequate instructional rigor and relevance, no comprehensive use of data, ineffective Professional Learning Communities (PLCs), and a weak relationship between the school and district leadership.

Deficiencies & next steps

1. No plan to engage ALL stakeholders (families, community, students).
Next steps. Develop a plan, recruit & train family, business and community members as partners to participate in decision-making and implement substantive work in school improvement process,
2. Learning environment not conducive to students being active participants, students not engaged in hands-on experiences, nor motivated to accept responsibility.
Next steps. Provide support & training to create learning environments where students are active participants and are empowered to participate in engaging, rigorous activities and inspired to learn, followed up by monitoring to ensure what's learned is implemented. Use data to determine most effective strategies.
3. No process to collect, analyze and evaluate data from multiple sources, then use to make informed decisions to improve student achievement.
Next steps. Engage all stakeholders in systematic process to collect, analyze, and evaluate data from human, fiscal, and physical resources to make programmatic and academic decisions. Collect data regularly & evaluate to develop CSIP.
4. No monitoring of PLCs to ensure expectations are clearly defined and decision making is intentionally focused on curricular, assessment, and instructional decisions. Purpose should include extensive data analysis, curriculum alignment gaps, and instructional strategies.
Next steps. Clearly define procedures for PLCs and a process for monitoring, evaluating and reviewing PLCs.

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

5. Not fully utilizing district services.

Next steps. Develop a focused plan, with short & long term goals, roles & responsibilities delineated for district leadership, instructional support personnel, high school leadership and staff members, supported by data.

While literacy and math proficiency was not a specific concern in the school leadership audit, it is an underlying issue with most persistently low achieving schools. From the 2010- 11 school year, only 44.1% of our students were proficient and distinguished in Reading, with Math results a dismal 34.42% proficient and distinguished. Two of our gap groups were even lower: students with disabilities at 26.08% Proficient & Distinguished in Reading, and 19.05% in Math, economically disadvantaged 36.08% Proficient & Distinguished in Reading, and 21.57% in Math (African American data not reflected due to number tested). With high percentages of students with disabilities (28%), and free and reduced lunch students (65%), the challenge was to provide additional resources and supports for all of our students, but especially for these gap students.

Current Literacy & Math resources

Currently, the district funds one reading and one math interventionist teacher for HCCHS Kentucky Systems for Interventions (KSI) students. If there is room in classes after the KSI students are placed, students who need intervention to reach CCR are added to these teachers' rosters. In addition, three Language Arts and three Math teachers have classes within their schedule for students who need interventions to reach CCR. To provide even more resources, professional development has been held training teachers how to use interventions in the classroom.

Besides faculty, we have the following additional resources and supports:

<i>Technology</i>	<i>PD, Other</i>
<ul style="list-style-type: none"> • Two mobile carts with iPads have been purchased, along with various instructional apps that can be used in these classes. • Students also use Skills Pointer on the iPads. This program allows teachers to customize learning pathways for each student and to track progress • eCert, an online ACT preparatory program is being used with students working toward college readiness. • GradeCam purchased for teachers so students can receive real time formative assessment, and teachers can have immediate item analysis. 	<ul style="list-style-type: none"> • Offsite PD - Sent teachers to • Kentucky Reading Academy, Literacy Design Collaborative, Kentucky Cognitive Literacy Model, ELA & Math Networks, by West Ky. Educational Cooperative, • AP Academy • Guided planning once a week • PLCs with common planning • Storm Advisory once a month with students • Individual testing buddies for special education • More district involvement as district and reading district specialists attend ELA and Math PLC meetings

While HCCHS has made significant progress, additional resources and supports could greatly help our school's performance in reading and math.

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

<i>Technology</i>	<i>PD, Other</i>
<ul style="list-style-type: none"> • Document cameras for use with Gradecam, to provide quick, clear formative assessment for students and teachers • Tablets to use in intervention classrooms • Compass learning, an online literacy and math intervention program 	<ul style="list-style-type: none"> • Book study materials for PLCs – including literacy strategies for all classrooms • Additional in-house and external literacy & math PD/conferences for teachers

Describe why this intervention model was selected to meet the improvement needs of the school.

The Kentucky Dept. of Education presented Hopkins County Schools with the following four options:

- (a) "External management option" which requires that the day-to-day management of the school is transferred to an education management organization that may be a for-profit or nonprofit organization that has been selected by a local board of education from a list of management organizations. The management organization may be approved by the Kentucky Board of Education after a rigorous review process, which shall be developed by the state board by the promulgation of administrative regulations. The management organization's authority shall include the right to make personnel decisions that comply with KRS Chapter 161 and any employee-employer bargained contract that is in effect;
- (b) "Restaffing option" which requires the replacement of the principal and the existing school-based decision-making council unless the audit reports under subsection (3) of this section recommended otherwise, screening of existing faculty and staff with the retention of no more than fifty percent (50%) of the faculty and staff at the school, development and implementation of a plan of action that uses research-based school improvement initiatives designed to turn around student performance. Personnel actions shall comply with KRS Chapter 161 and notwithstanding KRS 160.380(1)(d) relating to filling vacant positions and KRS 160.345(2)(h)1. relating to transfers;
- (c) "School closure option" which requires the closure of an existing school and the transfer of its students to other schools within the district that are meeting their accountability measures, reassignment of the school's faculty and staff to available positions within the district, and which may result in nonrenewal of contracts, dismissal, demotion, or a combination of these personnel actions which shall comply with KRS Chapter 161 and notwithstanding KRS 160.380(1)(d) relating to filling vacant positions and KRS 160.345(2)(h)1. relating to transfers;
- (d) "Transformation option" means a school intervention option that begins with replacing the school principal who led the school prior to commencement of the transformation option and replacing the school council members unless the audit reports under subsection (3) of this

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

section recommended otherwise and instituting an extensive set of specified strategies designed to turn around the identified school which shall comply with KRS Chapter 161 and notwithstanding KRS 160.380(1)(d) relating to filling vacant positions and KRS 160.345(2)(h)1.

The Director of Secondary Instruction shared the four options with the staff of Hopkins County Central High School.

- a) School Closure – this model was not an option because this is a large county and not feasible to send all the students to the one other high school in the district. Transportation and size of other high school eliminated this option.
- b) External Management – Simply stated, the district did not deem an option.
- c) Restaffing – This model was not an option due to Central being a rural school and teachers are hard to come by, especially a low performing high school.
- d) District decided that the transformation model would be best for the district.

After the Leadership Assessment report with the transformation model, the district had a strong desire to help students achieve by working on our Six Big Rocks:

1. District Support
2. Professional Learning Communities
3. Use of Data
4. Rigor and Relevance
5. Ineffective Council of Governance
6. Community Involvement

Transformation Model Required Activities

Please Note: You may only type in the gray areas.

Will the principal be replaced? (A principal hired in the last two years as part of an intervention plan does not have to be replaced). Documentation must be submitted verifying the hire date for both a newly hired and retained principal.

No.

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

The principal at Hopkins County Central High School will have all flexibility normally given to a building principal under Kentucky state law. After receiving the number of teachers from the Board of Education approved allocation formula, the principal shares this information with the School Advisory Council and then the principal makes the determination on the make-up of the school faculty. The district provides support in this area; in addition to receiving the allocated staffing formula, the district provides a part-time educational consultant who works with the staff to have a positive impact on student achievement. The district has also provided for an additional position to the school, that of

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

community liaison, an individual who works to establish relationships with family and communities and works with students in persistence to graduate programs.

The principal at Hopkins County Central High School may also access flexibility of scheduling to build support within the school day. The school is currently operating on a trimester schedule; however, the superintendent has granted the principal permission to create a schedule that will meet needs of students and result in the most positive impact on literacy and math achievement. Other areas established for review include yearly reviews of scheduling, budget priorities and professional learning communities.

Additionally, the principal at Hopkins County Central High School has flexibility in all matters deemed appropriate under Kentucky state law, include budgeting. The superintendent and other district staff members are involved in supporting this principal in making decisions that are best for students and that have positive impact on student achievement.

Describe the rigorous, transparent and equitable evaluation system for teachers and school leaders adopted/implemented by the district. Provide details on how it was designed and developed with teacher and principal involvement. Explain how the system is based on student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement and increased high school graduation rates, if applicable.

The Hopkins County Schools Professional Growth and Evaluation of Certified Personnel Manual contains information pertaining to the evaluation system.

A committee made up of eight teachers and eight administrators, including the Central Office Evaluation Contact Person, reviewed and revised the Professional Growth and Evaluation Plan for Certified Personnel in 2009. This plan will be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

Each certified employee below the level of superintendent shall be evaluated on the standards and performance criteria found herein by evaluators who have been trained, tested, and approved as evaluators by the Kentucky Department of Education through the initial training process. Evaluators shall use the forms adopted by the district and approved by the Kentucky Department of Education. The superintendent's evaluation process will be developed and adopted by the Hopkins County Board of Education.

The employee's immediate supervisor shall be the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by the evaluator and the evaluatee. A teacher who exercises this option shall do so in writing to the evaluator by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and the evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Monitoring and/or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The evaluation of a certified employee below the level of superintendent shall be in writing on an approved form and become a part of the official personnel record. The observations shall include documentation of information to be used in determining the performance of the evaluatee. The evaluation plan shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record. Each evaluatee shall receive a copy of the evaluation.

There shall be a minimum of two formative observations annually for each non-tenured certified employee, administrator, counselor, and tenured employee whose observation results are unsatisfactory. A Pre-Observation Form will be completed by the teacher and evaluator prior to the classroom observation visit. A formative conference between the evaluator and the person evaluated shall occur no later than five working days following each observation. Formative data collected during the beginning teacher internship period may be utilized in the summative evaluation of the intern. Data will be transferred to district approved forms.

The summative evaluation of the employee shall be conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference will be held to discuss the performance indicated on the summative instrument. The employee shall be provided an opportunity for a written response by the evaluator and a copy of the summative instrument. A copy of the summative evaluation and the Individual Professional Growth Plan will be forwarded to the district office.

Summative evaluation shall occur a minimum of once every three-year period for each tenured teacher.

All certified staff will develop an Individual Professional Growth Plan which is aligned with the goals and missions of the school/district/council. The Individual Growth Plan shall be reviewed annually to determine if it has been achieved or needs to be revised or continued. The employee has the responsibility for developing the plan with the assistance of the evaluator. The evaluation process developed for the superintendent by the Hopkins County Board of Education shall include provisions for assistance for professional growth of the superintendent pursuant to KRS 156.111.

A Corrective Action Plan will be developed by the evaluator to address specific concerns in employee performance. Once a Corrective Action Plan has been implemented, there will be more frequent monitoring by the evaluator and specific assistance provided to improve performance. When the concern has been corrected, the employee will move back into the Individual Professional Growth Plan Cycle.

If there is no improvement with a Corrective Action Plan, the evaluator shall implement a Corrective Action Team to work specifically with the evaluatee in a non-evaluative role to provide additional help. Members of the Corrective Action Team will include the evaluatee, primary evaluator, a Central Office representative, and a mutually agreed upon colleague who is knowledgeable of the content area. An employee who is assigned an Assistance Team shall be informed that if the standard is not met, the district may choose to terminate the employment of the teacher or administrator.

Any employee who feels that the summative evaluation by their evaluator is not an accurate assessment of his/her performance either by substance or procedure may file an appeal with the

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

District Appeals Panel. The appropriate for the request and the Appeals Process and Hearing Procedure is provided to all employees. The evaluatee has ten working days from the date of the summative conference to file a request for appeal.

