



**CCR & Extended School Year Support
Priority Schools 2013
Cohorts 1 & 2**

In Kentucky, the Unbridled Learning Accountability Model has established targets in key areas for schools and districts. Kentucky has set a state target for 67% of high school graduates to be College and/or Career Ready by 2017. In order to assist Priority Schools in reaching that target, KDE has identified additional School Improvement funds for Cohort 1 & 2 Schools to support student learning. These funds are intended to target specific supports and interventions aimed at increasing the college and/or career readiness of students in Priority Schools by means of extending the school year into the summer months. Funding is available to both middle schools and high schools in Cohort 1 and Cohort 2.

Principals in Cohort 1, Cohort 2, and their respective superintendents/designees should analyze current data to best determine a plan for extending the school year based on the college and/or career readiness needs of their students as demonstrated through achievement data.

As a means to jumpstart thinking for possible extended year services, KDE has provided suggestions below that may help plan for how these dollars can support students in your Priority School/District. These suggestions may support the planning process and allow each school to meet the needs of their students, but this is in no way a complete listing of options or suggestions.

Focus Areas & Suggestions

- Career Readiness support for students who will be in 5th or 8th Grades for 2013-2014
- Career Readiness support for students who will be in 6th or 9th Grades for 2013-2014
- Transportation for students. Transportation to local ATC (Area Technical Center) that the school has developed a partnership with
- Meals (breakfast and lunch) for students that are participating
- Stipends for teachers to facilitate learning and monitor students (Identify Board Policy and identify details of district guidelines).
- Communication to community (advertising)
- Tech software for Curriculum and Instruction
- ILP Training for High School Teachers- New version released.
- Summer School/Credit Recovery: Required to share details that demonstrate how this will impact your CCR rates.
- Could include learning opportunities for students on Saturdays.
- Dual opportunities taking place for both summer school/credit recovery; focus on CTE

Schools and district support personnel should collaborate to determine the needs and delivery plan to students. In addition, your Education Recovery Director will be able to provide further assistance and guidance to this process. ***The majority of dollars spent should benefit students that are participating and limit large dollar amounts for stipends given to teachers or administrators monitoring the implementation.** All funds must be encumbered by September 15, 2013. Funds must be spent and bills paid by December 1, 2013. Applications are due on February 15th, 2013. Schools and districts should receive notification of any grant award by February 28th.

Schools are required to complete the attached application and provide a detailed budget using the attached budget document. When developing your detailed budget, look for SIG MUNIS Codes for Year 2 that would support this work. (Please use the Budget Narrative Document accompanying this application to add needed details. Be certain to fill in each field and identify the appropriate MUNIS Codes). KDE's Division of Consolidated Plans & Audits will use those MUNIS Codes to transfer the awarded funds. This grant opportunity has a ceiling of \$80,000. Schools should take advantage of this opportunity. The Education Recovery Team assigned to each Priority School can help with this process. Applications should be completed for each school and emailed to your Education Recovery Director and Jason Radford (jason.radford@education.ky.gov). The application should be signed by the Principal and Superintendent/Designee.



CCR & Extended School Year Support Priority Schools 2013 Cohorts 1 & 2

School Name: Greenup County High School

Principal: Jason Smith

Amount of Request: \$79,952.60 (up to \$80,000)

Part One: Narrative Explanation of Extended School Year Programming

1. How does the school plan to use the funds to extend the school year for students?
(Describe in detail the school and/or district plan to sustain an extended school year environment to support increased college and/or career readiness including attention to targeted gap groups, if appropriate.)

