

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

Cover Page

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

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District Name		NCES ID#		Total Awarded
Carter				\$
	School Name	NCES ID#	Tier	Intervention
1	East Carter High School		II	Transformation Model
2				Transformation Model
3				Transformation Model
4				Transformation Model
5				Transformation Model
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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 District and School Transformation Team 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 District and School Transformation Team Chair

Date

(In an Advisory Role)

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

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- 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 school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Signature of Superintendent

Date

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District Actions

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

The Carter County School District will use funds from the SIG to fund an **Academic Instructional Specialist for 100 days**. The district is in **corrective action** at this time. A District Corrective Action Plan has been approved by KDE and is being implemented currently. The KDE District Leadership Audit determined that the district had the capacity to lead and support ECHS. However, since the audit, several **key leadership positions in the district has changed**. A new superintendent was hired July 1 due to the retirement of Darlene Gee. Marianne Johnson, Title I coordinator for the last seven years, and Leland Wilcox, Personnel Director, also retired effective June 30. Since the district is experiencing a **major turnover in key positions**, the district is proposing to **spend SIG funds for the Academic Instructional Specialist** to serve as a **liaison between ECHS and the district**. This specialist will learn, in collaboration with the **District 180 Educational Recovery Team, how to effectively support ECHS during and after the SIG process and build capacity for the sustainability of the improvement process** after the SIG grant ends. This specialist will learn the systems that are most effective in supporting and monitoring the process of transformation at the high school. These lessons learned will allow the district to increase their capacity to support change at the high school. This **half-time position at the district, to support ECHS, is needed in order to increase the capacity of the district to respond to needs of students and teachers in order to increase student achievement**.

The **Academic Instructional Specialist** will be an important support for the proposed **KDE Accountability Model priority Next Generation Professionals**. The specialist will collaborate with the ER Team to effectively facilitate meetings of department PLCs as they develop **common lesson plans, pacing guides, common formative and summative assessments, and analyze formative and summative student data**. The **Academic Instructional Specialist** will also collaborate with the ER Team to effectively facilitate **the analysis of EPAS and KCCT data in order to determine strengths and weaknesses in the instructional program**. This data analysis will develop into a systematic process for improving instruction at ECHS.

This **Academic Instructional Specialist** will serve as the liaison between ECHS and the district reporting to the superintendent and instructional supervisors on the progress made at the school and additional supports needed. This specialist will also be required by the SIG grant to be a **member of the District and School Transformation Team (DSTT)**.

The **Academic Instructional Specialist**, along with the instructional coach, will also collaborate with faculty on implementing effective instructional strategies based on the **Characteristics of Highly Effective Teaching and Learning (CHETL)** through explicit teaching and modeling of these strategies at faculty meetings and in the classroom.

The **Academic Instructional Specialist** will conduct regular walkthroughs with the administrative team at East Carter High School in order to **monitor implementation of these strategies and their effect on student achievement**. The walkthrough data will inform the ER Team which teachers need what kinds of supports.

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The **Academic Instructional Specialist, in collaboration with the ER Team**, will work with teachers and counselors at ECHS on the Response to Intervention model in place at the high school. Some shared duties of the Academic Instructional Specialist may be assignment of students to interventions, individual counseling of students about their achievement data, and scheduling.

External partnerships with Eastern Kentucky University to support the math department, Kentucky Department of Education online AP classes, and Morehead State University to support literacy are in various planning stages at the time of this application.

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.

East Carter High is the only Tier II School in the district.

District Budget Narrative

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

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

The district plans to withhold funds to pay for the **Academic Instructional Specialist 100-day position**. The **Academic Instructional Specialist** duties, (as documented on page 4 & 5 of the **SIG grant**) through collaboration with the ER team, will build sustainable processes that will positively impact the elimination of the following causes and contributing factors attributed to low achievement at ECHS:

- Low performance on federal, state and EPAS testing indicate our instructional strategies are ineffective in reaching all learners. Classroom instruction needs to be more rigorous, engaging, and aligned to state standards. (**See Commitment to Serve section**)
- Content area teachers do not accept their role in incorporating reading strategies into their classroom instruction, nor do they feel they have expertise in this area. A lack of professional development in content reading strategies is the problem.
- PLC work is not monitored by the school administration. Therefore, little or no meaningful work gets accomplished in these meetings. The lengths of PLC meetings range from 20 - 60 minutes either once a week or once a month based on the department. PLC work needs to be focused.
- Instruction varies from one class to another. There is no consistency on the use of the 70-minute block. Most classes do not plan for bell-to-bell teaching. There is a lack of instructional rigor and most activities focus on DOK 1 knowledge. Lack of regular daily or weekly walkthroughs by the school principal and assistants contribute to this

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problem.

- The role of the instructional coach, provided by Title I District Professional Development funds, at the high school has not been utilized appropriately. Most of the coach's time has been used for **non-instructionally related tasks**, not instructional ones. This leaves the coach little time to model in classrooms and work with teachers on planning times and in their classrooms.
- The curriculum delivered to students is not always aligned to EPAS and the POS.
- There is not enough emphasis on real world applications in the classroom. Students do not see the relevance of what they are learning.
- There is improper use or little use of formative assessment in the classroom to inform instruction. Too many teachers solely rely on summative assessments.

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.)

Additional district funding apart from SIG Funds will be directed to ECHS for the following services:

1. **Title I District Professional Development funds** will be used to fund a full-time instructional coach for the high school to work in collaboration with ER staff to design and deliver rigorous, research- based instruction. **The instructional coach works 192 days, 185 of which are for providing job-embedded professional development relating to curriculum, assessment and instruction (modeling, developing model lessons, co-teaching, reviewing and providing feedback on assessments) and 7 days of which are planning and providing required 24 hours of professional development. This position holds no administrative duties. The district Title 1 Coordinator will monitor the roles, responsibilities and duties of the instructional coach.**
2. The district will fund, through **IDEA B**, a special education instructional coach. This coach collaborates with ECHS faculty/staff and their special education teachers on collaboration models and the effective implementation of them in the classroom.
3. The district will use federal funds (**RLIS and Title I**) to provide PD 360 licenses for each teacher at ECHS to use for personal growth and professional development.
4. The district will use **RLIS funds** to pay for **Observation 360**, a walkthrough tool that aligns with PD 360, for all ECHS administrators, ER team, and the Academic Instructional Specialist to use when they conduct walkthroughs. This tool allows them to analyze instructional patterns at the school, provide resources to teachers in needed areas, and also to document their assistance.
5. The district will pay for **KYCID training** which has begun the implementation of the Positive Behavior Supports System at ECHS with **RLIS funds**.
6. The district will use **general funds** to fund the position of in-school suspension, giving administrators an option besides out-of -school suspension for discipline. This allows students to stay in school and not miss out on instruction.
7. The district will use **general funds** to provide ECHS with School Messenger, a

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calling program that increases the school's ability to communicate with students and parents.

8. The district will provide ECHS with an athletic director paid for from **Section 7 funds**, in order to increase the time the principal has to focus on instructional issues.

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

1. The district will use funds **to hire Larry Kiser, the new principal, beginning June 15th**. Preparation for the new school year and successful implementation of the transformation model will take considerable time. Turnaround training will take one week out of July, so these additional days will be valuable as the leadership team begins the transformation of East Carter High School.
2. **In School Suspension (ISS) instructor**: The district will fund this position to decrease the amount of instructional time students lose due to out of school suspensions. Students who are assigned to ISS will continue their class assignments with the tutoring and guidance of the ISS instructor. The structure of the ISS class acts as a deterrent to repeat offenders.

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.

None

District Carter **School #1** East Carter High School

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.

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**** (Page numbers indicate where gap is addressed) ****

The District and School Transformation Team (DSTT) met March 10th, 2011 to analyze math and literacy data from East Carter's IPR, NCLB Report, and EPAS results from 2010. Following are the priority needs identified during the East Carter High School IPR/NCLB Data Analysis as it relates to **math and reading**:

What does the data tell us?

Math (Pages 30-34)

- All students did not meet NCLB's annual measurable objective (AMO) of 59.88% proficient in math. Only 20.4% of all students scored proficient or above in math.
- White students did not meet the AMO in math either. Only 20% of white students scored proficient or above in math.
- Students who receive free/reduced lunch did not meet the AMO in math. Only 16% of those students scored proficient or above in math.
- Also not meeting the AMO in math were students with disabilities. Only 15.38% of those students scored proficient or above.
- The IPR data showed that 50% of Gifted and Talented students scored proficient or above in math, and only 3.13% who received extended school services met the benchmark. Females outperformed males 22.94% to 17.20%. Only 16.46% of students who attended vocational school for at least 2 credits a day met the math benchmark marking a gap between these students and all students at the school.
- Gaps in math exist between white students and those on F/R lunch, students with disabilities, and those who attend vocational school for at least 2 credits a day. A gap exists between females and males. Students who received ESS services in math significantly underperformed in math compared to all other subgroups. The highest performing group in math is the Gifted and Talented.

Reading (Pages 28-30, 37-38)

- All students met the NCLB's AMO in reading of 59.63% based on the confidence interval. In this category, ECHS had 52.53% of their students meeting the benchmark.
- White students met the AMO in reading based on the confidence interval. In this category, ECHS had 52.79% of their students scoring proficient and above.
- Students who receive free/reduced lunch did not meet the AMO. Only 41.74% of students met the benchmark.
- Students with disabilities did not meet the AMO. Only 21.21% of students scored proficient or higher.
- The IPR data showed that 90.48% of Gifted and Talented students scored proficient or higher in reading. Females out performed males 63.44% to 42.86% which shows a significant gap. Students who attend vocational school for at least 2 credits at day scored 53.33% proficient or above.
- Gaps in reading exist between white students and those that receive F/R lunch. Students with disabilities scored the lowest among all subgroups at 21.2%. The

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highest performing group in reading is students identified as Gifted and Talented.

2010 PLAN Data

- **Math** – ECHS students scored 15.6 on the math portion of the PLAN. This was under the state average of 16.8 and 3.4 points from the benchmark of 19. Only 17.60% of current 10th grade students at ECHS met the benchmark.
- **Reading** – ECHS students scored 15.1 on the reading portion of the PLAN. This was under the state average of 16.4 and 1.9 points away from the benchmark of 17. Only 36.70% of current 10th grade students at ECHS met the benchmark.

2010 ACT Data

- **Math** – ECHS students scored 16.7 on the math portion of the ACT. This was under the state average of 18.3 and 5.3 points from the benchmark of 22. Only 7.9% of ECHS current seniors met the benchmark.
- **Reading** – ECHS students scored 18 on the reading portion of the ACT. This was under the state average of 18.9 and 3 points from the benchmark of 21. Only 30.70% of ECHS current seniors met the benchmark.

Discovery Education (Think Link) Predictive Testing

- Data from the 3rd test in Math indicate that 46% of 9th graders scored proficient or above. 42.4% of 10th graders and 23.8% of 11th graders scored at least proficient. This data indicates that ECHS is unlikely to hit the AMO in math this year for NCLB or meet safe harbor requirements.
- Data from the 3rd test in Reading indicate that 60.6% of 9th graders and 60.8% of 10th graders scored proficient or distinguished in reading. The data indicates that ECHS is unlikely to hit the AMO in Reading for NCLB, but could meet the safe harbor requirements in this area by decreasing by 10% the number of students scoring below proficient.

Some conclusions drawn from the analysis of the cognitive data:

- Student performance **overall is decreasing each year** and has significantly decreased over the past 3 years according to **EPAS testing and the IPR.**
- ECHS students **are performing below the state average in all areas** on the PLAN and ACT.
- The **number of students not meeting the benchmark increases from the PLAN to the ACT.**
- Data from the IPR and NCLB reports show **gaps in reading and math exist between females and males. In addition, gaps exist between all students and those who receive free and reduced lunch. Gaps are also found between all students and students with disabilities.**

Questions the data does not answer

- Do ECHS teachers address EPAS standards in planning for their instruction?
- Do students feel a sense of belonging at ECHS?
- Are students at ECHS giving their best efforts on tests?
- Are teachers and students at ECHS goal oriented?

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What are causes for celebration?

- The possibility of Safe Harbor in Reading based on the Think Link data.
- English ACT increased 1.2 over 2009

What are the opportunities for improvement?

- ECHS needs to increase, in all areas, the percentage of students meeting benchmark on EPAS. Gaps must be closed.
- Classroom instruction needs to be more rigorous, engaging, and aligned to core standards.
- Students must be engaged in their own learning processes.

Next Steps based on Cognitive Data Review

- All classes at ECHS need to be aligned to **Kentucky Common Core Standards and EPAS**.
- All ECHS teachers **need professional development on designing rigorous instruction that engages the learner**.
- Teachers need to work more effectively in PLC groups on planning standards based units of study and common assessments. The **Academic Instructional Specialist, in collaboration with the ER Team**, will design and implement a process for data collection and collaboration for ECHS PLC groups.
- **Writing to Learn strategies**, for teachers to use with students to increase student achievement, must be implemented with fidelity.

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 dropout and graduation rates, if applicable.

ECHS Attendance (Pages 38-39)

- **Student attendance** at ECHS, as of 4/25/11, is 92.33% for the 2010-2011 school year. Freshmen have the highest attendance rate of 93.07%. The sophomore rate of 91.89% is lower than the junior rate of 92.59%. However, the senior rate is 91.73%, the lowest of all ratings at ECHS.
- **Teacher attendance** rate at ECHS is 94.45%. After 92 days of school, 28 of 51 teachers had already used half or more of their sick or personal leave.

Behavior Data (Pages 47-48)

- For the current school year, as of 4/25/11, there have been **1,235 discipline referrals** at ECHS. **Out of school suspensions** total 263 days whereas **in school suspensions** total 487 days. The number of students involved in suspensions has decreased from

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200 students during the 2009-10 school year to 189 students during the 2010-2011 school year.

Graduation/Retention/Drop-Out Data (Pages 46-47)

- **Graduation Rate** for 2009-10 ECHS school year was 90.29%.
- The **drop out rate** at ECHS is 0.85% and the **retention** rate is 8.76%.

Data in the table below shows trends over the past five years between graduation rates, dropout rates, retention rates, and attendance rates at ECHS. Analysis of the trend data reveals that the graduation rate after the 2005-06 school year has remained stagnant. However, while the dropout rate has decreased, the retention rate has increased. This data seems to indicate programs such as the Alternative program may be keeping students in school who would have dropped out in years previous to the transformation of this alternative program during the 2007-08 school year. Attendance has been historically low at ECHS.

ECHS	2005-06	2006-07	2007-08	2008-09	2009-10
Graduation Rate	80.9%	91.7%	90.2%	90.3%	90.29%
Drop out Rate	3.6%	2%	0.9%	0.9%	0.85%
Retention Rate	3.5%	0.3%	5.2%	8.8%	8.76%
Attendance Rate	90.9%	89%	89.2%	87.6%	89.2%

Conclusions based on the non-cognitive data

Low student attendance (89.2% during the 2009-10 school year) directly affects student achievement in a negative way as indicated by ECHS NCLB report and IPR. Added to that fact is students missed 750 days of school due to in and out of school suspensions.

Implementation of the KYCID program with fidelity at ECHS will cut the number of days lost to in school suspension. It's easy to see how students have missed out on daily instruction during the school year. Students cannot learn when they are not in school. Coupled with poor student attendance is low teacher attendance as well. These two factors work directly against increasing student achievement at ECHS and will be a focus of the SIG work.

Questions the data does not answer

- Do students feel a sense of belonging at ECHS?
- What barriers are contributing to the low attendance rate at ECHS?
- Do teachers use sick and personal days only when necessary or are they seen as “perks” to take each year?

What are causes for celebrations?

- Current attendance rate at ECHS shows an increase of 3.13% over the 2009-2010 school year.

What are the opportunities for improvement?

- Student attendance needs to be improved
- Teacher attendance needs to be improved

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- Out of school and in school suspensions need to be decreased

Next steps based on non-cognitive data

- The district will add a Student Support Services position to work 50% of their time at ECHS. This Student Support Services person will be instrumental in helping to identify root causes that are contributing to poor student attendance and graduation rates. This person in collaboration with the ER Team can help establish a system and processes to increase student attendance and graduation rates.

TELL SURVEY DATA

East Carter High School faculty had **100% participation** in the **2011 TELL Survey**. While 70.5% of the faculty reported that their school was a good place to work and learn, their responses **on 91% of the questions were ranked below All KY High Schools, Carter County, and the State**. Some areas of concern on each section of the TELL Survey are listed below.

Time

- 24.2% of the faculty reported that efforts are made to minimize the amount of routine paperwork teachers are required to do.
- **Next Steps** – School administration, working collaboratively with the ERS Team, will track and analyze the amount of paper work currently required and develop a system to streamline required paperwork and/or eliminate unnecessary paperwork.

Facilities and Resources

- 46.8% of the faculty reported that they have sufficient access to instructional technology, including computers, printers, software and Internet access.
- **Next Steps** – School administration and the ERS Team will work collaboratively with the District Technology Coordinator to determine specific school needs and plan to address needs.

Community Support and Involvement

- 31% of the faculty reported that parents/guardians support teachers, contributing to their success with students.
- **Next Steps** - School Administration in collaboration with the ERS Team will facilitate a series of forums and communications (Open House once a trimester, School Messenger phone system, school emails, parent conferences, etc.) to increase contact among the school and community. A comprehensive communication plan will be developed.

Managing Student Conduct

- 43.5% of the faculty reports that teachers consistently enforce rules for student conduct.
- **Next Steps** – School staff will receive training from the Kentucky Center for Instructional Discipline on implementation a Positive Behavior Inventions and Supports Program. School Administration, in collaboration with the ERS Team, will develop a system of implementation for the upcoming school year.

Teacher Leadership and School Leadership

- 44.1% of the faculty report that teachers have an appropriate level of influence on decision making in the school.

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- 52.5% of the faculty report that there is an atmosphere of trust and mutual respect in this school.
- **Next Steps** –
 1. District Leadership will administer a Triage Survey Needs Assessment in September to identify needs in the school culture. District and School Administration will collaborate with the ERS Team to develop a system to address identified needs and areas of concerns. The school culture will be reassessed in March with the Triage Survey to show improvements.
 2. Opportunities for teachers, parents and community to have input at the school will be provided through planned identified methods which may include:
 - Surveys,
 - Membership on District & School Transformation Team
 - PLCs.

Professional Development

- 24.6% of the faculty report that professional development is differentiated to meet the needs of individual teachers.
- 34.5% of the faculty report that professional development is evaluated and results are communicated to teachers.
- **Next Steps** –
 1. District and School Administration will work collaboratively with the ERS Team to develop a plan for professional development at ECHS. ERS will provide embedded PD based on walkthrough data.
 2. The district will continue to provide support in the form of PD 360 – a web-based professional development program to support individual professional development needs.
 3. School administration will use the Individual Growth Plan (IGP) as a tool to target specific needs of teachers.

Instructional Practices and Support

- 43.3% of the faculty report that state assessment data are available in time to impact instructional practices.
- **Next Steps** –
 1. District and School Administration will work collaboratively with the ERS Team to develop and deploy a system for analysis of state assessments upon release in the fall of 2011.
 2. District and School Administration will work collaboratively with the ERS Team to develop and deploy a system for analysis of Think Link and other formative assessment results throughout the school year.
 3. The staff will review the Classroom Assessment for Student Learning and Seven Strategies for Classroom Assessment that were taught in book studies during the 2010-11 school year.

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.