During the 2013-14 school year, TPGES modules were provided to all administrators during monthly leadership meetings; in turn, the administrators returned to their schools and trained their teachers on the Framework for Teaching so that next year they will be prepared to work toward Accomplished ratings in the PGES system. Also, during this school year, teachers in the schools watched videos of the framework components. Although pilot teachers and curriculum specialists received Student Growth Goal training in 2013-14, the Hopkins County School District will provide additional SGG training for all teachers in 2014-15. The Central Office also provided bound, colored copies of the Framework for Teaching to all certified personnel.

Our Certified Evaluation 50/50 Committee convened in April 2014 to begin the process of revising our district's Certified Evaluation Plan to include elements of the Professional Growth and Effectiveness System (PGES) for implementation in the fall of 2014. On Tuesday, April 29, 2014, the 50/50 Committee met to review the KDE Model Certified Evaluation Plan and to discuss how the district's evaluation system will be updated to meet the requirements of the ESEA waiver. The committee decided to propose to the Hopkins County Board of Education the dual evaluation system for implementation in Fall 2014, with all certified teachers and building level administrators evaluated by PGES and other certified personnel (i.e. school psychologists, guidance counselors, media specialists, etc.) continuing to be evaluated under the previous evaluation system until there are PGES models for their evaluations. The 50/50 Committee was comprised of 14 administrators and 14 teachers with representatives from all district schools, so that every school had a voice on the committee.

Once approved by the Hopkins County Board of Education (anticipated date June, 2014), the proposed dual system will be submitted to KDE for its approval and, if approved, additional teacher training will begin prior to the start of the 2014-15 school year. The district has registered the Superintendent, Assistant Superintendent, Director of Secondary Instruction, Hopkins County Central principal and assistant principals, Educational Recovery Leader, Educational Recovery Specialist, and three teachers to attend the June PGES training in Lexington, KY.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates.

The process the school will use to identify highly successful staff members will follow the policies for evaluation, the use of student data and analysis of walkthroughs and observations. The school will use data from CCR, common assessments; end of course assessments, K-PREP, PLAN and ACT. Outstanding educators will be identified through analysis of these results.

Hopkins County Central High School has numerous strategies to identify and reward teachers and staff for outstanding work. Some of these strategies include the following:

- Teacher of the Week
- Teacher of the Month

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

- Recognition of staff members and student scores at faculty meetings
- Teachers presenting outstanding practices at faculty meetings

In an effort to provide an environment where opportunity for professional advancement exists, individuals are given the opportunity to serve as department level leaders as well as lead professional learning community (PLC) meetings.

At Hopkins County Central High School, the principal believes in developing school leaders and has chosen to approve travel for teachers/staff to attend state and national conferences. Information learned at these conferences is shared with other teachers/staff in professional learning community meetings; best instructional practices learned at these conferences are also highlighted at monthly faculty meetings. The principal wants to continue this process and has allocated funds in this grant for increased opportunities for teacher leaders.

Also, through SIG funds, the principal has chosen to have individuals apply to be members of the next cohort of the University of Kentucky P20 Innovation Lab program built upon the Council of Chief State School Officers' design principles that characterize new systems of learning. Kentucky is one of six states selected to lead the nation in developing transformative educational practices as part of the Council of Chief State School Officers' Partnership for Next Generation Learning. Through this program, teacher leaders will obtain more knowledge related to the following:

- Personalizing learning, which calls for a data-driven framework to set goals, assess progress, and ensure students receive the academic and developmental supports they need;
- Comprehensive systems of learning supports, which address social, emotional, physical, and cognitive development along a continuum of services to ensure the success of all students;
- World-class knowledge and skills, which require achievement goals to sufficiently encompass the content knowledge and skills required for success in a globally-oriented world;
- Performance-based learning, which puts students at the center of the learning process by enabling the demonstration of mastery based on high, clear, and commonly- shared expectations;
- Anytime, everywhere opportunities, which provide constructive learning experiences in all aspects of a child's life, through both the geographic and the Internet-connected community; and
- Authentic student voice, which is the deep engagement of students in directing and owning their individual learning and shaping the nature of the education experience among their peers.

The Hopkins County School District provides an assistant principal cadre. This cadre of assistant principals visits schools within the district to learn more about instructional strategies and further understand the principal's role. This cadre meets quarterly also to learn more about principal roles and responsibilities.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Hopkins County School District provides curriculum specialists who work in all schools. These specialists work directly with assisting teachers with instructional strategies, aligning and developing the curriculum, conducting walkthroughs as well as serve as a guided planning facilitator working directly with teachers. We are fortunate in the Hopkins County School district that within the past several years, four of these curriculum specialists have been selected (promoted) to assistant principals.

Additionally, the Hopkins County School District is fortunate to have a community benefactor who provides a scholarship each year through Murray State University for aspiring administrators. This scholarship opportunity is shared with principals who in turn share with teachers. The scholarship is for teachers to take classes in educational administration at Murray State University.

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities have been provided for them to improve, have not done so.

As per the *Hopkins County Schools Professional Growth and Evaluation of Certified Personnel Manual*, a Corrective Action Plan will be developed by the evaluator to address specific concerns in employee performance. Once a Corrective Action Plan has been implemented, there will be more frequent monitoring by the evaluator and specific assistance provided to improve performance. When the concern has been corrected, the employee will more back into Individual Professional Growth Plan Cycle.

If there is no improvement with a Corrective Action Plan, the evaluator shall implement a Corrective Action Team to work specifically with the evaluatee in a non-evaluative role to provide additional help. Members of the Corrective Action Team will include the evaluatee, primary evaluator, a Central Office representative, and a mutually agreed upon colleague who is knowledgeable of the content area. An employee who is assigned an Assistance Team shall be informed that if the standard is not met, the district may choose to terminate the employment of the teacher.

The Superintendent will oversee principal observation and evaluation for marginal principals.

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

In collaboration with Kentucky District 180 there are two Educational Recovery staff assigned to Hopkins Central High School—an Educational Recovery Leader and an Educational Recovery Specialist for Literacy who will continue to provide guidance in leadership development and curriculum alignment and use of data to inform classroom practice.

With the new evaluation process in place beginning in the 2014-2015 school year, there will be a need for continued professional development on completion of individual growth plans as well as student growth goals. Other professional development with teachers during the 2014-2015 school years will be in the following areas:

- CIITS—how to make effective use of CIITS
- Grade Cam—how to use this effectively with students
- eCert training for use with PLAN and ACT

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

- Teacher leaders providing PD from conferences they attend
- Using data to drive instruction
- Additional PD in TPGES
- Program Review PD
- UK P-20 Innovative Lab PD
- Mike Rutherford PD

In the spring of each year, teachers complete a professional development needs assessment survey to identify specific areas of professional development. PD will be provided in the above areas as well as other areas that teachers identify from the spring (April) needs assessment survey.

Professional learning communities are established throughout the school with a focus on improving student achievement in all curriculum areas and SMART goals are addressed below in the SMART goals section. PLCs will continue to meet weekly on Wednesdays during teacher planning times.

As a result of the recent Internal review on Standard 3 (Teaching and Learning), there is a need for continued PD for teachers. Therefore, book studies for Literacy Across the content areas as well as other books will be used. Teachers will receive stipends for their afterhours work in collaborative learning communities.

Within the PLC structure, the ER staff and professional consultants will deliver professional development to teachers. The PDs delivered each month will be tied directly to data analyzed from assessments. Topics for the 2014-2015 school year are outlined in the Actions section of the grant.

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

At Hopkins County Central High School, all staff members assist students in reaching our mission of "Dream Big, Work Hard and Achieve Success." There is a strong belief and expectation that all students will become college and or career ready upon graduation. With this expectation, we will be able to draw people to the school due to the following reasons:

1. Teachers will be working in a school that has high expectations for students who are from a low, socio-economic community
2. Teachers will be provided professional development opportunities from Educational Recovery staff as well as outside consultants who will provide them with the most up- to-date information on how to improve student achievement.
3. Teachers will be provided opportunities for leadership, networking and collaboration with others through professional learning communities.

Recruitment:

Recruitment efforts include College Fair visits by school and district administration and advertising in local and regional publications. The district has a minority recruiter who travels to colleges to recruit minority candidates for the district. Additionally, there is a program at Madisonville Community College entitled CONNECT; individuals who work with this program visit Hopkins County Central High School to encourage minority students to enroll in a teacher education program. The district also

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

assist teachers who choose to pursue their National Board Certifications through financial assistance to begin the certification process. Those teachers that earn their National Board Certification receive a small stipend added to their salary. A community philanthropist awards the Badgett Scholarship for graduate studies at Murray State University, which is another recruitment tool we share with potential hires.

Placement:

As per the master schedule at Hopkins County Central High School, teachers are placed in courses that are congruent to the core standards for curriculum. Teachers are placed according to needs of students. Teachers receive support weekly through guided planning sessions (individual sessions with a teacher during their planning time one day a week where lesson plans are reviewed, data from recent common assessments or state assessments and/or interventions for individual students are discussed) either with an administrator, the curriculum coordinator or an educational recovery staff member.

The school is staffed with the strongest candidates in each content area. **Retention:**

As per the district evaluation guidelines, teachers will obtain tenure upon beginning their fifth year of employment. Retention of teachers at Hopkins County Central High School is of utmost importance. Hopkins County Central High School follows the district professional growth and evaluation plan approved by the district.

Describe the research based literacy and math program that is vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

Hopkins County Central High School teachers in English Language Arts and Math went through a systematic process in which they "bundled" and vertically aligned the common core standards and assigned them to courses. Each course includes specific standards attached to the course and they are sequenced according to skill development. Rigorous common assessments were developed for each course and analysis is done and instruction adjusted based upon that analysis.

At Hopkins County Central High School there are numerous systems in place to ensure all aspects of the literacy and math programs are effective providing quality instruction. These include professional development sessions, guided planning sessions, walkthroughs, PLC monitoring and data analysis sessions.

Professional Development: Professional development sessions are provided each month by members of the Education Recovery team with teachers during their planning periods. PD topics have included sessions dealing with research based effective literacy and math strategies to implement with students, use of guided note-taking, developing high quality assessments including rubrics, utilizing literacy strategies across all content areas. ER staff as well as administrators using walkthroughs record that information learned in these sessions is transferred and implemented in the classroom.

Guided planning: Members of the leadership team (all three principals, ER staff, the educational consultant and the curriculum specialist) serve as facilitators and meet with teachers on a weekly

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Transformation Model

basis in a “guided planning” session. A schedule is established whereby each teacher has a mentor who meets with him/her during a planning period each week. During these sessions weekly lesson plans are reviewed and discussion occurs pertaining to the following components of the lesson plan: standards, learning targets, purpose and process, interactive lesson components, assessment, data/response to intervention. Teachers are “coached” in specific areas, resources are provided as necessary and mentors follow up with teachers on effective math and literacy instruction in their subsequent guided planning session.

Walkthroughs: At Hopkins County Central High School, walkthroughs are conducted on a regular basis by members of the leadership team. The principal has organized the walkthrough schedule for the guided planning mentor to include bi-weekly walkthroughs in classrooms of the teachers who the facilitator is coaching. This enables the mentor to talk with the teacher about effective research based literacy and math strategies to implement with students.

PLC monitoring: Professional Learning communities meet twice monthly during planning periods at Hopkins County Central High School. During these sessions, various learning occurs among members. Often members are asked to share with one another student lessons and student work. Team members are asked to review the lesson and determine the rigor of the presented lesson, thus, providing feedback to the teacher about how this lesson could be improved.