Overview

Traditionally, Greenup County High School (GCHS) has offered credit recovery for students, grades 9-12, during summer break. Due to monetary constraints (i.e., for PLATO software, instructors' salaries, and transportation), space has typically been limited and supplemental programs unfeasible. With additional School Improvement funds designated for the 2013 extended year program, Greenup County High School can run a more inclusive grade recovery program simultaneously with other much needed programs. For instance, additional transportation funding can allow GCHS to serve a larger geographic area while still operating the program for four weeks. Offerings will be:

1. Credit Recovery (PLATO) is an online credit recovery program for students lacking sufficient credits. Credit Recovery will be offered in May-June, five hours per day, and four days per week. Plato offers individualized instruction, assessment, and remediation.
2. Greenup County High School made a decision to request Thinkpads through this grant instead of Ipads. The Thinkpads are preloaded with traditional windows programs that our students are familiar with from Microsoft. Students will be able to use Word, Excel, Office, and Powerpoint. These tools can be used for writing and creating projects related to what the students are reading. Teachers will be able to tie in content areas through reading and the information will be at the fingertips of each student. Furthermore, the software programs that we are utilizing for grade recovery, reading intervention, and math intervention are all web-based. Therefore, students will have the opportunity to work from home as well. The ThinkPads will allow students who do not have regular access to a computer to have these resources at home. The transportability of the ThinkPad makes it an excellent choice for our students.

Greenup County teachers are being progressive in requesting this technology. We do not want our main focus to only be on helping students to do well on tests, but we want to adapt our teaching methods and strategies that we use in the classroom to an increasingly digital world, to help our students become better prepared for college and career choices.

We understand that students get most of their information from the Internet so this will be a great opportunity for teachers to guide students in determining what acceptable sources are and what sources are not. By incorporating digital learning into the curriculum, the goal is to create a teaching environment using the same technology that students are already using outside school. This will have a positive effect on student engagement and ownership of their learning.

It is important to continue moving away from our dependency of traditional textbooks. The Thinkpads will give students access to the world as it is today, thus giving them additional opportunities to become 21st century learners. The Thinkpads will be able to be used by students and teachers across content areas and throughout the building. This usage will make learning more interactive. In Spanish class, students can practice speaking by recording and playing back their voices. In a Social Studies class, students can research current stock market data to create and track a financial portfolio. And in a Consumer Science class students can research market costs to create a realistic housing budget.

3. PLAN/ACT Prep (PLATO, Study Island, and various study aids) will likewise be implemented May-June. Students may participate from one to four days depending upon need and willingness.
4. Reading remediation using Reading Plus, an Internet-based program, will be offered throughout the four-week summer program. These students will also have the opportunity to work at home using a ThinkPads.
5. Math remediation will be offered using ALECS, a program developed by Dr. Thomas from Eastern Kentucky University. Math remediation will be available for four weeks, five hours per day, and four days per week.
6. Enrichment (PLATO and Study Island) will similarly be offered throughout the

extended year summer program. Preparation for Advanced Placement and dual credit courses will be emphasized. To further enhance this experience for our students, we are pursuing a partnership with Centre College.

