

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

(Section 1003g)

Cover Page

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

<b>District</b> Greenup County	<b>DISTRICT Mailing Address</b>		
<b>Name of District Contact</b> Steve Hall	<b>Street Address 1</b>	45 Musketeer Drive	
	<b>Street Address 2</b>		
<b>Position</b> Superintendent	<b>City</b>	Greenup	<b>ZIP</b> 41144
	<b>Phone</b>	606.473.9819	
<b>Email</b> steve.hall@greenup.kyschools.us	<b>CONTACT Mailing Address (if different)</b>		
	<b>Street Address 1</b>		
<b>Submission Date</b> (office use only)	<b>Street Address 2</b>		
	<b>City</b>		<b>ZIP</b>
	<b>Phone</b>		

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

\_\_\_\_\_  
 Superintendent Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Notary Public

\_\_\_\_\_  
 My commission expires

Notary seal

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

(Section 1003g)

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

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

Signature of SBDM Council Chair (in advisory capacity)

Date

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Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

**District Verification**

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

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

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the KDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements; and
- (4) Report to the KDE the school-level data required under section III of the final requirements.

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

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

The district in NOT applying for waivers.

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

### **Section 1 - 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 Greenup County School District has a strong history of sustaining and supporting grant funded programs. The district currently successfully operates several grants, including three 21<sup>st</sup> Century programs, Family Resource and Youth Service Centers, enhancing educational technology grant, and several smaller foundation grants. The district will support Greenup County High School by coordinating activities to build sustainable systems for continuous improvement.

The principal will coordinate with the Extended School Services (ESS) program to expand services, which currently provides tutoring after school. The principal will also coordinate with the Youth Service Center for additional support programs, alleviating duplication and allowing for activities with minimal costs to the school. In addition, the principal will meet regularly with the superintendent and district administrators to review progress and plan for additional support strategies.

**How can and will the district support the school in this effort? What district staff will help the school meet its goals?**

The district will support Greenup County High School through specific, job related functions tied to the SIG. Each district administrator will tailor support efforts to address root causes and SMART goals as outlined in this grant application:

The director of instructional programs will focus on data relating to assessment, offer training to support new curriculum and oversee the teacher mentoring program. The director will also assist with literacy and math SMART goals by overseeing MAP testing and training, serving as the district contact for the ECU math initiative and assigning professional development funds to SIG related activities. The DIS will also serve as the district contact for school-wide instructional discipline.

The Director of Pupil Personnel will focus efforts on SMART goals related to next generation learners/next generation programs and supports. The DPP will alleviate truancy at GCHS through a renewed partnership with the court system and GCHS as outlined later in the application.

The director of district-wide programs will review federal and state funding allocations to focus support strategies at GCHS and allow for fiscal sustainability of SIG initiatives. This position will head recruitment and retention efforts to assure next generation professionals are employed at GCHS. He will also oversee evaluation policies/procedures and provide training for GCHS administrators in proper evaluation.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

The director of special education will provide: professional development to address identified gaps, support for the Kentucky Center for Instructional Discipline program, and additional training for instructional strategies for special education students.

In addition, the district will provide intensive technical assistance to Greenup County High School by locating the IT Department in the same building. This puts the entire resources of the IT Department within quick response time to the high school. The department can provide immediate response to high school technology needs, including assistance with MAP testing, the Read Right literacy program and the ECU Math Initiative.

The Youth Service Center and the district Homeless Education program will facilitate services to families and the community, expand existing programs that address barriers to a student's education, and collaborate to provide additional summer learning opportunities. The court system will also be an integral partner as we address non-cognitive barriers to learning, including truancy and behavior issues.

The Greenup County School District will expand educational partnerships to help make GCHS a next generation school. Outside partners will be a vital link to the success of the high school by helping to address gaps and root causes (as printed in bold type in the "commitment to serve" section) and focusing services to help meet SMART goals. These partners are listed in section 5 of this application.

With support from the district public relations program, the principal will ensure open, two-way communication and networking with major stakeholders in the Greenup County community. In addition to support from district-level staff, GCHS will include community feedback in developing policies and programs through:

- The GCHS principal and/or the superintendent will create two-way communication with parents and community members through forums, ad hoc committees round table groups, quarterly parent/teacher conferences, the Stuart committee, strategic planning teams, SIG ad hoc groups, and other scheduled parent programs, advisory councils and Greenup County Board of Education meetings.
- Yearly surveys to parents, staff and students (working with Phil Eason from Leadership Strategies to measure perception, teacher efficacy and culture).
- Presentations to local community service groups (Kiwanis Club, Lion's Club, etc) about progress of SIG initiatives.

Information gathered through the resources above will be used to improve systems for continuous feedback from a diversity of stakeholders, leading to an improved student, customer and market focus.

**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.**

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

GCHS is the only school in the Greenup County School District identified as Tier II status.

**Section 2**  
**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.**

The Greenup County School District is choosing not to use school improvement grant funds for district level services.

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

The Greenup County School District is choosing not to use school improvement grant funds for district level services.

**Are there any district level funds available to help support the school?**

District-level funds have already been allocated to: add three teaching slots at GCHS (above the allocation formula); contract for consultation to develop a student-focused schedule at GCHS; and provide professional development regarding the ECU math initiative and automaticity. The district will coordinate additional district, state and federal funding sources to support implementation of the transformation model and improve student achievement via:

- Title I will fund district-level instructional coaches to expand the work of the ERS team across the spectrum. Title I will also pay for the MAP program at the elementary and middle school levels to create continuity through high school.
- IDEA funds will support professional development, reading intervention strategies (Read Right), behavior interventions (KCID training and support), and curriculum to support Success Academy initiatives, and progress monitoring.
- The district will apply for funding for a 21<sup>st</sup> Century Community Learning Center program specific to GCHS (as well as other state and local grant funding).
- In addition to the items listed above, district monies will support additional staffing for the Freshman Academy and credit recovery staffing for the Success Academy.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

- Youth Service Center funding will expand initiatives that support next generation learners (parent programs, community service projects, mentoring programs, transition activities, etc.).
- Professional Development funds will allow for the continued training in research-based strategies, including the math and literacy initiatives.

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

The Greenup County School District is choosing not to use school improvement grant funds for district level services. **Are there any district level staff available to help support the school? How will the district provide support to the school?** See Section 1 pages 4 and 5 (revised) to reference district-level support, and page 55 to reference district-level technical assistance. The school district not only supports the school financially and with staff assignments aligned to high school needs, it has also committed personnel to assist with observational walkthroughs and data gathering on teacher and student behaviors. The district has committed resources to disaggregate results of the TELL survey, and to train administrators in conducting culture audits. District personnel have assisted with alignment to core standards in ELA and math at the high school level, and will continue this work, adding social studies and science alignment as the standards become available.

