

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

(Section 1003g)

Cover Page

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

District Christian County	DISTRICT Mailing Address		
Name of District Contact Patty Grable	Street Address 1	200 Glass Avenue	
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Position Director of Federal Programs	City	Hopkinsville	ZIP 42240
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Email patty.grable@christian.kyschools.us	CONTACT Mailing Address (if different)		
	Street Address 1		
Submission Date (office use only)	Street Address 2		
	City		ZIP
	Phone		

District Name		NCES ID#	Total Awarded	
Christian County		2101150	\$	
School Name		NCES ID#	Tier	Intervention
1	Christian County High School	210115000220	II	Transformation Model
2				Transformation Model
3				Transformation Model
4				Transformation Model
5				Transformation Model
6				Transformation Model

 Superintendent Signature

 Date

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Notary Public

My commission expires

Notary seal

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Signature Page

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SBDM Verification of SIG Application/CSIP

School Based-Decision Making (SBDM) councils are required to approve the comprehensive school improvement plan (CSIP), pursuant to KRS 160.345 (j). Since this School Improvement Grant (SIG) application serves as the CSIP, Corrective Action, or Restructuring Plans, and embeds the School Literacy and Math Plans the district must collaborate with the SBDM council on the development and implementation of this application. The SBDM council must approve this SIG application/CSIP in an agenda-based open council meeting and complete the following verification of approval.

We, the Christian County High School SBDM Council have approved the SIG application/CSIP as required by KRS 160.345 (j).

We further acknowledge this plan will serve as the school(s') Corrective Action or Restructuring Plans, as applicable. This plan also encompasses the school's Literacy and Math Plans.

Signature of SBDM Council Chair

Date

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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 Tier I and Tier II 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 Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the KDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements; and
- (4) Report to the KDE the school-level data required under section III of the final requirements.

E. Waivers: If the State has requested any waivers of requirements applicable to the district's School Improvement Grant, a district must indicate which of those waivers it intends to implement.

The Kentucky Department of Education has applied for the waivers listed below. The district must check each waiver that the district will implement. If the district does not intend to implement the waiver with respect to each applicable school, the district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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District Actions

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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.

Christian County School System has sufficient capacity to support Christian County High School (CCHS) to implement the strategies outlined in this grant application. The district supports CCHS as demonstrated through the following:

1. The District coordinates a District Leadership Team (DLT) comprised of administrators and teachers from each school in the district. The DLT provides opportunities for ongoing, high quality professional development that is aligned with the District's comprehensive improvement plan. Professional development is replicated in schools throughout the year by teacher leaders from the team. CCHS is represented by the principal and three teachers from that school. Participation is not optional. The principal and two teacher leaders are required to participate in monthly District Leadership Team (DLT) trainings. In addition to the principal and two teacher leaders, the two curriculum specialists are also required to attend trainings when professional development activities focus on the work of Senate Bill 1. Materials from the trainings are posted on Teacher Share and staff is required to replicate the trainings at the school level. District and school staff participates in Kentucky Leadership Networks as well as the Kentucky Leadership Academy. Information obtained through these venues is often used as training topics at monthly District Leadership Team (DLT) trainings. Topics include such items as formative assessment, PLCs, analysis of student work, deconstructing standards, school culture, etc. Book studies are conducted at DLT meetings as well as monthly administrator meetings which are often led by the Superintendent. Principals are expected to lead book studies in their schools as well. Professional Growth days have been built into the school calendar to allow time for staff to meet at the school level as learning communities to focus on teaching and learning activities. The district assists with leading activities at the school level.
2. The District coordinates school walk throughs which include staff from throughout the district as well as community members. Walkthroughs occur a minimum of twice per year for each school and provides feedback to principals and leadership staff.
3. The District provides a school resource officer to CCHS to assist with maintaining a safe and conducive learning environment.
4. The District provides funds for staff at CCHS to participate in professional development activities such as Rutherford's Learning Centered Schools and Advance Kentucky.

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5. District staff including the Superintendent, Assistant Superintendent for Finance and Director of Federal Programs have met with staff at CCHS on a weekly basis for several months to discuss the school improvement grant and activities needed to transform the school. These types of meetings will occur as part of the transformation activities.

6. District special education funds are utilized for a special education building coordinator at CCHS to oversee activities of the special education program at the school. This includes assisting with scheduling of students with disabilities into classes at CCHS, ensuring implementation of Individual Education Plans (IEPs) and supporting teachers assigned to the special education program.

7. Funds such as EduJobs monies are allocated from the district to CCHS to provide supplemental staff especially in the areas of reading, math and school supervision.

8. The Superintendent has hired a principal with proven results and a strong academic focus. District staff will work closely with the principal to ensure a message of setting high expectations for all students is communicated with a sense of urgency. District staff will require the principal to report results of formative and summative student assessments on a monthly basis to the Superintendent. The principal will be required to share a plan to address students who did not perform at benchmark according to the assessments. District staff will monitor the activities noted in the plan.

9. The District allocates .25 above the state guidelines for staffing. In addition, the District allocates 3 additional teachers for school improvement. The District designated approximately \$450,000 of EduJobs funding specifically for school improvement at CCHS. Guidelines were designated for the funds to be used for positions that directly work with students.

If all Tier I and Tier II schools are not served, explain why the school(s) will not be served and provide supporting documentation for the decision.

Christian County High School is the only Tier II school in the district. This application for school improvement funds applies to this school only.

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

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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)).

Funds are not being requested for district level activities.

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.)

Strategies to recruit, place and retain staff: Title II funds are utilized to pay for a Teacher Recruiter position whose role is to recruit high quality teachers to CCHS as well as other district schools. IDEA-B funds are utilized for a Special Education Teacher Consultant who provides targeted assistance to under-performing teachers. Edujob funds are utilized to hire teacher in the areas of reading and math to supplement core classes.

Professional Development: Title II funds are also utilized to fund a curriculum specialist salary at CCHS who serves in the role of a master teacher to provide and coordinate job embedded professional development activities. District Title I and IDEA-B funds are utilized for professional development activities and materials that target effective teaching and assessment practices.

Family and Community Engagement: Youth Service Center funds are utilized to communicate and organize parent activities. District Title I funds are utilized for parent training activities.

Operational Flexibility: District funds are utilized to pay for a full time District Assessment Coordinator. This individual communicates school and student performance data to stakeholder groups in an understandable manner.

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

Strategies to recruit, place and retain staff: District funds are utilized for a Leadership Cadre designed to promote career advancement through administrative preparatory training. District staff provides oversight and training for Cadre members. District funds are also used for a second curriculum specialist position at CCHS who provides targeted assistance to under-performing teachers.

Family and Community Engagement: District funds are utilized for a Community Education Coordinator position. This individual partners community businesses with district schools. In addition, this individual works to identify community members to serve as representatives on various committees at school and district levels. District staff works with community representatives to organize a yearly Educational Summit to provide professional development to various stakeholders (parents, community members, educators, etc).

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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.

Not Applicable

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Year 1 Budget

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District Christian County

MUNIS Code	Description of Activity	Amount Requested
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111		
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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	\$ 0
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Year 2 Budget

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

District Christian County

MUNIS Code	Description of Activity	Amount Requested
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MUNIS Code	Description of Activity	Amount Requested
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Year 3 Budget

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

District Christian County

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	\$ 0
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District Christian County **School #1** Christian County High School

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Commitment To Serve

Identify the school-level literacy and math data from NCLB and KY Interim Performance report and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Christian County High School is home to 1232 students in grades 9-12. This is one of two high schools in the county. It is the largest school in the district, serving students from diverse areas within the county. The area of the county served by Christian County High School includes rural farmland, a major U.S. military base and several federal housing projects. The Kentucky Division of Nutrition and Health Services estimates that 69.38% of the student population at Christian County High School receives free/reduced lunches. The most recent United States Census reveals that 19% of the individuals in the county live in poverty and that 27% of children in Christian County live below the poverty line, compared to 18% nationwide. 10.4% of individuals were unemployed in Christian County as of March, 2011, an increase of 2% since 2008. The median household income in Christian County is \$37,632, compared to the national average of \$58,900. Also, the disability rate at Christian County High School is 12%.