Goal: To support increased college and career readiness via extended school year environment		
Objectives	Rationales	Strategies
1.1 To provide reading remediation in conjunction with PLAN preparation	<ul style="list-style-type: none"> • In 2012-2013, 39.7% of Greenup County 8th graders met the reading benchmark for the EXPLORE • In 2011-2012, 34.3% of Greenup County 8th graders met the reading benchmark for the EXPLORE • In 2010-2011, 31.9% of Greenup County 8th graders met the reading benchmark for the EXPLORE 	<ul style="list-style-type: none"> • Incoming freshmen and sophomores who did not reach reading benchmark will be targeted* • PLAN preparation will be conducted using PLATO and Study Island • Students will be pulled out for reading remediation using Reading Plus
1.2 To provide mathematics remediation in conjunction with PLAN preparation	<ul style="list-style-type: none"> • In 2012-2013, 26.7% of Greenup County 8th graders met the mathematics benchmark for the EXPLORE • In 2011-2012, 24.1% of Greenup County 8th graders met the mathematics benchmark for the EXPLORE • In 2010-2011, 26.2% of Greenup County 8th graders met the mathematics benchmark for the EXPLORE 	<ul style="list-style-type: none"> • Incoming freshmen and sophomores who did not reach mathematics benchmark will be targeted* • PLAN preparation will be conducted using PLATO and Study Island • Students will be pulled out for mathematics remediation using ALECS
1.3 To provide ACT preparation	<ul style="list-style-type: none"> • In 2012-2013, 64.6% of GCHS sophomores met the PLAN English benchmark; 19.6% met mathematics benchmark; 38.8% met reading benchmark; 15.8% met science benchmark • In 2012-2013, 48.4% of GCHS juniors met the ACT English benchmark; 38.7% met mathematics benchmark; 38.8% met reading benchmark 	<ul style="list-style-type: none"> • Incoming juniors and seniors who did not meet one or more of their benchmarks will be targeted* • ACT preparation will be conducted using school materials, ILP, online sample tests, PLATO and Study Island • Students will be pulled out for reading and math remediation using Reading Plus and ALECS
1.4 To provide enrichment for students enrolled in Advanced Placement and dual credit courses	<ul style="list-style-type: none"> • Pass rates (as determined by a 3, 4, or 5 on the AP exam) for AP courses have been persistently low from the onset, as defined by a pass rate of under 50% 	<ul style="list-style-type: none"> • All students enrolled in AP and dual credit courses will be targeted* • College Board materials, PLATO, Study Island, Barron's test prep, and <i>Five Steps to a Five</i> will be utilized
1.5 To provide authentic, real life college and career experiences	<ul style="list-style-type: none"> • Due to budget restraints and scheduling difficulties, limited 	<ul style="list-style-type: none"> • Organizations within health and human services, the

	opportunities exist for meaningful college and career related visits	community and technical college system, business, and industry will be included
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* Participation will be encouraged via school announcements, school casts, school website, email, newsletters, brochures, flyers, hand-delivered student invitations, and personal phone calls to parents. The campaign will begin March 1, 2013.

Operating simultaneously with the aforementioned programs will be camps sponsored by the Greenup County Family Resource/Youth Service Center, including Camp Glee, Sports Camp, and Engineering Camp. These camps will not only enrich the academic life of the students who attend, but also serve to attract students to the CCR summer program.

As with any new program, sustainability is the key. With additional School Improvement funds, new curriculum and materials can be purchased, creating a firm foundation upon which to build future summer programs. Consequently, reoccurring expenses such as those related to transportation and staffing can be better tolerated. In order to ensure the future of the extended school year programming, the school will look at available funding sources to determine what funds can be redirected to support it; these funds include but are not limited to Extended School Services, Family Resource/Youth Service Center, and SBDM. Grants can be sought such as Area Education Grants. Funds can also be raised via specific fundraising activities.

2. By what data sets and subsequent analysis was this plan determined? (*Example: 2011 - 2012 CCR 24%... Using funds from this grant we will increase the CCR for 2012 – 2013.*)

The following seven data sets were analyzed in order to establish our plan: (i) 2010-2011 EXPLORE scores; (ii) 2011-2012 EXPLORE Scores; (iii) 2012-2013 EXPLORE scores; (iv) 2012-2013 PLAN scores; (v) 2012-2013 ACT scores; (vi) 2011-2012 Advanced Placement scores; and (vii) 2011-2012 CCR.

A number of conclusions emerged from the aforementioned data sets:

- (i) Although EXPLORE reading scores steadily improved, they never left the twenties.
- (ii) EXPLORE mathematics scores progressed, regressed, and progressed again, yet remained in the thirties.
- (iii) Little progress was indicated in reading in the same class taking the 2010-2011 EXPLORE then the 2012-2013 PLAN (31.9% compared to 38.8% respectively)
- (iv) Regression was indicated in mathematics in the same class taking the 2010-2011 EXPLORE then the 2012-2013 PLAN (26.2% compared to 19.6% respectively);
- (v) Most students enrolled in Advanced Placement courses at GCHS do not pass their respective Advanced Placement exams;
- (vi) 2011-2012 ACT reading and mathematics scores (18.7 and 18.1 respectively) indicate a need for improvement; and
- (vii) 2011-2012 CCR (46%) indicates significant progress, yet there is much room for improvement, as 54% of GCHS students are not college or career ready.