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

**Transformation Model - Permissible Activities**

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

The Greenup County School District is choosing not to use school improvement grant funds for permissible activities.

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

(Section 1003g)

**Year 1 Budget**

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

**District** Greenup County

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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213		
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
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<b>Total Amount Requested</b>	<b>\$ 0.00</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

**Year 2 Budget**

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

**District** Greenup County

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
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<b>Total Amount Requested</b>	<b>\$ 0.00</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

**Year 3 Budget**

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

**District** Greenup County

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
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<b>Total Amount Requested</b>	<b>\$ 0.00</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
 (Section 1003g) **Transformation Model**

**District** Greenup County **School #1** Greenup County High School

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

**Section 3 - 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.**

Greenup County High School has been designated as one of twelve “persistently low achieving” schools in the state of Kentucky based on criteria in state and federal statutes. GCHS is also identified as a federal Tier II school (lowest five percent; at least 35% poverty; failed to make Adequate Yearly Progress for three consecutive years).

According to the 2010 NCLB Adequate Yearly Progress Report, Greenup County High School met only three out of ten NCLB target goals (30%). Results indicate the school once again failed to make AYP in reading and math for all students. In addition, all reportable subgroups (white students, and students qualifying for free/reduced price lunches) failed to meet annual measurable objectives. GCHS has achieved Adequate Yearly Progress (AYP) only once - in 2004 - since the establishment of the No Child Left Behind (NCLB) Act.

Literacy

School NCLB reading scores reflect marginal progress from 2003-2008, but growth was not progressive enough to continually reach annual measurable objective targets.

**In 2010, the percentage of students performing below proficiency in reading was 61.70%, and scores over a two year period indicate a significant drop in those performing at proficient or distinguished levels.** Scores peaked at 64.90 during the 2008 testing cycle. 2010 reading scores (38.30) were at their lowest since 2007 – the last year that all subgroups met AYP in reading. NCLB trend data reflects consistent decline over the past three testing cycles:

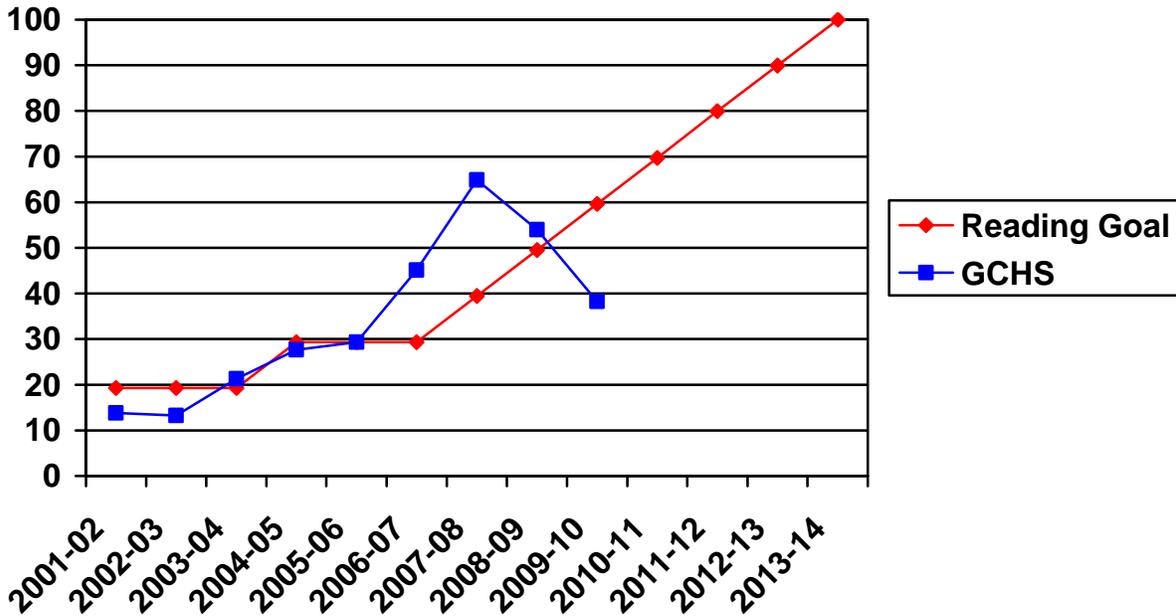
<b>Reading AMO</b>	<b>2008 % Proficient</b>	<b>2009 % Proficient</b>	<b>2010 % Proficient</b>
All Students	64.90	53.98	38.30
White	65.16	53.60	39.13
Free/Reduced Lunch	55.74	43.65	32.88

Long term data further demonstrates the growing discrepancy between data results and established goals.

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

(Section 1003g)

Reading Data v. Established NCLB Reading Goals – Percent Proficient & Distinguished



The 2009-2010 Interim Performance Report includes the following indicators:

- The percentage of students scoring at the Distinguished level in reading has decreased from 10.2% in 2008 to 1.7% in 2010.
- **The percentage of students scoring at the Novice level has increased from 5.74% in 2006 to 12.76% in 2010.**
- In 2010, the percentage of students performing below proficiency in reading was 61.7%.
- Scores over a 2-year period indicate a consistent drop in those performing at proficient or distinguished levels.
- Scores peaked at 64.9% during the 2008-2009 testing cycle.
- 2010 reading scores (38.3%) were at their lowest since 2007.

The KCCT Gap to Goal Comparison report shows the distance from the goal of 100% proficiency for each reportable student group. The 2010 report shows the gap in annual student performance in reading at GCHS is widening in all tested groups (all students; male; female; white; free/reduced lunch; disability):

Tested Groups		Gap
Females: 45.37%	Males: 31.16%	14.21%
Paid Lunch: 37.4%	Free/Reduced Lunch: 32.67%	4.73%
No Disability: 37.57%	Disability: 4.17%	<b>33.4%</b>

Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

Open Response and multiple choice results reflect a discrepancy between basic recall of information and ability to think critically about that same information:

<b>Reading</b>	<b>Multiple Choice % Correct</b>	<b>Open Response Mean</b>
Developing Understanding	73	1.3
Interpreting Text	69	1.4
Critical Stance	60	1.4

The percentages of students getting multiple choice items correct are relatively high compared to the open response mean scores. This indicates that students know the material, but are not proficient at answering open response questions/thinking about what they have read.