Christian County High School (CCHS) currently ranks among the bottom 10 persistently lowest performing high schools in Kentucky based on the school's performance on state and federal assessments. Of the 15 schools in the district, CCHS is the only school that did not make progress during the 2009-2010 school year.

CCHS has never met Adequate Yearly Progress (AYP) since the inception of No Child Left Behind (NCLB). The most recent interim results (2009-2010) indicate that the school failed again to meet AYP and met only six of sixteen goals.

The total academic status for the school shows modest improvement in the 2007-2008 and 2008-2009 school years before sharply declining in 2009-2010. Reading scores in 2009-2010 actually reversed to a level at or below scores yielded in 2007-2008. Math scores in 2009-2010 also reversed to a level at or slightly above the scores yielded in 2007-2008. Reading scores have consistently been higher than math and other subjects yet have never been at goal level for AYP. Currently, 60% of students score below proficiency in Reading and 66.46% of students score below proficiency in Math.

With regard to specific gaps, the following issues have been identified:

1. Male students consistently score lower in reading than females.
2. Free/Reduced students consistently score lower in reading and math than all students.

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3. African American students consistently score lower in reading and math than all students.

3. Students with disabilities consistently score lower in reading and math than all students with the largest gap existing for this sub-population.

(see attached data chart #1)

More specifically with student performance in 2009-2010, the data indicates the following:

Reading:

1. While 74% of the multiple choice questions were answered correctly in the area of developing understanding, only six percent of the tested students scored proficient/distinguished on the open response question for the same area.

2. While 69% of the multiple choice questions were answered correctly in the area of interpreting text, only six percent of the tested students scored proficient/distinguished on the open response question for this area as well.

3. Similarly, while 63% of the multiple choice questions were answered correctly in the area of critical stance, only nine percent of the tested students scored proficient/distinguished on the open response question for this sub-domain.

Math:

1. With regard to multiple choice, the lowest area of performance for students was in the area of algebraic thinking. Only 45% of the multiple choice questions were answered correctly in this sub-domain.

2. Geometry was noted to be the highest area of performance for students for multiple choice questions with 68% of the multiple choice questions being answered correctly.

3. As with reading, the percentages for students scoring proficient/distinguished on open response questions in math, were at a significantly lower level than performance on multiple choice questions.

4. While 60% of the multiple choice questions were answered correctly in the area of number property operations, only 15 percent of the tested students scored proficient/distinguished on the open response question for this sub-domain.

5. While 50% of the multiple choice questions were answered correctly in the area of measurement, only 28% of the tested students scored proficient/distinguished on the open response question for this sub-domain.

PLAN trend data for CCHS also reveals regression in all areas for the past 3 years.

Reading:

While the state composite score for reading increased from 16.0 in 2007-2008 to 16.4 in 2009-2010 (a gain of +.4 points), CCHS students scores for the same area decreased from 15.1 in 2007-2008 to 14.9 in 2009-2010 (a loss of -.2 points).

Math:

Likewise, the state composite score in math increased from 16.4 in 2007-2008 to 16.8 in 2009-2010 (a gain of +.4 points) while the scores for students at CCHS decreased from 15.9 in 2007-2008 to 15.6 in 2009-2010 (a loss of -.3 points).

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The overall composite score decreased from 15.8 in 2007-2008 to 15.3 in 2009-2010 at CCHS while the overall state composite score increased from 16.6 in 2007-2008 to 16.7 in 2009-2010. (see attached data chart #2)

ACT trend data for CCHS shows a modest increase in both reading and math from 2007-2008 to 2009-2010.

Reading:

In 2007-2008, the ACT composite score in reading was 17.5 which increased to 18.0 in 2009-2010 for a gain of +.5 points. In 2007-2008, the ACT composite score in math was 16.9 which increased to 17.2 in 2009-2010 for a gain of +.3 points. These gains were higher than gains seen at the state level for the same period. In reading, the state composite score increased from 18.5 in 2007-2008 to 18.8 in 2009-2010 for an increase of +.3 points.

Math:

In math, the state composite score increased from 18.1 in 2007-2008 to 18.2 in 2009-2010 for an increase of +.1 points. (see attached data chart #3)

Based on the analysis of student achievement in reading and math at CCHS, the following has been determined:

1. The largest gap exists in reading and math for students with disabilities.
2. Gaps also exists with males, free/reduced populations and African American students.
3. Students perform better on multiple choice questions than Open Response questions for both reading and math.

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.

In addition to the academic impediments listed above, Christian County High School also consistently has an attendance rate below 95% and below the state average. The retention rate is nearly three times the state average. The drop-out rate has decreased but is still above the state average. The CCHS graduation rate has decreased in recent years and is more than 5% below the state average. The Successful Transition Rate has been above the state average but fell by more than 5% in the most recent year for which data is available (2008-2009).

The non-cognitive data points to the fact that many of the students do not regularly attend school. It is evident that the emphasis on regular attendance has not been a focus of the school and community. The data analysis reveals that CCHS students, teachers, and community members have not consistently valued education or held high

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expectations for all stakeholders and our high school students often graduate lacking the basic skills and knowledge necessary to be productive members of our community. The low attendance rate results in low student achievement on both the KCCT assessments and in classroom grades. These low attendance rates also prevent students from receiving equitable access to the curriculum. The glaring fact is that the retention rate rose dramatically in the last year. This fact points to the lack of preparedness on the students' part and the lack of appropriate identification and intervention tools on the school's part. These high retention and low graduation rates result from a lack of varied and frequent formative assessments and appropriate, effective interventions for all student populations.

A review of student discipline data also reveals that the most frequent infractions involve students who are tardy to school at the beginning of the day and to class once they are here. In spite of increased staff members who are assigned to monitor hallways and common areas during class changes, there is still a lack of positive adult to student interaction. Regarding other, more serious discipline infractions, the total number of suspendable events was 265 representing 118 students for a total of 487.5 days. Within these numbers, there is a disproportionate number of minority and disability students reflected.

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.

As the academic data shows, Christian County High School faces severe deficits in Reading and Math. Minimal gains from previous years were erased by the 2009-2010 test results. In addition, non-cognitive data has failed to improve over the last three years enough to meet state averages. The attendance rate at CCHS remains below the state average. The retention rate is nearly three times the state average and the drop out rate continues to be above the state average.

In previous years, a high turnover rate and lack of qualified, quality candidates has resulted in teaching positions filled by substitute teachers and others with alternate and emergency certifications as well as by individuals with no teaching or educational experience. Strategies for improvement geared toward personnel will focus on recruitment of new master staff members, placing existing staff members in appropriate position that relate to areas of individual strength and retaining staff members who have the capacity to be successful in the turn-around setting. Building leaders will provide specific targeted support for new and struggling teachers beginning with the 2011-12 school year.