3. What are the intended outcomes of this plan for the extended school year programming?

Besides an overall increase of 8% CCR (i.e., from 46% to 55%), the intended outcomes

for this plan are as follows:

Strategies	Outcomes
<ul style="list-style-type: none"> • Incoming freshmen and sophomores who did not reach reading benchmark will be targeted • PLAN preparation will be conducted using PLATO and Study Island • Students will be pulled out for reading remediation using Reading Plus 	<ul style="list-style-type: none"> • Incoming freshman and sophomore participants will meet the reading benchmark for the PLAN
<ul style="list-style-type: none"> • Incoming freshmen and sophomores who did not reach mathematics benchmark will be targeted • PLAN preparation will be conducted using PLATO and Study Island • Students will be pulled out for mathematics remediation using ALECS 	<ul style="list-style-type: none"> • Incoming freshman and sophomore participants will meet the mathematics benchmark for the PLAN
<ul style="list-style-type: none"> • Incoming juniors who did not meet one or more of their benchmarks on the PLAN will be targeted as well as seniors who did not meet them on the ACT • ACT preparation will be conducted using school materials, ILP, online sample tests, PLATO and Study Island • Students will be pulled out for reading and math remediation using Reading Plus and ALECS 	<ul style="list-style-type: none"> • Participating juniors and seniors will meet all of their benchmarks on the PLAN and ACT respectively
<ul style="list-style-type: none"> • All students enrolled in AP courses will be targeted • College Board materials, PLATO, Study Island, Barron's test prep, and Five Steps to a Five will be utilized 	<ul style="list-style-type: none"> • 50% or more of students taking Advanced Placement courses will pass their exams with a 3, 4, or 5
<ul style="list-style-type: none"> • Organizations within health and human services, the community and technical college system, business, and industry will be utilized for field trips 	<ul style="list-style-type: none"> • Students will have exposure to the opportunities that await for college and/or career ready students

4. In addition please list the person(s) name and explain their qualifications that will be both monitoring and/or administering this extended school year work supported by these additional funds.

1. Amanda Powell – Mrs. Powell has been administrator at Greenup County High School since 2008, monitoring and administering the grade recovery program each summer. She will continue in that capacity for this program, coordinating transportation and meals as well.
2. Jason Smith – This is Mr. Smith's first year as head principal. He has formerly served as a grade recovery instructor. Mr. Smith will be monitoring the implementation of this program.
3. LeeAnn Coldiron – Mrs. Coldiron is our resident PLATO expert, as she has served as a grade recovery monitor and instructor for much of her tenure at Greenup County High School. She will continue to serve in her capacity as the technology director of this program.
4. Leslie Moyer – Having served as a grade recovery teacher and department chair, Ms. Moyer will bring her expertise in curriculum development and instruction to her role

as teacher leader for this year’s program. (Other teachers will be secured after funds are allocated.)

Part Two: Examination of trend data for Extended School Year Programming

An example of a listing of trend data is below for your review. Please include any data tables and/or analysis you have used to determine the programming for the requested funds for the extended school year programming grant.