Data Analysis: At PLCs (twice monthly) and at faculty professional development sessions (monthly), teachers are charged with reviewing data from common assessments as well as state assessments (PLAN, ACT) to determine frequently missed questions identifying both literacy and math standards that may need to be retaught to students.

In addition to providing the above, Hopkins County Central High School proposes using the Compass Learning system to further fulfill the need for an additional literacy and math program.

Compass Learning Odyssey

Hopkins County Central chooses to use Compass Learning Odyssey since it understands students’ abilities, strengths, and deficiencies, enabling one to effectively personalize instruction, so learning is relevant and meaningful to each individual student. Instruction is self-directed and based and individualized based upon student assessment results.

Odyssey high school courses were developed based on more than 40 years of research about how students think and learn. The components of the program include the following:

- * Direct instruction delivered through reading passages, manipulatives, videos, and animations; written, directed, and produced by master teachers
- * Flash-based, engaging, interactive activities to teach and review concepts
- * A teen-friendly conversational style to capture and hold students’ attention
- * Glossaries of terms that are pronounced, defined, and in some cases, illustrated

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

- * Activities that promote 21st century skill building, including critical thinking, communications, collaboration, and creativity
- * Rigorous content aligned with State Standards and Common Core State Standards
- * Curriculum for every grade, across every subject, so gaps can be filled for those who are behind grade level and learning can be accelerated for those who need to be challenged or are ready to move ahead, for our purposes, it will be primarily math and reading.
- * Tools to report, track, and measure individual, classroom, school, and district performance

Compass Learning Odyssey will be used within as a Tier 2 and Tier 3 intervention in regularly scheduled intervention courses in both Literacy and Math.

Professional development and teacher training will be provided prior to implementation of the program. Student progress monitoring is an embedded piece of the program and is easily tracked and reportable.

The addition of the above programs will allow us to personalize instruction for our lower performing gap students, allowing us to better meet their intervention needs thus improving their skill levels and bringing them closer to proficiency.

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.

Hopkins Central High School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is being evaluated for its effectiveness in improving instruction, student learning, and the conditions that support student learning.

Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are being used this year. We are learning that data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of program. School personnel are beginning to use data to design, implement, and evaluate instruction.

Central's procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

At Hopkins County Central High School, we believe our biggest strength in the area of continuous school improvement is our use of data. In our first year of our transformation, teachers were involved

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

with data analysis for compliance. After achieving a great amount of success the first year, teachers have moved to authentic engagement with the use of data.

Systemic Process include:

1. Data reports analyzed by administrators and Educational Recovery personnel. Summative assessment, and EPAS data is used to determine the intervention plan for students with needs.
2. This information is then shared with Central Leadership team.
3. Central Leadership Team then shares the analysis to the PLC (content specific) to dig deeper.
4. Instruction and curriculum is modified according to identified needs.
5. Students receive their data to analyze through STORM Advisory. Students identify strengths and weaknesses and set goals.
6. EPAS data is shared with parents at registration and CCR nights.
7. Teachers who have document cameras are beginning to use GradeCam after formative and summative classroom assessments. This program allows immediate feedback to students after the assessment, but also will provide teachers with an itemized report.

GAP students are identified through this process and plans are made on how to proceed with assistance for these students. Our school is in need of a GAP Interventionist who can serve and monitor the progress of the students who are being served by regular staff.

Our need for continuous improvement will be more document cameras, so that every teacher will have the opportunity to use data with their classroom instruction. Hopkins County school district will be providing the software – GradeCam.

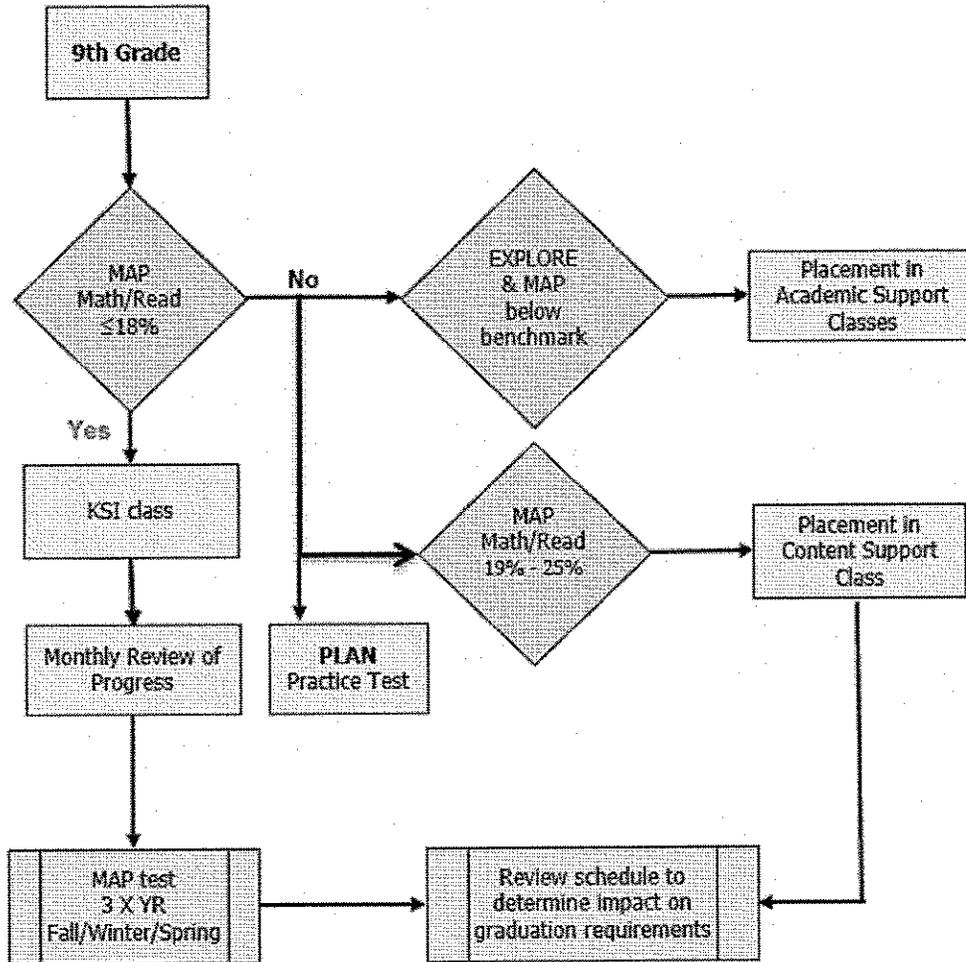
Administrative leaders monitor this comprehensive information about student learning, and the achievement of schools' improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.

This year our high school has documented this process for intervention (see flowchart).

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

HCCHS Intervention



- * Incoming 8th graders' EXPLORE & MAP scores are reviewed by guidance counselors and utilized to determine core content placement for the students' 9th grade schedule.
- * Incoming 8th graders qualifying for KSI - scoring below the 18th percentile on the MAP test - are scheduled in 1st trimester Intervention classes.
- * MAP testing is given to all 9th & 10th grade students 3 times each academic year - Fall, Winter & Spring. The students' MAP results are reviewed following each administration and students scoring below the 18th percentile and not receiving SPED services are scheduled into KSI classes.
- * Also, students scoring between the 19th and 25th percentile on the MAP test are placed in content specific support classes - unless the schedule change impacts graduation requirements.
- * 9th grade students are given a practice PLAN test - to help prepare the students for the exam and to identify content areas of concern. The students' scores are reviewed with the students and supplied to the teachers.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Describe the schedules and strategies implemented to increase learning time (i.e., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

Hopkins County Schools operates under a 185 day schedule, and at Hopkins County Central High School, we utilize a 5 period trimester schedule. This allows our staff 72 minutes per period for instruction and for teacher planning. On a monthly basis, we incorporate a 35-70 minute advisory period (time allotted depends on advisory topic) to work with groups of 15 or fewer students on timely issues crucial to their success, i.e., college/career readiness, EPAS scores, MAP scores, grades, writing skills, etc.

To provide increased learning time beyond regular school day, we provide ESS (Extended School Schedule) instruction 3 days per week both before and after school for all core academic areas. Prior to the end of each trimester, enhanced learning sessions after school allow students to gain study skills in core academic courses. We also provide summer school as an opportunity for students who have been academically unsuccessful. Incoming 9th graders at Hopkins County Central High School receive a one-day orientation program where they learn about the academic requirements of high school, including College and Career Readiness, extra-curricular activities, and all the tools they will need to be successful in high school.

For more well-rounded experience for our students, we offer them the chance for work-based learning through two of our Career and Technical Education programs, Agriculture and Business Education. Our Health Science program also collaborates with the local hospital, Baptist Health-Madisonville and Madisonville Community College to make available an off-site, hands-on academic/work experience for nurses and for EMTs (Emergency Medical Technicians). Career and Technical Education service organizations and our Air Force JROTC programs also provide service-learning opportunities and competitions outside the school.

To encourage and enable teacher collaboration, our schedule includes common planning for all core content areas across all grade levels - thus, providing daily opportunities for vertical departmental conversations, PLCs, and embedded professional development. In addition, our district schedules four designated professional development days during the school year. School is not in session on those days. Additional after school faculty professional development and Central Leadership team data analysis sessions give teachers the chance to work cross-departmentally and across grade levels with other teachers.

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') improvement plan for the next three years.

Hopkins County Central High School recognizes the need to continue to improve family and community. In November 2013 Amy Jacobs from the Kentucky Department of Education conducted a Cohort 3 SIG monitoring visit. One area of improvement noted in the report was the following:

"Community is slowly starting to be involved, however, due to the rural location there is not much business support. HCHS continues to work on ways to build community support and involvement. Discussions should focus on how to overcome lack of business involvement in the schools work."