Math

The school has struggled to meet AYP in math since the inception of the NCLB. While the overall percentage of students scoring at the proficient level has increased since the 2002-2003 testing cycle, the modest gains have not been sufficient to meet AYP. **The school has not met AYP in math for any subgroup since 2005.** NCLB trend data reflects significant fluctuations for all students and white students over the past three testing cycles. Free and reduced lunch scores have continued to plateau in the low twentieth percentile:

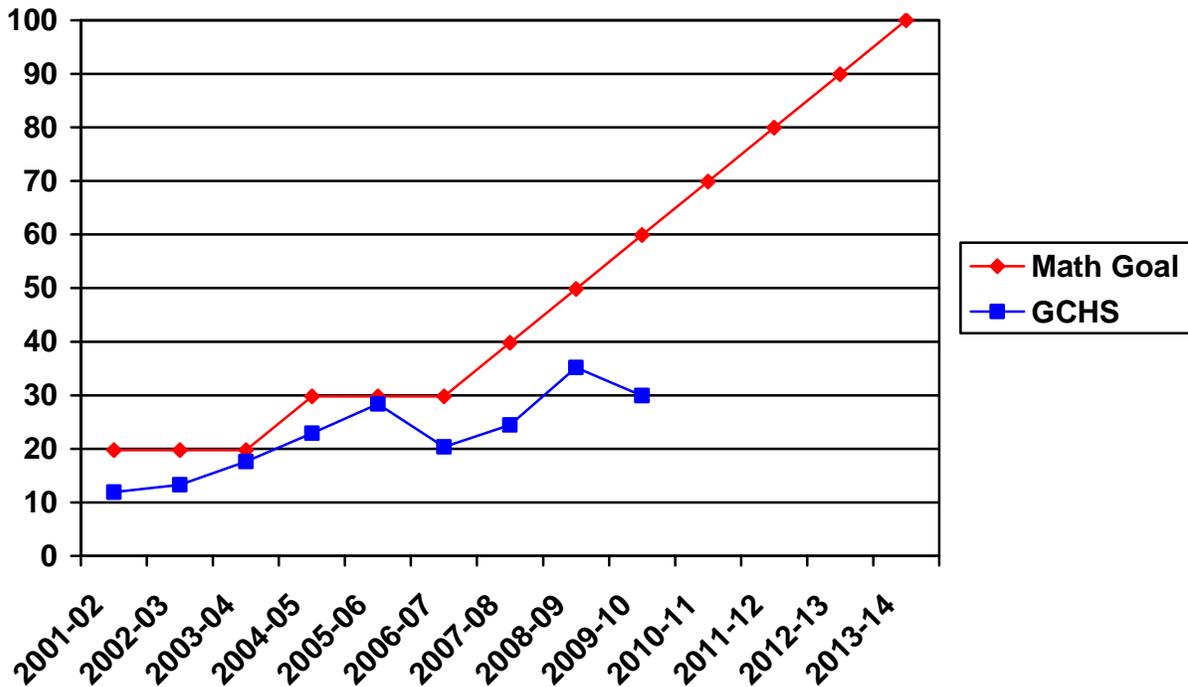
<b>Math AMO</b>	<b>2008 % Proficient</b>	<b>2009 % Proficient</b>	<b>2010 % Proficient</b>
All Students	24.46	35.16	29.95
White	24.89	35.32	30.35
Free/Reduced Lunch	20.18	22.22	20.00

Long term data further supports the stagnation of math scores well below established NCLB goals:

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

(Section 1003g)

Math Data v. Established NCLB Math Goals – Percent Proficient & Distinguished



The 2009-2010 Interim Performance Report includes the following indicators:

- **The percentage of students performing below proficiency in math was 70.05% and scores from 2009 to 2010 indicate a significant drop in those performing at proficient or distinguished levels.**
- The school has failed to significantly decrease the percentage of students scoring at the Novice level in math. For example in 2006, 46.33% of students scored Novice in math, and **in 2010, 35.74% of students were still scoring below state standards.**
- The percentage of students performing below proficiency dropped significantly.
- Math scores peaked in 2009 with 35.13% of students meeting state standards. Scores in 2007, 2008, and 2010 were below the 30% P&D mark.

The 2010 Gap to Goal Comparison report shows the gap in annual student math performance at GCHS is widening in all tested groups (all students; male; female; white; free/reduced lunch; disability):

Tested Groups		Gap
Females: 35.05%	Males: 24.56%	10.49%
Paid Lunch: 29.38%	Free/Reduced Lunch: 19.47%	9.91%
No Disability: 29.38%	Disability: 0%	<b>29.38%</b>

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

(Section 1003g)

Math open response and multiple choice results reflect a lack of both general knowledge of basic mathematical principles and the ability to apply those principles in order to solve problems or answer questions. In essence, students do not have the knowledge base to successfully complete the required tasks at the high school level.

<b>Math</b>	<b>Multiple Choice % Correct</b>	<b>Open Response Mean</b>
Number Operations	55	0.9
Measurement	45	1.7
Geometry	64	1.2
Data Analysis & Probability	55	1.8
Algebraic Thinking	42	1.6

As the data table below indicates, student achievement in reading and math is also a concern at our middle schools. However, student achievement further decreases at the high school level. For example, in 2010 over 60% of middle school students met state standards in reading, while only 38% of high school students met state standards in reading that same year. Likewise, in 2010 over 46% of middle school students met state standards in math, while 29% of high school students met state standards in math that same year.

<b>Level and Content</b>	<b>% 2009 Proficient and Distinguished</b>	<b>% 2010 Proficient and Distinguished</b>
Middle School Reading	60.06	60.27
GCHS Reading	53.98	38.30
Middle School Math	44.58	46.12
GCHS Math	35.16	29.95
MS On-Demand Writing	33.87	33.61

In summary, over the past several years a high percentage of students of Greenup County High School have not met state standards in reading and math. Even though minor gains were made, especially in reading, those gains were not sustained. Gains in the area of math have been insignificant and much too slow. In addition, as Annual Measurable Objectives increase each year, Greenup County High School will be additionally challenged to meet Adequate Yearly Progress. Significant achievement gaps exist in both reading and math. This problem also exists at the middle school level. Student achievement data from our middle schools indicates that students are not meeting state standards in reading and math. Unfortunately, **the percentage of students not meeting state standards increases once students enter high school.** A reconfiguration of staff and courses to address root causes of the transition gap from middle to high school will be implemented during the 2011-2012 school year through a Freshmen Academy as outlined in section 5.

**Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior**

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

(Section 1003g)

**referrals, suspension and retention rates. Address drop-out and graduation rates, if applicable.**

Student achievement data reflects that significant turnaround must be attained to break the cycle of academic failure. Non-cognitive indicators also replicate consistently low expectations for the success of GCHS students. Based on the December 1, 2010 count, GCHS serves 880 students, 511 of which currently receive free or reduced lunch services (58%). The school averages approximately 375 behavior incidents resulting in out of school suspension each year. The Greenup County School District is also one of only sixteen in the state qualifying for a McKinney-Vento homeless education grant. The district currently serves 150 students through the program, with 31 of those at GCHS.