***** (Page number indicates where cause and contributing factors are addressed) *****

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Causes and Contributing Factors

- Low performance on state and EPAS testing indicate our **instructional strategies are ineffective in reaching all learners**. Classroom instruction needs to be more rigorous, engaging, and aligned to state standards. **(Page 27-34)**
- While **attendance** has increased this school year by 3.13% over last year, 92.33% is still in need of great improvement. **(Page 38-39)**
- A core group of **students are responsible for most of the disciplinary referrals** and suspensions at the high school. This group has unmet needs that must be addressed. **(Page 38-39)**
- Currently, there is **not a reading class required for students to take at the high school**, so after students leave the middle school, they do not receive instruction in comprehension strategies needed to gain meaning from their reading. **(Pages 28-30)**
- **School leadership has not used the schedule to optimize time for teachers to collaborate on standards based units, common assessments, and analysis of student work** during the school day. **(Page 41-42)**
- There is **little evidence** that content area teachers are **incorporating reading strategies into their classroom instruction**, or that they feel they have expertise in this area. A **lack of professional development** in content reading strategies could be contributing to this problem. **(Page 28-30)**
- There is **little or no evidence that students are engaged in learning math**. Instruction based on texts provides the majority of observable classroom data. **(Pages 30-34)**
- There is **little evidence or documentation concerning PLC work** at ECHS. The lengths of PLC meetings vary between departments, ranging from 20 – 60 minutes either once a week or once a month. PLC work needs to be focused. **(Page 5, 41)**
- **Walkthrough data indicates that instruction varies from one class to another**. There is no consistency on the use of the 70-minute block. Most classes do not do bell-to-bell teaching. There is a lack of instructional rigor, most activities focus on DOK 1 knowledge. Lack of regular daily or weekly walkthroughs by the school principal and assistants contribute to this problem. **(Page 5)**
- **Collaboration between the regular classroom teacher and the special education teacher** needs to be strengthened. In many classrooms the special education teacher is more of an observer than co-teacher. **(Pages 40-41, 44)**
- The **role of the instructional coach** at the high school, which is provided by Title I funds, **has not been utilized appropriately**. Most of the coach's time has been used for non-instructional tasks. This leaves her little time to model in classrooms and work with teachers on planning times and in their classrooms. **(Pages 6, 41-42)**
- The **curriculum delivered to students** is not always aligned to EPAS and the POS. **(Pages 6, 44-45)**
- **Student motivation to excel needs to be improved**. Students do not always value academic excellence according to student surveys. **(Pages 47-48)**
- **Walkthrough data indicates there is not enough emphasis on real world applications** in the classroom. Students do not see the relevance of what they are learning based on student surveys. **(Pages 23-24)**
- **Improper use of or little use of formative assessment** in the classroom to inform instruction. Too much sole reliance on summative assessments. **(Page 34-35)**

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- **Collaboration** between the **Carter County Career and Technical Center and ECHS** needs to be strengthened. (Page 34)
- **Family and community collaboration and communication** needs to be improved. (Page 39-40)

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.

The School Leadership Assessment for East Carter High School identified **four priority deficiencies** for next steps based on the audit data:

1. *The principal and school council have not provided the organizational infrastructure to sustain continuous school improvement. Next steps include having the principal focus on communicating a sense of urgency for school improvement throughout the building. Recommendations for next steps are:*
 - **The principal should define and communicate to all staff members** their roles and responsibilities for improving student achievement and hold individual staff members accountable for continuous improvement in student learning. The **ER team, in collaboration with the Academic Instructional Specialist and the principal**, will define roles and responsibilities for all faculty and staff. They will design and implement a system for communication and monitoring of these duties.
 - **The principal, in collaboration** with the school council, should establish and implement a monitoring system, which provides immediate constructive feedback to teachers on teacher performance with emphasis on effective instructional strategies, a rigorous curriculum and high expectations for student achievement. The addition of **ER staff (page 16)** in Math and Language Arts and the **Academic Instructional Specialist (page 4)** is needed to address low student achievement in these areas as documented by the NCLB report, IPR, and EPAS data. These areas are high priority needs for **East Carter High School**.
 - The principal should ensure that the school improvement plan guides all work of the school. The principal should ensure that the school improvement plan communicates a clear purpose and direction through action components focused on teaching and learning. **Development and implementation** of the **30/60/90 plan** will focus all stakeholders on the priorities and goals for ECHS.
2. *The school does not use the analysis of data to drive instructional decisions.*

The next step for this deficiency involves the principal engaging all instructional staff in systematically collecting, reviewing and analyzing all available assessment data in order to impact classroom instruction and make informed decisions to meet the unique needs of all learners. **ER staff (page 16), the Academic Instructional Specialist (page 4)**, and the instructional coach will be instrumental in implementing this recommendation.
3. *The principal has not created a learning community that supports a climate conducive to performance excellence.*
 - The principal and school council should foster a student-centered

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culture of high expectations that focuses on individual student needs. Teachers should be held accountable for student failure as well as success. **PLC work**, with the guidance of the **ER team and Academic Instructional Specialist**, will focus the work of faculty on increasing student achievement and raising expectations for all students.

- The principal should immediately initiate dialogue with community stakeholders (e.g., parents, business partners, community members, clergy, civic organizations, local government) focused on transforming East Carter High School into a high performing school. Partnerships with the **Chamber of Commerce and Parent PRIDE group** will help bring more community and parent support into ECHS. (page 40)
4. *The principal and school council have not ensured that professional development opportunities and performance evaluation procedures **improve teaching and learning.***
- The principal should ensure a Professional Learning Community content-based focus on literacy is threaded in job-embedded professional development that is based on strategies/activities with the school improvement plan. (See pages 26-27)
 - The principal should ensure that all individual professional growth plans for teachers are collaboratively developed and monitored for progress. (See pages 24-25)
 - The principal should ensure that meaningful feedback is given to teachers following all evaluative phases and that adequate support structures are in place to initiate and sustain change in teacher behavior and classroom practice. (See pages 24-25)

Based on these recommendations, resources needed to ensure that these next steps are accomplished are the additions of a **District 180 Educational Recovery Leader** and two **District 180 Educational Recovery Specialists, one in Math and one in English/Language Arts**, the already discussed **Academic Instructional Specialist (page 4)**, and a **Student Supports Services** person (see page 38-39). The addition of these specialists can provide our recently hired principal the guidance and assistance he needs as he puts together his leadership team and implements this school improvement grant to **establish clearly defined effective, sustainable, instructional and operational processes.**

The chart below outlines seven categories where the **ER team** will work in collaboration with the **Academic Instructional Specialist (page 4)** and School Leadership Team to design and develop systematic processes to effectively ensure the **transformation of East Carter High School.**

Category	Operational Definition	Description of Collaboration
Leadership	The principal and leadership team members are leaders of the school learning system and are responsible for setting direction and monitoring the progress of important	ER team will help identify ways to focus instructional decisions of the school council and school leadership teams around support for teaching and learning and developing leadership skills.

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	school processes.	
Strategic Planning	School plans support the district improvement plan and take into account student and valid stakeholder needs. Goals and measures in the plan focus on student and school achievement.	Planning: (development, implementation, monitoring, communication, and evaluation of the school plan. For example: 30/60/90 day plans) Organization: (organizing the school around all available resources to ensure maximum effectiveness.)
Student, Customer, Market Focus	There are definite methods for building positive relationships with students, parents, other schools and the community as well as for determining their needs, expectations, and requirements.	Support Services and Resources: (assist staff in working with families and community groups to remove barriers to learning) This collaboration will include the Youth Service Center and Student Support Services person.
Measurement, Analysis, and Knowledge Management	The school collects and manages the information required to monitor school progress, support plans for improvement and improve key processes.	Assessment: (work with staff to ensure the rigorous and authentic assessments inform and improve instruction to meet the needs of all students.)
Student, Teacher (Workforce) Focus	The school/ work environment supports the full development and engagement of faculty, staff, and students in accomplishing the school mission.	Professional Development: (Seeks and provides appropriate, relevant professional development opportunities for teachers and administrators and work with teachers to identify areas of growth that will enhance their teaching skills) Culture: (Help provide resources and activities that will make the school function as an effective learning community to support and promote a safe and orderly environment that encourages learning.)
Learning Centered and Support Process Management	The faculty, staff and students manage and continually improve a variety of processes designed to achieve classroom goals.	Curriculum: (ensures curriculum is aligned with state and local standards and implemented through a systematic process) Instruction: (assist teachers in developing and implementing effective and varied research-based instructional strategies to be used in all classrooms) Assessment: (assists leadership in providing meaningful feedback to

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		staff to ensure rigorous and authentic assessments inform and improve instruction to meet the need of all students) Compliance Issues: (help carry out activities identified in the SIG)
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Describe why this intervention model was selected to meet the improvement needs of the school.

The Carter County Board of Education, in conjunction with the superintendent and the District and School Transformation Team at ECHS, reviewed the four models extensively and analyzed the impact and potential for student achievement under each option. The Transformation model was chosen as the structure for school turnaround at East Carter High School. The activities required for this model will give ECHS the greatest opportunity to provide their students and faculty the support they need as they begin their transformation from a persistently low achieving school to a school that exemplifies high expectations and achievement from both students and faculty. The nine activities that outline this model are:

1. **Establishing and Orienting the District Transformation Team** – The district formed the **District and School Transformation Team (DSTT)** at ECHS after the audit results were delivered. Team members include school and district representatives who have been focused on beginning the transformation of East Carter High School. **KASC will be used to train and empower the DSTT** to resume their responsibilities as the SIG process moves forward.
2. **Moving Toward School Autonomy** – The ER team, in collaboration with district and school teams, will be instrumental **in designing and implementing systems at ECHS** that will allow this school to be able to fully govern itself at the end of the three-year transformation period. This model will allow the school to put systems into place that will make them a high performing school.
3. **Selecting a Principal and Recruiting Teachers** – The audit results determined that the former principal at ECHS had to be removed and the superintendent was to hire a new principal. After the hiring process was complete, ECHS has a new principal, Larry Kiser. (See page 25, **Transformation Model Required Activities, “Will the principal be replaced?”**) The ER team, in collaboration with district and school leaders, will design and implement a system for the recruitment of teachers.
4. **Working with Stakeholders and Building Support for Transformation** – A community meeting was held with parents on January 24, 2011 to explain the selection of ECHS as a “persistently low achieving school”, accountability measures at the high school, how parents can get involved, and plans for the transformation of ECHS. Since then, parents have been surveyed to gauge their perceptions about ECHS, ideas for areas of improvement, and any comments they have about the transformation. This process led to the formation of the District and School Transformation Team (DSTT). This team is comprised of the previous SBDM council members (both teacher and parent members), the superintendent, all district administrators, ECHS assistant principals, vocational education principal, classified district personnel and classified school personnel. This team will also include the ER

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team when assigned. The ER team will collaborate with district and school leadership to design and implement an effective system that allows parents and community to have an active role at ECHS.

5. Contracting with External Providers – Partnerships with **Eastern Kentucky University, Kentucky Department of Education, and Morehead State University** are in different stages of planning at this time. These partnerships will focus on literacy in the content areas and math, two areas that need growth at ECHS.
6. **Leading Change** – This model allows us to build strong principal and teacher leadership through the addition of the **Educational Recovery Specialists in Math and English/Language Arts and also the Educational Recovery Leadership Specialist**. This **ER team** will collaborate with district and school leadership to put systems in place that allow ECHS to sustain improvement activities when the grant period ends.
7. **Evaluating, Rewarding, and Removing Staff** – This model allows the school to develop a system whereby fair and honest evaluations are conducted. Teachers who demonstrate exemplary student achievement and growth are rewarded, while those who do not are given the support they need. If this support does not produce the needed changes to provide our students with excellent instruction, then procedures are in place to remove staff that performs below standard.
8. **Providing Rigorous Staff Development** – The Transformation model allows us to provide the faculty and staff at ECHS the support they need in the area of professional development. The **ER Team and Academic Instructional Specialist** will be able to provide embedded professional development and support to teachers in order to increase teacher efficacy at ECHS and increase student achievement. This model allows us to build teacher leadership to sustain these efforts when the grant period ends.

After a thorough examination of the Transformation Model, the DSTT and the Carter County Board of Education determined it was the best model to use to provide ECHS with the support it needs as it moves toward becoming a high achieving school.

Transformation Model Required Activities

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.

Based on results of the Leadership Assessment received on January 4, 2011, the assessment concluded that the principal did not have the capability and capacity to continue his role and

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responsibilities established in KRS 160.345. The Personnel Director posted the principal position from February 9, 2011 until April 5, 2011. The superintendent felt it was critical to ensure the involvement of various stakeholders in the new principal selection process. The process included staff and parent surveys, development of the interview questions by the leadership committee, screening committee, community forum and an interview/selection committee. The committees were composed of district and school administration, certified and classified staff and parents. The leadership committee met on April 4, 2011 and developed interview questions. There were seven applications submitted for the new principal position. The screening committee met on April 6, 2011 and April 8, 2011 to narrow the applicants to three that were interviewed by the interview/selection committee. The interview/selection committee met on April 12, 2011 and conducted the interviews with three candidates. A Community Forum was held on April 21st at ECHS in conjunction with Parent Night where the two finalists addressed the faculty, parents, and community members in attendance. The selection for the new principal occurred April 27, 2011 and Larry Kiser was named the new East Carter High School Principal. The official hire date for the new principal was June 15, 2011. The Carter County Board of Education was informed of this decision on April 28, 2011.

Since Larry Kiser is a first year principal, we propose to **fund an Educational Recovery Leader to support his growth and leadership skills to ensure that the transformation is implemented with fidelity and that student achievement is increased at ECHS.**

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 district officially hired Mr. Kiser 11 days early, on June 15th, 2011, so he would have additional time for hiring, organization, and implementation of the SIG grant.

The hiring of a **School Administration Manager (SAM)** will provide needed support for the principal, allowing him to focus primarily on classroom instruction and student achievement rather than on building management. The **SAM** will protect the principal's time in order for instructional leadership to be the main concern. The **SAM** will report directly to the principal and participate in weekly administrative team meetings for direction and vision.

The **SAM** will manage all non-instructional building duties under the direction of the principal and the leadership team. These duties may include but are not limited to the following:

1. Managing and coordinating school activities
2. Special Events and Assemblies
3. Transportation Issues
4. School Maintenance Issues
5. Supervision of classified personnel that are not directly involved in instruction (i.e. administrative assistants, custodians, etc.)
6. Communication with parents and community

The job description for the **SAM** position at ECHS is attached to an appendix in this application.

The Superintendent and the Central Office personnel will design effective processes

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to address support and guidance regarding budgetary and staffing decisions at ECHS. The district will be represented on all hiring committees at ECHS for new faculty and staff.

The district provides an Athletic Director at ECHS to take care of all duties associated with high school athletics. This increases the time the principal can devote to instructional duties.

With the addition of the SAM, Principal Kiser will be able to implement the following more effectively;

- conduct more frequent instructional walkthroughs, providing more frequent specific-descriptive feedback to teachers on instructional strategies and assessment
- hand schedule students into RED periods for reading and mathematics intervention based on need
- monitor Professional Learning Community meetings and providing feedback on implementation,
- collaborate with district personnel for the purpose of implementing the School Improvement Grant initiatives

Along with allowing Principal Kiser more flexibility in monitoring instruction and assessment, the SAM position will also allow more flexibility for assistant principals to become more instructionally focused.

Mr. Kiser will be involved in the following decision-making processes that will guide ECHS in the turnaround initiatives including:

- responsibility for hiring and retaining the most effective staff in collaboration with district staff
- work with DSTT as chairperson to guide the turnaround of ECHS
- working as a liaison between parents and community to foster effective relationships,
- revising current SBDM policies and adding new policies to strengthen the role of future SBDM council
- revising the SBDM committee structure and meeting time to ensure equitable representation of all departments and stakeholders
- implementing professional growth and corrective action plans (when needed) to ensure the best, most effective faculty/staff for the students of ECHS
- recruitment of high quality faculty/staff
- allocate funding to ensure equitability for students at ECHS
- seek additional funding sources to supplement current funding allocations

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.

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The Carter County School District contacted KDE to request that ECHS be a part of the field test of the Teacher Effectiveness Rubric. This rubric was developed during the 2010-11 school year to support the **Next Generation Professionals** section of the new accountability model. Our district participated as a steering committee during the development process. The rubric is a tool that is used to consolidate the multiple measures of teachers' effectiveness. Those tools are:

- **Observation Protocols**
- **Professional Growth**
- **Artifacts and Evidence Student Growth**
- **Analysis and Self-Reflection**

This tool is the "summative" expectation of teacher performance and multiple measures will be gathered throughout the course of the school year through established protocols, in an effort to paint a clearer picture of the teacher's level of effectiveness in each specific area. Student data to be used in this evaluation are: **Think Link assessments (growth reports), End of Course Assessments, PLAN student results, ACT student results, and COMPASS test results.** In some cases the measures used will be sources of evidence to demonstrate the level of performance in specific areas of the Teacher Effectiveness Rubric (Analysis and Self-Reflection). These multiple measures will be used holistically through the Teacher Effectiveness Rubric to determine a teacher's overall level of effectiveness: Exemplary, Accomplished, Developing, or Ineffective.

The ECHS Leadership Team will participate in field testing training provided by KDE to implement the Teacher Effectiveness Rubric and will receive site visits to provide support as the implementation occurs. Training will include the following areas:

- Purpose of Teacher Effectiveness Rubric
- Background information (development process, research, etc.)
- Understanding the Teacher Effectiveness Rubric (activity to break down standards and descriptors)
- Purpose of student growth domain
- Conferencing tips and strategies
- Holistic scoring
- Expectations/Timelines
- Resources
- Deliverables/Timelines
- Questions and answers

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 district proposes to incorporate an **incentive based performance rubric** for teachers that are committed to increasing student achievement and graduation rates at ECHS. All teachers are required to attend 24 hours of professional development each year and to be

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active, engaged members of a professional learning community at their school, and to also attend all regularly scheduled faculty meetings.

Teachers and administrators will be evaluated using the new monitoring system that ECHS is going to pilot for KDE. This will be the base level of the rubric or a **Level 3 Teacher**. They will be compensated using the Carter County salary schedule for the 2011-2012 school year.

The Level 2 Teachers will comply with all level 3 requirements, but can also choose to complete 12 additional hours of professional development in their content area that is above and beyond the required 24 hours. Additional PD will need to be approved by the ECHS Leadership Team or designee in order to make sure it is content specific and aligned to the teacher's professional growth plan. Teachers choosing the option of 12 additional hours will have to provide documentation (i.e. lesson plans, walkthrough data, etc.) that they incorporated the training into their classroom instruction. They will also have to work with their department and/or faculty to teach others what they have learned. Teachers who reach level 2 on the rubric will receive a \$500 stipend at the end of the school year **and become eligible to compete in the application process for department chair (Level 1 Teacher).** Teachers achieving Level 2 status will also be eligible to receive one of two available National Board Certification grants. Teachers will be chosen based on strength of application and meeting outlined criteria.

The Level 1 Teachers will comply with all level 2 and 3 requirements **and are selected** as department chair. The principal/leadership team must select all department chairs **based on criteria including but not limited to classroom data, teacher attendance, relevant educational background, leadership experience and effective collegiality.** Teachers who reach Level 1 on the rubric will receive a \$2000 stipend at the end of the school year.

The rubric will provide opportunities for **building teacher leadership capacity** at ECHS. New teachers can be **provided additional support** through implementation of this rubric. Currently, most teachers at ECHS put in the minimum requirements needed in order to do their job. We want to change this practice by encouraging our teachers to **increase their instructional efficacy and to develop self-motivation for continuous improvement.** Teachers who take on leadership roles, extend their knowledge base, and work with other teachers become more adept at increasing student achievement.

Instructional Assistants who complete 6 additional hours of professional development that correlates to their job position can receive a stipend of \$125.

The district proposes to include **Innovative Grant** opportunities to target gaps addressed in Smart Goals, for teachers in our application. These grants would integrate academic skills to **real life and relevant** applications, which is one of **our causes and contributing factors for low student achievement. (Page 29)** Samples of these may include:

- Garden of Hope for Carter County Schools vegetable garden that will serve our schools and community (Food Pantries, Meals on Wheels) with fresh food and provide students with community hours for scholarships and agriculture electives. These opportunities will teach students Math, Science, Agriculture life skills and provide for a humanitarian need in our Community. Our Agriculture teacher works a 240-day contract, and the Garden could be raised on land owned by the Carter County Fair Board.