According to the audit report, on-going classroom walkthroughs, and analysis of student work, the rigor of instruction in most classrooms at CCHS is not at an acceptable level. The majority of students at CCHS are not receiving intentional instruction that demands higher-level thinking skills. In order to impact student achievement in math and literacy, the rigor of classroom instruction will have to improve. This improvement will require

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training for teachers and frequent feedback concerning instructional practices and formative and summative assessments. In addition, data will have to be used to inform instructional decisions. Teachers have previously analyzed data to identify struggling students but not to identify gaps between the intended and attained curriculums. In order to ensure that these changes are made, a process for monitoring will be developed that includes clearly defined roles and responsibilities for building leaders.

This data sets the stage for the selection of the transformation model at Christian County High School. This community is in desperate need of an educated workforce and high school graduates who possess the skills in reading and math necessary for competition in a global job market.

Summarize the Tier I or Tier II Leadership Audit results. Identify the literacy and math resources and related supports that are needed based on the audit.

At the conclusion of a Leadership Assessment in January, 2011, the following deficiencies were noted:

- (1) Principal and School Council have not adequately addressed the learning deficiencies of struggling students in reading and math to meet NCLB;
- (2) The principal has not ensured the use of varied and rigorous instructional strategies to meet the unique needs of students and engage them in challenging learning experiences;
- (3) The principal does not ensure that the SBDM policies and procedures and processes are implemented in a timely and consistent manner;
- (4) The principal has not fostered a culture of respect with high expectations for all;
- (5) The school council and principal have not implemented an effective system for monitoring, documenting and ensuring accountability for all programs and personnel;
- (6) District personnel and the newly hired principal have not built capacity within the learning community to provide effective leadership to move the school toward proficiency.

Recommendations from the audit indicate the need for the following:

1. Instruction should be monitored to ensure students are provided with a rigorous curriculum.
2. Feedback should be provided to support teachers in reviewing, evaluating, revising and implementing curriculum in classrooms to address gap areas.
3. Classroom assessments should mirror state assessments and require students to use inquiry, problem-solving and critical thinking skills at a proficient level.
4. Professional development that sustains culturally responsive teaching and learning should occur to provide staff an understanding of students' physical, cultural and socioeconomic backgrounds.
5. All staff should be trained in the use of curricular resources.
6. Data must be used to measure the impact of identified instructional strategies on student achievement.

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In summary, the audit revealed a need for monitoring, feedback and on-going support of classroom instruction to ensure an academic focus that targets learning gaps and supports structures necessary for high student achievement. The audit also reveals a need for timely and research-based intervention with frequent monitoring.

With regard to literacy, the findings of the audit suggest a need for intentional literacy strategies embedded in all classrooms and training for teachers in how to incorporate these strategies. The audit also reveals an overall need for research-based strategies in all classrooms and intentional differentiation to meet the needs of diverse learners. This need is universal in all content areas including reading and math.

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

The transformation model was recommended by the Leadership Audit Team and that recommendation is appropriate in that the District and School Staff have the capacity and capability to make the necessary changes given the resources and clear plan for transformation.

Of the four options, three are not appropriate for Christian County High School. As a district with only two high schools, it is not feasible to close down the school or to transfer one-half of the faculty to the other high school. The audit clearly states that the principal and district have the capacity for a transformation.

Transformation Model Required Activities

Please Note: You may only type in the highlighted 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.

While the school leadership assessment team determined that the principal had the capability and capacity to continue her roles and responsibilities established in KRS 160.345, Mrs. Kathy Johnson resigned her position on May 13, 2011 effective June 30, 2011. Her position has been posted and plans are to have a new principal in place by July 1, 2011.

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 will have the authority to establish a schedule that will include intervention classes for struggling students. The schedule will not be time bound in the sense that it will not require a student to stay in the class for the whole semester or year. The

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schedule will allow for students to enter and exit an intervention class based on the time needed for individual student learning. The principal will also have the flexibility to schedule staff according to the needs of students. While the district allocates a specific number of staff in proportion to student enrollment, the principal is able to recommend to the SBDM how the positions will be utilized. The district staffs at .25 above the basic staffing formula. The principal has the authority to determine and recommend how the positions will be utilized to maximize student learning. The principal will also have the authority to schedule time during the day for teachers to meet in PLCs.

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 district's evaluation plan was developed through a committee consisting of an equal number of teachers and administrators (three from each group). The current plan was approved by the local school board on April 28, 2011. As part of the evaluation process, all certified employees are required to develop an Individual Professional Growth Plan (PGP) that is aligned with the school/district comprehensive improvement plan. As well, the principal will have individual teacher conferences to discuss formative data (MAPS, Common Assessment, Interim Assessments). Formative observations and conferences to assist teachers with meeting district standards are required as part of the evaluation process. Monitoring and/or observations of teacher performance is conducted openly and with full knowledge of the teacher. Data collection is on-going from the first day of reporting for duty for each school year and extending through the closing of the school year. Tenured employees are observed a minimum of once each year for a total of three observations per evaluation cycle. Non-tenured employees are evaluated annually through a minimum of two observations per year. More observations than the minimum occur for non-tenured and tenured teachers when results are unsatisfactory or when growth is required.

The certified teacher evaluation system is not currently linked to student growth data. The current system does not include a value added component as part of the process. This is an identified need for this district. Certified evaluations at CCHS beginning in the 2011-2012 school year will include formative and summative data collection tied to student achievement.

As part of the teacher evaluation process, the Professional Growth Plans will include specific student achievement targets tied to teacher performance. The certified evaluation process for teachers at CCHS will include a value added component. Professional Growth Plans will include specific student achievement targets . Conferences with evaluators will include using data from classroom assessments and formative data from walkthroughs to gauge progress toward goals established in professional growth plans. The plans will be monitored for progress and adjusted if

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necessary prior to the end of the first semester. Student achievement data (KCCT, MAP, PLAN, EXPLORE) will be utilized heavily in the development of the PGPs. Staff will also utilize data generated from common assessments throughout the year to gauge progress toward goals set in their PGPs. As noted, multiple sources of data will be utilized as part of the value added system including graduation rate. Individual teachers will be required to be cognizant of at-risk student progress by name and content area not mastered. This will be proved true during individual conferences between principal and teachers.

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 development of a rewards system is currently in the exploratory phase. CCHS staff recognizes the importance of designing a system that authentically honors teacher's efforts of commitment. Currently, staff is recognized for their role in improving student achievement and graduation rates by placing them in a school or district leadership role. Teachers who are high performing are selected to serve on the District Leadership Team. A stipend is provided for their participation on this team. In addition, principals select teachers on a monthly basis to recognize at the district level administrator meetings. A Teacher of the Year is selected from the teachers recognized throughout the year.

CCHS staff will work with district staff to develop a teacher incentive model based upon improvements in student achievement and graduation rates.

One option to be explored involves offering an incentive to math and Reading/English teachers based on the growth their students show on the MAP assessments. If a teacher in these subject areas reaches his/her goal for student growth, he/she could receive a monetary bonus of \$500. (Munis Code 0299)

Other rewards for teachers could include but not be limited to the following:

Gift Cards

Certificates

Recognition banners

Press releases endorsed by the Principal and Superintendent

Extended lunch times

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.

Data from formative and summative evaluations can lead to a corrective action plan which could result in the assignment of a corrective assistance team should improvement not occur. Specific professional development may be included in a teacher's corrective action plan. In addition, pairing a "struggling" teacher with a master

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teacher may also be included in a corrective action plan. Once ample opportunities (including Corrective Action activities and assignment of an Assistance team) have been provided, the principal will recommend to the Superintendent for the employee to be non-renewed. The Superintendent will have the authority to release the employee from employment. Christian County Public School's Superintendent is willing to meet with individual teachers and administrators to discuss staff performance at the request of those individuals. The Superintendent is committed to providing students in Christian County with the highest quality instruction possible. He believes that non-performing teachers that have been provided with the steps to improve should be removed if improvement does not occur.