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

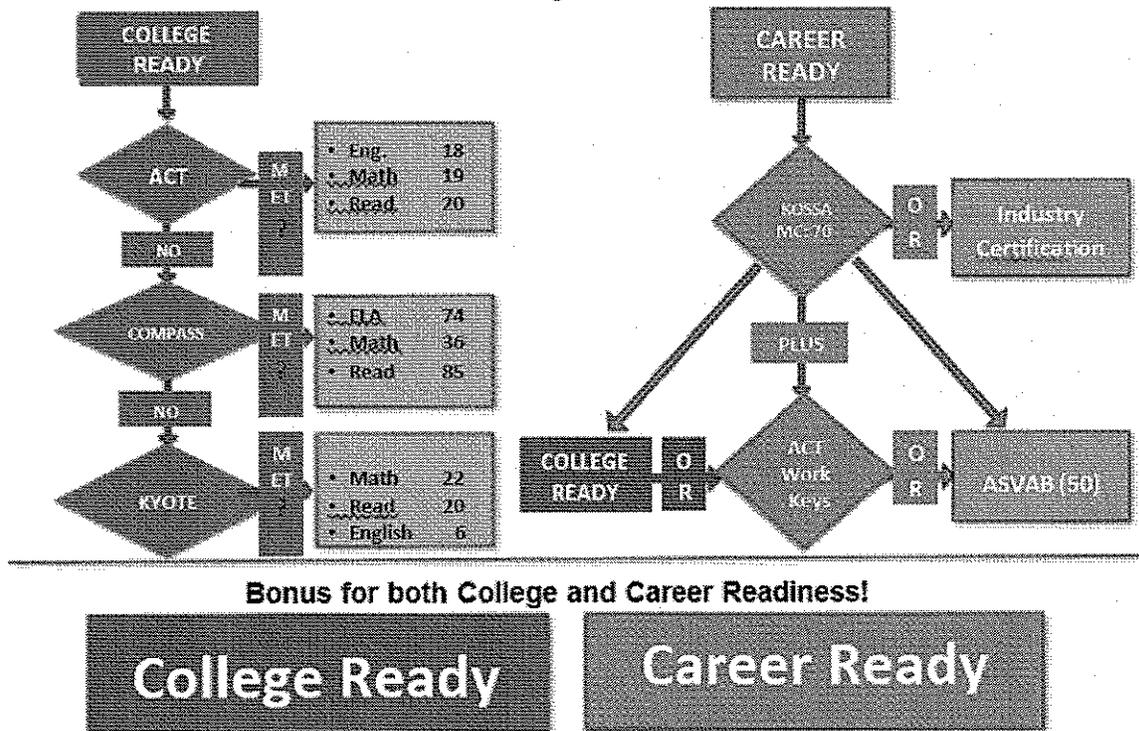
(Section 1003g)

Hopkins County Central High School proposes to have family/community meetings quarterly during the 2014-2015 school year. These events will be open to all families of students attending the school as well as community representatives:

Proposed events include the following and are outlined in the timeline of events:

1. Freshman parent night to orientate families to the high school, discuss schedules, course offerings, and individual conferences with students and parents about the student's Explore score and goal setting for PLAN.
2. Literacy night—An opportunity for families and communities to come together with a focus on literacy where individuals can see and hear more about the state testing components with particular emphasis on literacy and on-demand writing requirements.
3. CCR night conferencing with parents and students about student PLAN and ACT scores. This night will also be implemented to help parents understand the other options (Compass, KYOTE, KOSSA, etc.). The attached is posted throughout the school for students, but parents will also be given copies of this information to help them understand the concept of CCR.
4. Informational night on the Individual Learning Plan, parent portal as well as college application information.

GOAL: College/Career Readiness For ALL HOPKINS COUNTY CENTRAL students upon graduation



The staff at Hopkins County Central High School will continue to invite community members to family/community events as well as to test score celebrations which occur in the fall and spring of each school year.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

In the fall of 2013, two representatives from the school attended the Missing Piece training. As a result of this training, the school has established a committee to discuss ways that parents can become more involved and active in the school. During the 2014-2015 school year, there will be regularly scheduled meetings (one per semester) of this committee to develop a plan for increased family involvement.

The community liaison employed by the district will continue to maintain contact with families and work with identified students who are on the persistence to graduate program. The community liaison will continue to work to establish parent relationships.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

The school leadership assessment conducted by KDE in 2012 determined that the principal had the capacity to lead the school. The governance structure that was chosen was the Transformation model and the school council was chosen to perform their duties in an advisory role.

Identify the intensive technical assistance and support provided to the school by the district.

The 2012 Leadership Assessment conducted by the Kentucky Department of Education determined the Hopkins County district leaders have the capacity to manage the intervention of Hopkins County Central High School. As such, we will continue to provide technical assistance and support through the following means:

- Use district funding to provide a school-based community liaison to address one of the school's Big Rocks – community involvement.
- A district administrator will attend weekly Central Administrative Team meetings to improve communication between the school and district.
- The district PBIS coordinator will continue to train a school-based PBIS team to improve school climate and student behavior. PBIS is currently in its second full year of implementation.
- Send a district math and/or reading consultant to attend math and ELA PLC meetings, as available.
- Use district funds to provide a math or reading interventionist in addition to the school's basic staffing units (based on district staffing policy), as funds allow.
- Response to Intervention district consultant will work with school team to identify students in need of interventions.
- District technology department will continue to upgrade student and teacher workstations and provide support for technology purchasing made with district funds.
- District will conduct walkthroughs and provide feedback to teachers at least twice a year.
- Professional development funds will be used to send representative from the school to the Science and Social Studies Network meetings at the West Kentucky Cooperative.
- The district and the Hopkins County Sheriff's Office support a fulltime School Resource Officer at Hopkins County Central High School through Safe Schools.
- The district provides a halftime School to Work coordinator who is housed at Hopkins County Central High School.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

- The school's Health Science teacher salary is provided by the district, as is most of the financial support required to successfully operate the Health Science program. This program has helped to increase Hopkins County Central's CCR numbers.

Districts are not required to address "permissible activities". However, if a district does include permissible activities it may do so in the spaces below.

Transformation Model - Permissible Activities

Please Note: You may only type in the gray areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

The school leadership assessment conducted by KDE in 2012 determined that the principal had the capacity to lead the school. The governance structure that was chosen was the Transformation model and the school council was chosen to perform their duties in an advisory role.

Describe the district plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal.

Although the superintendent ultimately hires and fires teachers, the Hopkins County Central principal conducts all teacher interviews and consults with his Advisory Council (in lieu of a SBDM) prior to making a recommendation to hire a teacher for his building. The superintendent supports the school's decisions so that the school is not required to accept a teacher without the mutual consent of the teacher and the principal.

According to our interview policy (Personnel Policy 03.11), the building Principal shall select personnel to fill vacancies from a list of applicants recommended by the Superintendent and after consultation with the school council (where one exists). The Superintendent shall provide names of additional applicants upon request when qualified applicants are available. Personnel decisions made at the school level in SBDM schools shall be binding on the Superintendent who completes the hiring process. In non-SBDM schools, the Superintendent will provide the Principal with a list of applicants. The Principal will recommend an applicant to fill the vacancy. The Superintendent will make the final decision.

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

The district will conduct walkthroughs at least twice a school year to monitor the implementation of the curriculum. The district employs curriculum specialists in each school to work with teachers on curriculum development and revision. The curriculum specialists meet monthly with the Directors of Instruction to discuss how we can improve curriculum in our schools. Analyzing assessment data also helps us identify potential gaps in the curriculum.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

The district supports teachers of students with disabilities by employing two district-wide teacher consultants that serve as liaisons between the schools and the Director of Special Education. These consultants provide trainings for special education teachers, attend special education PLC meetings, and offer resources so that our special education teachers are equipped with the necessary skills to support their students' learning. Additionally, the Director of Special Education has collaborated with WKEC to provide three years of co-teaching training to support special education teachers in the collaborative setting. Special education teachers at Hopkins County Central have received class sets of ten iPads for use in resource classrooms, as well as calculators loaded with Zoom Math for student use.

The district employs a migrant recruiter to work with Limited English Proficiency (LEP) students throughout the district. This person administers the ACCESS for ELL tests, provides native language support (as possible), writes and helps implement PSPs, and provides support for LEP students on the state assessments.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

At Hopkins County Central, we offer three levels of course work: standard, honors and AP. With the exception of incoming 9th graders whose placement is determined by EXPLORE, MAP and course grades, our students choose their level of course work. We do not exclude any 10th – 12th grade student from selecting advanced level courses.

In addition, we provide intervention supports for English, Reading and Math to help low-achieving students attain academic success.

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

Hopkins County Central will use ESS funds allocated by the district office for a summer freshman transition program. The idea is for incoming freshmen to get a feel for the layout of the school, allow them to acclimate to their new environs, and to learn what it means to be a Hopkins County Central Storm crew member. Although plans for this summer's program aren't yet finalized, we have discussed introducing students to career pathways and the ILP, becoming college and/or career ready, and the various academic and extracurricular programs offered at the high school. Currently, freshmen come to Central prior to the fall of their first year for registration and to pay fees in lieu of a fully-fledged orientation program.

Describe strategies to increase graduation rates.

Beginning with the 12-13 academic year, Hopkins County Central High School hired a Community Service Liaison. The CSL worked with the Persistence to Graduate students and assisted them in

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

identifying attainable goals that would encourage them to successfully transition to life after high school.

The head administrator began to reward students achieving CAREER and/or COLLEGE readiness with identifiable cords to adorn their graduation robes. Since that time, the culture of the school has transformed into one wherein ALL students have the opportunity to receive recognition for attaining HCCHS graduate status.

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

The Hopkins County School District and HCCHS are in partnership with the Western Kentucky Cooperative to develop an Emergency Operations Plan (EOP). This document was developed to serve as a guide to assist the district and school system sites and Emergency responders in the event of an emergency.

This plan is designed to protect students and staff during an emergency. In order to protect the safety and health of the students and staff it is important that the plan be read, understood and practiced by the entire staff to ensure that each person will operate in accordance with the plan in the event of an emergency.

HCCHS and The Hopkins County School District are in compliance with :The Kentucky General Assembly passed Senate Bill 8, and HB 354 which changes Kentucky's current emergency plan law (KRS 158.163), taking effect on June 25, 2013.

Describe the strategies implemented to improve school climate and discipline.

Central Storm possesses a positive attitude and respects others. WE strive for integrity and dedication so that we are known for our excellence.

What is PBIS?

Hopkins County Central High School is part of the Kentucky Center for Instructional Discipline (KYCID) for **POSITIVE BEHAVIORAL INTERVENTIONS** and **SUPPORT (PBIS)**.

KYCID Mission

"The mission of the Kentucky Center for Instructional Discipline is to train and support schools in the implementation of positive, proactive, and instructional strategies so students become self-disciplined, responsible, and productive members of the Commonwealth."

The design of the PBIS approach is to educate all students of acceptable social behaviors and to adopt and sustain the use of effective, positive practices throughout the school and community.

PBIS Goal

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

“To establish a positive environment that supports the adoption, sustained use and expansion of evidence-based practices designed to improve student behavior.”

Students Expectations

Stay Positive

Stay focused & Positive
Be Kind to Others
Do your best
Take Pride in your school

Tolerant of Others

Respect individuality
Respect the rights of others
Use appropriate language & Voice Level

Ownership of Actions

Be responsible of actions
Be honest
Dress appropriately

Respect Self and Others

Accept Ownership of your actions
Respect privacy of others

Meet High Expectations

Do your best everyday
Be a good role model
Set positive examples for others

Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

NA

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

The total spending per-pupil based on the budget formula is \$7614. In addition to the funds allocated to the school from general funds, the district will apportion Special Education, Title I, Rural and Low Income, School Activity funds, and others based on student needs.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

According to the University of Kentucky's Next Generation Leadership Academy's website there is an ongoing concern that schools in the United States are not adequately preparing our students to succeed in an increasingly diverse, globalized and technology-rich world. Far too long, education leaders from all levels have worked in silos to prepare students for success. Many 'tweaks' have been made to learning systems that have produced only limited results. To accomplish the goal of college and career readiness for all students, radically different learning experiences and environments must be created and new systems of support for learners must be delivered. Transformation of P20 systems requires learner-centered focus, incubation space for research and innovation and unwavering collaborative support.

Kentucky's P20 Innovation Lab, which is hosted by the University Of Kentucky College Of Education, is leading the way to help schools in Kentucky transform education to deliver next generation learning and, ultimately, increase the number of students who are ready to succeed in college and career. Established in 2010 to link research and innovation to issues faced in P-12 schools and districts, the P20 Lab is providing tools, feedback and assistance to schools and districts as they redesign and rethink current policies, practices and programs to support 21st century learners. The P20 Lab is an incubator for identifying, implementing and evaluating prototypes that can be scaled at the district, state and national levels. A team of ten members from Hopkins County will attend this academy beginning July 2014.