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- Energy Saving Team - The Environmental Science Teacher will work with her students to promote awareness to staff and students on saving energy ideas. She will encourage students to uncover innovative concepts through inquiry learning and set goals for our school to reduce utility bills. Our district has a program whereby the savings each school makes in utility costs can be used for needs in repairing or purchasing technology for ECHS students' educational needs. Recycling bins have been set up and the use of energy savings paper products encouraged. Our teacher has been to an environmental training and is already teaching these concepts in her classes here at ECHS. The website NEED.ORG = National Energy Educational Project is the guideline for this class.
- East Carter High School Brochures - An innovative grant could provide marketing for our school through the development of brochures, news articles, website etc. It will also provide real life situations for students to interact in possibly giving them career direction. Business teachers could incorporate this into their marketing classes. Possible ideas could be doing marketing brochures for each school department and doing real-life publishing for local businesses, etc.
- East Carter High School Looping Video in our "new" lobby - The lobby at ECHS is in the midst of a remodeling project. The Looping video could allow our broadcasting students under the direction of their teacher to work with past graduates from ECHS on the school's history, our current students, and the future direction of our school on a looping video with photos, video and narration by individuals from our past (student success stories of all levels) and current students.
- The Journalism class could write articles for news release, coverage of events here at ECHS, and write articles within our community. They can work on this for Red period for English or gifted classes in these areas.
- The science department is also interested in doing a cross-curricular project in geometry with the math and art departments.

Any teachers who are interested in doing an innovative learning project at ECHS can submit an application based on a timeline developed by the school to have the project funded by SIG funds designated for innovative learning projects. Each project will include an evaluation that will have to be completed. A panel of teachers, ER staff, and leadership personnel will screen the applications and then award grants based on innovation, potential for increased learning, **correlation with ECHS SMART goals**, and student achievement. An evaluation rubric will be developed for teachers to use as they plan their grant application.

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.

In support of **Next Generation Professionals**, District and School leadership personnel, in collaboration with the **ER Team**, will design and implement a system that will regularly monitor staff performance (**all staff, regardless of years of experience, will be formally evaluated year 1, all staff will be observed during weekly walkthrough observations**) and provide guidance and opportunities for improvement through professional development, instructional coaching and teacher shadowing. Staff performance will be improved through the state's individual growth process. When ample opportunity has been provided and a

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reflection of evaluation data indicates sufficient improvement has not been achieved on the employee's Individual Professional Growth Plan and subsequent **Individual Corrective Action Plan** (timelines will adhere to state approved Carter County District Personnel Evaluation Plan), the employee will be removed following policy and procedure. Many variables will be taken into consideration when making critical personnel decisions to enhance student achievement.

We realize the importance of great leaders and their influence on instruction. The **superintendent** will meet with the principal to develop an **Individual** Professional Growth Plan and monitor implementation throughout the year. East Carter High School will be a pilot school for the new principal effectiveness evaluation that is an ongoing process of monitoring and conferencing, which will enhance leadership skills to improve student achievement. The **Education Recovery Leader** will work closely with the principal to provide guidance and assistance to ensure that the 30-60-90 day plan is implemented. The ER leader will provide modeling and the knowledge needed to grow professionally. The **Education Recovery Director, ERL, ERS, Academic Instructional Specialist**, and district staff will monitor progress with the principal and superintendent to ensure progress is being made at ECHS. Any leadership deficiency identified will be addressed in a corrective action plan. If the principal does not show growth in meeting the standards needed to lead ECHS in the direction of academic growth then he will be dismissed.

The principal and assistant principals will meet annually with certified personnel to develop a **Professional Growth Plan** to identify specific growth needs. ECHS will participate in the state pilot for the new teacher effectiveness rubric evaluation process as part of the KY Professional Growth and Evaluation System. **Principals and Assistant Principals will be trained** to utilize the evaluation process during the Summer Administrator's Retreat. Teachers will receive a review on the evaluation instrument within 30 days from the beginning of the new school year. Teachers employed during the school year will be given instruction concerning the evaluation process before entering the classroom. The evaluator will monitor implementation of the Professional Growth Plan regularly. The administration, instructional supervisors, and ERS will frequently do walkthroughs utilizing Observation 360, which will provide immediate feedback to teachers, as well as directly providing links to PD 360 in areas of growth needed to enhance instruction. A **district wide team** will conduct Instructional Rounds as needed but not less than once per trimester to provide recommendations.

The entire process will include regular monitoring, observations with specific feedback, coaching, and professional development opportunities. Marginal identified teachers will work with an evaluator to develop a corrective action plan. All corrective action plans will be clearly defined and closely monitored by the instructional leadership team. Support targeted based on walkthrough data will be provided through a variety of ways such as professional development, coaching, ERS guidance, and university partners. If the teacher does not meet the standards necessary to improve instructional practices then **the principal will recommend the teacher to the superintendent for dismissal**. The principal and assistant principals will utilize the state and board approved evaluation instrument to monitor and evaluate all support personnel.

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

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The District and School Transformation Team (DSTT) analyzed 2011 and 2010 test data to determine professional development needs related to student achievement. Teachers at ECHS were asked to fill out an online survey in February on their professional development needs in the area of literacy. The DSTT also analyzed these survey responses to determine professional development needs in literacy for the faculty. The following content reading strategies were identified as areas of needed growth for faculty:

- Effective use of graphic organizers to aid in comprehension of text, effective questioning techniques by the teacher, and facilitation of student discussions of text to deepen understanding topped the survey. Our plan to address these needs is comprehensive. Our first step will be a workshop on effective questioning techniques and facilitating student discussions by the Great Books Foundation on July 25th and 26th. Two days of follow up in class modeling by the Great Books trainer is also planned. This training will target the reading specialists, ER staff, English Department, Special Education teachers, instructional coach, and a representative from the Social Studies department. Great Books materials will be used in our freshmen and sophomore Reading classes as well as supplement the content in our United States History, World History, and Government classes. The ER staff will assist in developing a monitoring plan to ensure fidelity of deployment of this training.
- The two new reading specialists hired for East Carter will attend a three-day training on July 20, 21, and 22 sponsored by KDE in Frankfort on the Kentucky Literacy Model. A school administrator will also attend for a portion of the training aimed at the administrator's role in this literacy model framework. The two specialists will also be teaching intervention and transition classes along with the required reading elective so this training will strengthen their knowledge base and increase teachers' expertise in the classroom in order to increase student achievement in the area of reading. ER staff will be instrumental in supporting the work of the reading specialists at ECHS by developing systems to thread literacy throughout the content areas at the school.
- As a part of targeted PD based on student and teacher performance data, additional training will be done throughout the school year with all faculty members during PLC meetings, planning period meetings, faculty meetings, and also through modeling strategies in classrooms. Our Educational Recovery Specialist in English/Language Arts, instructional coach, and literacy specialists will deliver this job-embedded training and coach teachers to proficiency in implementing these strategies into their content area instruction. Regular monitoring of implementation of completed PD will occur during weekly classroom walkthrough observations conducted by Leadership team to include ER staff and Academic Instructional Specialist, through PLC meeting agendas and minutes, lesson plan reviews and feedback from instructional coach's classroom visits.
- In order to increase reading comprehension on the PLAN, ACT, and KCCT our students need effective reading strategies instruction incorporated across the curriculum. Training and coaching all faculty members in research-based effective reading strategies during PLC and faculty meetings will increase student achievement in this area.
- Collaboration with Morehead State University on embedding research based literacy

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standards throughout the curriculum is being planned. MSU will provide the onsite training and follow up with the ECHS faculty throughout the 2011-12 school year.

In the area of math, analysis of testing data and teacher survey responses indicated a need for professional development in the following areas:

- Number concepts instruction, making real life connections with mathematics with an emphasis on hands on instruction, and effective use of formative assessments in the classroom. The Math Education Recovery Specialist and Julie Jackson, ECHS Department Head who was trained as a master teacher by PIMSER, and Dr. Bob Thomas from Eastern Kentucky University will provide the job embedded training for teachers.
- The instructional coach and teachers from the Math department will be attending **Meeting the Challenge: Implementing Standards and Assessment Practices**, a conference sponsored by the Partnership Institute for Math and Science Education Reform from July 25-27. This conference will focus on the new math standards, balanced assessment and how to use it to inform instruction. The ER staff will work with the math department to ensure that the training they receive is implemented in classrooms effectively.
- The **EKU Math project** will provide training for our teachers as well as Greenup County, Lawrence County, and Boyd County. This training will focus on number concepts and how to deepen student understanding and allow them to develop automaticity. This will enable our students to become better Algebra I and II students thus increasing their achievement. The project will also allow our teachers to collaborate with teachers in other districts that will increase their use of best practices in the classroom. The training will begin this summer and continue throughout the school year in PLC groups and after school math trainings. Money from the grant will be used to pay teachers stipends for attending workshops that exceed the 24 hours of professional development required by KDE.
- Teacher surveys and feedback from administrators also point to the need for professional development in the effective use of the Discovery Education (Think Link) testing data. Professional development delivered by Discovery Education will be provided for all faculty and staff. ER staff, the instructional coach, and the academic specialist will provide follow up and individual training.

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.

Currently, Carter County utilizes the Kentucky Educator Placement Services to advertise openings within the district for certified personnel. District personnel will participate in recruitment strategies such as job fairs, active partnerships with local higher education agencies and networking of current district leadership. Retention of staff is addressed through the implementation of the incentive based performance rubric (p. 29) outlining monetary and professional growth opportunities in which staff may participate. Placement

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strategies will include reassignment of effective teaching staff with students with greatest need. ECHS will utilize the ER team's expertise (upon assignment) to expand our current practices in recruiting, placing and retaining effective staff.

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.

Literacy Plan

East Carter High School's Literacy Plan is multi-faceted to address our needs determined by our data analysis and our causes and contributing factors. The faculty at ECHS has engaged in preparing and planning throughout the 2010-11 school year to implement the **Kentucky Core Content Standards** in reading and language arts throughout all content areas. **The Educational Recovery Specialist, Academic Instructional Specialist, and the Instructional Coach** will be instrumental in monitoring to make sure that all content area teachers are incorporating the new standards in their instruction. This team will work with teachers to ensure that instructional strategies being identified as best practices in adolescent literacy are being incorporated into their classroom instruction. The work will be built into the school's **30/60/90 day plan to ensure fidelity and communication.**

Our plan includes **the addition of a required reading class** at the 9th and 10th grade level for all students. A multi-faceted approach to this required class will be implemented. The approach is:

- Students who are reading **near or on level** will be enrolled in a Critical Reading and Evaluation Skills class taught by reading specialists hired at the school. The **Great Books format** will be used for this class. **The ER team will develop a system for monitoring the fidelity of the use of this program.** This format was chosen based on research on adolescent literacy found on the *Doing What Works* website. *Reading instruction with adolescents should provide them with strategies that will allow them to go beyond literal understandings and become proficient readers and thinkers.* The National Assessment of Educational Progress **defines reading proficiency as being able to:**
 - **Summarize major ideas**
 - **Provide evidence in support of an argument**
 - **Analyze and interpret implicit causal relations,**
 - **Analyze character motivation**
 - **Make inferences**
 - **Identify similarities across texts.**

By engaging in regular, extended discussions about what they are reading, students are provided practice in all of these important skill areas. **Studies show that classrooms that frequently incorporate extended discussions show greater literacy gains than classes**

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that have little of no opportunity for discussion. (Doing What Works) One approach identified as effective on the website is **Talking about Text: Discussion-based Approaches to Reading Instruction**. This approach includes these elements that are embedded in the **Great Books format**:

- **Engaging adolescents in extended discussions about text can help cultivate important reading skills.**
 - **There are several key aspects involved in selecting text for discussion, including level of difficulty, level of interest, and potential for multiple interpretations.**
 - **The teacher's role is critical in cultivating a classroom environment for extended discussion, asking follow up questions, and providing task structures for students to talk to one another about text.**
- **Students who are reading 3-5 levels below grade level will be enrolled in Reading Revisited classes taught by an English teacher and two special education teachers who were trained in this method by Angela Hilterbrand, reading consultant with KEDC. The ER team will develop a monitoring process to ensure fidelity in the program.** This intensive, yearlong course is designed to help all students read at grade level or above. Students are placed in the course based on testing data (STAR reading, Nelson Denny assessment, EXPLORE, ITBS) analyzed by the school. This course has a proven track record in Kentucky schools. **Approximately 94% of freshmen and sophomores reading four to five years below grade level in August have been able to read at grade level by the end of one year in the program.** Overviews of skills taught in this class are:
 - Dictionary skills/phonics,
 - Context,
 - Main ideas
 - Supporting details
 - Text structures
 - Relationships among sentence and ideas
 - Persuasive writing/arguments
 - Facts/opinions
 - Inferences

Students will read a variety of genres throughout the year. This class also includes **explicit vocabulary instruction, another best practice cited on the Doing What Works website in adolescent literacy. *Direct and explicit vocabulary instruction can help adolescents comprehend content area material and develop strategies for understanding words in context. Research suggests that teachers can help students become independent vocabulary learners by modeling explicit strategies, providing repeated exposure to new words in multiple oral and written contexts, and allowing sufficient practice in using new words. Content area teachers play a critical role in teaching vocabulary and helping students learn how to analyze word components-prefixes, suffixes, and roots – to derive word meanings that occur frequently in their subjects. (Doing What Works)***

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- Students who are **more than 5 levels** below grade level in reading will be placed in a **direct instruction SRA** reading class where they can receive intensive intervention in the area of reading. **Direct Instruction is an explicit, intensive instructional method that allows students of all abilities to become confident, capable learners and is research based.** Special Education faculty trained in the direct instruction method will teach this class for struggling, adolescent readers. The teacher using Think Link probes, Study Island, will monitor student progress in this class weekly and STAR reading assessment, to ensure students are being provided the support they need. According to *Doing What Works, in middle and high school the inability to read at grade level impacts performance in all content areas.* Students enrolled in this class will experience direct teacher intervention because of the low teacher/student ratio.
- **Juniors and Seniors** who fail to meet the reading benchmark on the PLAN and ACT will be provided transition classes to ensure that they are college and career ready before they graduate from ECHS.

Math Plan

The overarching core concept embedded in this transformation model is meeting the **needs of students and advancing students toward college/career readiness in mathematics.** A rigorous curriculum combined with developmentally appropriate remediation will enable students to advance toward these readiness goals. **Accountability will be evenly and appropriately distributed among students, faculty, administration and parents/guardians.**

The Transformation Model for Mathematics is needs based. Meeting the needs of students and teachers, with rigorous curriculum and standards, and assessment informing instruction are the cornerstones of an effective mathematics teaching and learning program.

Programmatically, there are three components where these cornerstones are embedded: **the framework of the program, the curriculum, and the instructional model.**

The framework consists of **scheduling and placing students in mathematics classes that meet the needs of the students academically.** Placement will be made based upon a variety of measurement indicators including the EPAS [Explore, PLAN, and ACT], and MAP [Measure of Academic Progress, NWEA], with additional teacher input based on teacher recommendation and computational fluency [EKU Diagnostic]. The master schedule for AY 2011/2012 has been amended to include this format. Students measuring below benchmarks will be placed in extra companion RTI mathematics classes to facilitate remediation toward meeting college readiness in mathematics.

**Needs-Based Math Placement Matrix
Mathematics Transitions Program**

Minimum ACT Exit Expectation	24-27	24-27	22-24	22	19	RTI
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12-2	AP Cal	Pre-Calculus	Transition Math, DE College Algebra, or Pre-Calc	Transition Math, DE College Algebra, or Pre-Calc	Integrated 4 HS	Alg 2 w/Lab
12-1	AP Cal	Pre-Calculus	Transition Math, DE College Algebra, or Pre-Calc	Career Math, T1/T2 or College Alg	Integrated 4 HS	Alg 2 w/Lab
11-2	Pre-Calculus	Adv Alg 2	Alg 2	Alg 2	Integrated 3 HS	Geo-Alg2 w/Lab
11-1	Pre-Calculus	Adv Alg 2	Alg 2	Alg 2	Integrated 3 HS	Geo w/Lab
10-2	Adv Alg 2	Adv Geo	Geo	Geo	Integrated 2 HS	Geo w/Lab
10-1	Adv Alg 2	Adv Geo	Geo	Geo	Integrated 2 HS	Geo-Alg 1 w/Lab
9-2	Adv Geo	Adv Alg	Alg 1	Alg 1	Integrated 1 HS	Alg 1 w/Lab
9-1	Adv Geo	Adv Alg	Alg 1	Alg 1	Integrated 1 HS	Alg 1 w/Lab

9-1 (9th grade - 1st semester) placement based on review of the following placement criteria:

Explore (math index); **ITBS** National %-ile; **Automaticity** (Auto # missed/time); **MAP/ThinkLink, DOMA; KCCT; ThinkLink; 8th grade math grade; Algebra or Geometry grade.**

Horizontal movement is encouraged based on review of placement criteria.

T1/T2/T3: Transitional Math 1, 2 & 3 developmental course in math skills for career-college readiness.

This model is either currently in place or being adopted in several counties in Kentucky including: McCreary, Letcher, Lawrence, Estill, Lincoln, Pineville, Bullitt, Russell Independent, et al. This model is dynamic, with students **encouraged to migrate upwards to tracks that enable different levels of college mathematics readiness.** Student migration will be based on **quarterly, semi-annual, and annual measures of progress** on the indicators previously mentioned. Depending on need, RTI classes will focus on remediation, reinforcement and/or enrichment of students.

The second leg of the framework for transformation is the curriculum. The new Kentucky core standards for mathematics have been combined with the ACT college readiness standards to create a set of standards that are rigorous and measurable. Curriculum maps have been created that reflect these standards and teachers have already begun creating instructional maps to accompany the curriculum maps.

The third leg of the framework for transformation is instruction. A dynamic teaching model that accommodates the learning styles of 14 to 17 year-old students will be

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phased in over the duration of this intervention. This teaching model **divides the learning period into segments of usually no more than 10 minutes**. Teachers control the pace of the instruction and students are instructed in time segments corresponding to their optimal learning patterns.

Professional Development has begun that addresses the teacher needs in all 3 of the areas listed **and will continue weekly, monthly and annually throughout the duration of the grant and hopefully beyond**.

The Transformation Model will encompass various components of the following Transitions Programs current already initiated near the end of the last academic year in anticipation of full scale implementation:

K-9 Transition Initiative Pilot Program

The ECU Math Education Team is working with teachers in over 40 regional schools districts. This Program initiative combines a comprehensive basic skills initiative centered on automaticity, numeracy and mathematics fluency and a comprehensive testing and remediation program. In this pilot program, teachers have been empowered to create grade level end of course skills tests to evaluate individual students for placement and remediation. This ongoing initiative [Year 3] has shown promising results with Phase two [remediation schedules] instituted. The Math Education Team has expanded the program to other selected schools in the ECU service region with similar levels of success. Professional development sessions for schools and districts participating in this initiative have been on going

Secondary Transition to College Mathematics Courses

The ECU Mathematics Education team in the Department of Mathematics and Statistics was tasked to assist regional school districts and high schools in designing and implementing ‘transition to college’ math courses. Meetings were held in late summer of 2009 to develop pilot transition programs at targeted regional schools. The pilot program centered on a framework of content and concepts [T1, T2, and T3, roughly aligned with the Developmental Courses at ECU] that can be adapted to the specific needs and conditions in each high school. **Long-term and sustainable change is best attained when the change is embedded, bottom-up, has input from the local stakeholders and is based on sound research and principles. These curricula contain all of these components.** Teachers in each school are charged with designing instructional plans based on the curricula provided by the ECU Math Education team. ECU Math Education team provided materials such as worksheets, class notes, and measurement instruments (quizzes and tests) for teachers. ECU provided entrée into the KYOTE system for pre/post testing, diagnostics and scores for developmental and non-developmental placement. ECU added components for automaticity/numeracy/math fluency, college readiness, and self-directed learning. The Kentucky Commissioner of Education described this initiative as “A Best Practice in Kentucky Schools”. [KDE 2009]

K-9 Transition Program Components:

- Diagnostics: Automaticity/Test Regimens
- Grade Level Tests
- Data Analysis

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- Automaticity Remediation
- Algorithmic Facility
- Numeracy/Math Fluency
- Intervention/Remediation/Reinforcement/Enrichment
- K-2 Component

Although **research shows that automaticity and basic skill remediation has a long-term payoff** in measurable results on standardized tests, initial results show that student

achievement scores in mathematics are moving upward. In one measure, MAP testing, initial data indicates upward growth in percentile scores [relative position among tested students].

Phase 1: This meeting is to review/reiterate the program's goals and procedures and to explain and set up the automaticity diagnostic procedures.

Phase 2: This meeting is a PD session to review the diagnostic data and help teachers set up initial remediation regimens. The ECU Math Team will provide resources that include the Automaticity Review sheets, and teachers from districts already familiar with and successfully using these sheets to conduct sessions. Additional discussions will take place concerning other transition options currently in place at the original pilot school.