At the end of the summative evaluation cycle of the 10-11 school year, one teacher at CCHS was recommended for non-renewal based on performance.

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

The school will continue to receive high-quality, job embedded professional development related to the new KCAS in English/Language Arts and mathematics from teachers trained as a part of the District Leadership Team, teacher members of the Kentucky Leadership Network, and building level curriculum specialists.

With regard to the area of reading, professional development activities will include training on Corrective Reading, REWARDS, Direct Instruction, Literacy Strategies and the 5 components of reading. Training will include follow up from the Literacy Consultant with the West Kentucky Educational Cooperative for job embedded activities. The school began work with Carolyn Downing, literacy consultant for the Western Kentucky Educational Cooperative to develop a plan that will address the literacy needs for all students. On May 31, 2011, Ms. Downing conducted a training for the reading intervention teachers and special education teachers on the REWARDS program, a short term researched based intervention program that focuses on decoding and fluency. This training is one of several trainings that will be provided to staff at CCHS during 2011-12 that has been included in the school's literacy plan.

Dr. Charles Whitaker will work with representatives from Christian County High School to develop the literacy/communication plan for the 2011-2012 school year. The Christian County High School adopted a Writing Policy in the spring of 2011 for submission to and approval by the Kentucky Department of Education.

With regard to math, professional development activities will include training on Direct Instruction, Thoughtful Education strategies for math, as well as the standards for mathematical practices and the connection to math content standards. Math teachers will receive specific professional development on the implementation of research-based strategies specific to math and the use of technology in the math classroom beyond the use of graphing calculators.

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With regard to student behavior, professional development will include training on positive behavior supports at the universal and classroom levels.

Professional development targeting school culture will also occur with a focus on accepting results for student achievement and working as part of a team. Book studies will target the following books: Results Now, 17 Laws of Teamwork, First 100 days of School, and Way of the Shephard (MUNIS Code 0641). Staff members are currently participating in a faculty book study of Classroom Assessment for Student Learning, the Stiggins book being used by the Kentucky Leadership Network for the rollout of new standards.

Professional development will be implemented building wide to address the use of research based strategies in the classroom as a part of Tier I instruction, as well as the use of formative assessment and progress monitoring to gauge the effectiveness of classroom instruction and intervention. Teachers will also receive training on implementing differentiation in the high school setting.

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.

A district level employee currently serves as a Teacher Recruiter and works closely with local universities (Austin Peay, Murray State, Western Kentucky Universtiy) to recruit staff to Christian County School System. The Recruiter also represents Christian County Schools at career fairs throughout Kentucky and other states such as Tennessee and Alabama. The District partners with Murray State University to "grow" leaders through a Leadership Cadre which allows staff to obtain certification in administration upon completion of the program. Christian County Schools also hosts a career fair annually seeking qualified teachers and administrators.

Specifically with regards to recruiting, if Board approval is obtained, school improvement funds will be used for a sign-on bonus of \$2,500 for critical shortage area teachers (reading and math). Specific criteria will be established regarding qualifications to receive the sign-on bonus. The first year of the grant will be used to design the qualifications with the actual bonuses occuring the second and third year of the grant.

The district provides a new teacher training prior to each school year to support newly hired instructional staff.

With regards to retention strategies, a system for assigning new or struggling teachers with a master teacher will be developed beginning with the 2011-12 school year for the purpose of mentoring and providing supports to the teachers. A stipend will be paid to master teachers for their work with the teachers they are assigned to mentor.

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In addition, the district provides opportunities for promotion by developing leaders through service on the District Leader Team or enrollment in the Leadership Cadre program.

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.

Christian County High School is working with the other district high school to deconstruct the Common Core State Standards for English/Language Arts and Mathematics. This process includes developing a yearly pacing guide, deconstructing the standards according to a process modeled by the Kentucky Leadership Network, developing common assessments and writing clear learning targets to be used in daily instruction. This process includes a system for oversight to ensure all standards are mastered at the appropriate grade level.

A literacy plan has been completed in collaboration with the Literacy Consultant from the West Kentucky Educational Cooperative. The plan includes actions to target the areas of content enhancement, reading assessment, interventions, administrative support, and professional development.

As part of the plan,AIMsweb probes have been conducted to identify students who are in need of Tier II and III reading intervention. Students in reading intervention classes will use a combination of Achieve3000, Rewards, and research-based literacy strategies in a reading lab model. Staff will also receive job embedded PD emphasizing in-depth assessment in the 5 components of reading. A process to address progress monitoring for Tier II and III students is also being devised as part of the literacy plan. In addition, the plan identifies the need to establish a process to transition students receiving intervention services from the middle school to high school to allow for seamless services.

There is currently no math plan developed for CCHS. This is an identified need. During the 2011-12 school year, a formal plan will be designed. The Math PERKS document will be used to assist staff in designing the plan.

While there is no formal plan developed, there are some activities specific to addressing math concerns in place at CCHS. MAPS assessment data is reviewed to identify students who are substantially scoring below grade level. These students are then scheduled into math intervention classes in addition to core math classes. However, progress monitoring is not currently in place to guide decisions regarding the effectiveness of the intervention services for the students in those classes. A method for progress monitoring will be addressed as part of the math plan.

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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.

Math and English teachers will develop new common assessments in district-wide PLCs that are congruent to the new Common Core State Standards. They will also meet to analyze the results of these common assessments. Teachers will identify areas of instruction where fewer than 80% of students mastered the skill/content and will plan for remediation.

The literacy plan includes a process to identify students who struggle in the area of reading by adopting a universal screener. In addition, a progress monitoring system will be utilized to track student progress over time to ensure the effectiveness of interventions.

A system is in place to identify students who are in need of Tier I and Tier II interventions for both reading and math. There is a process to schedule the students in classes according to intervention needs.

While some RTI services are in place at CCHS, a specific process including an RTI team to review student data is not in place. An effective progress monitoring system is also not in place and needs to be developed. During the 2011-12 school year, teachers will be provided with professional development training including disaggregating data to identify student performance levels. School leadership will also develop a schoolwide RTI plan to address student strengths and weaknesses.

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).

The required number of minutes per day for instruction is 360 minutes however the daily schedule at CCHS reflects 390 minutes which allows for learning activities to be built into the daily schedule. Supplemental math and reading classes are provided during the day in addition to core academic instruction to targeted students based on MAPS scores. Students are required to enroll in the supplemental classes if they meet the criteria for enrollment. At the present time, after-school services are provided in the area of math only however plans are underway to re-evaluate the content areas to be served during the 2011-12 school year. Credit-recovery classes are provided during the school year for core content classes.

Staff at CCHS participate in Professional Learning Community activities weekly before school and during planning period meetings. During the 2010-11 school year, teachers were provided a half-day for release time for PLC planning every four to six weeks. The 2011-12 calendar now provides three full days during the school year for collaborative work to occur with grade-level teachers in the district.

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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.

CCHS acknowledges that engaging parents has not been a priority which is apparent through the minimal attendance of parents at most events offered through the school other than athletics.

The newly hired principal is in the process of conducting informal meetings with stakeholder groups, including parents, to discuss improvement activities. In addition to scheduling meetings with parents, the principal is scheduling opportunities to speak with community organizations such as the Chamber of Commerce, civic organizations and church leaders. Stakeholder groups will be encouraged to participate in providing feedback and suggestions regarding the transformation activities. The current activities such as parent workshops, home visits, and open houses are utilized to educate parents and community organizations about the importance of an education and the skills necessary to be college and career ready. By building relationship with stakeholder groups through open dialogs, parents and community members will become more comfortable with sharing ideas about school improvement.