As established in KYIPR trend data, GCHS non-cognitive data continues not only to lag behind state levels, but show regression in many areas over a four-year period:

GCHS Non-Cognitive Data	<b>2006-2007</b>	<b>2007- 2008</b>	<b>2008-2009</b>	<b>2009- 2010</b>
Attendance	92.87 - GCHS	90.66 - GCHS	89.25 - GCHS	89.3 - GCHS
	94.6- State	94.22 - State	94.18 - State	94.2- State
Retention Rate	4.4- GCHS	5.63 - GCHS	8.53 – GCHS	8.5- GCHS
	2.9- State	2.55 State	2.75 - State	2.8- State
Dropout Rate	3.2- GCHS	3.35 GCHS	3.59 – GCHS	3.6- GCHS
	2.0 - State	3.29 State	2.89 - State	2.0 - State
Graduation Rate	83.03- GCHS	83.78 - GCHS	85.48 - GCHS	85.5- GCHS
	83.2- State	84.52 State	83.91 - State	83.9 - State

This data reflects a lack of growth in student attendance rates over the past four years. GCHS attendance hovers around the 90% mark, while state averages are currently over 94%. According to Infinite Campus attendance data, GCHS consistently ranks last in attendance ratios when compared to other schools in the district.

According to Infinite Campus data, there were 653 incidents of truancy (2 or 4 day unexcused absence letters) at Greenup County High School during the 2009-2010 school year. These infractions impacted approximately 65% of the enrolled student body. **There was a total of 793 students (duplicated count) with infractions for attendance related (both skipping and truancy) issues.** The school recorded 340 students who were referred to the office for skipping school/class, which is over one-third of the student body. GCHS participates in a truancy diversion program (TDP) designed to identify students who are at risk of being referred to family court or district court for truancy charges. The court designated worker facilitates the program with the assistance of the TDP review team. The team consists of school personnel and the director of pupil personnel. The number of students involved in the program reflects a discrepancy between incidents and referrals to the program.

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

(Section 1003g)

**A primary deficiency on the Leadership Audit also reflected that the principal does not ensure interactive communication regarding student absenteeism between district and school staff.** Trend data from the Director of Pupil Personnel shows a discrepancy between attendance/truancy infractions and the number of students involved in a formal truancy process district-wide:

<b>DPP Actions (All Schools)</b>	Students Monitored	Final Notices Send	Charges Filed	Truancy Diversion Program (GCHS Only)
2008-2009	80	43	7	11
2009-2010	49	40	22	11
2010-2011	80	44	22	7

Douglas Ready at Teacher's College of Columbia University found that students of low socio-economic status with good attendance tend to experience greater gains in literacy than their peers with higher socio-economic status. However, he also found that students from a lower socio-economic background tend to experience greater cognitive loss during periods of poor attendance and during summer months. (Journal of Sociology of Education vol. 83, no. 4). This research, and supporting district data, is corroborated through the low attendance/low student achievement link on the state assessment as well as increased retention rates.

**According to the KDE Office of Assessment and Accountability, the retention rate at GCHS has almost doubled over the past three years, from 4.35% in 2006 to 8.53% in 2009.** The state average for retention of students is currently 2.75%. During the 2009-2010 school year alone, forty-six 9th graders were retained. After informal review through teachers and administrators, 9<sup>th</sup> grade students who failed typically lacked organization skills, appropriate study habits, consistent attendance and failed to meet behavior expectations. Most retained students were white males. Research suggests that although grade retention is widely practiced, it does not help students catch up or prevent dropouts. In one study, children rated the prospect of flunking a grade as more stressful than wetting in class or being caught stealing. Remediation and other within-grade instructional efforts have a more positive success rate. (Shepard & Smith, 1990).

**GCHS dropout and graduation rates have been virtually static over the past four years.** The needs of students in academic crisis are currently addressed through the PASS (Positive Academic and Social Success) Program. This program allows students to make up credits through an online credit recovery program (PLATO). According to PASS records from the past five years, the program assists an average of 22 students at-risk of dropping out through the credit recovery process yearly. Of those, 19 have gone on to graduate high school. The PASS program averages the completion of 43 earned credits per year. PASS services will continue to be offered through district funds, but will be integrated into the Success Academy as outlined in section 5 of this application.

Kentucky Department of Education  
 District Application for School Improvement Funds  
 (Section 1003g) **Transformation Model**

**Our most at-risk students are at a clear disadvantage due to lack of access to established support programs.** Credit recovery and grade recovery programs are currently offered after school during ESS twice weekly, but many students do not participate due to lack of transportation in the evenings (about 60 students participate yearly). Approximately 65 students sign up to attend the four-week summer school program each year. The program serves approximately forty students yearly, mostly due to the lack of a transportation component. Lack of reliable transportation is a major educational barrier due to the financial constraints and isolation factors facing our families. The rural Greenup County school district comprises a large geographic area with over 2,600 miles of bus routes traveled daily. Many students ride the bus over one hour (about 50 miles), one way, just to set foot in an educational facility.

Discipline data for the 2009-2010 school year reflects a staggering number of infractions relating to attendance and truancy issues. The data below includes the primary infractions leading to consequences (ISS, student counseled, suspension, alternative placement, letter sent, etc) at GCHS. This data is more comprehensive than that required for the yearly safe schools data report, which only includes events resulting in suspension, expulsion or alternative placement. The primary reasons for disciplinary action are outlined below:

<b>2009-2010 Discipline Data</b>		
<b># Events</b>	<b># Students</b> <small>(may be duplicate count)</small>	<b>Primary Offense</b>
223	135	Disruptive Behavior
<b>1137</b>	<b>340</b>	<b>Skipping School or Class</b>
<b>697</b>	<b>453</b>	<b>Truancy</b> <small>(includes 2day or 4day unexcused letter sent)</small>
87	50	Tobacco Violations
108	75	Failure to Follow Staff Instructions
39	36	Fighting

According to safe schools data, there were also 6 law violations during the 2009/10 school year (which is average) – 4 were simple assault.

Student discipline continues to be a barrier to academic achievement. Luiselli, Putman, Handler, and Feinberg (2005) found that students with behavior problems tend to perform poorly in school. Furthermore, they found that schools that establish a whole-school behavior support system tend to experience improved student discipline and improved academic performance. In an effort to address the discipline-related issues at the school, the district entered into an agreement with the Kentucky Center for Instructional Discipline (KYCID) to guide the school in the implementation of a comprehensive school wide system of positive behavior supports. However, the 2010 Leadership Assessment performed by the Kentucky Department of Education points out that, “This program is not consistently implemented in all classrooms”. Furthermore, the Leadership Assessment points out that, “The principal does not monitor enforcement of discipline procedures or analyze disciplinary action data.”