Prior to implementation of Compass Learning Odyssey, online professional development will be held and facilitated by administration and/or the Educational Recovery Team in August 2014. Impact Teacher Academy® provides professional development and training for teachers and administrators to effectively use Compass Learning resources and tools to improve student achievement and deliver measureable results. Seasoned educators with extensive classroom experience and a strong understanding of instructional best practices, train, develop, and coach teachers and administrators to ensure that they get the most out of their Compass Learning partnership.

Actions

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

The district office will monitor changes in instructional practices by conducting walkthroughs, attending weekly Administrative team meetings, and participating in PLCs at Hopkins County Central High School. Of course, we will also monitor assessment data to see how instruction impacts achievement scores, grades, and retention.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

There are two intervention teachers assigned at Hopkins County Central High School. One is provided through Title 1 funds and the other through district funds; the teachers provide intervention services to students in literacy and math. Teachers in the building are assigned to support this school as the principal ensures that teachers who are the most qualified are assigned to teach students with the greatest needs. All teachers at Hopkins County Central are deemed Highly Qualified. Teachers who attend professional development sessions and learn additional effective research based strategies are assigned students who are in most need academically. Teachers share effective teaching strategies with others in faculty professional development sessions held monthly. The principal ensures that teachers who are assigned Advanced Placement classes receive adequate training from the College Board and are prepared to teach these higher level courses.

As we have moved toward increasing our college and career percentages, the principal has assigned specific teachers to provide remediation to students who need additional assistance in English, Reading and Math. The principal also ensured that two teachers from the school attended training as KYOTE (a Kentucky based college ready assessment) certified evaluators in the English area. These teachers provide additional support to students in KYOTE remediation to further college/career readiness.

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Hopkins Central High School implements a budget committee consisting of a member from each department. This committee meets every year to examine the budget and determines the needs and expenditures for school improvement. All departments are given allocations for professional development, resources and materials. The school portion of the allocation from the district provides professional development expenses, such as assisting with assessment training and the development of common assessments, pacing guides that align with the new common core standards and the development of literacy and math goals.

Our Advisory Council consults and approves with the principal the allocation of funds for instructional materials to help with CCR, ACT preparation, Quality Core and Common Core materials. Also the principal, after consulting with the Advisory Council will purchase needed textbooks.

In collaboration with the district, our labs received up-grades with our school contributing \$10,000 from rollover funds. Technology is one of our great needs as identified in our November 2013 SIG monitoring visit. With the limited amount of SEEK funds received for the district and school, applying for this grant is warranted for continuous improvement.

Budgets are reviewed and amendments are made to SIG budgets as needs of students and faculty change. As the need for remediation for Kentucky specific end of course assessments became apparent, funds were used to purchase supplemental classroom materials to develop core content knowledge as well as assessment skills for Biology, English 2, Algebra 2 and US History to assist in this work.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

HCCHS has an Advisory Council (three teachers, two parents and the principal) who review each month the MUNIS budgets explaining how monies are expended.

The administrative team reviews with the principal funds that are expended on students. College readiness activities were funded the first year as the need to improve the percentage of students graduating from Hopkins County Central college and/or career ready was indicated through a data review.

The principal in the school supports additional professional development for teachers and ensures that amendments are made to ensure that teachers attend professional development sessions pertaining to literacy across the content areas. As data were reviewed and writing was found to be an area of need, funds were used to pay for professional development for teacher representatives from English, Social Studies and Math to attend the Kentucky Cognitive Literacy Model training for the past two years. The data review also indicated the need for reading strategies within the content areas to be developed school wide. SIG funds were directed for content area teachers to attend the Kentucky Reading Association Conference for the past two years which included workshop sessions on implementing research based reading strategies within the content area classrooms. Multiple teachers attended these Professional Development Opportunities each year and brought back and shared what they learned with the other teachers within their content area departments. Department heads monitored for implementation.

With the introduction of the Next Generation Science Standards and the new C3 Social Studies Standards, Kentucky has offered content area "networks" to assist in the learning and implementation of these standards. Funds are used to pay for participation by teachers in these networks; this work will carry on throughout the summer and over the next three years.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

Last summer (2013), our newly hired Superintendent began the process of reviewing all of our Board-approved policies and practices as one of her first initiatives. This review resulted in the addition of several new policies and the revision of several existing policies, all of which went before the Board of Education for their approval. No particular policies or practices seem to present a barrier to the full implementation of this improvement plan.

The 2012 Leadership Assessment at Hopkins County Central resulted in the disbanding of the School Based Decision Making Council, so no SBDM review of policies or procedures took place.

Our superintendent informed the Board members of the opportunity to apply for this School Improvement Grant in February. Both the superintendent and the Board members are supportive of the current principal and the role he's had in the successful turnaround at Hopkins County Central in the last two years.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

Together, the Hopkins County Board of Education and the central office took swift action in the 2011 – 2012 school year when it became apparent that Hopkins County Central's KCCT results would earn them Persistently Low Achieving status. First, an educational consultant was hired and placed at the school to begin monitoring instructional practices through constant walkthroughs. Second, the school and district began working more cohesively in anticipation of our leadership assessments through summer priority school training and increased district involvement at the school's administrative team meetings.

The school expressed concern that their current trimester schedule may have contributed in some way to their academic decline. As a result, the district assembled a joint trimester task force in 2012 - 2013 with members from both high schools to examine the schedule. Since no decision was made last year, we reconvened the task force this year and it was ultimately decided that the school would remain on the trimester schedule. They do hope to make end of course classes yearlong instead of two trimesters, if staffing allows.

The importance of college and career readiness for high school accountability has led the school to increase its industry certifications and the number of students that take the COMPASS and KYOTE assessments. The central office DAC and Director of Secondary Instruction is the point of contact for college and career and has worked with the school to ensure they have staff trained to administer the COMPASS and KYOTE assessments.

The district office has worked with the school to develop its 30-60-90 (and beyond) day plan. In fact, another of the school's Big Rocks is district support. Several district personnel are included as responsible parties on the 30-60-90 day plan.

Any senior that is below benchmark on the junior ACT must have interventions to help him/her achieve college ready status. The district has worked with Hopkins County Central to employ interventionists so they can work with those students that need targeted assistance to meet benchmark.

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe how these supports were selected and how they will be evaluated to determine their effectiveness.

Hopkins County Schools is very fortunate to have many external resources available to help in our quest to increase student achievement. From our local community college (Madisonville Community College or MCC) to the Baptist Health to the West Kentucky Educational Cooperative (WKEC) and Green River Regional Educational Cooperative (GGREC), our area provides many sources of assistance to our students and faculty to help them become successful.

MCC initiated a program several years ago called School Counts! The program, which is funded by community support, will pay qualifying high school graduates up to \$1,000 per semester for four

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

semesters toward tuition at MCC. Qualification requirements include a 2.5 GPA each year of high school, a 95% attendance/punctuality record, four-year completion of high school, and taking more than the minimum number of credits for graduation.

Other additional supports provided by MCC include:

- TRIO Talent Search, a representative who works with selected economically/socially disadvantaged students three days a week to help prepare them for college
- CONNECT, a college preparedness program that focuses on minority juniors and seniors
- Dual credit opportunities for students in business, health science, information technology, and mining technology.

Our school district works with MCC to evaluate the School Counts program by tracking participating students who enroll at MCC. We monitor students who participate in dual credit programs within the TEDs database. For both the TRIO and CONNECT programs, we use the transition report data to determine how many of the graduates who participated in the programs have enrolled in college.

Another local entity that works closely with the schools is Baptist Health, our local hospital and clinic. Baptist Health works with MCC and the two high schools by providing the hands-on First Steps nursing and EMT programs for high school students, allowing them to learn in a clinical setting, and emerge as a certified nurse aide, or licensed EMT. Baptist Health also provides space for large district-wide meetings and functions. Students who are successful in these programs are tracked in TEDs database for Perkins and for Career Readiness.

West Kentucky Educational Cooperative (WKEC) exists "to assist school districts in maximizing resources to prepare students to excel," according to their mission statement. WKEC has provided Networks for core content area teachers to learn how to implement the Common Core, along with a myriad of other PD opportunities for both teachers and administrators. Professional Development reports that track the teachers who attend PD with WKEC are kept in the high school. Follow-up in school PD agendas show further sharing and implementation of the PD content school-wide.

Indirect support for students' academic achievement is also provided through many other organizations, which given our high percentage of free/reduced lunch, is necessary to help our students succeed. Organizations such as the Family Advocacy Center (counseling), the County Health Department (provided a full time nurse and aide in our building and educational presentations in school), Pennyriple Regional Prevention Center (Drug and Alcohol Awareness training and counseling), local churches who work with our school Youth Services Center.

The varied community supports our school uses were selected based on the needs of our students and faculty. Our school and community demographic includes a significant population of free and reduced lunch students, and we have a lower than state average percentage of college graduates. Our gap students include free reduced lunch, disability students, and minority students. Each of our community support partners helps with at least one of these specific segments. The education cooperatives are the closest geographically that provide free professional development to our faculty.

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

The district will continue to use district funding, ESS funds, Title I funds, Title II funds, FRYSC funds, and any other available funding to continue supporting Hopkins County Central once SIG funds are no longer available. We may also pursue various other grant opportunities as they become available.

Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement.

Hopkins County Central has developed a sustainability plan that will be in place once the school has earned its way out of priority status and the ER staff members are no longer housed at the school. They regularly monitor instruction and assessment data in weekly PLC meetings. The PLC minutes must be turned in to the administration, and the administration even has a walkthrough instrument they employ to monitor the effectiveness of the PLCs. The school has an established guided planning schedule so administrators and teachers can meet to discuss teacher lesson planning. The 30-60-90 day plan is regularly reviewed and any changes as a result are incorporated into the CSIP.

The Superintendent and principal meet at least twice a year to discuss the principal's growth plan and to monitor sustainability of improvements as part of the evaluation process in PGES. The district's leadership assessment identified the need for district monitoring of PLCs, so it has recently formed a Principal PLC (including Hopkins County Central's principal) for ongoing conversations about developing a "common language" for Hopkins County (i.e. defining PLCs, guided planning, common assessments, so that we are all referring to the same strategies), monitoring CSIPs, and what it takes to go from "Good to Great". The district has also visited Franklin Simpson High School, a Kentucky Hub School, for sustainability ideas and plan to visit Pulaski County High School for additional ideas.