Phase 3: Individualized remediation with computer assisted programs. Remediation – Reinforcement - Enrichment

Grades 6-12 Math Programs

The program contains the following components that are customized to meet the needs of student and faculty:

- Needs based placement [RTI for all ability groups]
- Assessment leading instruction
- Dynamic Teaching Model
- Dynamic needs-based grouping program with flexible options for Students
- Minimum goals of College Readiness. [ACT of 19]
- Additional Level goals of College Algebra Readiness [ACT of 22] and Calculus Readiness [ACT of 27]

References:

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Additional Math Program Components

Math classes (Algebra I and Algebra II) at ECHS will be taught for three trimesters instead of two, extending the time for math for all students at the school. **(Page 36)** This extension will give students the time they need for reinforcement and extension in this content area.

Interventions are planned for students who require them during RED period **(Pages 42-4)**. Students who score below benchmark on the PLAN and the ACT will be enrolled in transition classes in order to ensure they are college/career ready before graduation.

Carter County Career and Technical Center is offering to ECHS students the recognized **Design Construction geometry program** for the school year 2011-12. It will be taught through the Carpentry program at the school. This program was developed through KDE and KET and is taught through digital media similar to televised distance learning. The instructor on the video is a certified math teacher and the carpentry teacher would facilitate the class work that is provided with this program. The Carpentry Teacher will also utilize the resources of and collaborate with the math instructor in the credit recovery program to make sure that the students have access to the knowledge of all instruction available to enhance their learning experience. This course will provide a **geometry credit** for students while letting them **apply these concepts to real world applications**.

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 school wide response to intervention.

I. USE OF DATA AT THE CLASSROOM LEVEL

A. Teachers will use formative assessments on a daily basis to provide both teachers and students with timely data from which to guide incremental improvement toward the proficient acquisition of state standards. **ER staff will collaborate with school leadership to develop a system that monitors the use of formative assessments in the classroom.** Effective use of formative assessment includes the following:

- 1. Involves sharing learning targets with students**
- 2. Provides a positive feedback system for helping students know how to improve**
- 3. Enables students to be effective self-evaluators**

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4. **Motivates students to be owners of their own learning**
- B. Teachers will individually and within departments use classroom formative assessment data to inform and differentiate instruction.
 1. Teachers will closely monitor students previously identified from interim data using RtI data analysis instruments.
 2. Teachers will work in departmental PLCs to analyze student data to identify gaps in student understanding and curriculum.
 3. Teachers will work in departmental PLCs to create formative assessment instruments congruent to learning targets/state standards.
 4. Based on formative assessment data, teachers will identify students for tutoring and those that need more intensive help in **RED** (Raider Education Development) period Tier 2 services. The regular classroom teacher will re-teach skills or concepts where less than 75% of students in their regular classroom score below mastery based on formative data collected by the teacher.
- C. Teachers will use classroom summative assessment data to inform curriculum and/or instruction and to identify students for Tier 2 interventions in RED period.
 1. Teachers will work in PLCs to create common summative assessments

II. THE USE OF THINK LINK DATA AS AN INTERIM ASSESSMENT 3 TIMES PER YEAR IN MATH, READING, AND SCIENCE.

- A. The DSTT and teachers will use Think Link to evaluate students' knowledge and skills relative to a specific set of state standards in reading, math, and science, typically within a limited time frame in the fall, winter, and spring of a given school year. **The ER staff will collaborate with school leadership to design and implement a system for the effective collection and use of this data.**
- B. The data will be used to inform decisions at both the classroom and beyond the classroom level, such as the school or district level.
- C. These assessments may serve a variety of purposes, including predicting a student's ability to succeed on a large-scale summative assessment, evaluating a particular educational program or pedagogy, diagnosing gaps in a student's learning, and student placement in an RtI Tier 2 or 3 intervention. **Faculty will work with the ER staff to determine the best use of this data.**

III. THE USE OF SUMMATIVE ASSESSMENTS

- A. Summative assessments such as the EPAS testing system and state standardized tests can be used in a variety of ways.
 1. To evaluate the effectiveness of instructional programs and services at the end of an academic year.
 2. To determine if students have mastered state and national entrance exam standards to identify instructional areas that need additional attention.

SCHOOL WIDE RESPONSE TO INTERVENTION

RED PERIOD: Raider Educational Development is a 45-minute period (10:30am – 11:15am) within the school day that has been set aside for educational development and intervention.

I. TIER ONE

- A. Students at ECHS will be assigned to an elective class based on their subject

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preference. These classes will be designed with an **emphasis in content literacy and 21st century skills.**

- B. During the first 2 weeks of the new school year, students will be given an interim assessment (Think Link) as a universal screener
- C. Students identified by the ECHS Leadership Team as scoring just below benchmark in the core areas of **math, reading, and science** will be targeted for **Tier 1 interventions**. Teachers having these students in class will collect formative and summative assessment data to track their academic performance in previously identified weak sub skill areas. Tier 1 instruction will include:
- Whole class research validated instructional strategies and activities.
 - Inclusion of differentiation strategies will occur regularly in response to formative and summative classroom assessment data.
 - Regular classroom teachers will monitor the progress of targeted students 2-3 times per week for 4 weeks. If students do not respond to classroom interventions they will be assigned to tutoring.
- D. In two weeks, names and data of students who do not respond to tutoring will be recommended to the ECHS Leadership team for **RED period intervention** classes
- II. **TIER TWO** - ECHS faculty in the areas of reading, math, and science will teach these classes. A **math intervention teacher** is **requested from SIG grant funds** to provide interventions to students in the area of math.
- A. The ECHS Leadership Team will look at all previous year data from classroom, interim, and state (and national) assessments in math, reading, and science in order to place students in tier 2 intervention classes at the beginning of the school year.
- B. Students scoring 3-4 standard scores below benchmark the previous year in math, reading, and/or science will be assigned to an intervention class:
- Students in these classes will be taught only the skills that they need based on Tier 1 classroom, interim, and state test data from the previous year.
 - The assigned intervention teacher will keep a record of individual student performance data.
 - Tier 2-progress monitoring of student skills by the intervention teacher will take place 2 times per week for 6-week intervals.
 - Study Island will be used as a standard protocol.
 - An intervention team will meet bimonthly to discuss student data and other curricular needs.
 - Intervention during this time will not be static. After 6 weeks if any student does not respond to the standard protocol he/she will be given an alternate treatment. On the other hand, students who respond to the standard protocol and reach benchmark will be released back to a **RED** period class.
 - Students who continue to respond to interventions, but have not met goals will continue in the **RED** period intervention class.
 - Students who continually do not respond to tier 2 interventions will be recommended for tier 3 interventions by the intervention team.
- III. **TIER THREE**
- A. Students who fall well below the benchmark in reading and math will be assigned

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- to a **RED** period intervention class.
- B. This intervention will be an additional dosage to a remedial class that they are already taking.
 - C. Progress monitoring will be the same as in Tier 2.

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).

I. Trimester Scheduling -

- A. ECHS has a trimester schedule. This type of schedule is a **3 x 5 block**. Each class is **70 minutes long for a 12- week period**. Students can get one full credit by enrolling in a class for two trimesters. This schedule allows for all the benefits of extended instructional time.
 1. Requires **no additional staff** while providing **more class options** for students.
 2. Balancing some students' core classes over three terms allows **for increased time for learning and mastery**.
 3. **Teacher/student ratio is lowered** in order to allow more opportunities for individualized instruction.
- B. The time structure benefits of the trimester scheduling are:
 1. **Three Trimesters for Algebra I and Algebra II** courses are essential for college and career readiness. For the 2011-12 school year, students will have **increased learning time in these two math courses**. They will receive instruction all three trimesters instead of just two.
 2. Time for the **Raider Education Development (RED)** period for tier interventions and tutoring. RED period was implemented during the 2010-11 school year for 30 minutes daily. This year, time will be taken from a fourth lunch period to **allow RED period to run for 45 minutes thus allowing more time for tutoring and transitional classes**. **A math intervention teacher will be utilized to provide tutoring during RED period and also transition classes part of the day to ensure more ECHS students are college/career ready**.
 3. Other major benefits are the **curriculum alignment** and the ability for students to **repeat courses in the same year** if they are struggling.

II. Addition of Two Reading Specialists

Two reading specialists have been hired to **provide all 9th and 10th graders a required reading class** that focuses on instruction in content area reading strategies, critical thinking and evaluation skills, vocabulary development, and writing to learn strategies. These required classes are **new for the 2011-12 school year and will increase time for students in the area of reading**. In addition, these classes will allow them to receive instruction from reading specialists. **ER staff** will collaborate with the reading teachers **to design and implement an evaluation system** to track student achievement in these classes. Data that will be collected for analysis is:

- STAR reading assessment
- Nelson Denny assessment

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- PLAN scores
- Think Link scores
- ACT scores (2013 and beyond) for students who were enrolled in these reading classes
- Increase in Reading from PLAN to ACT (2013 and beyond)

III. Raider Educational Development Period (RED Period)

- A. **RED period** is a unique **45-minute interval** of time within the school day designed to give students **extended time to expand and remediate their academic goals**.
- B. **RED period** features, but is not limited to the following curricula:
 - 1. **Tier 2 interventions in math, reading, and science**
 - 2. **Tutoring** in English, Mathematics, Science, and Social Studies
 - 3. Innovative electives that **extend content, embed literacy, and utilize 21st century skills**.
 - 4. **College and career readiness counseling (College/Career Guidance Counselor)**

IV. Transition Reading and Math Classes

- A. In response to Senate Bill 1, ECHS **has implemented transitional mathematics and reading courses** for high school juniors and seniors who scored just below the readiness benchmarks for mathematics and/or reading on the PLAN and ACT.
- B. These classes are designed to be **one-trimester courses** that allow ECHS to **provide quality interventions** to a significant number of students.
- C. A **full-time math intervention teacher** is being requested to meet the needs of the **students at ECHS who qualify for transition classes**.
- D. The **two reading specialists** will teach the transition classes for Reading.

V. Extended School Services/Supplemental Educational Programs

- A. ECHS offers **extended school services** after school for students who are determined to need additional tutoring **based on assessment results or teacher recommendation**. These classes are also offered to students who are in another course such as vocational studies during RED period.
- B. ECHS also proposes to offer two web-based instructional, practice, assessment and reporting programs built from Kentucky's state's standards: **Triumph College Admission Program (TCA) and Study Island**.
- C. Both of these web-based programs **can be accessed from home and have a parent component**.
- D. **TCA is a full-length diagnostic program** that helps provide students with the knowledge to increase their ACT score. It's self-paced and contains lessons and quizzes tailored to individual needs based on **individual diagnostic results**.
- E. **Study Island** contains rigorous, academic content that is both fun and engaging. It will be used by all teachers to enhance their curriculum and as a **standard protocol** in their **RtI Tier 2 math, reading, and science intervention classes during RED period**.

VI. Student Support Services Position

A half-time student support services person **will be hired by the district in order to focus on truancy issues at ECHS that contribute to one of the root causes of lack of performance, the poor attendance rate creating low achievement of students at East Carter High School**.

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The district, in collaboration with **ER staff**, proposes to design and deploy a comprehensive plan to address barriers that prevent East Carter students from achieving academic success. The district proposes to hire a half-time **Student Support Services** person to concentrate on removing those barriers. This support position will target the priority area of Next-Generation Support Programs.

This person would **collaborate with the district Director of Pupil Personnel, School Resource Officer, school leadership, and faculty on issues ranging from:**

- Truancy,
- At-risk behaviors including alcohol and drug abuse
- Self-esteem issues, family issues, behavior issues, etc.

Barriers such as these usually impede progress for students in the achievement gap. We propose to eliminate as many of these barriers through services to these students. The **Student Support Services position will implement a mentoring program** that is designed to keep students in school by partnering them with a caring adult in the building. The goal of the mentoring program is to increase academic success for these students, and to build a more positive social base for each of them. In addition, the mentoring program will motivate these students to want to excel in academics and participate in school activities. This program will increase each student's self esteem and build better student-teacher relationships.

The **Student Support Services** person will also work individually with **at-risk students** and **be their advocate** in removing barriers that may be keeping them from attending school or experiencing success. They will also oversee monitoring of the mentoring program. Mentors will keep logs documenting their contact with students, supports provided, and additional supports needed. The Student Support Services person will collect these monthly and be the contact person for teachers who need additional supports for their student.

The **Student Support Services person and ER team** will collaborate to design processes that sustain and will positively impact the following causes and contributing factors of low achievement at ECHS:

- While attendance has increased this school year by 4% over last year, 92.33% is still in need of great improvement. Historically, ECHS has always had the lowest attendance rate in the district. The district wants to change the mindset among students and parents that attending school on a regular basis is not important. Monitoring attendance daily and conferencing with students to let them know that their attendance is a priority will be a duty of the Student Support Services personnel.
- Student motivation to excel needs to be improved. Students do not always value academic excellence.
- A core group of students are responsible for most of the disciplinary referrals and suspensions at the high school. This group has unmet needs that must be addressed.

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.

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Upon identification of ECHS as a persistently low achieving school, ECHS and district personnel held two meetings with stakeholder groups (parents, community and businesses) to communicate the school's new status. Stakeholders were provided options to ask questions around the PLA status and turnaround options. Four break-out sessions were held to discuss how parents, community and businesses can get involved in and support school improvement efforts. During meetings, parents and community were solicited to serve on school committees, which provide input on decision-making. Based on input from stakeholder groups (needs assessments, parent surveys, meeting Q & A sessions, Leadership Assessment parent surveys), the newly established DSTT disaggregated data/feedback, discussed concerns/issues from stakeholders and used this information to help determine areas of growth.

In order to ensure that families and the community are active partners in the educational process, a communication plan that guides written, face-to-face and electronic communication with stakeholders will be developed. **P.R.I.D.E. (Parents Reaching out Involved & Dedicated to Education)**, along with the **Community & Parent Involvement Committee** (this committee is comprised of ECHS faculty and staff, ECHS parents, and a district representative), will create authentic communication between all involved. In addition to disseminating information through **monthly newsletters, School Messenger, Parent Portal and at open house events, workshops** will be offered to families. These workshops will provide face-to-face communication to explain and **receive feedback** on schedules, available student information (Parent Portal, **Individual Learning Plan**), testing, policies, procedures and other educational issues. **Surveys will be conducted bi-annually to gather stakeholder input (students, faculty/staff, parents, community and businesses) to help guide the decision-making process.** ECHS will continue to use the district's website survey option and phone surveys through the School Messenger service to gather input from stakeholder groups. **Parent involvement in the DSTT and committee structures will help ensure parents are active members in the implementation of ECHS turnaround initiatives outlined in the SIG and kept up-to-date on status of student achievement.** **ER staff will collaborate with these groups to design and implement a system** that provides parents with valuable opportunities for parent education and involvement in order to **increase parental support at ECHS.**

To ensure that collaboration with parents is valuable, two parents will attend the **Commonwealth Institute for Parent Leadership** offered through the Prichard Committee for Academic Excellence. These parents will hold workshops for all interested ECHS parents to **build capacity** at the school for **authentic parent involvement.**

The **Grayson Chamber of Commerce, with the Community & Parent Involvement Committee, will collaborate to develop a mentoring program** at East Carter High School. Through this program, community, business, and civic leaders will mentor students whose interests cross a similar career path. **ER staff will assist** in the development of this mentoring program to **ensure a system is in place to sustain it and evaluate** its success.

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

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The district provided ECHS with technical and monetary assistance for the 2010-11 school year after receiving notification that the school had been designated "**persistently low-achieving**". Prior to that notification, the board had already **given ECHS an additional math teacher above the staffing allocation** for the school year. The addition of this math teacher for the 2011-12 school year is being funded with the school's SEEK allocation by attrition. The board gave ECHS \$25,000 to purchase instructional materials for classrooms.

The **faculty at the high school** was divided among **5 district administrators** for the purpose of **doing regular walkthroughs and providing feedback** on instruction. The district organized the **District and School Transformation Team (DSTT)**. This team consists of the former SBDM members at ECHS, the superintendent, District personnel director, three district instructional supervisors, the principal and his two assistants, the school SAM, the district DPP, the Community Education director, a school counselor, and the instructional coach. Since the district took over, **this team has been focused on academics and how to move the high school forward**. SBDM committees were reorganized and monthly committee meetings began. Each committee receives a charge from the DSTT each month to guide the work.

The district conducted a **parent and community forum** to give the community information about the PLA designation and answer questions. Parents, teachers, and students were surveyed to provide insight on problems at ECHS and to provide suggestions for improvement. Survey information was shared with the DSTT and the faculty.

A report has been given each month at the Carter County Board of Education meetings on the status of improvement at ECHS.

Marianne Johnson, instructional supervisor, was designated the **district liaison** for the high school. **Regular weekly faculty meetings** focused on **academics, rigorous instruction, and balanced assessment systems** were begun. Previously, the principal only held monthly meetings for 30 minutes with the faculty focusing on non-instructional issues. Issues addressed during these meetings were **gap areas according to EPAS data and KCCT data and research based instructional strategies**.

Ms. Johnson worked with the scheduling committee **to revamp course offerings and place teachers in their area of strength**. Teachers teaching the same courses along with their **collaborators** were given **common planning time in order to collaborate**. She also made sure the schedule **ensures additional supports are given to those students in need**. The faculty was consulted about the changes and their input was received and addressed.

Ruth Sharp, **district special education instructional coach**, worked with the special education faculty at the high school **on timelines, records, collaboration methods, and best practices in instruction for students with disabilities**.

For the 2011-12 school year, the district will fund a **fulltime instructional coach at ECHS with Title IA Professional Development funds designated for district improvement**. This coach **will work in collaboration with the 30/60/90 day plan and the ER team** with teachers in PLC groups, in classrooms modeling and supporting, and during planning times with teachers who need individual coaching. This will be a change from the role the coach was given by the previous principal. This change will give teachers the added support they need to implement best practices in their classrooms.

Sherry Horsley, instructional supervisor, will collaborate with the part-time Academic Instructional Specialist to monitor the transformation process at ECHS and the implementation of the 30-60-90 day plan.

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A district team will conduct **instructional rounds once a trimester** and **feedback will be given to the principal and ER team to provide next steps for the faculty**. The Leadership Team at the school will use information from rounds to help plan instructional interventions with the faculty.

The **district special education coach** will continue to work with teachers at the school on issues that affect students with disabilities. ECHS has a large special education population, which provides unique challenges for faculty and staff. The faculty and staff need support in how to address these unique needs in order to make sure that these populations of students' needs are met.

The **District and School Transformation Team** at ECHS will continue to work towards academic excellence at the school by focusing on academics and instruction at the school. This team will work closely with the ER team to implement the 30-60-90 day plan at the school. The DSTT will provide the academic focus and expertise to make rigor and high expectations the norms of the school.

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

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

The findings and opinions of the state Leadership Assessment were delivered to the Carter County Schools district office on January 4th, 2011. As a result the East Carter SBDM council was left intact but **in an advisory capacity only**. The process to hire a new principal at East Carter for the 2011-12 school year was also set in motion as the overall direction of the school was given to the Superintendent and the district leadership team.

The current membership of the ECHS SBDM council joined the district leadership team at the direction of the Superintendent to form the **District and School Transformation Team**. This team consists of 18 members: Superintendent, personnel director, supervisor of instruction, district assessment coordinator, director of pupil personnel, director of special education, district SBDM coordinator, Community Education Director, ECHS principal and 2 assistant principals, Carter County Career and Technical Education principal, ECHS SAM, 3 current SBDM teacher members, and 2 current SBDM parent members.

The DSTT will meet monthly to provide the needed **focus, clarity of vision, planning, organization, and motivation to improve all facets of the school**. The DSTT will lead the overall effort to **improve curriculum, instruction and assessment practices**.

The **DSTT** will provide the **organizational structure to realize long-term systemic changes**. Six standing committees focusing on Budget/planning, Culture/climate, Resource/leadership, Academic performance, Assessment/data collection, and Community/parent involvement will provide the organizational structure to focus on these

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changes. All members of the DSTT will serve on one standing committee. Teachers, community members, and students make up the remaining membership of each committee. Through this increased level of involvement the DSTT expects to see leadership capacity increase in all areas.