ACT Trend Data-Greenup County High School

School Year	School Name	English Average Score	Math Average Score	Reading Average Score	Science Average Score	Composite Average Score
2009-2010	GCHS	16.3	17.3	17.7	17.8	17.4
2010-2011	GCHS	17.1	17.5	18.4	18.5	18.0
2011-2012	GCHS	17.6	18.1	18.7	18.2	18.3

School Year	School Name	English % Meeting Benchmarks	Math % Meeting Benchmarks	Reading % Meeting Benchmarks
2009-2010	GCHS	37.5	26.4	31.3
2010-2011	GCHS	45.6	31.4	35.4
2011-2012	GCHS	48.4	30.1	38.7

PLAN Trend Data-Greenup County High School

Year	District Name	School Name	English Average Score	Math Average Score	Reading Average Score	Science Average Score	Comp. Average Score
2010-2011	Greenup	GCHS	15.2	16.5	16.5	17.5	16.6
2011-2012	Greenup	GCHS	15.3	16.0	15.6	17.2	16.2
2012-2013	Greenup	GCHS	16.2	16.3	16.4	17.7	16.7

School Year	School Name	English % Meeting Benchmarks	Math % Meeting Benchmarks	Reading % Meeting Benchmarks	Science % Meeting Benchmarks
2010-2011	GCHS	51.9	22.7	46.5	14.6
2011-2012	GCHS	57.3	14.7	31.2	12.4
2012-2013	GCHS	64.6	19.6	38.8	15.8

EXPLORE Trend Data-Wurtland and McKell Middle Schools

School Year	School Name	English % Meeting Benchmarks	Math % Meeting Benchmarks	Reading % Meeting Benchmarks	Science % Meeting Benchmarks
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2009-2010	WMS/ MMS	57.5	29.2	39.3	6.8
2010-2011	WMS/ MMS	52.4	26.2	31.9	7.0
2011-2012	WMS/ MMS	56.0	24.1	34.3	10.2
2012-2013	WMS/ MMS	63.8	26.7	39.7	15.5

CCR Trend Data-Greenup County High School

Year	District Name	School Name	CCR
2009-2010	Greenup	GCHS	26
2010-2011	Greenup	GCHS	31
2011-2012	Greenup	GCHS	46

Part Three: Collaboration and Budget for Extended School Year Programming

Please list the names and roles of all parties who collaborated to develop this plan:

1. Amy Baker – As one of our education resource specialists, Mrs. Baker served as advisor in the development of this plan.
2. Darlene Gee – Ms. Gee, Education Resource Specialist, served as a data analysis consultant for our plan.
3. Jason Smith – Mr. Smith, Head Principal at GCHS, managed the development of our plan, coordinating the various roles and pieces.
4. Amanda Powell – As one of our assistant principals, Mrs. Powell aided in data analysis.
5. Craig Wilburn – Mr. Wilburn, Assistant Principal, collected relevant data.
6. Andrea Daniels – Mrs. Daniels, Coordinator of Student Advocacy and Mentoring, collected relevant data.
7. Tammy McCown – As one of counselors, Mrs. McCown coordinated the collection of data.
8. Leslie Moyer – Ms. Moyer, teacher at GCHS, authored the grant.
9. Scarlett Shoemaker – Mrs. Shoemaker, Greenup County Grant Writer/Consultant, edited the grant.
10. Tamsyn Oakes – Ms. Oakes, Program Director of 21st Century Community Learning Centers, served as consultant for the authorship of this grant.

Please list the name(s), role(s), and unique attributes and/or qualifications of any staff assigned to this extended school year programming funding request:

1. Jason Smith – As GCHS Head Principal, Mr. Smith guided the process of this funding request, identifying needs and clarifying procedures.
2. Darlene Gee – Education Resource Specialist; Ms. Gee is a former principal and superintendent who has extensive experience with budgeting and grants. She served as consultant for this funding request.
3. Vicki Lovins – Mrs. Lovins, SIG Coordinator, has served at Greenup County central office for ten years. She is our SIG expert.

4. Amanda Powell – Assistant Principal; As our coordinator for the grade recovery program, Ms. Powell is well aware of funding needs as they pertain to this program.
5. Leslie Moyer – Ms. Moyer, author of this funding request, formerly served as the director of a local non-profit organization. In that capacity she administered over \$400,000 worth of grants annually.