Timeline

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Develop a three-year timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Mo.	2014-2015	2015-2016	2016-2017
July	<ul style="list-style-type: none"> • ERS and ERL continue to work preparing PD for staff • PD – select teachers UK P-20 cohort • Ordering of tablets and doc cameras for teachers • Contact representative for Compass Learning to set up training for teachers • Orientations for parents and students at end of the month for scheduling and individual conferences about college and career readiness (student profile sheet) • Completion of yearlong calendar of events • Review of 30/60 /90 day plan 	<ul style="list-style-type: none"> • Calendar planning for staff development • Orientations set for parents and students at end of the month for scheduling and individual conferences about college and career readiness (student profile sheet) • Completion of yearlong calendar of events • Ordering of tablets 	<ul style="list-style-type: none"> • Calendar planning for staff development • Orientations set for parents and students at end of the month for scheduling and individual conferences about college and career readiness (student profile sheet) • Completion of yearlong calendar of events

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

August	<ul style="list-style-type: none"> • PD – Compass Learning • Begin Walkthroughs and guided planning sessions with teachers (fidelity of SIG implementation/teacher effectiveness) • Teacher PD on PGES— focus on writing of individual professional growth plans and student growth goals, reflection • PLCs begin to meet weekly • SIG Community/Parent forum (two-way communication) and establish meeting dates for Missing Piece committee meetings • Review of annual and quarterly goal with Central Leadership team members • Teachers attend P20 UK Cohort training 	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLCs meet weekly • Continued PD on Compass Learning 	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • Continued PD on Compass Learning
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Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Transformation Model

September	<ul style="list-style-type: none"> • Establish before and after school student tutoring/mentoring program (ongoing) • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • Family/Community meeting • PLC's (weekly) • Analyze KPREP results • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Begin Extended School Services sessions (through May) • Fall MAP testing • Teachers who attend P20 UK training share strategies in their content level PLCs and in monthly faculty meeting with entire faculty • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • Analyze end of course assessment data • PD as defined by needs assessments (ER staff, Curriculum Specialist, IC; Principal) • Begin Extended School Services(through May) • Fall MAP testing • Family/Community meeting • Teachers who attend P20 UK training share strategies in their content level PLCs and in monthly faculty meeting with entire faculty • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and guided planning (fidelity of SIG implementation/teacher effectiveness) • PLC's (weekly) • Analyze end of course assessment data • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Begin Extended School Services(through May) • Fall MAP testing • Family/Community meeting • Teachers who attend P20 UK training share strategies in their content level PLCs and in monthly faculty meeting with entire faculty • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

October	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions fidelity of SIG implementation /teacher effectiveness) • Open House/Parent teacher conferences • Review Growth Plans • PLC's (weekly) • PLAN Assessment • SIG Quarterly Reports • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Extended School Services Program Data Analysis • Review discipline data • Review of 30/60/90 day plan • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • Open House/Parent teacher conferences • Review Growth Plans • PLC's (weekly) • PLAN Assessment • SIG Quarterly Reports • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Extended School Services Program Data Analysis • Review discipline data • Review of 30/60/90 day plan • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • Open House/Parent teacher conferences • Review Growth Plans • PLC's (weekly) • PLAN Assessment • SIG Quarterly Reports • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Extended School Services Program Data Analysis • Review discipline data • Review of 30/60/90 day plan • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council
November	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • PD as defined by needs assessments (ER staff; Curriculum Specialist, Principal) • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council

Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Transformation Model

December	<ul style="list-style-type: none"> • MAP testing and analysis of data • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • SIG Quarterly Reports • Extended School Services Program Data Analysis • Review discipline data • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • MAP testing and analysis of data • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • SIG Quarterly Reports • Extended School Services Program Data Analysis • Review discipline data • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • MAP testing and analysis of data • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • SIG Quarterly Reports • Extended School Services Program Data Analysis • Review discipline data • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council
January	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Teachers continue to share effective instructional strategies with other teachers at monthly faculty meetings • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Teachers continue to share effective instructional strategies with other teachers at monthly faculty meetings • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Teachers continue to share effective instructional strategies with other teachers at monthly faculty meetings • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council

Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Transformation Model

February	<ul style="list-style-type: none"> • Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness) • PLC's (weekly) • Review Growth Plans • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Family/Community Involvement activity • End of Course Assessments • ACT prep sessions for students • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness) • Review Growth Plans • PLC's (weekly) • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Family/Community Involvement activity • End of Course Assessments • ACT prep sessions for students • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness) • Review Growth Plans • PLC's (weekly) • PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) • Family/Community Involvement activity • End of Course Assessments • ACT prep sessions for students • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council
March	<ul style="list-style-type: none"> • Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness) • MAP testing and analysis of data • PLC's (weekly) • ACT assessment • PD as defined by needs assessments (ERS; IC; Principal) • SIG Quarterly Reports • Extended School Services Data Analysis • Review discipline data • Open House (provide individual parent/teacher time for two-way communication) • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness) • MAP testing and analysis of data • PLC's (weekly) • ACT assessment • PD as defined by needs assessments (ERS; IC; Principal) • SIG Quarterly Reports • Extended School Services Data Analysis • Review discipline data • Open House (provide individual parent/teacher time for two-way communication) • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> • Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness) • MAP testing and analysis of data • PLC's (weekly) • ACT assessment • PD as defined by needs assessments (ERS; IC; Principal) • SIG Quarterly Reports • Extended School Services Data Analysis • Review discipline data • Open House (provide individual parent/teacher time for two-way communication) • Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

April	<ul style="list-style-type: none"> Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) PLC's (weekly) PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) Teachers continue to share effective instructional strategies with other teachers at monthly faculty meetings Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) PLC's (weekly) PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) Teachers continue to share effective instructional strategies with other teachers at monthly faculty meetings Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> Walkthroughs and guided planning sessions (fidelity of SIG implementation /teacher effectiveness) PLC's (weekly) PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) Teachers continue to share effective instructional strategies with other teachers at monthly faculty meetings Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council
May	<ul style="list-style-type: none"> End of Course assessments Review Growth Plans PLC's (weekly) PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> End of Course assessments Review Growth Plans PLC's (weekly) PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) Reporting of progress on SIG grant activities with Central Leadership team members and with School Based Advisory Council 	<ul style="list-style-type: none"> End of course assessments Review Growth Plans PLC's (weekly) PD as defined by needs assessments (ER staff, Curriculum Specialist, Principal) Reporting of progress on SIG grant activities with Central Leadership team
June	<ul style="list-style-type: none"> SIG Quarterly Reports Extended School Services Data Analysis Review discipline data Selected teachers make plans to attend summer PD session 	<ul style="list-style-type: none"> SIG Quarterly Reports Extended School Services Data Analysis Review discipline data Selected teachers make plans to attend summer PD session 	<ul style="list-style-type: none"> SIG Quarterly Reports Extended School Services Data Analysis Review discipline data

*Note: MAP testing must be completed three times per year as opposed to quarterly.

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Annual Goals

Develop **annual** S.M.A.R.T. goals (Goals must be specific, measureable, attainable, realistic, and time bound) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Purpose: Hopkins County High School will bring students beyond compliance with state and national standards in the core subject areas of literacy and math within the three-year cycle of SIG funding.				
SMART GOALS		2014-2015	2015-2016	2016-2017
LITERACY	9th	Baseline data: 64% of students performed at or above grade level in Reading on 2013 MAP assessment By June 2015, 70% of freshmen will achieve at or above grade level results as per Reading scores on MAP.	By June 2016, 80% of freshmen will achieve at or above grade level results as per Reading scores on MAP.	By June 2017, 90% of freshmen will achieve at grade level results as per Reading scores on MAP.
LITERACY	10th	Baseline data: 62% of students performed at or above grade level in Reading on 2013 MAP assessment By June 2015, 70% of sophomores will achieve at or above grade level results as per Reading scores on MAP.	By June 2016, 80% of sophomores will achieve at or above grade level results as per Reading scores on MAP.	By June 2017, 90% of sophomores will achieve at or above grade level results as per Reading scores on MAP.
LITERACY	11th	Baseline data: 47.4% of students met Reading benchmark on ACT (2013) By June 2015, juniors meeting the benchmark for Reading on the ACT assessment will increase from 47.4% (2013) to 52%.	By June 2016, juniors meeting the benchmark for Reading on the ACT assessment will increase from 52% to 56%.	By June 2017, juniors meeting the benchmark for Reading on the ACT assessment will increase from 56% to 60%.

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

LITERACY	12 th	<p>Baseline data: In 2013, 71% of the 12th grade students met benchmark in Reading to become college or career ready.</p> <p>By June 2015, seniors meeting the Reading benchmark to become college or career ready will increase from 71% to 75%.</p>	<p>By June 2016, seniors meeting the Reading benchmark to become college or career ready will increase from 75% to 79%.</p>	<p>By June 2017, seniors meeting the Reading benchmark to become college or career ready will increase from 79% to 83%.</p>
MATH	9 th	<p>Baseline data: 42% of students performed at or above grade level in Math on 2013 MAP assessment</p> <p>By June 2015, 50% of freshmen will achieve at or above grade level results as per Math scores on MAP.</p>	<p>By June 2016, 75% of freshmen will achieve at or above grade level results as per Math scores on MAP.</p>	<p>By June 2017, 90% of freshmen will achieve at or above grade level results as per Math scores on MAP.</p>
MATH	10 th	<p>Baseline data: 37% of students performed at or above grade level in Math on 2013 MAP assessment 37%</p> <p>By June 2015, 45% of sophomores will achieve at or above grade level results as per Math scores on MAP</p>	<p>By June 2016, 60% of sophomores will achieve at or above grade level results as per Math scores on MAP</p>	<p>By June 2017, 80% of sophomores will achieve at or above grade level results as per Math scores on MAP</p>
MATH	11 th	<p>Baseline data: 39.8% of students met Math benchmark on ACT (2013)</p> <p>By June 2015, juniors meeting the benchmark for Math on the ACT assessment will increase from 39.8% (2013) to 45%.</p>	<p>By June 2016, juniors meeting the benchmark for Math on the ACT assessment will increase from 45% to 50%.</p>	<p>By June 2017, juniors meeting the benchmark for Math on the ACT assessment will increase from 50% to 55%.</p>
MATH	12 th	<p>Baseline data: In 2013, 87% of the 12th grade students met benchmark in Math to become college or</p>		

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

		<p>career ready.</p> <p>By June 2015, seniors meeting the Math benchmark to become college or career ready will increase from 87% to 91%.</p>	<p>By June 2016, seniors meeting the Math benchmark to become college or career ready will increase from 91% to 95%.</p>	<p>By June 2017, seniors meeting the Math benchmark to become college or career ready will increase from 95% to 99%.</p>
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Kentucky Department of Education
 District Application for School Improvement Funds
 Transformation Model

(Section 1003g)

Develop quarterly S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

2014-2015 SMART GOALS	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
<p>Quarterly Literacy Goals</p> <p>(Based on MAP for 9th/10th grade; ACT for 11th grade and CCR for 12th grade)</p>	<p>9th Grade: <i>Baseline data: 64% of students performed at or above grade level in Reading on 2013 MAP assessment</i></p> <p>By the end of the first quarter 65% of freshmen will achieve at or above grade level results as per Reading scores on MAP</p> <p>10th Grade: <i>Baseline data: 62% of students performed at or above grade level in Reading on 2013 MAP assessment</i></p> <p>By the end of the first quarter 65% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: <i>Baseline data: 47.4% of students met Reading benchmark on ACT (2013)</i></p>	<p>9th Grade: By the end of the second quarter 67% of freshmen will achieve at or above grade level results as per Reading scores on MAP</p> <p>10th Grade: By the end of the second quarter 67% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: By the end of the second quarter, juniors meeting the benchmark for Reading on the practice ACT</p>	<p>9th Grade: By the end of the first third quarter 69% of freshmen will achieve at or above grade level results as per Reading scores on MAP</p> <p>10th Grade: By the end of the third quarter 69% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: By the end of the third quarter, juniors meeting the benchmark for Reading on the practice ACT</p>	<p>9th Grade: By the end of the fourth quarter 70% of freshmen will achieve at or above grade level results as per Reading scores on MAP</p> <p>10th Grade: By the end of the fourth quarter 70% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: By the end of the third quarter, juniors meeting the benchmark for Reading on</p>

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

<p>By the end of the first quarter, juniors meeting the benchmark for Reading on the practice ACT assessment (eCert) will increase from 47.4% to 49%.</p> <p>12th Grade: <i>Baseline data: In 2013, 71% of the 12th grade students met benchmark in Math to become college or career ready.</i></p> <p>By the end of the first quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 71% to 72%.</p>	<p>assessment (eCert) will increase from 49% to 50%.</p> <p>12th Grade: By the end of the second quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 72% to 73%.</p>	<p>assessment (eCert) will increase from 50% to 51%.</p> <p>12th Grade: By the end of the third quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 73% to 74%.</p>	<p>the ACT assessment will increase from 51% to 52%.</p> <p>12th Grade: By the end of the third quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 74% to 75%.</p>
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