A "Parent Leadership 101" program is offered to parents through the Prichard Committee from the district level. This is an intensive two-day workshop to help parents see that they can be comfortable learning about education and their school's focus on improving achievement. It enables schools to begin to tap into the power of their parents by offering an interactive workshop that develops a plan for reaching other parents and engaging with schools. Parents from CCHS are provided the opportunity to participate in this program.

Parents are actively recruited to serve on sub-committees at the school level. In addition, CCHS offers parent conferences at community sites to allow for parents to meet to discuss their child's progress outside of the school environment.

The school also utilizes "Connect-Ed", an automated phone system program, to provide information regarding school activities via a mass phone call.

CCHS teachers will be conducting home visits to families of students at CCHS prior to school beginning in August of 2011 with the intentions of continuing home visit activities over the next several years. Information regarding the SIG and transformation activities will be shared with families during the home visit. Surveys will also be administered to parents at home visits to identify ways to engage parents in the improvement process. Information will also be shared during other school scheduled events such as open house, registrations, etc.

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In addition, staff at CCHS will design workshops, roundtable discussions and other meetings to bring parents on board with the vision of building a culture where parents are a part of the core leaders in student achievement.

Community members will continue to be invited to participate in walkthroughs conducted at CCHS. Improvement goals will be shared with the community members during de-briefings of those walkthroughs.

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

The District Leadership Team, which includes representatives from CCHS, will continue to meet monthly as a district PLC. The District Leadership Team is utilized as a tool to recognize high performing teachers. In addition, the District Leadership Team structure provides a mechanism for providing high quality professional development.

District staff will continue to coordinate a minimum of two walkthroughs per year at CCHS to assist with monitoring classroom instruction and providing feedback to teachers. One walkthrough occurs in the fall semester and one occurs in the spring semester. More frequent walkthroughs can be scheduled from the district level if deemed necessary by either district or school staff. Data is collected and reviewed with staff as a result of the walkthroughs. Building leadership staff must provide to district staff detailed actions that will occur as a result of the walkthrough feedback. District staff monitors the activities during future walkthroughs and through reports provided at monthly meetings between district and school staff.

District staff will continue to meet with school representatives to monitor progress toward the improvement plan on a monthly basis.

District staff will continue to coordinate joint PLCs between both high schools to work on deconstructing the standards and developing common assessments.

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 highlighted 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.

Will not be addressed

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

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Will not be addressed

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

The district will conduct a minimum of two walkthroughs per year to monitor classroom instruction to ensure students are provided rigorous instruction and are engaged in learning.

Joint PLCs will continue between the two high schools to deconstruct standards and develop common assessments. The curriculum specialists from both high schools coordinate the meetings between the two high schools. A district Assistant Superintendent oversees the work of the curriculum specialists.

The district will review formative data obtained from MAPS and common assessments frequently to monitor improvements in student achievement.

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

Improving the co-teaching model at CCHS has been identified as a need. As a result, plans are being made for a district special education teacher consultant to spend time at CCHS to observe current practices, provide feedback regarding those practices, and model more effective practices. Teachers will be monitored for progress with improving the co-teaching delivery services. In addition to the co-teaching activities, staff is provided training in the areas of the provision of accommodations for students with disabilities. District staff consisting of a special education teacher consultant and school psychologist, work with school staff on identifying root causes of student performance by analyzing such factors as attendance, in-school suspensions, out of school suspensions, etc. Staff is provided training on strategies to address the root causes of student performance.

District-wide LEP teachers meet twice a year with new teachers to provide information regarding the program services plan, resources available for teachers, learning characteristics of LEP students and how to modify lessons.

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.

Christian County High School will continue participation in the National Math and Science Initiative-sponsored Advance Kentucky program. As a part of this program, CCHS must demonstrate its commitment to the College Board's open enrollment policy. In addition, CCHS uses student MAP scores and teacher recommendations to identify students from traditionally under-represented populations for participation in upper-level classes, including pre-AP and AP.

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

Will not be addressed.

Describe strategies to increase graduation rates.

Will not be addressed.

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

Will not be addressed.

Describe the strategies implemented to improve school climate and discipline.

CCHS representatives met with staff from the Kentucky Center for Instructional Discipline on April 25, 2011 to discuss entering into a partnership for technical assistance to implement a Positive Behavior Intervention System at CCHS. While some practices of PBIS are in place at CCHS, an intentional school wide system is lacking. It is the intent of the school to proceed with establishing a partnership with KYCID beginning with the 2011-12 school year.

It is the intent that the School Administrative Manager hired through the grant will track discipline data to help administration and staff monitor discipline referrals.

CCHS currently has a full time school resource office in place through a contract with the Christian County Sheriff's Department.

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

Will not be addressed.

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

Will not be addressed.

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.

Will not be addressed.

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Actions

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

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

As noted above, a district special education teacher consultant will model and monitor effective co-teaching practices beginning with the 2011-12 school year. She will demonstrate the various models of co-teaching in the classrooms and will follow-up with teachers regarding implementation. Co-teaching models and practices will be identified during district walkthroughs and discussed during de-briefings regarding the implementation of practices or lack of observed practices. Monitoring that effective co-teaching activities are occurring will result in students with disabilities (an underperforming group) having equitable access to the general curriculum which should result in better performance.

District staff will also monitor classroom instruction through walkthrough observations. The walkthrough observations will target activities that staff have received training on including but not limited to learning targets and engaging instructional practices. Feedback will be provided to the administrative staff at CCHS during debriefings. Classroom walkthroughs will monitor that effective teaching practices are occurring and provide opportunities for coaching and feedback to teachers. If effective practices are not being observed and after opportunities for improvement are provided, the process for removing a teacher will begin.

District staff will review discipline data on a weekly basis to monitor progress of positive behavior intervention supports activities.

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

EduJobs funds will be utilized to hire additional reading and math intervention teachers. These classes will be small in enrollment allowing students to receive intentional instruction in the areas of reading and math.

Specifically, with regards to SIG funds, CCHS proposes to establish a SIG Leadership team to create a level of school efficiency that will result in higher level of performance for students and adults at CCHS. The team will participate in Turnaround School training activities. (MUNIS Code 0580 and 0338)

This team will be comprised of specialists to assist with coaching and direction for current staff to reach the goals of the improvement plan with the intent of building capacity to continue the work once funds are no longer available.

A Educational Recovery Leader and two Educational Recovery Specialists will be contracted through SIG funds to coach the principal, assistant principals and teachers in

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the use of research based practices and effective instructional practices that will maximize student achievement. The Education Recovery Specialists (one for reading and one for math) will provide assistance to teachers to ensure they have the skills needed for effective pedagogy and the capacity to successfully implement the activities required of the transformation model. The Education Recovery Specialists will ensure all professional learning activities promote sustainable teacher development addressing the need for use of research-based instructional strategies and appropriate assessment strategies.(MUNIS Code 0322)

In addition, through the use of SIG funds, a School Administrative Manager (SAM) will be hired to allow for the principal and assistant principals to be in the classrooms to coach teachers on effective instructional practices that will maximize student achievement. (MUNIS Code 0130)

School Improvement funds will also be utilized for stipends and substitutes for teachers to attend professional development training specific to the areas of reading and math and to continue to work in PLCs outside of regular work hours.(MUNIS Code 0113 and 0120).

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

The school is allocated staffing at .25 above the basic staffing formula. Based on the needs identified in reading and math, positions funded above the staffing formula have been redirected to those content areas. In addition, school based funds will be utilized for professional development activities targeting reading and math. Edujobs funds have been redirected to the high school to target reading and math as well as additional school improvement teachers from district staffing allocation. In addition, school based funds will be utilized for professional development activities targeting reading and math.