The DSTT, led by the Superintendent, will monitor all actions to ensure fidelity in the implementation of all school and district policies and procedures. The DSTT will also serve as the guiding body to **work with the ER team** to monitor the implementation of all activities described in the SIG. **KASC will be contracted to train the DSTT to resume their responsibilities as the SIG process moves forward.**

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

The Carter County Board of Education adopted the following policy at a special session of the board on June 3rd, 2011 **to ensure** that the school is **not required to accept a teacher without the mutual consent of the teacher and principal.**

PERSONNEL 03.1311

- CERTIFIED PERSONNEL -

Transfer

Transfers of certified personnel shall be made by the Superintendent who, at the first meeting following the transfer, shall notify the Board of same. Such notification shall be recorded in the Board minutes. No personnel action shall be effective prior to receipt of written notice of the action by the affected employee from the Superintendent.

Certified staff will not be transferred to a school identified under No Child Left Behind as a Persistently Low Achieving School without the mutual consent of the teacher and Principal.

Transfer or reassignment of certified personnel will be made no later than thirty (30) days before the first student attendance day of the school year except to fill vacancies created by illness, death, or resignations; to reduce or increase personnel because of a shift in school population; to make personnel adjustments after consolidation or merger; or to assign personnel according to their major or minor fields of training.¹

TRANSFER OF EMPLOYEES CHARGED WITH A FELONY

Notwithstanding any other policy provision, the Superintendent may transfer an employee charged with a felony offense as permitted under KRS 160.380.

REFERENCES:

- ¹KRS 161.760; OAG 78-266
- KRS 160.380; OAG 76-360
- OAG 91-149
- OAG 92-1
- OAG 91-115
- OAG 92-135

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OAG 92-78

RELATED POLICY:

02.4244

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

Sherry Horsley, District Instructional Supervisor, oversees curriculum at the district level. **Ms. Horsley will work with the school leadership and ER team** to monitor the implementation of the Kentucky Core Academic Standards in Math and English/Language Arts. She will ensure that all content areas are delivering the content standards from KCAS that are designated for their departments. **Monitoring** will be done by **PLC agendas, curriculum maps and pacing guides, lesson plans, and walkthrough data collected by the school leadership team.** When implementation is found to be ineffective, the **Leadership Team in conjunction with the ER Team** will direct assistance to be given to teachers who need support in implementing the curriculum with fidelity. This support will be on going until the problem is corrected.

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

Tom Riffe, Special Education Director, will collaborate with the ER team and the Big East Cooperative to provide the faculty and staff at ECHS with the professional development they need to be successful with their students. **Ruth Sharp, Special Education Instructional Coach,** will work with the special education teachers at the school on implementation of these best practices. Ms. Sharp attends all PLC meetings of the special education faculty and facilitates their time together to make sure these PLC meetings are focused on increasing student achievement. Ruth works individually with teachers as well as models best practices for them in collaborative and resource settings. PD 360 provides teachers with resources they can use on demand that addresses their professional development needs as indicated by the principal, instructional coach, and ER team. This resource is a support provided by the district as well.

Carter County currently employs a teacher with ESL Endorsement to serve the students that qualify for services. Currently, for the 2010-11 school year, there are 37 Limited English Proficiency (LEP) students of which 2 are ECHS students. The English Language Learner (ELL) program in Carter County includes the following educational strategies:

- Transitional Bilingual – ELL students are grouped by their native language and instructed in the native language at the beginning with rapid progression to all or most instruction in English. The goal is rapid transition to English only classrooms and acquisition of English.
- Immersion – Almost total immersion into a mainstream classroom, with assistance from pullout and various other modifications/differentiation by classroom teacher.

After 2011 ACCESS testing, one student at ECHS met the benchmark to be moved to

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monitoring status. One student at ECHS will receive ELL services for the 2011-12 school year.

Upon receiving training on best practice, the student's case load manager will work during the Admissions and Release Committee meeting/parent conference to determine specially designed instruction to meet the specific needs of each individual student. This specially designed instruction becomes the Individual Education Plan for students with disabilities or the Program Services Plan for ELLs. Upon implementation of these plans, students will receive services/supports that ensure equitable educational opportunities which lead to increased student achievement.

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.

College/Career Readiness

A. ECHS currently staffs two counseling positions. These job descriptions and responsibilities of these two positions will be redefined to align their focus to college/career readiness. This realignment of duties is critical for ECHS to accomplish its mission to be a school of choice. Throughout a student's career at ECHS, the counselors will develop a comfortable working relationship with all students on a personal level as well as a perspective on their growth and development. The counselors will work with students on the **Individual Learning Plan**. The counselors will use this ILP as they counsel with students. He/she will encourage each student to work to their individual potential, and assist them in **setting short and long-term goals** to achieve individual college and career aspirations. This counselor will work with students on tracking their assessment **data from EPAS and Think Link** to assist in the setting of those goals. This counselor will also consult with parents, teachers, and administrators on issues related to student learning styles, emotional needs and behavior. **The main objective is to provide all students at ECHS with a counselor whose purpose is to make available a wide-range of educational counseling services which include guidance on taking advanced course work during their high school career.** These services will enable them to have a full spectrum of options that meet their individual needs, which ultimately will lead them to college and career success.

B. All ECHS students will be allowed to **self-select and register for advanced coursework (honors, Advanced Placement, upper level courses)**, instead of having a screening committee choose the students who can be registered. The **Counselors** will **conference** with individual students to ensure he/she chooses the most rigorous course work to prepare for a successful future.

C. Activities to promote **College/Career Readiness** include a **monthly "College/Career Readiness Day"** where students are encouraged to wear a college t-shirt of their choosing. **Pam Kouns, Community Education Director for the district**, will collaborate with area colleges, local businesses and industry to set up booths where adults can share information on college life, academic majors, entrance requirements, future employment opportunities and job skills. College and technical school representatives will be available to talk with students and offer encouragement and guidance on planning for college/career readiness. ECHS will focus on promoting an environment where students are planning on career and technical training after high school and who have set goals and are working on reaching

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them.

D. Collaborations with Morehead State University on a Gear Up grant have been completed. We are waiting on grant notification to finalize our plans, which include a district coordinator to oversee Gear Up implementation at East Carter High, and its feeder middle school.

E. Dual enrollment opportunities for students to earn college credits while in high school. Students who qualify for free/reduced lunch apply for the **Mary Jo Whitney Scholarship** that provides tuition money for dual enrollment classes. The district also uses **Rural Low Income Schools funding to provide tuition** for students whose parents cannot afford to pay, thus **eliminating that barrier** for students.

F. Collaboration with the **Kentucky Department of Education** on the AP Statistics and English grant.

In order to ensure our initiatives are implemented with fidelity and are successful, the DSTT will establish baseline data for the number of students previously enrolled (to include data from gap groups) in advanced coursework and compare to current year's data. Successful completion of advanced coursework will also be included in this data set. An Infinite Campus transcript analysis will be conducted to obtain this data.

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

Activities for eighth graders who are transitioning to the high school begin in March of their eighth grade year. Counselors at **East Carter Middle School and ECHS collaborate** together to ensure achievement data and intervention data is shared before students enroll at the high school in order to plan best for their needs. The **ECHS counselor** goes to the middle school to speak to students about the importance of testing and how it impacts their schedule as high school students. In late April, an orientation for 8th grade students is scheduled for them to tour the building and to schedule their classes. The **Youth Service Center** helps to coordinate this event for parents and students. All departments at the high school and clubs set up informational tables for parents and have staff available to answer questions about course offerings and extra-curricular activities available at ECHS. Prior to the beginning of school, 9th grade students may pick up their schedule and do a walk through of the building escorted by a school counselor or Youth Service Center employee. During the first two days of school, all Freshman participate in transition activities planned by the faculty that revolve around learning their way around the building, school rules and policies, how credits are earned, and speaking with upper-class mentors about academics and extracurricular activities. **Counselors will collaborate with ER staff to design and implement a system for transition that will better meet the needs of students at ECHS.**

Describe strategies to increase graduation rates.

College/Career Readiness

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The **reassignment of guidance counseling duties**, to include a primary focus in the development of student college and career readiness, is critical if ECHS is to accomplish its mission to be a school of choice. The **counselors will work with the ER staff to design a comprehensive plan with targeted procedures for this critical program**. Throughout a student's career at ECHS this counselor will develop a comfortable working relationship with all students on a personal level as well as a perspective on their growth and development. Through use of the **ILP**, he/she will encourage each student to work to their individual potential and assist them in setting short and long-term goals to achieve individual college and career aspirations. This counselor will also consult with parents, teachers, and administrators on issues related to student learning styles, emotional needs, and behavior. The main objective is to provide all students at ECHS with a Counselor whose sole purpose is to make available a wide-range of educational counseling services which will enable them to have a full spectrum of options that meet their individual needs which ultimately will lead them to college and career success.

The **Student Support Services person** will be instrumental in helping to **remove barriers for students** that keep them from attending school and completing required coursework. Often attendance, behavior, and/or family issues keep students from graduating. Adding the support of this position **will increase graduation rates** for ECHS students.

Also, **collaboration with the court system and its truancy diversion program** as well as individual court cases have helped decrease the number of truants at ECHS. Continuing this collaboration will also have a positive effect on the graduation rate. The success we've experienced so far directly relates to the district Director of Pupil Personnel's diligence. He monitors attendance and academic progress for students, and makes home visits to ensure the enforcement of the district's attendance policy.

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

ECHS partners with the **Kentucky Center for School Safety** for training and implementation expertise with the KYCID program to promote a positive behavior support system at the school. This partnership will improve the climate at ECHS by making discipline procedures consistent school wide.

ECHS also partners with the **Carter County Sheriff's Department** to provide a **School Resource Officer (SRO)** posted within the building to maintain a safe environment for students. The SRO is visible throughout the day in the hallways and the cafeteria developing relationships with students and providing assistance when needed as situations arise.

A partnership with **Pathways and the Carter County Drug Task Force** funds a **Champions group** at the school. This is a student led group that **focuses on drug and alcohol awareness and prevention**.

ECHS will also partner with the **Kentucky State Police and the Grayson Police Department to do lock-down drills** at the school. These simulations will give faculty and students the needed practice in the event that a lock-down is warranted.

Required safety drills such as fire and tornado will be done in partnership with the **Grayson Fire Department and Carter County Emergency Management** ensuring students and faculty are aware of and can demonstrate preparedness should the need arise.

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Describe the strategies implemented to improve school climate and discipline.

The use of a **School-Wide Positive Behavior Support System** by all staff at East Carter High School will be comprised of intervention, practices, and organizational systems for establishing social culture. This system will foster a secure learning and teaching environment by providing individual behavior supports needed to achieve academic and social success for all students. The basic elements of this program will be incorporated into the annual school improvement objectives, local and state initiative proprieties and individual academic goals and objectives, and the **30/60/90 plan for the school**.

The basic elements include:

- **Emphasizing a preventive perspective** based upon the three tiered Response to Intervention Approach will prevent the development of new problem behaviors for all students and staff across all settings. It will reduce the intensity of existing cases by establishing efficient and rapid response to problems.
- **Using an instructional perspective**, social skills will be taught the same as academic skills, thus reducing problem behaviors by teaching functional replacement behaviors. Instruction is focused on defining, teaching, and encouraging expectations in all settings for students and staff.
- **Using evidenced based practices** is a vital part of the KYCID program. The use of research-validated practices, interventions and strategies, and the core standards to achieve school goals and outcomes will be used. Focus on developing policies, establishing sustainable leadership and implementation through continuous self-assessment and evaluation, and fidelity of practices will be maximized. Procedures and operations will have a working relationship. Data collection will be used to guide decision-making at multiple levels (i.e. school, classroom and non-classroom areas).
- **Use of a functional perspective**, in which the factors that cause problem behaviors will be identified directly to build efficient and relevant behavior plans. Plans can be developed for both the school and individual student level so that these behaviors can be addressed immediately to maximize the use of the instructional process.

The DSTT has reviewed and revised the current Discipline Policy to ensure a safe school climate at ECHS. ECHS has hired an assistant principal trained by the Kentucky Center for Instructional Discipline on PBIS implementation and SWIS data collection which will help ensure successful **staff training and implementation**. Administration will monitor implementation to determine areas of need and subsequent training required for successful implementation.

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

We **provide all day Kindergarten** as well as offer pre-school to all students regardless of their socio-economic status. Carter County has always been an advocate for Early Childhood Education that is based upon current research. We have a long standing belief that the earlier we can begin to provide educational services, the more opportunities our children will have

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to be successful.

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

The total number of students pro rata allocates state SEEK funds according to State law. Our district allocates Title I and certain other federal funds by using the "at-risk" student population (those students who qualify for either free or reduced school meals). Certain other state and local funds are allocated through a needs assessment process. This is a document whereas an individual school sends in prioritized program needs. These needs are then funded by available remaining funds called "Section 7". Our District allocated in excess of \$800 thousand of these funds during the 2010-2011 school year.

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.

Pre-Implementation Activity	Participant	Gap and/or Cause and Contributing factor Addressed	SIG Funding needed	Amount
KDE Literacy Framework Training – Frankfort, KY July 20, 21, 22	Two Reading Specialists Principal on the 22nd	Reading gap between females and males, gap between FR lunch and all students, gap between students with disabilities and all students	Yes	\$600 – teacher stipends for 3 days for two teachers \$300 – hotel registration \$250 – mileage to Frankfort from Grayson and meals for two teachers for 3 days.
Turnaround Training – Louisville, KY July 11-15	Larry Kiser, principal Sherry Horsley – district instructional supervisor Julie Jackson – Math department	Reading and Math gaps in achievement Causes/contributing factors – PLC work, rigorous instruction, lack of collaboration, textbook driven instruction, lack of content based reading, curriculum issues	Yes	Rooms (6 rooms for 5 nights)- \$2650 Food - \$1155 (meal allowance for 5 days and one dinner on

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	chair Wendy Potter – English department chair ER Leader and ER Recovery Specialists			Sunday) Mileage - \$680 \$2650 – Salary for two teachers for 5 days to attend training. This cost includes fringes.
Great Books Training – ECHS July 25 and 26, 2011	Two reading specialists English Department Bernard Kouns – SST Department Chair Special Education Collaborator for English	Lack of Content Based Reading Gaps in Reading between males and females, students with disabilities and all students, students who receive FR lunch and all students.	Yes	\$9,000 – includes 5 days of training and follow-up \$2,978.37 – curriculum materials
PIMSER Conference	Math Department Science Department	1) Instruction varies from one class to another. There is no consistency on the use of the 70-minute block. Most classes do not do bell-to-bell teaching. There is a lack of instructional rigor, most activities focus on DOK 1 knowledge. Lack of regular daily or weekly walkthroughs by the school principal and assistants contribute to this problem. 2) Improper use of or little use of formative assessment in the classroom to inform instruction. Too much sole reliance on summative assessments.	Yes	Conference registration - \$2250 Hotel Costs - \$519 Food - \$285 Mileage - \$352

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Actions

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

All district administrators, instructional coaches, principals, and assistant principals in the Carter County School District have been trained on conducting **instructional rounds**. This process will be used to monitor that changes are being made in classroom instruction related to the professional development the faculty and staffs have been receiving. **Rounds have already been conducted at ECHS giving the district baseline data to use when continuing these rounds in the 2011-12 school year.** The ECHS Leadership Team that includes ER staff will identify the problem of practice that they want examined for each round. An instructional round will be conducted by the district once a trimester to provide the Leadership Team and faculty valuable feedback on progress made and next steps needed in the transformation process at ECHS. District staff will do reviews of 30/60/90 day plan, Think Link data, and quarterly reports to the Education Recovery Director to monitor changes in instructional practice.

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

The **DSTT** has already made some assignment changes for the coming school year (2011-2012) to maximize student achievement in the following areas: **English 2, Algebra I and Algebra II, and Biology**. Teachers were placed to instruct these classes **based on their expertise in the subject area, instructional effectiveness, and positive teacher-student relationships**. **Reading classes** will be taught by reading specialists hired for the coming year. Intervention reading classes will be taught by the same specialists and also faculty who have received training in the two intervention programs, Reading Revisited and SRA, that are being used for our tiered approach to reading. **A half time math teacher will be hired with SIG funds** to provide tutoring and transition classes for students who failed to meet the EPAS benchmarks. These classes will **increase the number of students** passing the **COMPASS and KYOTE** tests thereby increasing the number of students graduating from ECHS College and career ready. Reading and math are two major goals that are being addressed through this School Improvement Grant so these changes support those goals. The school leadership team will analyze quarterly formative, summative and benchmark data to monitor the effectiveness of these changes. If data indicates a reassignment is necessary, the leadership team will make the change in assignment.

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

School level funds from various sources will be changed to support the school's improvement goals. The 2010-2011 ECHS school council budget worksheet will be used as a reference to support increased funding to the language arts and math departments. Other departments will also receive increases of approximately 10%.

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In order to hire two - reading/literacy specialists, the District School Transformation Team (DSTT) decided to eliminate one foreign language position and one agriculture position, and not to re-advertise for one – PL/VIS (Home Economics) position that occurred as result of retirement. The school’s scheduling committee has also implemented yearlong reading courses for all freshmen and sophomores. As a result of yearlong reading classes, an extra \$1000 will be budgeted to the Library Media center for extra books and instructional supplies.

Changes to the school council departmental budget will be presented to the DSTT for approval at the May 12, 2011 meeting. Significant increases – from \$3500 to \$6000 will be recommended for the language arts and math departments. The math department will utilize these funds to purchase extra graphing calculators, classroom clicker sets, smart boards etc... Additional funds will also benefit the language arts department with the addition of two reading/literacy specialists and year-round reading classes. The science departments’ 2010-2011 budget of \$6000 will remain the same for 2011-2012. The social studies, special education, PL/CS, and Arts & Humanities departments will receive an additional increment of approximately 10% to encourage and promote the teaching of reading and math across the curriculum.

In addition to these changes, attendance incentives funded through the parent PRIDE group, Youth Service Centers and student activity accounts will be offered to individual students and to the homeroom with the highest attendance percentage for each trimester. Students with perfect attendance and those with outstanding attendance (3 or fewer excused absences per school year) will be eligible for awards. Examples of student attendance initiatives and awards (funded by PRIDE, YSC and student activity accounts) will include – but not limited to; food gift certificates from local restaurants, ice cream/pizza party for the homeroom with the highest attendance percentage per trimester, and larger incentives for students with perfect attendance – which will be determined at a later date by school administration in collaboration with the Youth Service Center. Additionally, monthly attendance/behavior initiatives for students with 0 absences and 0 disciplinary referrals for the month will be celebrated. Celebrations for these accomplishments will be held during red period and examples of monthly events would include a water balloon fight, comedy show in the gym, ice cream sundaes etc. Additional monthly awards will be decided upon by school administration and the Youth Service Center. All incentives are non-SEEK funded through the various groups listed.

Academic recognitions will also be implemented at the high school. Plans are being made to recognize students who score 28 or above on the ACT as well as other achievements. The Academic Performance committee will lead the development of this plan in collaboration with the ER staff. ECHS will conduct assemblies to honor students who have achieved academic success. Other activities to honor these students include; football season “Fill the Field” recognition at a designated half-time, free athletic passes, digital picture frames scrolling honored students, locker symbols, as well as others to be determined.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the

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review. (This is not to ensure legally required policies are in place.)

The board of education annually reviews all policies and procedures at the regularly scheduled board meeting in June of each year. Any policies not required by law are subject to request for a waiver. The District and School Transformation Team (DSTT) is currently reviewing, amending, and adopting school policies and procedures. Policies were reviewed on February 10th, March 10th, and April 14th and changes have been made as needed. This process will be completed by July 1, 2012 to ensure no barriers are found to prevent the implementation of this plan. The membership of the DSST understands their vital role in the development and implementation of school policies and procedures that enhance student achievement and school improvement.

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.