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

A key focus for Kentucky schools is preparing each student for successful transition to college or career. Kentucky's future accountability system includes improvement goals and benchmarks for measuring this success. **According to 2009-2010 KDE College and Career Readiness data, only 26% of GCHS students are ready to enter college or the workforce**, compared with 34% of students in Kentucky. The 2014-2015 improvement goal is set at 63%.

In addition, other college and career readiness data reinforces the idea that students at GCHS are underserved. ACT's College Readiness Benchmarks reflect the minimum ACT test score required for students to have a high probability of success in credit-bearing college courses. As the table below indicates significant percentages of students at Greenup County High School do not meet ACT's College Readiness Benchmark in English, Math, Reading, and Science. This data supports the 26% "college and career readiness" rating from the Kentucky Department of Education.

Students Meeting ACT Benchmarks (11 <sup>th</sup> Grade)	English	Math	Reading	Science
2008	30.2%	8.0%	23.1%	9.3%
2009	39.0%	14.7%	24.3%	13.8%
<b>2010</b>	<b>37.5%</b>	<b>14.9%</b>	<b>26.0%</b>	9.6%

Students Meeting PLAN Benchmarks (10 <sup>th</sup> Grade)	English	Math	Reading	Science
2008	58.9%	22.8%	46.4%	15.2%
2009	55.2%	18.4%	33.1%	9.6%
<b>2010</b>	<b>50.6%</b>	<b>16.7%</b>	<b>35.1%</b>	7.8%
<b>2011</b>	<b>51.9%</b>	<b>22.7%</b>	<b>46.5%</b>	14.6%

A study in the *International Journal of Leadership in Education* suggests that "if the school culture is not hospitable to learning, then student achievement can suffer." (MacNeil & Prater, 2009). A Culture Triage Audit provided to Greenup County Schools by the Kentucky Educational Development Corporation, was completed with GCHS teachers in April, 2011. Results reflect the need for training in strategies for culture improvement from the Center of School Improvement at Western Kentucky University. The training will be scheduled for the beginning of the 2011/12 school year. GCHS triage highlights include:

- 44.8% believe that teachers and staff are never or rarely involved in the decision-making process with regard to materials and resources.
- **Only 10.3% believe that GCHS often reflects a true "sense" of community.**
- 53.6% think the school only sometimes supports and appreciates the sharing of new ideas from members of the school.
- 48% believe that members of the school community rarely or never seek alternatives to problems/issues rather than repeating what we have always done.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

- **62% believe that member of the school community rarely or never seek to define the problems/issues rather than blame others.**

Results of the state-wide TELL (Teaching, Empowering, Leading and Learning) survey completed in the Spring of 2011 also reflect a culture in crisis, with 78% of GCHS teachers disagreeing that GCHS is a good place to work. Other TELL data shows that teachers responding to the survey (64% of instructional staff) believe:

#### Time

- 67% disagree that class sizes are reasonable such that teachers have the time available to meet the needs of all students.
- 76% disagree that teachers are allowed to focus on educating students with minimal interruptions.
- 68% disagree that the non-instructional time provided for teachers is sufficient.
- 57% disagree that they have sufficient instructional time to meet the needs of all students.
- **64% spend either no planning time or less than 1 hour of planning time during the school day.**
- 91% spend either no time, or less than 1 hour on supervisory duties.

#### Facilities and Resources

- 60% disagree that they have sufficient access to instructional materials.
- 45% disagree that the school is clean and well maintained.

#### Community Support and Involvement

- 48% disagree that the school maintains clear, two-way communication with the community.
- 85% disagree that community members support teachers, contributing to their success with students.
- **92% disagree that the community they serve is supportive of GCHS.**

#### Managing Student Conduct

- **83% disagree that students at GCHS follow the rules of conduct.**
- 83% disagree that school administrators consistently enforces rules of student conduct.
- 62% disagree that school administrators support teachers' efforts to maintain discipline in the classroom.
- **70% disagree that teachers consistently enforce rules of student conduct.**

#### Teacher Leadership

- **83% disagree that they are recognized as educational experts.**
- 66% disagree that they are trusted to make sound professional decisions about instruction.
- 61% disagree that they are called upon to make decisions about educational issues.
- 62% disagree that they are encouraged to participate in school leadership roles.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

- **83% of teachers at GCHS feel that they have either no role or a very small role in improvement planning.**

School Leadership

- 70% strongly disagree that the faculty and school leadership have a shared vision.
- **90% disagree that there is an atmosphere of trust and mutual respect in the school.**
- 69% disagree that they feel comfortable raising issues and concerns that are important to them.
- 72% disagree that the school leadership consistently supports them.
- 79% disagree that the school improvement team provides effective leadership at the school.
- 87% disagree that they are recognized for their accomplishments.

Professional Development

- 79% disagree that follow-up is provided from professional development.
- 66% disagree that professional development enhances their ability to improve student learning.

**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.**

**Simply put, literacy and math proficiency have not been a priority for the Greenup County community.** This assertion is supported by data presented in the previous sections and is further represented in the Leadership Assessment.

The following represents findings based on 55 walkthroughs conducted by personnel from the Kentucky Department of Education Leadership Assessment that contribute to low student achievement at Greenup County High School:

1. Only 16% of teachers used varied and frequent assessments of student learning.
2. **Only 35% of teachers identified the content from the Program of Studies/Kentucky Core Content for Assessment in their lesson plans.**
3. **Only 35% of teachers utilized activities that were aligned with current Program of Studies/Kentucky Core Content for Assessment.**
4. Only 9% of teachers used rigorous assessments.
5. Only 18% of teachers utilized higher-order thinking activities.
6. Only 11% of teachers used differentiation of instruction to address students' unique learning needs.
7. **Only 24% of teachers demonstrated high expectations for students.**
8. **Only 24% of teachers used effective questioning techniques.**

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

**At Greenup County High School, non-cognitive data indicates that poor student attendance inhibits learning.** This poor student attendance precipitates high drop-out and retention rates. Research indicates that poor student attendance is one of the primary reasons students are not successful, fail classes, and ultimately drop-out of high school. The poor student attendance rate at GCHS contributes to poor student performance on standardized assessments as well as poor student performance in the classroom. This assertion is supported by the fact that the retention rate at GCHS rose dramatically last year. Obviously, high retention rates result in increased drop-out rates. The drop-out rate at GCHS remains significantly higher than the state average. In addition to high rates of student absenteeism, family instability is also an issue. Last year thirty-one students at Greenup County High School were classified as homeless and received services for this status. Students whose basic needs (food, shelter) are not being met tend to struggle in school, and the non-cognitive data for GCHS support this assertion.