Title II funds will be utilized to pay for a curriculum specialist salary to serve in the role of master teacher to provide professional development and model instruction in the areas of reading and math.

IDEA-B funds will be utilized to pay for a building special education coordinator to oversee activities for students with disabilities. The building coordinator will also work with guidance counselors in scheduling students with disabilities into classes that maximize instruction in reading and math.

Family Youth Service Center funds will continued to be used to reduce individual student learning barriers.

SBDM funds will be used to provide materials for the classroom and support instructional activities.

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

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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.)

At the recommendation of the Commissioner of Education, members of the School Based Decision Making Council for CCHS have been removed and will be replaced with members who will serve in an advisory role to the Superintendent who will act as the chair of the council. At present, members of this advisory board have not been named.

Christian County Board of Education utilizes services from the Kentucky School Board Association for recommendation of policies to consider for adoption. The local Board of Education reviews policies annually or earlier upon request. The policies are shared with the schools for implications on site based policies. Board policy requires councils to submit new policies to the Board attorney for review. SBDM policies are reviewed annually with new SBDM members. Certified trainers for the Kentucky Association of School Councils (KASC) provide training to SBDM Council members during the school year. A SBDM checklist for effective policies is utilized to determine refinements or changes. All changes are approved by SBDM Council and sent to Board of Education. School councils make presentations annually to Board members regarding implementations of comprehensive improvement plans.

A formal review has not occurred to date. The policies and procedures for the Christian County Board of Education and CCHS will be reviewed extensively during the 2011-12 school year to ensure no barriers exist that would interfere with the implementation of the SIG plan and are aligned to student achievement goals. At the present time, we are not aware of any policies that would prevent teachers from implementing the school improvement activities.

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.

No changes to SBDM policies have occurred to date as a review has not been conducted. An extensive review will occur during the 2011-12 school year and any barriers noted that will interfere with implementing the improvement plan will be addressed.

CCHS will involve KASC to review SBDM policies to identify any changes that need to be made regarding the master schedule, curriculum, professional development, etc.

CCHS will continue to provide time for teachers to meet in PLCs during the school day as well as district scheduled early release days with the intent that work in the PLCs will target activities that improve student learning.

One change regarding class offerings has occurred based on the needs identified in reading. Additional reading intervention classes will be offered for the 2011-12 school to target student deficits noted in reading.

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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.

CCHS will continue to work with the literacy consultant with West Kentucky Educational Cooperative to design a literacy plan and program that will be intentional in improving student achievement in the area of reading. WKEC was selected due to the organization's ability to provide job embedded PD in the area of literacy. In addition, the expertise of the literacy specialist's ability to guide the school through the development of a literacy plan was another determining factor for utilizing WKEC to support the school's activities. Target dates will be included in the literacy plan regarding specific activities which will allow both CCHS and WKEC to chart progress of the plan. Progress data from students enrolled in reading intervention classes will be reviewed monthly with staff from CCHS and WKEC to determine the effectiveness of the reading strategies being utilized. This will serve as a means to evaluate the effectiveness of WKEC's work with CCHS.

CCHS will partner with the Kentucky Center for Instructional Discipline to implement a structured system for positive behavior supports. KYCID was chosen due to their previous work with CCHS and the success of their work throughout the state. KYCID structures their work with schools to include on-site consultation, professional development and assistance with tracking progress toward goals. Progress toward the goals set with school culture will serve as a means to evaluate the effectiveness of KYCID's work with CCHS.

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.

SIG funds are being requested to hire an Educational Recovery Leader and two Educational Recovery Specialist (one for reading and one for math) to work with existing staff in a coaching role to current staff (principal, assistant principals, curriculum specialists and teachers) to model effective teaching and school practices to raise student achievement. It is the intent of this model to build capacity with current staff that once the grant funds are no longer available staff will be able to carry on the work without those individuals being needed. A School Administrative Manager (SAM) will be hired while school improvement funds are available and the position will be funded through funds allocated to CCHS by the district through the staffing formula if at that time the position is still considered a priority position.

The district currently utilizes assessment data to gauge schools' progress toward reaching proficiency goals. Schools in corrective action status are required to meet with district staff monthly to review assessment data and to discuss activities that are being

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implemented or revised to target students that are not at the proficient level. CCHS is a school identified in corrective action status that meets monthly with district staff. PLCs will continue to occur at the school level and district level to analyze data and monitor progress toward school improvement goals.

District and school walkthroughs will occur to analyze and provide specific feedback to staff at CCHS regarding curriculum, instruction and progress toward goals.

Timeline

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

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.

YEAR 1

- o June 2011 Principal hired
- o July 2011 Turnaround Training for school team in Louisville
Hiring of Transformation staff identified in SIG.
Begin work with KYCID including scheduling of PD
New Teacher Training
- o August, 2011 Parent Home Visits. Information regarding SIG shared.
Fall MAPs assessment given.
District and school walk-throughs begin.
District Leadership Meetings (DLT) will begin on the 1st Wednesday of each month.
School Transformation meeting.
Begin work on math plan.
Continue work with WKEC on literacy plan.
Begin review of SBDM policies on instruction.
Begin work on plan to reward teachers.
Provide information to parents regarding SIG activities during open house and beginning of school activities.
Pair Master Teachers with new or struggling teachers
- o September, 2011 MAPs results analyzed and reported to district.
Receive KY Interim Performance Reports & NCLB Reports.
District provides technical assistance in analyzing data.
Begin work on organizing activities to increase parent involvement.
- o October, 2011 Growth day for job-embedded professional development through Professional Learning Communities.

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- o November, 2011 PD for staff in designing and implementing RTI activities.
Quarterly report due on progress toward SIG activities.
Growth day for job-embedded professional development through Professional Learning Communities.
Scrimmage Activity reflecting content and procedure of end of course exams and ACT
- o December, 2011 Winter MAPs assessment given.
- o January, 2012 MAPs results analyzed and reported to district.
Semester report due on progress toward SIG activities.
- February, 2012 Work on plan to recruit and retain staff.
- o March, 2012 Spring MAPs assessment given.
- o April, 2012 Quarterly report due on progress toward SIG activities.
MAPs results analyzed and reported to district.
Scrimmage Activity reflecting content and procedure of end of course exams and ACT
- o May, 2012 Educational Summit for parents and community members
School-wide Math and Literacy Plan completed

YEAR 2

- o June 2012 Professional Development Activities
- o July 2012 Professional Development Activities
Home Visits with parents
- o August, 2012 Fall MAPs assessment given.
District and school walk-throughs begin.
District Leadership Meetings (DLT) will begin on the 1st Wednesday of each month.
Open House for Parents
- o September, 2012 MAPs results analyzed and reported to district.
Receive KY Interim Performance Reports & NCLB Reports.
District provides technical assistance in analyzing data.
- o October, 2012 Growth day for job-embedded professional development through Professional Learning Communities.
PD for staff in designing and implementing RTI activities.
Quarterly report due on progress toward SIG activities.
- o November, 2012 Growth day for job-embedded professional development through Professional Learning Communities.
Scrimmage Activity reflecting content and procedure of end of course exams and ACT
- o December, 2012 Winter MAPs assessment given.
- o January, 2013 MAPs results analyzed and reported to district.
Semester report due on progress toward SIG activities.
- o March, 2013 Spring MAPs assessment given.
Scrimmage Activity reflecting content and procedure of end of course exams and ACT

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- o April, 2013 Quarterly report due on progress toward SIG activities.
MAPs results analyzed and reported to district.
Educational Summit for parents and community members