2014-2015 SMART GOALS	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
<p>Quarterly Math Goals</p> <p>(Based on MAP for 9th/10th grade; ACT for 11th grade and CCR for 12th grade)</p>	<p>9th Grade <i>Baseline data: 42% of students performed at or above grade level in Math on 2013 MAP assessment</i></p> <p>At the end of the first quarter, 43% of freshman will achieve at or above grade level results as per Reading scores on MAP</p> <p>10th Grade: <i>Baseline data: 37% of students performed at or above grade level in Math on 2013 MAP assessment</i></p> <p>At the end of the first quarter, 43% of freshman freshmen will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: Baseline data: 39.8% of students met Math benchmark on ACT (2013)</p> <p>By the end of the first quarter, juniors meeting the benchmark for Math on the</p>	<p>9th Grade: At the end of the second quarter, 45% of freshman will achieve at or above grade level results as per Reading scores on MAP</p> <p>10th Grade: At the end of the second quarter, 45% of sophomores will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: By the end of the second quarter, juniors meeting the benchmark for Math on the practice ACT assessment (eCert) will increase from 41% to 42%</p>	<p>9th Grade: At the end of the third quarter, 48% of freshman will achieve at or above grade level results as per Reading scores on MAP</p> <p>10th Grade: At the end of the third quarter, 48% of sophomores will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: By the end of the third quarter, juniors meeting the benchmark for Math on the practice ACT Assessment (eCert) will increase from 42% to 43%</p>	<p>9th Grade: At the end of the third quarter, 50% of freshman will achieve at or above grade level results as per Reading scores on MAP</p> <p>10th Grade: At the end of the fourth quarter, 50% of sophomores will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: By the end of the fourth quarter, juniors meeting the benchmark for Math on the ACT will increase from 43% to 45%.</p>

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

<p>practice ACT assessment (eCert) will increase from 39.8% to 41%.</p> <p>12th Grade: <i>Baseline data:</i> <i>In 2013, 87% of the 12th grade students met benchmark in Math to become college or career ready.</i></p> <p>By the end of the first quarter, seniors meeting the Math benchmark to become college or career ready will increase from 87% to 88%.</p>	<p>12th Grade: By the end of the second quarter, seniors meeting the Math benchmark to become college or career ready will increase from 88% to 89%.</p>	<p>12th Grade: By the end of the third quarter, seniors meeting the Math benchmark to become college or career ready will increase from 89% to 90%.</p>	<p>12th Grade: By the end of the third quarter, seniors meeting the Math benchmark to become college or career ready will increase from 90% to 91%.</p>
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Kentucky Department of Education
 District Application for School Improvement Funds
 Transformation Model

(Section 1003g)

2015-2016 SMART GOALS	1 st Quarter	2nd Quarter	3rd Quarter	4 th Quarter
<p>Quarterly Literacy Goals</p> <p>(Based on MAP for 9th/10th grade; ACT for 11th grade and CCR for 12th grade)</p>	<p>9th Grade: By the end of the first quarter 72% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>10th Grade: By the end of the first quarter 72% of sophomores will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: By the end of the first quarter, juniors meeting the benchmark for Reading on the practice ACT assessment (eCert) will increase from 52% to 53%.</p> <p>12th Grade: By the end of the first quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 75% to 76%.</p>	<p>9th Grade: By the end of the second quarter 75% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>10th Grade: By the end of the second quarter 75% of sophomores will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: By the end of the second quarter, juniors meeting the benchmark for Reading on the practice ACT assessment (eCert) will increase from 53% to 54%.</p> <p>12th Grade: By the end of the first quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 76% to 77%.</p>	<p>9th Grade: By the end of the second quarter 78% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>10th Grade: By the end of the second quarter 78% of sophomores will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: By the end of the second quarter, juniors meeting the benchmark for Reading on the practice ACT assessment (eCert) will increase from 54% to 55%.</p> <p>12th Grade: By the end of the first quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 77% to 78%.</p>	<p>9th Grade: By the end of the second quarter 80% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>10th Grade: By the end of the second quarter 80% of sophomores will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: By the end of the second quarter, juniors meeting the benchmark for Reading on the ACT assessment will increase from 55% to 56%.</p> <p>12th Grade: By the end of the first quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 78% to 79%.</p>

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

<p>Quarterly Math Goals</p> <p>(Based on MAP for 9th/10th grade; ACT for 11th grade and CCR for 12th grade)</p>	<p>9th Grade: At the end of the first quarter, 57% of freshman will achieve at or above grade level results as per Math scores on MAP</p> <p>10th Grade: At the end of the first quarter, 52% of sophomores will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: By the end of the first quarter, juniors meeting the benchmark for Math on the practice ACT (eCert) will increase from 45% to 46%.</p> <p>12th Grade: By the end of the first quarter, seniors meeting the Math benchmark to become college or career ready will increase from 91% to 92%.</p>	<p>9th Grade: At the end of the first quarter, 63% of freshman will achieve at or above grade level results as per Math scores on MAP</p> <p>10th Grade: At the end of the first quarter, 55% of sophomores will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: By the end of the second quarter, juniors meeting the benchmark for Math on the practice ACT (eCert) will increase from 46% to 47%.</p> <p>12th Grade: By the end of the second quarter, seniors meeting the Math benchmark to become college or career ready will increase from 92% to 93%.</p>	<p>9th Grade: At the end of the first quarter, 68% of freshman will achieve at or above grade level results as per Math scores on MAP</p> <p>10th Grade: At the end of the first quarter, 58% of sophomores will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: By the end of the third quarter, juniors meeting the benchmark for Math on the practice ACT (eCert) will increase from 47% to 48%.</p> <p>12th Grade: By the end of the third quarter, seniors meeting the Math benchmark to become college or career ready will increase from 93% to 94%.</p>	<p>9th Grade: At the end of the first quarter, 75% of freshman will achieve at or above grade level results as per Math scores on MAP</p> <p>10th Grade: At the end of the first quarter, 60% of sophomores will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: By the end of the fourth quarter, juniors meeting the benchmark for Math on the ACT will increase from 48% to 50%.</p> <p>12th Grade: By the end of the first quarter, seniors meeting the Math benchmark to become college or career ready will increase from 94% to 95%.</p>
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

2016-2017 SMART GOALS	1 st Quarter	2nd Quarter	3rd Quarter	4 th Quarter
<p>Quarterly Literacy Goals</p> <p>(Based on MAP for 9th/10th grade; ACT for 11th grade and CCR for 12th grade)</p>	<p>9th Grade: By the end of the first quarter 82% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>10th Grade: By the end of the first quarter 82% of sophomores will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: By the end of the first quarter, juniors meeting the benchmark for Reading on the practice ACT assessment (eCert) will increase from 56% to 57%.</p> <p>12th Grade: By the end of the first quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 79% to 80%.</p>	<p>9th Grade: By the end of the first quarter 85% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>10th Grade: By the end of the first quarter 85% of sophomores will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: By the end of the first quarter, juniors meeting the benchmark for Reading on the practice ACT assessment (eCert) will increase from 57% to 58%.</p> <p>12th Grade: By the end of the second quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 80% to 81%.</p>	<p>9th Grade: By the end of the first quarter 88% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>10th Grade: By the end of the first quarter 88% of sophomores will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: By the end of the first quarter, juniors meeting the benchmark for Reading on the practice ACT assessment (eCert) will increase from 58% to 59%.</p> <p>12th Grade: By the end of the third quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 81% to 82%.</p>	<p>9th Grade: By the end of the first quarter 90% of freshmen will achieve on or above grade level results as per Reading scores on MAP</p> <p>10th Grade: By the end of the first quarter 90% of sophomores will achieve on or above grade level results as per Reading scores on MAP</p> <p>11th Grade: By the end of the first quarter, juniors meeting the benchmark for Reading on the ACT assessment will increase from 59% to 60%.</p> <p>12th Grade: By the end of the fourth quarter, seniors meeting the Reading benchmark to become college or career ready will increase from 82% to 83%.</p>

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

<p>Quarterly Math Goals</p> <p>(Based on MAP for 9th/10th grade; ACT for 11th grade and CCR for 12th grade)</p>	<p>9th Grade: At the end of the first quarter, 80% of the freshman will achieve at or above grade level results as per Math scores on MAP</p> <p>10th Grade: At the end of the first quarter, 65% of the sophomores will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: By the end of the first quarter, juniors meeting the benchmark for Math on the practice ACT (eCert) will increase from 50% to 51%.</p> <p>12th Grade: By the end of the first quarter, seniors meeting the Math benchmark to become college or career ready will increase from 95% to 96%.</p>	<p>9th Grade: : At the end of the second quarter, 84% of the freshman will achieve at or above grade level results as per Math scores on MAP</p> <p>10th Grade: At the end of the second quarter, 70% of the sophomores will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: By the end of the second quarter, juniors meeting the benchmark for Math on the practice ACT (eCert) will increase from 51% to 53%.</p> <p>12th Grade: By the end of the second quarter, seniors meeting the Math benchmark to become college or career ready will increase from 96% to 97%.</p>	<p>9th Grade: At the end of the third quarter, 87% of the freshman will achieve at or above grade level results as per Math scores on MAP</p> <p>10th Grade: At the end of the third quarter, 75% of the sophomores will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: By the end of the third quarter, juniors meeting the benchmark for Math on the practice ACT (eCert) will increase from 53% to 54%.</p> <p>12th Grade: By the end of the third quarter, seniors meeting the Math benchmark to become college or career ready will increase from 97% to 98%.</p>	<p>9th Grade: : At the end of the fourth quarter, 90% of the freshman will achieve at or above grade level results as per Math scores on MAP</p> <p>10th Grade: At the end of the fourth quarter, 80% of the sophomores will achieve at or above grade level results as per Math scores on MAP</p> <p>11th Grade: By the end of the fourth quarter, juniors meeting the benchmark for Math on the ACT will increase from 54% to 55%.</p> <p>12th Grade: By the end of the fourth quarter, seniors meeting the Math benchmark to become college or career ready will increase from 98% to 99%.</p>
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Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

The implementation of this grant will be reviewed regularly through weekly administration meetings and at monthly Central Leadership team meetings at Hopkins Central High School. A district representative is invited to each of these meetings.

The district will address lack of progress pertaining to annual and quarterly SMART goals via the following steps:

Weekly PLC's will address gaps by:

- Analyzing individual student data to find gaps and overlaps in curriculum and instruction
- Analyzing data in effort to determine why progress toward goals is not being made

Principals, ER staff, curriculum specialists and district administrators will:

- Conduct walkthroughs, and provide teachers data pertaining to these walkthrough sessions
- Principals, ER staff and the curriculum specialist will have individual discussions with teachers about data during guided planning sessions
- Conduct embedded professional development and follow-through pertaining to identified gaps and barriers to success
- Initiate purposeful coaching, mentoring and modeling of lessons

If progress continues to be impeded, district administration will review the progress from the beginning of implementation. If fidelity is intact, but progress continues to stall, the principal and district administration will address corrective measures.