In addition, elements of the culture of Northeastern Kentucky are a contributing factor in the poor rates of student achievement at Greenup County High School. Greenup County maintains a high rate of poverty, with 17% living below the poverty level (Census QuickFacts, 2008). The median household income is \$39,479 – below the state average (Southern Rural Development Center, 2008). Due to economic disparities between affluent and rural parts of the county, these numbers increase for students living inside the Greenup County School District boundaries. Educational attainment for adults continues to be a concern in the county. The percentage of adults over 25 with less than a high school diploma is almost 19%. Only 11.5% of the county population holds a bachelor’s degree or greater (2000 Census). GCHS will address some of these contributing factors through initiatives relating to next generation learners and next generation supports.

Data indicates that Greenup County students, teachers, and community members do not have high academic expectations for our students. Furthermore, data reveals that the majority of the students who do graduate from Greenup County High School still do not possess the skills necessary to be successful in college. These assertions are supported by research conducted by the Center for Educational Research in Appalachia (CERA), which indicates that even given the free/reduced lunch rates in Greenup County, students are still performing below expectations when compared to the rest of the state.

**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.**

Greenup County Schools’ Superintendent Steve Hall and Greenup County High School Principal Jim Dunaway met with personnel from the Kentucky Department of Education on January 31, 2011. At this meeting, results of the school and district Leadership Audits were presented. The school audit determined that the principal, “does not have the capability and capacity to continue his roles and responsibilities established in KRS 160.345”. Furthermore, the school audit determined that the **SBDM Council**, “**does**

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

**not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345”**. However, the school council was allowed to remain in an advisory capacity. The district audit determined that “district leadership does have the capability and capacity to manage the intervention of Greenup County High School”.

The leadership audit also revealed significant problems with curriculum, instruction, professional development, professional growth and planning. No structure, process or protocol was established or implemented by the principal or council. **Evaluations, Professional Growth Plans or corrective action plans, at the time of the audit, were either poorly written, non-existent or not followed.** However, the principal and assistant principals completed all formative and summative evaluations of certified staff by the deadline set by board policy. In most situations, the evaluation process was considered a task to complete rather than a means to improve teaching and learning.

Curriculum alignment was based on previous work of the district’s curriculum division. Years prior to the audit, and then for just a brief time, curriculum resource teachers facilitated an alignment process. However, candid observations reveal **that instruction for literacy and mathematics follows textbooks rather than an adopted curriculum.** Staff members had not worked on curriculum alignment, articulation or identifying gaps for some time before and during the leadership audit. During the spring, these issues were addressed in professional development sessions led by KDE consultants Tonya May and Charles Rutledge. Until that work, staff members did not work on coordinating curriculum within the school or with feeder middle school staffs. Department chairpersons occasionally facilitate discussions about curriculum in common planning periods, but the meetings do not have agendas or minutes.

The leadership audit also identified assessment practices as “limited or no development or implementation.” **At GCHS, assessment data does not guide instruction, is not used to identify student needs or analyzed to reveal curriculum gaps.** The principal’s informal walkthroughs do not have meaningful follow-up or feedback. ThinkLink data is occasionally reviewed but the principal does not hold teachers accountable for using these results to impact student achievement. Teachers appear to have limited instructional skills that engage or differentiate for students.

The leadership audit also describes Standard 6, “Professional Growth, Development and Evaluation,” as demonstrating “little or no development or implementation.” **The principal and council have not established and implemented a process for identifying professional development needs,** and the principal failed to conduct the district’s evaluation policy in several instances. Even so, the principal and two assistant principals completed formative and summative evaluations by the district’s deadline.

At the recommendation of Educational Recovery Specialists, Dr. Robert Thomas from Eastern Kentucky University has been contracted to provide direct development of a mathematics program based on his research in automaticity. Greenup County’s district administrators have provided a number of professional development opportunities for district staff in general and high school mathematics teachers in particular with Dr.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

Thomas. Baseline automaticity scores were gathered through student assessments, and teacher began to analyze individual student needs for placement in specific classes. Transition courses and college readiness in mathematics have been the focus of work for all math teachers in preparation for school year 2011-2012. The EKU Math Initiative is fully described in Section 4 (p.44) of this grant.

At the middle school and elementary level, administrators had studied a program called Failure Free Reading that appeared to meet the needs of individual students. High school administrators reviewed this program and decided that its intrinsic value was the one-to-one relationship between staff member and student. However, because the number of students who read significantly below grade level is over 30%, high school representatives searched for a way to take the reading interventions to a scale that would reach every student's needs in a timely and effective manner.

Having some awareness of the Read Right program used at Ashland Community and Technical College, an assistant principal, counselor, teacher and instructional aide working with RTI reading in a CBI mode, visited the college classroom to ascertain its suitability for Greenup County High School students. Their infectious support served as a catalyst for our team to research the effectiveness of the program and interview the coordinator of the local program.

The Read Right program will be implemented by a certified coach who will direct the program as well as work with students and three tutors who will coach students to excellence. With the capacity of reading 5 students per tutor over 6 periods per day, we have the potential of improving reading skills for as many as 120 students at a time. The flexibility of entry and exit to the program will support students' ability to access other high school courses. Read Right is fully described in Section 4 (p. 42) of this grant.

#### MAP

MAP (Measures of Academic Progress), is a computer-based, adaptive test which will provide our administrators and teachers with academic information about each student that will allow us to improve teaching and learning. MAP will be initiated during the 2011-2012 school year. Professional Learning Community (PLC) teams will use growth and achievement data from the MAP tests to develop targeted instructional strategies and plan school improvement. Using MAP will allow PLCs to be student-focused and make data-driven decisions. Results will be used to assist in the design and implementation of a 30-60-90 day plan.

Each student will have a RIT score which is directly related to *DesCartes: A Continuum of Learning*, a scale that indicates the skills and concepts a student is ready to learn in Reading, Language Usage, Math and Science. Also, the reading tests report a RIT to Reading Range which is a score resulting from a correlation between the RIT scores and the Lexile scale, a nationally accepted scale designed to measure text and reading abilities.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

We will use MAP to establish baseline data and monitor the progress of individual and groups of students (grade levels, Special Education, RTI, etc.). Data will be analyzed and submitted to the KY Commissioner of Education quarterly and used by district and school staff to guide curriculum and instruction decisions. It will also be used to project proficiency on state assessments, as a universal screener for intervention purposes and as an explanation of academic progress to parents. Staff members will be trained to administer MAP and examine the results before the 2011/12 school year begins.