YEAR 3

- o June 2013 Professional Development Activities
- o July 2013 Professional Development Activities
Home Visits
- o August, 2013 Fall MAPs assessment given.
District and school walk-throughs begin.
District Leadership Meetings (DLT) will begin on the 1st
Wednesday of each month.
Open House for parents
- o September, 2013 MAPs results analyzed and reported to district.
Receive KY Interim Performance Reports & NCLB Reports.
District provides technical assistance in analyzing data.
- o October, 2013 Growth day for job-embedded professional development
through Professional Learning Communities.
PD for staff in designing and implementing RTI activities.
Quarterly report due on progress toward SIG activities.
- o November, 2013 Growth day for job-embedded professional development
through Professional Learning Communities.
Scrimmage Activity reflecting content and procedure of end
of course exams and ACT
- o December, 2013 Winter MAPs assessment given.
- o January, 2014 MAPs results analyzed and reported to district.
Semester report due on progress toward SIG activities.
- o March, 2014 . Spring MAPs assessment given.
Scrimmage Activity reflecting content and procedure of end
of course exams and ACT
- o April, 2014 Quarterly report due on progress toward SIG activities.
MAPs results analyzed and reported to district.
Educational Summit for parents and community members

On-Going Activities Years One through Three:

- o Weekly Professional Learning Communities are conducted with a focus on
student achievement, attendance, discipline and building culture.
- o Monthly Transformation committee meetings will occur to review SIG.
- o District Leadership Team meetings will occur the first Wednesday of each month.
- o District walk-throughs once each semester.
- o School walk-throughs occur daily throughout the year.
- o Schools in Corrective Action status will meet monthly as a group with district
staff.

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- o Analysis of behavior data will occur weekly and will be discussed with faculty.

Annual Goals

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

Develop **annual** S.M.A.R.T. goals (Goals must be specific, measurable, 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.

Baseline Data:

In 2010, 14.9 % of students identified with disabilities scored proficient in reading and 16.22% scored proficient in math.

In 2010, 25.74% of African American students scored proficient in reading and 16.67% scored proficient in math.

In 2010, 33.06 % of students qualifying for free-reduced lunch scored proficient in reading and 20.51% scored proficient in math.

Annual Smart Goals:

In 2011-2012, the percentage of all students scoring proficient on the identified state test in reading will be 79.82% and the percentage of students scoring proficient on the identified state test will be mathematics to 79.94%.

In 2012-2013, the percentage of all students scoring proficient on the identified state test in reading will be 89.91% and the percentage of students scoring proficient on the identified state test in mathematics will be 89.97%.

In 2013-2014, the percentage of all students scoring proficient on the identified state test in reading will be 100% and the percentage of students scoring proficient on the identified state test in mathematics will be 100%.

The targets are set according to requirements of meeting AYP. Staff is conscious that safe harbor targets are more realistic with meeting goals.

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.

Data reflecting student progress on Measures of Academic Performance (MAP) and common assessments in reading and math will be collected analyzed and reported at least quarterly. The targets are set according to requirements of meeting AYP. Staff is conscious that safe harbor targets are more realistic with meeting goals.

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See attached chart for quarterly benchmark goals. (Chart #5)

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.

This plan will be implemented and monitored monthly/ bi-monthly and quarterly. The Principal will be required to complete I & I checks on a quarterly basis. The Principal will be required to submit and present progress of this plan (I & I check) to the District Administrative Leadership Team. Data Disaggregation will be ongoing to effectively monitor student achievement throughout the school year and reported to the District Administrative Leadership Team to monitor progress.

The number of students needed to reach proficiency will be identified according to the AMO. Monthly /quarterly assessments will be reviewed and utilized to determine if the students identified are reaching proficiency to obtain the AMO target.

Should the school not show progress toward goals, district staff will schedule more frequent walkthroughs to monitor classroom instruction. In addition, district staff will schedule meetings with teachers to discuss activities in place to target non-proficient students.

Consultation

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

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.

District and school staff met with Dr. Dunn, Education Recovery Director, on March 8, 2011 initially to discuss the process for the school improvement grant application. Upon conclusion of this meeting, staff identified key individuals at the school level who would need to be involved in the application process. The first school team meeting occurred on March 15, 2011 and included the Superintendent, Assistant Superintendent, Director of Federal Services, CCHS Principal, both Curriculum Specialists, an Assistant Principal, Math Department Chair, English Department Chair and School Reading Coach. It was determined at this meeting that all staff at CCHS who would be interested in participating in the grant application process should be included in any future meetings. As a result, weekly meetings open to all staff and board members have occurred to plan for the writing of SIG since March 15, 2011. The committee reviewed data to determine the root causes for student performance. This became the driving force for discussions regarding activities that needed to be included in the improvement plan. In addition, subcommittees targeting reading and math met to share

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research and suggestions for items to be included in plan. Two Board members attended a meeting on April 25, 2011 when the SIG committee met with representatives from Kentucky Center for Instructional Discipline to discuss support this agency could provide to the school. In addition, a board member attended a SIG meeting on April 26, 2011 and participated in the discussion of the activities to be included in the grant.

School Improvement meetings with staff will continue to be held at least monthly during the 3 year cycle of the grant. The purpose of the meetings will be to inform stakeholders of progress toward implementation of the improvement plan.

Parents and community members will continue to be informed of the improvement model through various activities. As noted perviously, information regarding improvement activities will be shared with parents through home visits that will occur the week before school begins. In addtion, information will be shared at open houses and through media outlets such as the school's webpage. Community members will be informed of the school activities through continued participation in walkthroughs. In addition, information regarding improvement activities will be shared with the community through the school's webpage and newspaper articles.

School Budget Narrative

Please Note: You may only type in the highlighted areas

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.

Year 1 (2011-12)

Munis Code 0113 - Funds will be used to pay teacher stipends for working additional hours after school in PLCs and other professional development opportunities. Funds will also be utilized for stipends to reward teachers reaching targets.

Munis Code 0120- Substitutes for teachers to participate in school walk-throughs and visiting high performing schools

Munis Code 0130 - Hire 1 FTE School Administrative Manager to allow principal and assistant principals to serve in instructional leader capacity

Munis Code 0299- Rewards for teacher meeting student growth goals (gift cards, \$500 for reaching goal, etc)

Munis Code 0322- Contracted Services for ERL and ERSs

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Munis Code 0338 - Registration fees to attend training to implement school improvement strategies

Munis Code 0580- Travel cost incurred with professional development opportunities designed to target school improvement strategies

Munis Code 0641 - Professional development books will be purchased as part of on-going professional learning opportunities targeting school improvement activities.

Year 2 (2012-13)

Munis Code 0113 - Funds will be used to pay teachers stipends for working additional hours after school in PLCs and other professional development opportunities. Funds will also be utilized for stipends to reward teachers reaching targets.

Munis Code 0120- Substitutes for teachers to participate in school walk-throughs and visiting high performing schools

Munis Code 0130 - Pay salary of 1 FTE School Administrative Manager to allow principal and assistant principals to serve in instructional leader capacity

Munis Code 0299- Rewards for teacher meeting student growth goals and sign on bonuses for critical shortage areas

Munis Code 0322- Contracted services for ERL and ERSs

Munis Code 0338 - Registration fees to attend training to implement school improvement strategies

Munis Code 0580- Travel cost incurred with professional development opportunities designed to target school improvement strategies

Year 3 (2013-14)

Munis Code 0113 - Funds will be used to pay teachers stipends for working additional hours after school in PLCs and other professional development opportunities. Funds will also be utilized for stipends to reward teachers reaching targets.