Consultation

Describe how the district collaborated with the SBDM Council and other relevant stakeholders (e.g., Board of Education members, school leadership, school staff, parents and community) during the SIG planning process. Include information regarding development of intervention model, identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model during the next three years.

Hopkins County Central does not have a SBDM Council as a result of their 2012 Leadership Assessment. The school staff members were informed of our intent to apply for the grant on Thursday, 3/6/2014.

Initially, the district declined to apply for this school improvement grant because the grant requires the replacement of the principal. Hopkins County Central's principal has led the students and faculty, in conjunction with the ER staff and the district, to a remarkable turnaround in academic achievement in such short time and the district office supports him. We do not believe it is in the best interest of the community, staff, or students to remove the person who "rallied the troops", so to speak. Because of

Kentucky Department of Education
District Application for School Improvement Funds
Transformation Model

(Section 1003g)

this, the district only recently informed the Board members of its intent to apply for this school improvement grant, although they previously were made aware of why we weren't applying.

In short, the SIG planning process has been a collaborative effort between the district office, the Hopkins County Central administrative team, and the ER staff. Looking ahead, we will use the school's community liaison and the district's Community Engagement Specialist to promote the SIG grant (if awarded to the school) to all community stakeholders.

The Board of Education and district administrators have held town hall forums at Hopkins County Central's middle school and elementary school feeders this year, and this format has been attended well enough by community members to warrant additional forums next year. The Board members and district administrators can also use this informal setting to inform the Hopkins County Central community and family members about the grant and how it can support student learning and achievement in the next few years.

School Budget Narrative

Describe how the school intends to use the SIG funds for each year of the three year cycle. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

The district SIG team analyzed data from KY School Report Card, MAP Assessment Data, EPAS Assessment Data, College and Career Readiness, and other data to create a structured approach aligned to the Kentucky Department of Education's Identified Strategies for Closing Gaps. The three of strategies we identified are:

1. Digital Learning

The purpose of this strategy is to close gaps by using digital resources, training, and coaching to improve teacher pedagogy and student learning. Blended learning combines online delivery of educational content and tools with best practices of traditional classroom instruction. Data collected from student outputs will be analyzed and used to provide feedback loops and provide evidenced-based rationales for instructional improvement. We propose personalized instructional activities for identified GAP students accompanied with intentional progress monitoring through Compass Learning Odyssey.

2. Professional Learning for Closing Gaps

The purpose of this strategy is to identify professional development and the delivery of the professional development that would assist schools in closing achievement gaps in three areas: Transformative Professional Development Process, Co-Teaching for Gap Closure, and College/Career Student review. KDE is collaborating with Special Education Cooperatives and universities to work within Priority and Focus schools on a 3-year commitment to provide professional learning. Specifically, Priority and Focus schools will receive training in effective teaching strategies such as Response To Intervention, differentiation within the classroom, reading across the contents and building 21st century skills.

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

3. Progress Monitoring

The purpose of this strategy is to provide schools and districts with communication, guidelines and training on how to utilize data and systems available for Progress Monitoring. This includes the development of a communication plan and guidance specifically on how to utilize CIITS to guide and support on-going progress monitoring focused on individualized student growth and achievement as well as partnering with Coops and Universities to identify current systems and supports in place to utilize with schools and districts. In order to accomplish this effectively we not only need the digital learning additions but we also need additional personnel to assist in providing instruction for identified students in GAP areas and 21st century skills and to provide assistance with the new technologies.

Budgetary items outlined below address the key areas listed above. Funding is designated annually over a three-year cycle to address long-term systemic change. Additional supports to address the key areas will be provided through in-kind funds and services. Each expenditure will be reviewed for effectiveness using the support continuum to determine if continued funding is necessitated. Sustainability for improvement efforts will be addressed through the support of multiple state, federal and local funds. Each item is identified as relating to one of the three strategies selected for closing the gap.

CODE	YEAR 1---Description of Activity	COST
113	Stipends for teachers for PD (extended hours beyond PD requirements—curriculum development and revision, assessment development and instructional strategies) 555.56 hrs. x \$27 per hour 2. Professional Learning for Closing Gaps	\$15,000
120	Substitutes for teachers while they are attending state conferences and UK Teacher Leader program *necessary for teachers to participate in professional learning	\$12,276
338	Registration to attend state conferences to further develop teacher leaders (all conferences in Louisville, KY) KY Reading Association Conference 6 x \$400=\$2400 KY Math Conference 6 x \$400=\$2400 KYTE 6 x \$500=\$3000	\$7,800
338	400 Licenses for eTextbooks (200 for Reading and 200 for Math) 1. Digital Learning	\$28,000

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

338	Registration for UK Teacher Leader program (district and school reps—10 people) 2. Professional Learning for Closing Gaps	\$10,000
582	Mileage for state conferences	\$10,000
582	Mileage for UK program	\$9,000
585	Meals for UK program	\$3,000
585	Meals for above listed state conferences (3 days @ 6 people for 3 conferences)	\$2,400
586	Hotels for above listed state conferences (3 days @ 6 people for 3 conferences)	\$6,500
586	Hotels for UK program (7 nights for 10 people)	\$8,500
643	ACT workshop materials for students and stipends for teachers Kaplan ACT 2014 materials (119) @ 21.00 = 2499.00 Stipends to pay teachers \$2501.00 3. Progress Monitoring	\$5,000

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

643	<p>Book study materials for PLCs What Successful Math Teachers Do; grades 6-12 (20) @ 15.00 = 300.00 <i>Differentiation Strategies for Mathematics</i> (20) @ 34.00 = 680.00 <i>20 Literacy Strategies to Meet The Common Core</i> (40) @11.00 =440.00 <i>Getting to the Core of English Language Arts</i> (20) @ 21.00 = 420.00 <i>Vocabulary at the Core</i> (20) @ 31.00 = 620.00 <i>Opening the Common Core; How to Bring all Student to College and Career Readiness</i> (70) @ 14.00 = 980.00 <i>The Core for the Not So Common Learner</i> (15) @ 18.00 270.00 <i>With Rigor For All</i> (20) @17.00 = 340.00 <i>Harry Wong; The First Days of School</i> (30) @26.00 = 780.00 <i>Harry Wong; The Effective Teacher Series</i> (3) @ 610.00 =1830.00 <i>Harry Wong; Classroom Management E Learning Course</i> (10) @ 90.00 =900.00 <i>Classroom Assessment for Student Learning</i> (70) @ 60.00 = 420.00 <i>7 Strategies for Assessment for Learning</i> (7) @288.00 =2016.00 2. Professional Learning for Closing Gaps</p>	\$10,000
650	<p>Compass Learning (literacy and math intervention program) 1. Digital Learning and 3. Progress Monitoring</p>	\$17,000
734	<p>Tablets with keyboards 262 @ \$500 1. Digital Learning Document Cameras 25 @ \$400</p>	\$131,000 \$10,000
	TOTAL	\$285,476

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

	YEAR 2—Description of Activity	
113	Stipends for PD 2. Professional Learning for Closing Gaps	\$5,000
120	Substitutes for teachers while they are attending state conferences and UK Teacher Leader Program. *Necessary for teachers to participate in professional learning	\$5,000
338	100 Licenses for eTextbooks (50 for Reading and 50 for Math) 1. Digital Learning	\$7,000
338	Registration to attend state conferences to further develop teacher leaders (all conferences in Louisville, KY) KY Reading Association Conference 6 x \$400=\$2400 KY Math Conference 6 x \$400=\$2400 KYTE 6 x \$500=\$3000 * Leads to accomplishing college and career readiness for all students	\$7,800
582	Mileage for above listed state conferences	\$10,000
585	Meals for above listed state conferences (3 days@ 6 people for 3 conferences)	\$2,400
586	Hotels for above listed state conferences (3 days@ 6 people for 3 conferences)	\$6,500
643	Book Study materials for PLCs *Specific books will be determined from Professional Development from Year 1) 2. Professional Learning for Closing Gaps	\$ 5,000
650	Compass Learning 1. Digital Learning and 3. Progress Monitoring	\$17,000
734	Tablets with keyboards 110 @\$500 1. Digital Learning	\$55,000
	TOTAL	\$120,700

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

	Year 3—Description of Activity	
120	Substitutes for teachers while they are attending state, national conferences and UK Teacher Leader program *necessary for teachers to participate in professional learning	\$1,000
338	Registration to attend state conferences to further develop teacher leaders (all conferences in Louisville, KY)	\$1,000
582	Mileage for above listed state conferences	\$1,000
585	Meals for above listed state conferences	\$1,000
586	Hotels for above listed state conferences	\$1,000
	TOTAL	\$5,000

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

- Family Resource/Youth Service Center funds will be used to support Hopkins County Central's at-risk students with basic needs so that they can focus on academics while at school.
- Professional Development funds will be used to provide stipends for teachers representing the district on the Science Network and Social Studies Network at the West Kentucky Educational Cooperative. The purpose of these networks is to implement best practices into science and social studies instruction, as well as preparing teachers for the next-gen science and social studies standards.
- Title I funds will be used for a math or reading interventionist, if adequate funding is available.
- Extended School Service funds will be used for teacher stipends for after school ESS and Enhanced Learning sessions, summer school, and a freshmen summer transition/orientation day.

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Year 1 Budget

Please Note: You may only type in the gray areas. The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.

School Hopkins County Central HS **District** Hopkins

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113	Stipends for teacher PD (summer, after school throughout year, parent night activities	\$15,000
120	Substitutes for teachers while they are attending conferences	\$12,276
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		
240		
251		
253		
260		
291		
293		
294		

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
295		
296		
297		
299		
322		
335		
	400 licenses for eTextbooks (200 reading + 200 math)	\$28,000
338	Registration costs for conferences	\$7,800
	UK Teacher Leader program (district and school representatives)	\$10,000
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582	Mileage for UK and state conferences	\$19,000

Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Year 2 Budget

School Hopkins County Central HS **District** Hopkins

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113	Stipends for PD	\$5,000
120	Substitutes for teachers while they are attending conferences	\$5,000
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		
240		
251		
253		
260		
291		
293		
294		
295		

Kentucky Department of Education
 District Application for School Improvement Funds
 Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
296		
297		
299		
322		
335		
338	100 Licenses for eTextbooks (50 for Reading and 50 for Math)	\$7,000
	Registration costs for conferences	\$7,800
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582	Mileage for state conferences	\$10,000
584		
585	Meals for travel	\$2,400

Kentucky Department of Education
 District Application for School Improvement Funds
 Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
586	Hotels	\$6,500
589		
616		
626		
627		
629		
641		
642		
643	Book study materials for PLCs	\$5,000
645		
646		
647		
649		
650	Compass Learning	\$17,000
734	Tablets with keyboards (110 @ \$500)	\$55,000
735		
738		
810		
892		
894		

Total Amount Requested	\$ 120,700
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Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

Year 3 Budget

Please Note: You may only type in the gray areas.

School Hopkins County Central HS **District** Hopkins

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113		
120	Substitutes for teachers while they are attending conferences and PD trainings	\$1,000
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		
240		
251		
253		
260		
291		
293		
294		

Kentucky Department of Education
 District Application for School Improvement Funds
 Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
295		
296		
297		
299		
322		
335		
338	Registration costs for conferences	\$1,000
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582	Travel to state conferences	\$1,000
584		
585	Meals for state conferences	\$1,000

Kentucky Department of Education
 District Application for School Improvement Funds
 Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
586	Hotels for state conferences	\$1,000
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647		
649		
650		
734		
735		
738		
810		
892		
894		

Total Amount Requested	\$ 5,000
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----- End of School Application -----