In addition, a master schedule was designed through collaboration with Mr. Kerry Fannin, a part-time consultant and full-time assistant superintendent. Mr. Fannin was also recommended by Eastern Kentucky University (EKU) for his expertise in scheduling courses for high school students that are congruent to the core standards for curriculum. In this schedule, the district included more Advance Placement classes and literacy classes.

While a dismal lack of proficiency in literacy and math does not surface as a specific concern in the school leadership audit, it is an underlying issue woven throughout as a root cause of a persistently low achieving school. **In NCLB data reviews, the Adequate Yearly Progress in the gateway skills of reading and math fall below 50% of the annual measurable objective. Only 37.5% meet the ACT benchmark in English; 26% in reading; and 14.9% in math.**

A triage must be established to “stop the bleeding”. Hence, research-based programs such as Read Right and the ECU Math Initiative were selected and will be monitored for effectiveness to build sustainable systems.

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

Personnel from the Greenup County School District were briefed on the four turn-around options by personnel from the Kentucky Department of Education. The superintendent then shared these options with the faculty and staff of Greenup County High School and the Board of Education. Following an extensive examination of the four models, especially the “external management” option, the decision was made to adopt the “transformation option”. The Greenup County Board of Education reviewed the “transformation option” at its’ March meeting.

Greenup County High School is the only high school in the district, so “school closure” was not a viable option. Furthermore, due to the geographic location of Greenup County, the “re-staffing” option was not viable. Greenup County is located in the Northeastern corner of Kentucky, and is very rural. For these reasons, the District Administrative Team was hesitant to adopt the “restaffing” option.

Lastly, the “external management” option was closely examined with the assistance of personnel from the Kentucky Department of Education. The District Administrative Team evaluated the external management option, but chose not to pursue it. One of

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

the primary objectives of the district is to build capacity at Greenup County High School that will allow it to continue to improve after exiting PLA status. The desire to build capacity within the school and the district is one of the district's primary goals, and the transformation option best meets this goal.

Additionally, there is a strong desire by the district and new school leadership to use several components found within the transformation model. There is a strong belief that in order for student achievement to improve at GCHS the following must occur:

- Implementation of a rigorous, transparent and equitable evaluation system for teachers that takes data on student growth into account.
- Identify and reward school leaders, teachers, and other staff who have increased student achievement and graduation rates.
- Conduct ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.
- Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students.
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards, and promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
- Increase learning time and establish schedules and strategies that provide increased learning time, and provide ongoing mechanisms for family and community engagement.

The major factor that led to the selection of the transformation model was the coherence between the required components of the transformation model and what the district and new school leadership believed would lead to improved student achievement at GCHS. Simply stated, we believe that this model best fits what needs to happen at GCHS.

**Section 4 - 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.**

On January 31, 2011, Greenup County Schools' superintendent and KDE staff informed Greenup County High Schools' principal of the decision to replace him in the high school principal position. The position was posted on the Kentucky Department of Education webpage on February 21, 2011.

During the interim process, the Board of Education contracted with respected education professional Sue A. Davis to serve as an embedded education consultant at GCHS in February of 2011. Ms. Davis was contracted to prepare administration and staff for a transition to rigorous school transformation that is required of an identified persistently

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

low achieving school. During the contract duration, Ms. Davis has led leadership team meetings to prioritize needs and goals; led staff in creating 30-60-90 day plans; created a school-wide calendar; presented research-based professional development; and established an atmosphere of high expectations that will serve as a source of continuous cultural improvement. Ms. Davis has extensive experience in the turnaround process. She is president and primary professional developer of School Turnaround Specialists and has worked with KDE as an achievement gap coordinator and a highly skilled educator. Ms. Davis has been a principal, adjunct professor, and has led district audits, reviews, self studies and culture assessments across the state. Ms. Davis' guidance has been the driving force in creating positive change to make GCHS a next generation school.

As a result of the instantaneous impact and positive momentum created by Ms. Davis at GCHS, Superintendent Steve Hall chose Ms. Davis among fourteen applicants to lead the transformation process as principal at GCHS. An official letter of hire was sent to Ms. Davis on May 23, 2011. Ms. Davis' tenure will officially begin July 1, 2011.

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

Flexibility in school operations will be explored through waivers determined as necessary. Regular conferencing between the superintendent and the principal will be established on a bi-monthly basis with no limits based on law that stands in the way of increased student achievement. For instance, barriers currently exist due to the current structure established with the Area Technology Center. In order to create a systemic response to student needs, especially for college/career readiness, GCHS and the Greenup County Area Technology Center should be combined. By integrating funding from all sources, the newly created school can be chartered to function as an all-purpose institution focused on translating the demands of work and college to students, staff and community. Together, the disparate paths of the two schools can provide an intentional and purposeful plan for students to articulate from K-12 to 13-20 learning.

The principal may access flexibility of scheduling to build support within the school day. Other areas established for review in order to impact literacy and math achievement include yearly reviews of scheduling, collaborative team meetings, professional learning communities, budget priorities and transition activities. ESS will also work collaboratively with the new tutoring and mentoring program to maximize services to students (see page 60).

In addition, the GCHS principal will have all flexibility normally given to a building principal under Kentucky state law. For example, after receiving the number of teachers from the Board of Education approved allocation formula, the principal in conjunction with the School Based Council will make the determination on the make-up of the school faculty. The district will provide support in this area by subcontracting services

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

with a scheduling consultant to assist the high school principal in designing the master schedule that will have greatest positive impact on student achievement.

As with other principals, the new principal of GCHS will have flexibility in all matters deemed appropriate under Kentucky state law, including budgeting. However, the district will be involved in supporting this new principal in making decisions that have the most positive impact on student achievement.

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

The Leadership Assessment performed by personnel from the Kentucky Department of Education in January 2011 found several deficiencies in how the school administration used student achievement data to guide and support professional growth activities for teachers. For example, the Leadership Assessment found that, "The principal does not hold teachers accountable for using these results to impact student achievement". In addition, the Leadership Assessment found that: "The principal and school council should establish and implement a comprehensive process for identifying professional development needs. This process should begin with an analysis of multiple sources of student achievement data and a comprehensive needs assessment".

In essence, there is a clear gap in the necessary linkage between student achievement data, teacher efficacy, and planning for professional development. The school and district have not effectively used student achievement data to guide professional development opportunities for teachers and administrators. Changes are currently being made to the district professional growth plan to allow administrators to use student achievement data to inform teacher and administrator evaluations and professional development needs. Specifically, the use of student growth data from the MAP assessment will assist teachers and administrator is gauging teacher and administrator effectiveness.