There have been some key changes at ECHS in order to implement this improvement plan:

- The District and School Transformation Team (DSTT) made changes in staffing to **include an additional math teacher and two reading specialists** in order to provide reading classes for all 9th and 10th graders and math intervention classes for students who fail to meet benchmarks. SIG funding is also being requested for a **math teacher** to provide tutoring and transition classes so all students requiring this service can be enrolled in these classes.
- The **lunch schedule was altered** to reduce lunch periods from four to three. This **allowed 45 minutes instead of 30 minutes for RED period**, which increased this intervention time period. The **school start time was moved up from 8:00 a.m. to 7:55 a.m. and lunchtime was increased by 10 minutes for this accomplishment.**
- **Great Books training and resources** will be used for the 9th and 10th grade reading classes that are being implemented.
- The instructional coach **will be used exclusively for working with teachers.** All administrative duties will be removed. This will allow the coach to focus solely on instruction and curriculum work with the faculty.
- A **partnership with Eastern Kentucky University** is being implemented to improve instructional practices in the area of numeracy in order to increase students' automaticity with numbers. This will give them a stronger foundation in order to learn algebra concepts.
- **The ER team, along with the leadership team at ECHS** will work together to improve teaching and learning within the school. This team will work together to **create and implement systems** to analyze data, to improve instruction and student achievement, and to increase teacher collaboration.
- They will complete daily walkthroughs with feedback, and improve school culture to make ECHS a top performing high school.
- Evaluations for teachers will change as **ECHS pilots the new Teacher Effectiveness Rubric** that is currently in draft form.
- A **system of incentives and rewards** for teachers will be implemented at the high

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school with the goal of increasing teacher efficacy and of increasing rigor and relevance within our classrooms. (See page 28 and 29)

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.

The following partners will be instrumental in ECHS meeting their improvement goals:

- **Eastern Kentucky University** - District and school leaders met with Dr. Bob Thomas at a series of informational and planning meetings about their program aimed at improving the number of students meeting the ACT benchmarks at ECHS and also increasing students' automaticity. A decision was made by the team to work with ECU on our goal of increasing the number of students who are college and career ready in math as measured by the ACT. The effectiveness of this partnership will be measured by the percentage increase in the number of students at ECHS who meet the ACT benchmark of 21. This needs based placement model was chosen based on current research data conducted by Eastern Kentucky University (page 39 and 40). Because the research indicated the benefits for students across all grade levels, Carter County Schools will be implementing the automaticity component of this program K-12. Data collected from all schools in May 2011, will serve as a baseline to determine the impact of this program on student achievement.
- **Kentucky Department of Education** - We are partnering with **KDE and District 180** on four different initiatives - online AP classes in English and Statistics, training for our reading specialists on the **Kentucky Literacy Model Framework, District 180 Educational Recovery Leader and Educational Recovery Specialists in ELA and Math**, and the field-test of the **Teacher Effectiveness Rubric**. The number of students who successfully complete the AP class will measure effectiveness for the AP online classes and the scores they receive on the end of course AP test. Effectiveness of the literacy model framework training will be measured by the increase of ECHS students who meet the benchmark on the PLAN and the ACT. The district will use the **Effectiveness Rubric** developed for ER Teams as an evaluation tool to **measure the effectiveness of the deployment of the SIG**. (See Appendix A) Feedback **from the pilot process** will be used to evaluate the effectiveness of the **Teacher Effectiveness Rubric**. The Kentucky Department of Education initiatives were chosen as a result of their past successful performance. Evaluation measures include the Effectiveness Rubric for the ER Team, Teacher Effectiveness Rubric as well as student level data on state accountability (EOCs, EPAS, On-Demand Writing).
- **KLA** - The district partners with KASA by providing principals KLA training during the school year. To ensure that all district principals and/or assistant principals receive pertinent and consistent information regarding the Senate Bill 1 and Kentucky Core Academic Standards rollout, Carter County has chosen KLA as the venue most appropriate to participate. After each meeting, principals disseminate information to entire teaching staff. The principal evaluation process will measure the effectiveness of this training.

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- **Big East Cooperative** – ECHS will partner with this special education cooperative to provide professional development in the areas of collaboration best practices. Big East has certified specialists in the areas of greatest need available for collaboration with ECHS. Evaluation will include measuring academic and/or behavioral progress of students receiving benefits from this service through direct teacher interventions.
- **Kentucky Educational Development Corporation (KDEC)** – ECHS will work with this local cooperative on professional development and curriculum needs at their school. As a member of this cooperative, ECHS has consultants/resources available to address areas of greatest need. Professional developments provided by KDEC will be evaluated for effectiveness through classroom walkthroughs, lesson plan reviews, instructional coach feedback from classroom visits and increases in student achievement.
- **Morehead State University** – A partnership is in the planning stages on literacy needs for ECHS teachers. Evaluation measures for this partnership include increases in student achievement in literacy (reading, English/Language Arts and writing).

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

The sole intent of the SIG grant is to build capacity at ECHS for academic and instructional excellence. A culture of high achievement among students and teachers is the goal. The ER team's investment at ECHS will build the capacity of the leadership team and faculty to continue the work once they are gone. Using data to make decisions about instruction will become the "way ECHS does business". Based on this investment, the Leadership Team and faculty can continue to move ECHS forward toward their goal of being a Top 10 high school in the state of Kentucky. Title I A funds will continue to provide the high school with a full time instructional coach. This will enable the work started by the ER team to continue.

In order to continue services provided by the SAM, the leadership team at the school will reorganize the duties of the two assistant principals. One assistant will take over the SAM duties allowing the principal and the other assistant to remain 100% instructionally focused.

The financial incentives provided by the grant will be transferred to the school's instructional allocation for them to continue to fund. Federal resources from the Rural Low Income Schools grant will support this initiative as well.

Student supports such as KYCID will be continued. This positive behavior support system will be ingrained into the culture of ECHS and needs no funding to be continued. The implementation of attendance policies at the school will continue as well. The culture that exists at the school today will no longer be one that encourages low attendance or achievement. A shift in thinking for students over the next three years will occur. This shift in thinking will support a high achieving culture at the school. If the school wants to continue to fund the Student Supports Services position, Section 7 funds can be requested to support this.

At the end of this intensive intervention at East Carter High School, the work of the Academic Instructional Specialist will no longer be needed due to capacity building and systems that have been put into place at the school and the district. The district will assign an administrator to continue as liaison to ECHS in order to provide needed support. Structures will be in place for the work of PLCs and data analysis to continue due to the capacity

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building of the ER team and the Academic Instructional Specialist.

Timeline

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.

Month	2011-2012	2012-2013	2013-2014
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July	ER Team collaborates with the ECHS principal to begin implementation of the Transformation process. Instructional supplies, technology, and textbooks to guide the work of the grant are ordered. The SIG grant is reviewed with the ER team, principal, superintendent, and district liaison so all stakeholders are focused on their role in transforming ECHS.	District and School Transformation Team (DSTT) meets on July 12th to analyze 2011-12 improvements and continued challenges and barriers to learning. The DSTT is briefed on the collaborative work done by the ER team, principal, superintendent, and district liaison.	District and School Transformation Team (DSTT) meets on July 11th to analyze 2012-13 improvements and continued challenges and barriers to learning. The DSTT is briefed on the collaborative work done by the ER team, principal, superintendent, and district liaison.
	The ER team, principal, and district collaborate on an instructional monitoring plan for ECHS. Training will begin for the Teacher Evaluation system that will occur throughout the year.		
	District and School Transformation Team (DSTT) meets on July 14th to analyze 2010-11 improvements and continued challenges and barriers to learning. The DSTT is briefed on the collaborative work done by the ER team, principal, superintendent, and district liaison.	30/60/90 day plan review and revision.	30/60/90 day plan review and revision.
	KYCID training for the faculty and staff and implementation plan will be designed.		
	Turnaround Training (July 11-15) – A team consisting of Larry Kiser (Principal), ER staff,		

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	<p>Sherry Horsley (district liaison), Julie Jackson (Math Department Head), and Wendy Potter (English Department Head) will attend this training to begin the turnaround process. The 30/60/90 day plan for ECHS will be designed during this week by this collaborative team.</p>		
	<p>Literacy Framework training in Frankfort for ECHS reading specialists – July 20-22. Principal training in Literacy on July 22 in Frankfort.</p>		
	<p>The principal and ER team will have the initial meeting to design a process for data analysis at ECHS.</p>		
	<p>PIMSER Conference - July 25-26 for Science and Math Departments at ECHS for Balanced Assessment Systems and KCAS</p>		
	<p>Great Books training for Reading Specialists, ECHS English Department and other content representatives – July 25-26</p>		
	<p>Principal and ER staff will attend the two day Carter County Administrators retreat with the new district superintendent– July 26-27</p>		
	<p>The principal and ER staff will have an initial</p>		

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	meeting to design an effective system for the PLC process at ECHS.		
August	Principal and ER staff are trained on Observation 360, a walkthrough instrument they will use for data collection of instructional practices at the school – August 1 st .	Mentoring Program continues at ECHS. Student Support Services Person does assignment of students.	Mentoring Program continues at ECHS. Student Support Services Person does assignment of students.
	Principal will select department heads based on a rubric that was developed by him and the ER team.	The principal will make any new assignments of department heads.	The principal will make any new assignments of department heads.
	Student Supports Services person implements mentoring program for identified students at ECHS.	30/60/90 plan is reviewed and revised.	30/60/90 plan is reviewed and revised.
	KYCID training for faculty and staff. Implementation of school wide plan.	Guidance Counselor meets with all 10 th graders to set goals for PLAN assessment.	Guidance Counselor meets with all 10 th graders to set goals for PLAN assessment.
	Students' Guidance Counselor meets with all 10 th graders to set goals for PLAN assessment.	Juniors given TCA pre-assessment to set individual learning plans for ACT.	Juniors given TCA pre-assessment to set individual learning plans for ACT.
	Juniors given TCA pre-assessment to set individual learning plans for ACT.	STAR reading assessment administered to all ECHS students for beginning of year baseline.	STAR reading assessment administered to all ECHS students for beginning of year baseline.
	STAR reading assessment administered to all ECHS students for beginning of year baseline.	First Think Link assessment is given and data is analyzed for school-wide RtI, departments, and individual classroom teachers' instructional decision making. Students set goals and begin tracking their data in student assessment folders.	First Think Link assessment is given and data is analyzed for school-wide RtI, departments, and individual classroom teachers' instructional decision making. Students set goals and begin tracking their data in student assessment folders.

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	Faculty and staff will begin the implementation of the school RtI plan and PLC process to address the needs of struggling learners based on data and be prepared to implement interventions and the delivery of services including considerations for ESS, tutoring, bell to bell uninterrupted instruction and common planning opportunities with intentional academic focus.	Faculty and staff will continue the implementation of the school RtI plan and PLC process to address the needs of struggling learners based on data and be prepared to implement interventions and the delivery of services including considerations for ESS, tutoring, bell to bell uninterrupted instruction and common planning opportunities with intentional academic focus.	Faculty and staff will continue the implementation of the school RtI plan and PLC process to address the needs of struggling learners based on data and be prepared to implement interventions and the delivery of services including considerations for ESS, tutoring, bell to bell uninterrupted instruction and common planning opportunities with intentional academic focus.
	Parent Open House to occur during the first two weeks of school. PRIDE group will recruit and organize parents to increase parent involvement at the school.	Parent Open House to occur during the first two weeks of school. PRIDE group will recruit and organize parents to increase parent involvement at the school.	Parent Open House to occur during the first two weeks of school. PRIDE group will recruit and organize parents to increase parent involvement at the school.
	Departments begin planning for second trimester pacing guides, lesson plans, and common assessments.	Interventions for identified students will begin based on Think Link screening, STAR assessment, and prior end of year assessments.	Interventions for identified students will begin based on Think Link screening, STAR assessment, and prior end of year assessments.
	Interventions for identified students will begin based on Think Link screening, STAR assessment, and prior end of year assessments.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will begin daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will begin daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department

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		and faculty meetings.	and faculty meetings.
	Principal, Instructional Coach, Julie Jackson, and Sherry Horsley will continue with the Content Network trainings begun during the 2010-11 school year.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will begin daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team will collaborate with school leadership to design common planning and faculty meetings that focus solely on instructional needs of the school as determined by testing and walkthrough data.	ER team will collaborate with school leadership to design common planning and faculty meetings that focus solely on instructional needs of the school as determined by testing and walkthrough data.
	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	KYCID data for the month of August will be gathered and analyzed. Comparison of data from August 2011 will be used for evaluation.	KYCID data for the month of August will be gathered and analyzed. Comparison of data from August 2011 will be used for evaluation.
	ER team will collaborate with school leadership to design common planning and faculty meetings that focus solely on instructional needs of the school as determined by testing and walkthrough data. These meetings will begin on a twice-weekly basis.	DSTT meets on August 9 th .	DSTT meets on August 8 th .
	First Think Link assessment is given and data is analyzed for school-wide RtI, departments, and individual classroom	First Think Link assessment is given and data is analyzed for school-wide RtI, departments, and individual classroom	First Think Link assessment is given and data is analyzed for school-wide RtI, departments, and individual classroom

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	teachers' instructional decision making. Students set goals and begin tracking their data in student assessment folders.	teachers' instructional decision making. Students set goals and begin tracking their data in student assessment folders.	teachers' instructional decision making. Students set goals and begin tracking their data in student assessment folders.
	ER team will conduct PLC training with all departments to ensure that all teams are implementing the same protocols.	ER team will conduct PLC training with all departments to ensure that all teams are implementing the same protocols.	ER team will conduct PLC training with all departments to ensure that all teams are implementing the same protocols.
	KYCID data for the month of August will be gathered and analyzed. Comparison of data from August 2010 will be used for evaluation of success for the first month.	KYCID data for the month of August will be gathered and analyzed. Comparison of data from August 2011 will be used for evaluation of success for the first month.	KYCID data for the month of August will be gathered and analyzed. Comparison of data from August 2012 will be used for evaluation of success for the first month.
September	30/60/90 plan revision and review	30/60/90 plan revision and review	30/60/90 plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School-Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School-Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School-Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	DSTT meets September 8 th	DSTT meets September 13 th	DSTT meets September 12 th
	PLAN assessment for 10 th graders	PLAN assessment for 10 th graders	PLAN assessment for 10 th graders
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL

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	document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Mid-term grades are released for the first trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.	Mid-term grades are released for the first trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.	Mid-term grades are released for the first trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.
	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.
	ER team at the school facilitates 2011 KCCT Data release – Analysis of data from KCCT.	Begin KASC training for DSTT to prepare them to resume responsibility for leading the school	
	Counselor begins conferencing with 11 th graders on reviewing PLAN results and setting goals for ACT.	Counselor begins conferencing with 11 th graders on reviewing PLAN results and setting goals for ACT.	Counselor begins conferencing with 11 th graders on reviewing PLAN results and setting goals for ACT.
	Content Network meetings for all participants.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.
	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Quarterly report prepared for Recovery Director for the 1 st quarter.	Quarterly report prepared for Recovery Director for the 1 st quarter.

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	Quarterly report prepared for Recovery Director for the 1 st quarter.	KYCID data for the month of September will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of September will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
	KYCID data for the month of September will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.		
	Culture Triage Needs Assessment survey will be administered to staff.		
October	30/60/90 Plan revision and review	30/60/90 Plan revision and review	30/60/90 Plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	District administration in	District administration in	District administration in

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	collaboration with ER team, Academic Instructional Specialist, and ECHS principal will conduct Instructional Rounds at the school. The school instructional leadership team will choose the problem of practice, and next steps will be left with them for implementation.	collaboration with ER team, Academic Instructional Specialist, and ECHS principal will conduct Instructional Rounds at the school. The school instructional leadership team will choose the problem of practice, and next steps will be left with them for implementation.	collaboration with ER team, Academic Instructional Specialist, and ECHS principal will conduct Instructional Rounds at the school. The school instructional leadership team will choose the problem of practice, and next steps will be left with them for implementation.
	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.
	October 6 th School Planning Day – Continue analysis of data from KCTT that was just released.	DSTT meeting October 11 th – Quarterly report is reviewed along with 30/60/90 plan.	DSTT meeting October 10 th – Quarterly report is reviewed along with 30/60/90 plan.
	DSTT meeting October 13 th – Quarterly report is reviewed along with 30/60/90 plan.	Data analysis from KCCT, Study Island, and TCA prep to respond to individual student needs.	Data analysis from KCCT, Study Island, and TCA prep to respond to individual student needs.
	PD 360 training follow up on October 31 st for ECHS targeted faculty. These faculty members will provide follow up with entire faculty at a weekly faculty meeting in November.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.
	Data analysis from KCCT, Study Island, and TCA prep to respond to individual student needs.	Counselor conferences with students in transition classes about meeting the ACT benchmarks on the COMPASS and KYOTE assessments.	Counselor conferences with students in transition classes about meeting the ACT benchmarks on the COMPASS and KYOTE assessments.
	October 31 – Teacher Planning day – ER team to plan for the use of this day to best support the	First Trimester ends, Guidance counselors meet with students who did not pass to make a	First Trimester ends, Guidance counselors meet with students who did not pass to make a

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	faculty and students.	plan for success during the second trimester and set goals.	plan for success during the second trimester and set goals.
	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	KYCID data for the month of October will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of October will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
	Counselor conferences with students in transition classes about meeting the ACT benchmarks on the COMPASS and KYOTE assessments.		
	First Trimester ends, Guidance counselor meets with students who did not pass to make a plan for success during the second trimester and set goals.		
	KYCID data for the month of October will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.		
November	30/60/90 Plan revision and review	30/60/90 Plan revision and review	30/60/90 Plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal,	ER team, instructional coach, principal,	ER team, instructional coach, principal,

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	assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and Academic Instructional Specialist is directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist is directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist is directed to work with teams and/or individual teachers based on walkthrough data.
	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.
	DSTT meets November 10 th . Monitoring of 1 st trimester results and attendance.	DSTT meets November 8 th . Monitoring of 1 st trimester results and attendance.	DSTT meets November 14 th . Monitoring of 1 st trimester results and attendance.
	Counselor conferences with students in transition classes about meeting the ACT benchmarks on the COMPASS and KYOTE assessments.	Counselor conferences with students in transition classes about meeting the ACT benchmarks on the COMPASS and KYOTE assessments.	Counselor conferences with students in transition classes about meeting the ACT benchmarks on the COMPASS and KYOTE assessments.
	Departments begin planning for third trimester pacing guides, lesson plans, and common assessments.	KYCID data for the month of November will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of November will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
	KYCID data for the month of November will be gathered and		

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	analyzed. Comparison of data from previous month will be used for evaluation of progress.		
December	30/60/90 Plan revision and review	30/60/90 Plan revision and review	30/60/90 Plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document.
	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.
	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.
	KYCID data for the month of December will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of December will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of December will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.

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	2 nd Think Link Assessment is given to 9 th , 10 th , and 11 th graders in math and reading. Results are analyzed for instructional implications in RtI groups, departments, and individual classrooms.	2 nd Think Link Assessment is given to 9 th , 10 th , and 11 th graders in math and reading. Results are analyzed for instructional implications in RtI groups, departments, and individual classrooms.	2 nd Think Link Assessment is given to 9 th , 10 th , and 11 th graders in math and reading. Results are analyzed for instructional implications in RtI groups, departments, and individual classrooms.
	Begin 2 nd quarterly report for Education Recovery Director.	Begin 2 nd quarterly report for Education Recovery Director.	Begin 2 nd quarterly report for Education Recovery Director.
	DSTT meets on December 8 th . Quarterly Report and Think Link assessment is discussed.	DSTT meets on December 13 th . Quarterly Report and Think Link assessment is discussed.	DSTT meets on December 13 th . Quarterly Report and Think Link assessment is discussed.
	STAR Assessment given to all students to chart progress in reading from baseline score in August.	STAR Assessment given to all students to chart progress in reading from baseline score in August.	STAR Assessment given to all students to chart progress in reading from baseline score in August.
	Counselor meets with individual students on assessment results (Think Link, STAR, TCA) to chart progress and set new goals.	Counselor meets with individual students on assessment results (Think Link, STAR, TCA) to chart progress and set new goals.	Counselor meets with individual students on assessment results (Think Link, STAR, TCA) to chart progress and set new goals.
	Mid-term grades are released for the second trimester. Parent conference night is conducted to provide an opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.	Mid-term grades are released for the second trimester. Parent conference night is conducted to provide an opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.	Mid-term grades are released for the second trimester. Parent conference night is conducted to provide an opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.
January	30/60/90 plan revision and review	30/60/90 plan revision and review	30/60/90 plan revision and review
	Instructionally based faculty meetings and PLC meetings continue	Instructionally based faculty meetings and PLC meetings continue	Instructionally based faculty meetings and PLC meetings continue

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	on an on-going basis.	on an on-going basis.	on an on-going basis.
	The ER team and counselors have the initial meeting to design an effective system for transitioning students from the middle school to the high school.		
	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and Academic Instructional Specialist is directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist is directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist is directed to work with teams and/or individual teachers based on walkthrough data.
	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.
	DSTT meets January 12 th . Impact of KYCID and mentoring program on behavior will be	DSTT meets January 10 th . Impact of KYCID and mentoring program on behavior will be	DSTT meets January 9 th . Impact of KYCID and mentoring program on behavior will be

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	addressed. December Think Link scores will be presented.	addressed. December Think Link scores will be presented.	addressed. December Think Link scores will be presented.
	Counselor continues to conference with 11 th graders on TCA progress and the ACT exam in March. Goals are revisited and revised based on progress of students.	Counselor continues to conference with 11 th graders on TCA progress and the ACT exam in March. Goals are revisited and revised based on progress of students.	Counselor continues to conference with 11 th graders on TCA progress and the ACT exam in March. Goals are revisited and revised based on progress of students.
	KYCID data for the month of January will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of January will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of January will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
February	30/60/90 plan revision and review	30/60/90 plan revision and review	30/60/90 plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.