Munis Code 0120- Substitutes for teachers to participate in school walk-throughs and visiting high performing schools

Munis Code 0130 - Pay salary of 1 FTE School Administrative Manager to allow principal and assistant principals to serve in instructional leader capacity

Munis Code 0299- Rewards for teacher meeting student growth goals and sign on bonuses for critical shortage areas

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Munis Code 0322- Contracted services for ERL and ERSs

Munis Code 0338 - Registration fees to attend training to implement school improvement strategies

Munis Code 0580- Travel cost incurred with professional development opportunities designed to target school improvement strategies

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.)

State, local funds and federal funds are used to hire school improvement teachers above the staffing formula. Title II funds are used to hire a Curriculum Specialists. IDEA-B funds are used to hire instructional assistants to assist with reading and math instruction for students with disabilities. State and federal funds are utilized to provide extended learning opportunities (before/after school, summer school and/or Saturday school). EduJob funds are used to pay for intervention teachers in the areas of reading and math. All funds are also used to provide professional development and purchases resources for instruction.

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Year 1 Budget

Please Note: You may only type in the highlighted 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 #1	Christian County High School	District	Christian County
MUNIS Code	Description of Activity		Amount Requested
110			
111			
112			
113	Stipends for Teachers-PD, PLCs		10,000
120	Subs for Teachers to participate in walkthroughs		5,000
130	Classified Salary (SAM)		34,251
140			
160			
213	Group Liability		60
214			
219			
221	FICA		5,603
222	Medicare		1,311
231	KTRS		9,750
232	CERS		5,799
233			
240			
251			

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MUNIS Code	Description of Activity	Amount Requested
253		
260	Workman's Comp	877
291		
293		
294	Health Insurance	12,000
295	Life Insurance	54
296	State Adm	100
297	Flex Spending	100
299	Other: Teacher Rewards Growth Model	25,000
322	Education Consultants	450,000
335		
338	Registrations for Conferences	5,000
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		

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MUNIS Code	Description of Activity	Amount Requested
553		
580	Travel for Conferences	10,000
581		
582		
584		
585		
586		
589		
616		
626		
627		
629		
641	Professional Development Books	5,000
642		
643		
645		
646		
647		
649		
650		
734		
735		
738		
810		
892		
894		

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MUNIS Code	Description of Activity	Amount Requested
Total Amount Requested		\$ 579,905

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Year 2 Budget

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

School #1 _____ **District** _____

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113		
120		
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		
240		
251		
253		
260		
291		
293		
294		

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MUNIS Code	Description of Activity	Amount Requested
295		
296		
297		
299		
322		
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582		
584		

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MUNIS Code	Description of Activity	Amount Requested
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647		
649		
650		
734		
735		
738		
810		
892		
894		

Total Amount Requested	\$
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Year 3 Budget

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

School #1 _____ **District** _____

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113		
120		
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		
240		
251		
253		
260		
291		
293		
294		

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MUNIS Code	Description of Activity	Amount Requested
295		
296		
297		
299		
322		
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582		
584		

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MUNIS Code	Description of Activity	Amount Requested
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647		
649		
650		
734		
735		
738		
810		
892		
894		

Total Amount Requested	\$
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----- End of School #1 Application -----

Chart #5

Quarterly Goals

	2009-10 NCLB	2011-12				2012-13				2013-14			
		1 st Quarter	2 nd Quarter	3 rd Quarter	Annual	1 st Quarter	2 nd Quarter	3 rd Quarter	Annual	1 st Quarter	2 nd Quarter	3 rd Quarter	Annual
Reading-All	40	49.95	59.9	69.85	79.82	82.34	84.86	87.38	89.91	92.43	94.95	97.47	100
Reading-Free/Reduced	33.06	44.76	56.46	68.16	79.92	82.34	84.86	87.38	89.91	92.43	94.95	97.47	100
Reading-African Americans	25.74	39.28	52.82	66.36	79.92	82.34	84.86	87.38	89.91	92.43	94.95	97.47	100
Reading-Disabilities	14.9	31.15	47.4	63.6	79.92	82.34	84.86	87.38	89.91	92.43	94.95	97.47	100
Math-All	33.54	45.14	56.74	68.34	79.94	82.44	84.94	87.44	89.97	92.47	94.97	97.47	100
Math-Free/Reduced	20.51	35.36	50.21	65.06	79.94	82.44	84.94	87.44	89.97	92.47	94.97	97.47	100
Math-African Americans	16.67	32.48	48.29	64.1	79.94	82.44	84.94	87.44	89.97	92.47	94.97	97.47	100
Math-Disabilities	16.22	32.15	48.08	64.01	79.94	82.44	84.94	87.44	89.97	92.47	94.97	97.47	100

Data Chart #1

KCCT

Reading

Subpopulations	2007-08 Total% P/D	2008-09 Total% P/D	2009-2010 Total% P/D
Female	50%	61.49%	45.09%
Male	41%	43.72%	35.03%
White (non-hispanic)	53%	61.17%	48.54%
AA	27%	39.72%	25.74%
F/R	39%	42.13%	33.06%
Disability	7%	23.26%	14.89%
Total Population	46%	52.38%	40%

Math

Subpopulations	2007-08 Total% P/D	2008-09 Total% P/D	2009-2010 Total% P/D
Female	33%	48.92%	34.62%
Male	26%	41.72%	32.53%
White (non-hispanic)	40%	55.85%	45.60%
AA	16%	23.91%	16.67%
F/R	18%	29.25%	20.51%
Disability	0%	24.14%	16.22%
Total Population	30%	45.17%	33.54%

Data Chart #2

PLAN

2010	CCHS	KY	National
English	14.2	15.7	16.9
Math	15.6	16.8	17.4
Reading	14.9	16.4	16.9
Science	16.0	17.6	18.2
Composite	15.3	16.7	17.5
2009	CCHS	KY	National
English	14.4	15.8	16.9
Math	14.9	16.5	17.4
Reading	14.8	16.2	16.9
Science	16.6	17.6	18.2
Composite	15.3	16.7	17.5
2008	CCHS	KY	National
English	15.0	15.9	16.9
Math	15.9	16.4	17.4
Reading	15.1	16.0	16.9
Science	16.8	17.4	18.2
Composite	15.8	16.6	17.5

Data Chart #3

ACT

2010	CCHS	KY
English	16.4	17.7
Math	17.2	18.2
Reading	18	18.8
Science	17.3	18.7
Composite	17.4	18.5
2009	CCHS	KY
English	16.0	17.3
Math	17.3	18.2
Reading	17.4	18.4
Science	17.2	18.5
Composite	17.1	18.2
2008	CCHS	KY
English	15.5	17.3
Math	16.9	18.1
Reading	17.5	18.5
Science	17.6	18.7
Composite	17	18.3

Data Chart #4

Non Cognitive

	2007-08	2008-09
Attendance Rate	92.7%	92.2%
Retention Rate	6.7%	8.0%
Drop Out Rate	3.7%	2.7%
Graduation Rate	80.0%	78.8%
Successful Transition Rate	95.8%	90.5%

Attendance Rate	2007-08	2008-09
CCHS	92.7%	92.2%
State	94.2%	94.2%

Retention Rate	2007-08	2008-09
CCHS	6.7%	8.0%
State	2.6%	2.8%

Drop Out Rate	2007-08	2008-09
CCHS	3.7%	2.7%
State	2.3%	2.0%

Graduation Rate	2007-08	2008-09

CCHS	80.0%	78.8%
State	84.5%	83.9%

Successful Transtion	2007-08	2008-09
CCHS	95.8%	90.5%
State	95.3%	94.4%