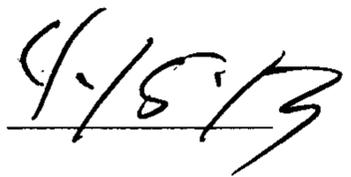
Please complete the budget detail document that outlines the MUNIS Codes that should be used, amount requested for each code, and details of what the monies will support.

Superintendent or Designee

Signature: _____

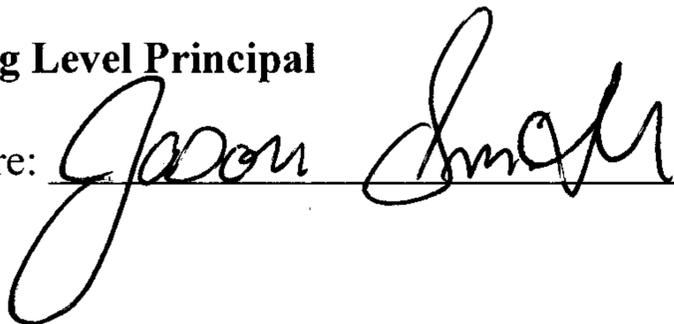


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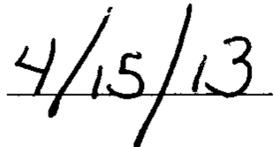


Building Level Principal

Signature: _____



Date: _____



BUDGET NARRATIVE: CCR & Extended School Year Support 2013

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
113	Other Certified	\$16,000
<p>\$21,000 (total cost) - \$5,000 (from SIG) = \$16,000 Includes 2 Reading Interventionists; 1 ALECS instructor; 4 core content instructors for all other summer programs; each are working for a total of 120 hours at \$25 per hour</p>		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
519	Student Transportation	\$1,761.60
<p>Drivers: 4 bus drivers per day x 3 hours per day x \$14 per hour x 16 sessions per year = \$2,688 Drivers (College & Career Visits): 2 bus drivers x 8 hours per day x \$14 per hour x 4 days = \$896 Mileage: \$1.51 per mile x 4 buses x 40 miles per day x 16 sessions = \$3,865.60 Mileage (College & Career Visits): 2 buses x \$1.51 x 150 miles x 4 trips = \$1812 Drivers (Total): \$2,688 + \$896 = \$3,584; Mileage (Total): \$3,865.60 + \$1,812 = \$5,677.60 Total: \$3,584 + \$5,677.60 = \$9,261.60 \$9,261.60 (total cost) - & 7,500 (from SIG) = \$1,761.60</p>		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
	Food	\$3,800
<p>Breakfast, lunch, and snacks \$3800 (total cost) - \$0 (from SIG) = \$3800</p>		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
553	Advertisement & Publications	\$2,000
<p>Brochures, flyers, newsletters, newspapers, personal notes, etc. \$2000 (total cost) - \$0 (from SIG) = \$2000</p>		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
643	Instructional Materials & Supplies	\$6,541
<p>PLAN prep materials, ACT prep materials, Barron's AP, <i>Five Steps to a Five</i>, etc. \$7000 (total cost) - \$459 (from SIG) = \$6,541</p>		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
	CCR Prep Packs	\$2,500
<p>Assorted school supplies, graphing calculators, college materials, career information, flashdrives, etc. \$2500 (total cost) - \$0 (from SIG) = \$2500</p>		

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
735	Technology Software	\$16,000
PLATO - \$200 per four-week license x 80 students = \$16,000 (total cost) - \$0 (from SIG) = \$16,000		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
	Reading Plus	\$6,750
150 seats x \$45 per seat = \$6,750 \$6,750 (total cost) - \$0 (from SIG) = \$6750		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
	ThinkPads	\$18,600
31 ThinkPads x \$600 each = \$18,600 \$18,600 (total cost) - \$0 (from SIG) = \$18,600		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
	Wiring for Technology Lab	\$6000
Wiring switches, boxes, etc. \$6000 (total cost) - \$0 (from SIG) = \$6000		
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