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	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.
	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.
	District administration in collaboration with ER team, Academic Instructional Specialist, and ECHS principal will conduct Instructional Rounds at the school. The school instructional leadership team will choose the problem of practice, and next steps will be left with them for implementation.	District administration in collaboration with ER team, Academic Instructional Specialist, and ECHS principal will conduct Instructional Rounds at the school. The school instructional leadership team will choose the problem of practice, and next steps will be left with them for implementation.	District administration in collaboration with ER team, Academic Instructional Specialist, and ECHS principal will conduct Instructional Rounds at the school. The school instructional leadership team will choose the problem of practice, and next steps will be left with them for implementation.
	DSTT meets February 9 th . ER team will review the school's progress toward meeting their goals.	DSTT meets February 14 th . ER team will review the school's progress toward meeting their goals.	DSTT meets February 13 th . ER team will review the school's progress toward meeting their goals.
	Counselor continues to conference with 11 th graders on TCA progress and the ACT exam in March. Goals are revisited and revised based on progress of students.	Counselor continues to conference with 11 th graders on TCA progress and the ACT exam in March. Goals are revisited and revised based on progress of students.	Counselor continues to conference with 11 th graders on TCA progress and the ACT exam in March. Goals are revisited and revised based on progress of students.
	KYCID data for the month of February will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of February will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of February will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.

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March	3 rd Trimester Begins	3 rd Trimester Begins	3 rd Trimester Begins
	30/60/90 plan revision and review	30/60/90 plan revision and review	30/60/90 plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	The ER team, principal, and district personnel director have an initial meeting on the development of an effective recruiting policy for ECHS.		
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.
	Student Supports Services person monitors the mentoring program implementation and	Student Supports Services person monitors the mentoring program implementation and	Student Supports Services person monitors the mentoring program implementation and

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	conferences with students involved.	conferences with students involved.	conferences with students involved.
	DSTT meets on March 8 th . Instructional Rounds data is discussed and next steps.	DSTT meets on March 14 th . Instructional Rounds data is discussed and next steps.	DSTT meets on March 13 th . Instructional Rounds data is discussed and next steps.
	ACT testing for Juniors	ACT testing for Juniors	ACT testing for Juniors
	Counselor begins conferencing with 8 th , 9 th , 10 th , and 11 th graders on 2012-13 class schedules and review of student assessment folders.	Counselor begins conferencing with 8 th , 9 th , 10 th , and 11 th graders on 2013-14 class schedules and review of student assessment folders.	Counselor begins conferencing with 8 th , 9 th , 10 th , and 11 th graders on 2014-15 class schedules and review of student assessment folders.
	3 rd Think Link Assessment is given to 9 th , 10 th , and 11 th grade students in math and reading. Results are analyzed for instructional implications in RtI groups, departments, and individual classrooms.	3 rd Think Link Assessment is given to 9 th , 10 th , and 11 th grade students in math and reading. Results are analyzed for instructional implications in RtI groups, departments, and individual classrooms.	3 rd Think Link Assessment is given to 9 th , 10 th , and 11 th grade students in math and reading. Results are analyzed for instructional implications in RtI groups, departments, and individual classrooms.
	KYCID data for the month of March will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of March will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of March will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
	Begin 3 rd quarterly report for Education Recovery Director.	Begin 3 rd quarterly report for Education Recovery Director.	Begin 3 rd quarterly report for Education Recovery Director.
	Administer the Culture Triage Needs Assessment Survey to evaluate improvement in school culture from September.		
April	30/60/90 plan revision and review	30/60/90 plan revision and review	30/60/90 plan revision and review
	Instructionally based faculty meetings and PLC meetings continue	Instructionally based faculty meetings and PLC meetings continue	Instructionally based faculty meetings and PLC meetings continue

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	on an on-going basis.	on an on-going basis.	on an on-going basis.
	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.
	DSTT meets on April 12 th .	DSTT meets on April 11 th .	DSTT meets on April 10 th .
	ER team facilitates the planning for professional development for the 2012-13 school year.	ER team facilitates the planning for professional development for the 2013-14 school year.	ER team facilitates the planning for professional development for the 2013-14 school year.
	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.
	KYCID data for the month of April will be gathered and analyzed. Comparison of data from previous month will be	KYCID data for the month of April will be gathered and analyzed. Comparison of data from previous month will be	KYCID data for the month of April will be gathered and analyzed. Comparison of data from previous month will be

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	used for evaluation of progress.	used for evaluation of progress.	used for evaluation of progress.
	Mid-term grades are released for the 3rd trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.	Mid-term grades are released for the 3rd trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.	Mid-term grades are released for the 3rd trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.
	District administration in collaboration with ER team, Academic Instructional Specialist, and ECHS principal will conduct Instructional Rounds at the school. The school instructional leadership team will choose the problem of practice, and next steps will be left with them for implementation.	District administration in collaboration with ER team, Academic Instructional Specialist, and ECHS principal will conduct Instructional Rounds at the school. The school instructional leadership team will choose the problem of practice, and next steps will be left with them for implementation.	District administration in collaboration with ER team, Academic Instructional Specialist, and ECHS principal will conduct Instructional Rounds at the school. The school instructional leadership team will choose the problem of practice, and next steps will be left with them for implementation.
May	30/60/90 plan revision and review	30/60/90 plan revision and review	30/60/90 plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide RtI plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct

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	daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	daily walkthroughs focused on effective instructional strategies as identified by the CHETL document. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and Academic Instructional Specialist are directed to work with teams and/or individual teachers based on walkthrough data.
	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.
	STAR test administered to all students to measure growth in reading for the year.	STAR test administered to all students to measure growth in reading for the year.	STAR test administered to all students to measure growth in reading for the year.
	DSTT meets on May 10 th . ER team reports to team on 30/60/90 plan.	DSTT meets on May 9 th . ER team reports to team on 30/60/90 plan.	DSTT meets on May 8 th . ER team reports to team on 30/60/90 plan.
	End of Course Assessments administered in English II, Algebra II, Biology, and US History.	End of Course Assessments administered in English II, Algebra II, Biology, and US History.	End of Course Assessments administered in English II, Algebra II, Biology, and US History.
	KYCID data for the month of May will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of May will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID data for the month of May will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
June	30/60/90 day plan revision and review.	30/60/90 day plan revision and review.	30/60/90 day plan revision and review.
	4 th Quarterly Report prepared for Education Recovery Director.	4 th Quarterly Report prepared for Education Recovery Director.	4 th Quarterly Report prepared for Education Recovery Director.

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	DSTT meets on June 14 th . ER team leads the meeting.	DSTT meets on June 11 th . ER team leads the meeting.	DSTT meets on June 10 th . ER team leads the meeting.
	Attendance and behavior data is reviewed for impact of mentoring program and KYCID.	Attendance and behavior data is reviewed for impact of mentoring program and KYCID.	Attendance and behavior data is reviewed for impact of mentoring program and KYCID.
	ER team facilitates the analysis of End of Course Assessment data with the school leadership team and departments.	ER team facilitates the analysis of End of Course Assessment data with the school leadership team and departments.	ER team facilitates the analysis of End of Course Assessment data with the school leadership team and departments.

Annual Goals

Develop **annual** S.M.A.R.T. goals (Goals must be **s**pecific, **m**easureable, **a**ttainable, **r**ealistic, and **t**ime 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.

ECHS has established annual SMART goals for literacy and mathematics from baseline Discovery Education Assessment (ThinkLink) data from the 2010-2011 school year. In the charts below, ECHS has established annual/quarterly goals that culminate in an End-of-Course assessment goals for English II, Algebra 2, U.S. History and Biology.

The annual goals listed for Literacy and Mathematics have been created to show annual growth (percent increase in proficient/distinguished from baseline), from 2010-2011 baseline data, for each grade level for the next three years.

Annual Literacy Goals:

	9th grade	10th grade`	11th grade	12th grade
2011-12	70 % of East Carter High School 9 th graders will score proficient and /or distinguished in Reading by the 3 rd Think Link	(1) 70 % of East Carter High School 10 th graders will score proficient and/or distinguished in reading by the 3 rd Think Link	55% of East Carter High School 11 th graders will meet the ACT benchmark of 21 in reading during the 2011-12 school year.	Our baseline data on the 2011 ACT shows 67.7% (130/192) of student scored below benchmark on Reading; 55.7 %

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	assessment during the 2011-12 school year. This will be an increase of 10.4% over the 3 rd assessment during the 2010-11 school year.	Assessment during the 2011-12 school year. This will be an increase of 9.2% over the 3 rd assessment during the 2010-11 school year. (2) 55% of East Carter High School 10 th graders will meet the PLAN benchmark of 17 in reading during the 2011-12 school year. This will be an increase of 18.30% over the PLAN assessment during the 2010-11 school year.	This will be an increase of 34.3% over the 2010-11 school year.	(107/192) of students scored below CPE benchmark on English. 50% of East Carter High School 12 th graders who did not meet the CPE benchmark of 20 in reading, after completion of the reading transition course, will meet the benchmark based on COMPASS testing during the 2011-12 school year.
2012-13	80 % of East Carter High School 9 th graders will score proficient and /or distinguished in Reading by the 3 rd Think Link assessment during the 2012-13 school year.	(1) 80 % of East Carter High School 10 th graders will score proficient and/or distinguished in reading by the 3 rd Think Link Assessment during the 2012-13 school year. (2) 60% of East Carter High School 10 th graders will meet the PLAN benchmark of	60% of East Carter High School 11 th graders will meet the ACT benchmark of 21 in reading during the 2012-13 school year.	60% of East Carter High School 12 th graders who did not meet the CPE benchmark of 20 in reading, after completion of the reading transition course, will meet the benchmark based on COMPASS testing during the 2012-13 school year.

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		17 in reading during the 2012-13 school year.		
2013-14	90% of East Carter High School 9 th graders will score proficient and/or distinguished in Reading by the 3 rd Think Link assessment during the 2013-14 school year.	(1) 90 % of East Carter High School 10 th graders will score proficient and/or distinguished in reading by the 3 rd Think Link Assessment during the 2013-14 school year. (2) 70% of East Carter High School 10 th graders will meet the PLAN benchmark of 17 in reading during the 2013-14 school year.	75% of East Carter High School 11 th graders will meet the ACT benchmark of 21 in reading during the 2013-14 school year.	75% of East Carter High School 12 th graders who did not meet the CPE benchmark of 20 in reading, after completion of the reading transition course, will meet the benchmark based on COMPASS testing during the 2013-14 school year.

Math Goals:

	9th Grade	10th Grade	11th Grade	12th Grade
2011-2012	70% of ECHS 9 th graders will score proficient/distinguished in math on the 3 rd Think Link assessment in math during the 2011-12 school year. This represents a 24% increase over the previous year.	(1) 70% of ECHS 10 th graders will score proficient/distinguished in math on the 3 rd Think Link assessment in math during the 2011-12 school year. This represents a 27.6% increase over the previous year. (2) 55 % of ECHS 10 th graders will meet the benchmark for math on the PLAN assessment for the 2011-12 school year. This represents a	(1) 70% of ECHS 11 th graders will score proficient/distinguished in math on the 3 rd Think Link assessment during the 2011-12 school year. This represents a 46.2% increase over the previous year. (2) 55% of ECHS 11 th graders will meet the benchmark for math on the ACT assessment for the 2011-12 school year. This represents a	Our baseline data on the 2011 ACT shows 73.9% (142/192) of student scored below benchmark on Math. 50% of East Carter High School 12 th graders who did not meet the CPE benchmark of 19 in

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		37.40% increase over the previous year.	47.10% increase over the previous year.	math, after completion of the EKU math transition course, will meet the benchmark based on COMPASS /KYOTE testing during the 2011-12 school year.
2012-2013	80% of ECHS 9 th graders will score proficient/distinguished in math on the 3 rd Think Link assessment in math during the 2012-13 school year.	<p>(1) 80% of ECHS 10th graders will score proficient/distinguished in math on the 3rd Think Link assessment in math during the 2012-13 school year.</p> <p>(2) 60 % of ECHS 10th graders will meet the benchmark for math on the PLAN assessment for 2012-13 school year.</p>	<p>(1) 80% of ECHS 11th graders will score proficient/distinguished in math on the 3rd Think Link assessment during the 2012-13 school year.</p> <p>(2) 60% of ECHS 11th graders will meet the benchmark for math on the ACT assessment for the 2012-13.</p>	60% of East Carter High School 12 th graders who did not meet the CPE benchmark of 19 in math, after completion of the EKU math transition course, will meet the benchmark based on COMPASS /KYOTE testing during the 2012-13 school year.

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2013-2014	90% of ECHS 9 th graders will score proficient/distinguished in math on the 3 rd Think Link assessment in math during the 2013-14 school year.	<p>(1) 90% of ECHS 10th graders will score proficient/distinguished in math on the 3rd Think Link assessment in math during the 2012-14 school year.</p> <p>(2) 70 % of ECHS 10th graders will meet the benchmark for math on the PLAN assessment for 2013-124school year.</p>	<p>(1) 90% of ECHS 11th graders will score proficient/distinguished in math on the 3rd Think Link assessment during the 2013-14 school year.</p> <p>(2) 75% of ECHS 11th graders will meet the benchmark for math on the ACT assessment for the 2013-14.</p>	75% of East Carter High School 12 th graders who did not meet the CPE benchmark of 19 in math, after completion of the ECU math transition course, will meet the benchmark based on COMPASS /KYOTE testing during the 2013-14 school year.
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End of Course Assessment Goals

	English II	Algebra II	US History	Biology
2011-12	70% of ECHS students enrolled in English II will pass the end of course assessment for the 2011-12 school year.	70% of ECHS students enrolled in Algebra II will pass the end of course assessment for the 2011-12 school year.	70% of ECHS students enrolled in U.S. History will pass the end of course assessment for the 2011-12 school year.	70% of ECHS students enrolled in Biology will pass the end of course assessment for the 2011-12 school year.
2012-13	75% of ECHS students enrolled in English II will pass the end of course assessment for the 2012-13 school year.	75% of ECHS students enrolled in Algebra II will pass the end of course assessment for the 2012-13 school year.	75% of ECHS students enrolled in U.S. History will pass the end of course assessment for the 2012-13 school year.	75% of ECHS students enrolled in Biology will pass the end of course assessment for the 2012-13 school year.

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2013-14	80% of ECHS students enrolled in English II will pass the end of course assessment for the 2013-14 school year.	80% of ECHS students enrolled in Algebra II will pass the end of course assessment for the 2013-14 school year.	80% of ECHS students enrolled in U.S. History will pass the end of course assessment for the 2013-14 school year.	80% of ECHS students enrolled in Biology will pass the end of course assessment for the 2013-14 school year.
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TELL Survey Goals

	Participation	Responses
2011-12	ECHS will continue to have 100% participation in the TELL survey administered for the Kentucky Department of Education.	50% of all ECHS faculty responses will score at the mean for all high school responses in the state. This will represent a 40.10% increase over the previous year.
2012-13	ECHS will continue to have 100% participation in the TELL survey administered for the Kentucky Department of Education.	70% of all ECHS faculty responses will score at the mean for all high school responses in the state.
2013-14	ECHS will continue to have 100% participation in the TELL survey administered for the Kentucky Department of Education.	90% of all ECHS faculty responses will score at the mean for all high school responses in the state.

Attendance Goals:

	9th Grade	10th Grade	11th Grade	12th Grade	Overall
2011-12	The attendance rate for 9 th graders at ECHS for 2011-12 will increase to 94%. This represents an increase of 0.93% over	The attendance rate for 10 th graders at ECHS for 2011-12 will increase to 94%. This represents an increase of 2.11% over	The attendance rate for 11 th graders at ECHS for 2011-12 will increase to 94%. This represents an increase of 1.14% over	The attendance rate for 12 th graders at ECHS for 2011-12 will increase to 94%. This represents an increase of 2.27% over	The overall attendance rate for ECHS will increase to 94% for the 2011-12 school year. This represents an increase

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	the previous year.	the previous year.	the previous year.	the previous year.	of 1.67% over the previous year.
2012-13	The attendance rate for 9 th graders at ECHS for 2012-13 will increase to 95%.	The attendance rate for 10 th graders at ECHS for 2012-13 will increase to 95%.	The attendance rate for 11 th graders at ECHS for 2012-13 will increase to 95%.	The attendance rate for 12 th graders at ECHS for 2012-13 will increase to 96%.	The overall attendance rate for ECHS will increase to 95% for the 2012-13 school year.
2013-14	The attendance rate for 9 th graders at ECHS for 2013-14 will increase to 96%.	The attendance rate for 10 th graders at ECHS for 2013-14 will increase to 96%.	The attendance rate for 11 th graders at ECHS for 2013-14 will increase to 96%.	The attendance rate for 12 th graders at ECHS for 2013-14 will increase to 96%.	The overall attendance rate for ECHS will increase to 96% for the 2013-14 school year.

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.

****The SMART goal format that applies to each of the numbers in the charts below would be:**

ECHS Fourth Quarter Goals for years 2012 – 2014 are below:

By spring of 2012, **70% of English II** students will score Proficient/Distinguished on the End-of-Course Assessment.

By spring of 2012, **70% of Algebra 2** students will score Proficient/Distinguished on the End-of-Course Assessment.

By spring of 2012, **70% of U.S. History** students will score Proficient/Distinguished on the End-of-Course Assessment.

By spring of 2012, **70% of Biology** students will score Proficient/Distinguished on the End-of-Course Assessment.

By spring of 2013, **75% of English II** students will score Proficient/Distinguished on the

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End-of-Course Assessment.

By spring of 2013, **75% of Algebra 2** students will score Proficient/Distinguished on the End-of-Course Assessment.

By spring of 2013, **75% of U.S. History** students will score Proficient/Distinguished on the End-of-Course Assessment.

By spring of 2013, **75% of Biology** students will score Proficient/Distinguished on the End-of-Course Assessment.

By spring of 2014, **80% of English II** students will score Proficient/Distinguished on the End-of-Course Assessment.

By spring of 2014, **80% of Algebra 2** students will score Proficient/Distinguished on the End-of-Course Assessment.

By spring of 2014, **80% of U.S. History** students will score Proficient/Distinguished on the End-of-Course Assessment.

By spring of 2014, **80% of Biology** students will score Proficient/Distinguished on the End-of-Course Assessment.

The data below represents our goals for the percentage of students who are scoring at the proficient/distinguished level of the Discovery Education Assessment (ThinkLink) for the respective subjects (Literacy is reported by ThinkLink as one summary score – Reading/Language Arts - with multiple sub-domains, ECHS is using the Reading sub-domain data for the established quarterly goals listed below). ECHS does not administer the Reading/Language Arts portion of ThinkLink to 11th and 12th grade students. ECHS does not administer the Mathematics portion of ThinkLink to 12th grade students. The quarterly goals are displayed as Literacy goals for each grade level for the next three years followed by Mathematics goals for each grade level for the next three years. Goals below also include PLAN and ACT (EPAS) data. End of Course data is presented as the percentage of students who score BELOW grade “C” (any student with a grade of “D” or “F” for final grade for both trimesters of course) for courses indicated.

Literacy 2011-12	2010 Baseline Data	October 2011	December 2011	March 2012
9 th Grade Think Link	59.6%	60%	65%	70%
10 th Grade Think Link	60.8%	63%	66%	70%
10 th Grade PLAN	36.7%		55%	
11 th Grade ACT	20.7%			55%
12 th Grade ACT or Compass	No Compass Data Available			55%
Literacy 2012-2013	2011 Baseline Data	October 2012	December 2012	March 2013
9 th Grade Think Link		70%	75%	80%
10 th Grade Think Link		70%	75%	80%
10 th Grade PLAN			65%	
11 th Grade				65%

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ACT				
12 th Grade ACT or Compass				65%
Literacy 2013-14	2012 Baseline Data	October 2013	December 2013	March 2014
9 th Grade Think Link		80%	85%	90%
10 th Grade Think Link		80%	85%	90%
10 th Grade PLAN			75%	
11 th Grade ACT				75%
12 th Grade ACT or Compass				75%
Math 2011-12	2010 Baseline Data	October 2011	December 2011	March 2012
9 th Grade Think Link	46%	60%	65%	70%
10 th Grade Think Link	42.4%	60%	65%	70%
10 th Grade PLAN	17.6%		55%	
11 th Grade Think Link	23.8%	60%	65%	70%
11 th Grade ACT	7.9%			55%
12 th Grade ACT or Compass/KYOTE	No Compass/KYOTE Data Available	50%	52%	55%
Math 2012-13	2011 Baseline Data	October 2012	December 2012	March 2013
9 th Grade Think Link		70%	75%	80%
10 th Grade Think Link		70%	75%	80%
10 th Grade PLAN			65%	
11 th Grade Think Link		70%	75%	80%
11 th Grade ACT				65%
12 th Grade ACT or Compass/KYOTE		60%	62%	65%
Math 2013-14	2012 Baseline Data	October 2013	December 2013	March 2014
9 th Grade Think Link		80%	85%	90%
10 th Grade Think Link		80%	85%	90%
10 th Grade PLAN			75%	
11 th Grade		80%	85%	90%

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Think Link					
11 th Grade ACT				75%	
12 th Grade ACT or Compass/KYOTE		70%	72%	75%	
End of Course 2011-2012	2010 Baseline Data	October 2011	December 2011	March 2012	June 2012
English II	Composition - 39% Literature - 21%	Composition - 35% Literature - 17%	Composition - 31% Literature - 13%	Composition - 27% Literature - 9%	Composition - 23% Literature - 5%
Algebra II	Part A - 40% Part B - 11%	Part A - 36% Part B - 7%	Part A - 32% Part B - 5%	Part A - 28% Part B - 3%	Part A - 24% Part B - 2%
US History	Conflict/Res. - 6% Diversity - 8%	Conflict/Res. - 5% Diversity - 7%	Conflict/Res. - 4% Diversity - 6%	Conflict/Res. - 3% Diversity - 5%	Conflict/Res. - 2% Diversity - 3%
Biology	Part A - 42% Part B - 38%	Part A - 38% Part B - 34%	Part A - 34% Part B - 30%	Part A - 30% Part B - 26%	Part A - 26% Part B - 22%
End of Course 2012-13	2011 Baseline Data	October 2012	December 2012	March 2013	June 2013
English II	Composition - 23% Literature - 5%	Composition - 20% Literature - 4%	Composition - 16% Literature - 3%	Composition - 12% Literature - 2%	Composition - 10% Literature - 1%
Algebra II	Part A - 24% Part B - 2%	Part A - 20% Part B - 1.5%	Part A - 16% Part B - 1%	Part A - 12% Part B - 1%	Part A - 10% Part B - 1%
US History	Conflict/Res. - 2% Diversity - 3%	Conflict/Res. - 1.5% Diversity - 2%	Conflict/Res. - 1% Diversity - 1%	Conflict/Res. - 1% Diversity - 1%	Conflict/Res. - 1% Diversity - 1%
Biology	Part A - 26% Part B - 22%	Part A - 22% Part B - 18%	Part A - 18% Part B - 14%	Part A - 14% Part B - 10%	Part A - 10% Part B - 10%
End of Course 2013-14	2012 Baseline Data	October 2013	December 2013	March 2014	June 2013
English II	Composition - 10% Literature - 1%	Composition - 9% Literature - 1%	Composition - 8% Literature - 1%	Composition - 7% Literature - 1%	Composition - 6% Literature - 1%
Algebra II	Part A - 10% Part B - 1%	Part A - 9% Part B - 1%	Part A - 8% Part B - 1%	Part A - 7% Part B - 1%	Part A - 6% Part B - 1%
US History	Conflict/Res. - 1% Diversity - 1%	Conflict/Res. - 1% Diversity - 1%	Conflict/Res. - 1% Diversity - 1%	Conflict/Res. - 1% Diversity - 1%	Conflict/Res. - 1% Diversity - 1%
Biology	Part A - 10% Part B - 10%	Part A - 9% Part B - 9%	Part A - 8% Part B - 8%	Part A - 7% Part B - 7%	Part A - 6% Part B - 6%
TELL Survey 2011-2012	2011 Baseline Data	October 2011	December 2011	March 2012	
Participation	100%			100%	
Responses	9%			50% will score at the mean	
TELL Survey 2012-13	2012 Baseline Data	October 2012	December 2012	March 2013	
Participation				100%	
Responses				70% will score at the mean	
TELL Survey 2013-14	2013 Baseline Data	October 2013	December 2013	March 2014	
Participation				100%	
Responses				90% will score at the mean	

After each quarterly analysis of goals, describe steps the district will take if the school(s)

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is not making progress toward meeting the annual goals.

Carter County Schools in collaboration with the **ERS Team** and school leadership will develop and implement a **systemic process** for monitoring student achievement throughout the school year. Data reflecting student progress on Think Link in Reading and Math will be reported in October, December, and March each school year. The analysis of this data will be summative in nature **to evaluate overall instructional effectiveness**, at the same time the teachers will analyze the same data for **formative purposes to inform instruction**.

If progress is not being made toward the annual goal the process will include but not be limited to:

- The **district Academic Instructional Specialist** will collaborate with the admin team, instructional coach, and teachers to **identify areas for improvement** in progress in goals.
- The admin team, which will include **district liaison Sherry Horsley** and **district Academic Instructional Specialist**, will meet weekly to **analyze progress/status of 30/60/90 day plan** and make **revisions** as needed for **growth**.
- PLC's will **refine curriculum** to identify **gaps** and **develop a plan to address these gaps**.
- Comparative **Walk Through Data** will be analyzed to ensure that teachers are effectively implementing the curriculum with **fidelity**.
- **Identification of students not meeting benchmarks** will be completed. These students will be targeted for **ESS interventions and/or RED period tutoring**. **Analysis of PLAN and ACT data** will determine students that are identified for Transition Courses.
- **Mentors will be assigned to the identified students**. Data and determination of barriers will be tracked and progress monitored weekly by each mentor.

Consultation

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

Upon identification of ECHS as a persistently low achieving school, ECHS and district personnel held two meetings with stakeholder groups (parents, community and businesses) to communicate the school's new status. Stakeholders were provided options to ask questions around the PLA status and turnaround options. Four break-out sessions were held to discuss how parents, community and businesses can get involved in and support school improvement efforts. During meetings, parents and community were solicited to serve on school committees, which provide input on decision-making. Based on input from stakeholder groups (needs assessments, parent surveys, meeting Q & A sessions, Leadership

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Assessment parent surveys), the newly established DSTT (page 25) disaggregated data/feedback, discussed concerns/issues from stakeholders and used this information to help determine areas of need/growth. (Additional parent/community/business involvement activities listed on page 25, item #4.)

DSTT members (page 25) were given the task of working in **small groups** on developing different sections of the grant after the team **reached consensus on the priority areas** that needed to be addressed at ECHS.

- These small groups **researched best practices in reading** to present to the DSTT for use in the SIG grant. Research revealed that **classrooms that frequently incorporate in extended discussions show greater literacy gains than classes that have little of no opportunity for discussion. (Doing What Works) Reading instruction with adolescents should provide them with strategies that will allow them to go beyond literal understandings and become proficient readers and thinkers.** The National Assessment of Educational Progress **defines reading proficiency as being able to:**
 - **Summarize major ideas**
 - **Provide evidence in support of an argument**
 - **Analyze and interpret implicit causal relations,**
 - **Analyze character motivation**
 - **Make inferences**
 - **Identify similarities across texts.**

Based on the above research, the **Great Books format** was chosen for one of the reading class formats at ECHS after teachers observed this method being used in one of the social studies classrooms at the school and also met and talked with the consultant who led the session. **Reading Revisited** and **SRA** were chosen as the other two formats for reading used at the school based on this research.

The Carter County Board of Education, in conjunction with the superintendent and the District and School Transformation Team at ECHS, reviewed the four models for school turnaround extensively and **analyzed the impact and potential for student achievement** under each option. The **Transformation model** was chosen as the structure for school turnaround at East Carter High School. (See page 24)

ECHS gave **monthly progress reports** to the **board** on the **SIG process**. The principal and superintendent gave the reports and answered any questions the board might have had or made clarifications as needed.

Over the next three years, the **board** will continue to have **monthly updates** from the Larry Kiser and/or the ER Team on progress at ECHS at their regular board meetings. The **DSTT will continue to meet monthly** and be focused on improving student achievement and implementation of SIG initiatives at ECHS during the 3-year SIG process. Additional parent/community/business involvement in the implementation of SIG includes DSTT committee work.

School Budget Narrative

Describe how the school intends to use the SIG funds for each year of the three-year

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cycle. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

The district has chosen the Transformation Model to address the causes and contributing factors to low student achievement at ECHS. SIG funds will be used to implement the following strands of this model:

1. Establishing and Orienting the District **and School** Transformation Team – The **Academic Instructional Specialist** proposed by this grant will be the district’s **designated and internal lead partner** for ECHS. The school will not use their portion of grant funds for this position, the district is allocating for this position. This specialist will be integral in informing and guiding the district on **how they can support and promote rapid improvement at the school**. This 100-day position will allow the district to have a **laser like focus on school improvement** at the high school. As systems are developed and implemented at the high school that will transform student achievement there, these same systems can be used throughout the district to improve student achievement. The Carter County School District has a corrective action plan that is currently being implemented. The addition of this staff member will give the district **the capacity to sustain these improvements when the SIG funding ends, not only at ECHS, but district wide**.
2. Moving Toward School Autonomy – This action item for the transformation model will be possible through the addition of the **Educational Recovery Leader (\$150,000 annually) and the Educational Recovery Math Specialist (\$150,000 annually) and the Educational Recovery English/Language Arts Specialist (\$150,000 annually)**. This team in collaboration with school and district leadership will develop and implement systems at ECHS that **will enable this school to return to governing itself** at the end of this SIG grant period. These systems will provide school leadership **the capacity to sustain the improvements in curriculum, instruction, and leadership at the school**.
3. Selecting a Principal and Recruiting Teachers – The **ER team (\$450,000 annually)** will collaborate with district and school leadership to design and implement a system for recruiting and retaining quality teachers at the school. The **ER staff**, through their collaboration with faculty and staff at the school as well as the **Academic Instructional Specialist**, will **develop a cadre of “turnaround leaders”** in the school and throughout the district.
4. **Working with Stakeholders and Building Support for Transformation** – Several key positions requested in our SIG grant will focus on stakeholders who have vital roles in the turnaround of ECHS.
 - a. ER Team – **(\$450,000 annually)** This team is instrumental in the development and deployment of the 30/60/90 plan at ECHS. They will work closely with the school’s leadership team to make sure this plan focuses on improving curriculum, instruction, and assessment at the high school. They will work with teachers and staff to build capacity to ensure that this plan is successful in making sure that all students who graduate from ECHS are college and career ready. The systems that they collaborate to design and implement will ensure that the school’s stakeholders have the capacity to sustain these improvements once the grant ends.

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- b. 1 full time Math Intervention Teacher (\$60,000 annually)** – This position will allow us to effectively provide planned and focused interventions for students who are performing below benchmarks on classroom, interim, and EPAS assessments in order to accelerate their learning in math.
 - c. Professional Development (\$46,411 for the first year, \$22,500 year 2 & 3)**– Funds from the SIG are reserved to provide teachers professional development in the areas of **balanced assessment systems** (PIMSER conference), **literacy framework training** (KDE training, MSU collaboration), **math curriculum and instruction** (EKU project), **Turnaround Training**, and the **Great Books literacy format** for the 9th and 10th grade reading classes. These projects are **in addition to the job-embedded professional development that the ER team, instructional coach, and the Academic Instructional Specialist will provide.** These costs represent registration fees where applicable, stipends for teachers on non-contract days, travel expenses where needed, and substitute teacher costs when needed. Funds will be allocated (**\$2500 annually**) for PLC resources for teachers to use as they collaborate to increase student achievement.
 - d. Curriculum Resources and Software & Continuous Assessment Programs (\$56,883.00)** – Funds from the SIG are being allocated to provide students and teachers with the resources they need to increase student achievement in the areas of math and reading. **Required Math textbooks (\$4800.00)** for students who are enrolled in **newly offered transition/college readiness** classes and **Great Books Supplemental materials (\$2758.00)** will be a one-time expenses to the grant. Annual expenses will be the subscription costs for **Think Link assessment (\$4725)** to provide quarterly benchmark assessments, **TCA Prep (\$1600)** to provide intervention for students to work toward benchmarks on the PLAN and ACT, **Study Island (\$8000)** to provide **supplemental interventions** in reading and math for students who are scoring below proficient in those areas, and **ALEKS (\$35,000)** which supports the **primary remediation/reinforcement and enrichment** portion of RTI for math and meeting **individual** student needs. The Math support teams from EKU will provide training, PD, and ongoing support and monitoring for this program. Other programs may be needed and will be acquired to additional address individual student needs. **PLAN (\$2475)** tests will be used as a diagnostic assessment at the 9th grade level to determine individualized areas of growth for each student.
 - e. Parent Involvement** – Funds are being allocated (**\$2500 annually**) for the PRIDE group to focus on parent and community involvement activities at the high school in order to **build support for transformation from these stakeholder groups.** Open house expenses (**\$1000 annually**) will be funded **to encourage regular ongoing parent and teacher communication.**
- 5. Contracting with External Providers** – East Carter High School will partner with **Eastern Kentucky University** to implement a research based math program designed to help students meet benchmarks on the PLAN and ACT as well as successfully pass the new end of course assessment in Algebra II. Funds that will directly be paid to EKU are **\$78,000. Included in this cost are the following services:**

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- a. Conferences will provide teachers with opportunities to become acquainted with current best practices in the teaching and learning of high school mathematics. Registration, classroom relief, and professional development opportunities through conference attendance will be supported.
- b. A professional learning community will be established for the high school mathematics teachers to support the on-going aspects of the Transformation Model. Meetings will be scheduled monthly and monitored by the ECU Mathematics Team.
- c. Monthly or Bi-Monthly Professional Development Meetings will be scheduled monitored by the ECU Mathematics Team. Content, curricular and instructional training will be provided to support the on-going aspects of the Transformation Model.
- d. The ECU Math Team will provide monthly, all-day, embedded professional development for the mathematics teachers. Stipends for substitutes will enable these meetings to take place.
- e. The ECU Math Team will be responsible for gathering, analyzing, and disseminating data related to student progress and achievement. Weekly, Monthly, Quarterly and Annual reports will be generated, analyzed and shared with teachers and administrators to inform instruction and make consensual changes. These data will also be shared with stakeholders.
- f. The ECU Math Team will support the embedded Transitions Programs on an on-going basis. The Team will visit the school not less than once per week for a full day to support, inform, work with and monitor the myriad of programs and initiatives comprising the Transformational Model for Mathematics.
- g. The Team will visit the school not less than once per week for a full day to support, inform, work with and monitor the myriad of programs and initiatives comprising the Transformational Model for Mathematics.

Other external partners such as **Morehead State University, KEDC, Big East Cooperative, and KDE** require no funds from this SIG grant. We will partner with **Edvantia** to contract **our ER team (\$450,000)**.

6. **Leading Change –**

- a. Integral to this action step is the addition of a **School Assistance Manager (SAM)** at ECHS. This position will allow the principal to focus on instructional issues instead of managerial ones. Appendix B includes the job description for this position. Funds annually of **\$44,000** have been allocated for this fulltime position.
- b. The **ER Team (\$450,000 annually)** and the **Academic Instructional Specialist will** assist the principal in his role as a **change leader** allowing him to **communicate the message of change** at ECHS. This team will **seek quick wins, collect and act on data to provide optimum conditions for the school as they begin their turnaround.**

7. **Evaluating, Rewarding, and Removing Staff** – This SIG grant proposes a rubric that encourages teachers to continue to improve their leadership and instructional skills. (See page 28) Funds allocated for this annual expense are **\$27,000**. ECHS will be a pilot school for the new evaluation system being developed by KDE. This

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system will make the evaluation process transparent for faculty and staff and include evaluation of student outcomes in teacher evaluation. No SIG funds are being used to implement this system.

8. **Increasing Learning Time** – State SEEK funds were used to increase the learning time for students in reading. **SIG funds (\$60,000)** are being requested for a **full time Math Intervention teacher** to increase the time **and/or varying instructional strategies** students have to master the curriculum in math **based on their individual learning needs**. (See number 4 in the budget narrative)
9. **Reforming Instruction** – Several key positions have already been described in the budget narrative that relate to this action step: **ER Team (\$450,000 annually)** and the **Academic Instructional Specialist**.

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.)

The school budget committee met in April to **prioritize instructional allocation** funds through **SEEK** to meet the needs of the school in improving math and reading achievement for its students. All departments on the final instructional allocation budget for the coming school year reached a consensus. The DSTT voted to **require reading for all 9th and 10th** graders. **SEEK funds** were used to hire these two positions outside the SIG grant funding. The **Youth Service Center at ECHS** will collaborate with faculty and the **Student Support Services** person to implement the **mentoring program** being planned for our Transformation model. The **Youth Service Center** will also **collaborate** with the **PRIDE group** on providing meaningful parent involvement opportunities at the school. **Professional Development funds** at the school will be used at the direction of the ER team as they analyze data from instructional walkthroughs to increase student achievement and teacher efficacy.

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 East Carter High School **District** Carter

MUNIS Code	Description of Activity	Amount Requeste
110	Salaries for: Academic Instructional Specialist	24,278.00
	1 Full Time Math Intervention Teache	48,000.00
	2 Teachers for Turnaround Training	2,400.00

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111		
112	Department Head Stipends	12,000.00
	Teacher Level 2 Rubric Stipend	15,000.00
	Math Teacher Stipends for ECU	
	Math Project training	10,000.00
	Reading Teacher Stipends for KDE	
	Literacy Framework Training	600.00
113		
120	Substitute Costs for Training for Turnaround (5days during the year)	1,000.00
130	SAM (197 days)	28,959.00
140		
160		
213		
214		
219		
221		
222	Medicare costs for Math Intervention Teacher, SAM, Academic Instructional Specialist	2,137.30
231	KTRS for Math Intervention teacher, Academic Instructional Specialist	17,613.32
232	CERS for SAM	4,668.00
233		
240		
251		
253		
260		
291		
293		
294	Health Insurance cost for: SAM	8,046.38
295		
296		
297		
299		
322		
335	Salary for Educational Recovery Leader, Educational Recovery E/LA Specialist, Educational Recovery Math Specialist	450,000.00
	EKU Math Project	78,500.00
	Great Books Training	9,000.00
338	PIMSER Conference for Math Department and Instructional Coach	2,250.00
432		

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433		
441		
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444		
511		
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521		
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553		
580		
581		
582	Travel costs for: KDE Literacy Training PIMSER Conference for Math Dept. EKU Math year long training Turnaround Training for 7 people 10 days	620.00 1,156.00 5,000.00 8,385.00
584		
585		
586		
610	PRIDE group expenses (speakers, Informational materials, postage) Incentive Grants for Teachers PLC Resources and materials	2,000.00 27,000.00 2,500.00
616	Open House food expense PRIDE group food expense	1,000.00 500.00
626		
627		
629		
641		
642		
643	Great Books supplemental reading Materials for students and teachers	2,758.00
644	Math Textbooks for transition classes	4,800.00
645		
646		
647		
649		
650		
734		

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735		
738	ALEKS – Math Software program	35,000.00
	Study Island Software	8,000.00
	TCA Prep software	1,600.00
	Think Link Assessment software	4,725.00
	PLAN assessment	2,475.00
810		
892		
894		
	Total Amount Requested	\$821,971.00

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