In an effort to support current administrators in the district, multiple trainings have been scheduled that focus on the effective use of student achievement data to inform teacher and principal evaluations. Tim Crawford (KEDC attorney) is scheduled to train administrators in July, 2011. This training will focus on legal aspects of the evaluation process. In addition, Duane Lambert (former principal, MSU faculty member) will train current administrators in September 2011 on how to effectively coach teachers when referencing student achievement data while conducting pre- and post-observation conferences.

Greenup County Schools' current evaluation policies and procedures were approved by the Greenup County Board of Education on March 23, 2009, and by the Kentucky

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

Department of Education as indicated in a letter from David M. Simpson dated July 14, 2009. This plan was the result of work by a group of district and building level administrators, teachers, and media specialists. This work was done during four meetings held between October, 2008, and March, 2009. As referenced in the school leadership audit, evaluation plans at GCHS were either poorly written or not followed. Evaluation shortcomings are a result of inadequate implementation of the process, and not a reflection of the established evaluation system. Evaluation procedures complied with law and board policy, but were not used as an effective tool to improve teaching and learning.

Some key components of the evaluation plan include:

- The Leadership Team, including representatives from schools and the district office, will conduct walkthrough observations in classrooms daily and provide descriptive feedback within two days to each member of the instructional staff that has been observed.
- Before a formal evaluation, the principal will conduct a pre-observation interview with the teacher.
- Based on the evaluation cycle, two formative evaluations will be completed for each teacher who does not have tenure and one will be done for each teacher who has tenure.
- After each formal evaluation, there will be a post-observation conference during which the principal and teacher will discuss strengths, weaknesses, professional development and the individual growth plan.
- At the end of the evaluation cycle, an annual summative evaluation will be completed for each teacher.
- Student performance data aligned to the Kentucky Core Academic Standards will be the reference used for the development of informal, formal and summative evaluations.
- The principal and teacher will come to agreement when creating the individual professional growth plan by using student performance data from assessments aligned to the Kentucky Core Academic Standards and the informal, formative and summative evaluations.
- Individual professional growth plans should reflect the goals of the district's professional development plan, which encompasses each school's PD plan.
- Individual professional growth plans will be monitored and revised as needed throughout the year.
- During department PLC's, the principal(s) and teachers will target instructional behaviors and strategies to be developed through professional development and implemented and monitored through observations.

Marginal Teacher Program

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

- Teachers that are considered marginal by the data generated through informal and formal observations/evaluations will be provided a mentor teacher and mentor administrator. This team will assist the teacher in the development of the skills needed to become an effective teacher and meet the standards of the district evaluation plan.
- Teachers that are consistently low performing will be placed on a corrective action plan if the mentor program is unsuccessful. The team, with teacher input will write the plan, which will have short-term and long-term goals. Teacher behaviors and actions will be identified along with deadlines that detail a timeline for development of teacher behaviors.
- The Mentor Teacher Program is the final step before dismissal. The team will review the action plan and determine if the teacher can successfully continue as a teacher in Greenup County Schools.

As of this writing, the current evaluation system employed by the Greenup County School District does not allow for the inclusion of student growth data and data tied to student achievement. However, the evaluation committee is in the process of incorporating these components into the plan. The evaluation committee, representative of certified personnel (administrators plus teachers and media specialists who are rotated yearly) will meet annually or more often as needed to adhere to or exceed the expectations of statute and regulation.

For Greenup County High School, a review of data from failure, retention, dropout, truancy and graduation rates will be used to determine the impact of teacher performance on the student population. Any identified trends and patterns will be defined and discussed with the teachers through individual growth plans. College and career readiness goals and individual learning plans assigned to teachers will also be a part of semi-annual conferencing with the coordinator of student advocacy and mentoring (as referenced later in this section of this grant). Teachers will be expected to respond to student growth data in their classrooms, understanding that 100% of their students should be college or career ready upon graduation. Variations from this 100% will be a matter of conferencing, correction and revised professional growth plans under the supervision of the principal.

**How will you ensure that this evaluation system will be implemented with fidelity?**

In order to ensure fidelity in the process, follow-up training (based on the trainings provided by Crawford and Lambert listed above) will be scheduled on a yearly basis. The principal will be charged with administering the evaluation process fairly and consistently at the school level. Reviews of school-level evaluations will be performed at the district level through the superintendent or his designee to ensure that proper procedure is being maintained. Shortfalls in the evaluation process will be addressed by the superintendent through individual growth plans or other appropriate means.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

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

The process the school will use to identify highly successful staff members will follow the policies for evaluation, the practices of walkthroughs and observations, student data – both cognitive and not-cognitive – and student surveys. Tying student progress in reading and math will be facilitated by an analysis of data derived from MAP, Read Right, PLAN, ACT, nine-week common assessments and end of course assessments. These assessment results will become the basis for identifying outstanding educators.

Strategies to identify and reward teachers and staff will include a spotlight teacher/staff program. Successful teachers/staff will be celebrated through:

- Media releases
- E-mail notifications directly to parents and community members
- Recognition at school board meetings
- Small tokens of recognition (for example: bags, flash drives, class supplies, etc) to be determined by classroom teachers

Teachers will be rewarded by receiving priority status for participation in retention initiatives – as fully outlined in the question after next - including:

- Assistance with National Board Certification through the Take One program at MSU, as well as the offer of financial assistance to enroll in the program. The \$395 fee is waived through the university. Once teachers successfully complete the process, they are reimbursed for 75% of the \$2,700 cost. SIG funding will be accessed to pay the \$100 mentoring fee for 6 approved teachers (over a three year period). SIG funding will also be used to pay the remaining 25% (\$675) of the total cost after the teacher completes the process (and makes a five year commitment to the district).
- Assistance with the MSU teacher leader masters program through the partnership between Dean Gunn and Greenup County Schools. The program will integrate a district-based masters cohort. SIG funding may be accessed to assist teachers completing certification in the SMART goal areas pertaining to: Reading/writing endorsement, reading/writing endorsement w/national boards and math. Graduate class cost is @ 300/hr. We propose to offer up to 12 free hours for @ 15 proven teachers in these identified areas over the next three years.
- National Accreditation for Advanced Placement teachers. SIG funds will be used to address core content for high level students (especially in the areas that address math and literacy) through teacher training and accreditation. Approximately **nine** successful teachers will receive the training free of charge through the life of the grant (9 @ 500 - \$4,500).
- **Transportation from GCHS to the elementary school adjacent to GCHS or the middle school of choice (in-district) for children of GCHS teachers and staff (in-kind cost) –**

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

school-wide incentive. This incentive will not lead to unintended consequences, since GCHS is a transportation hub for both middle schools.

In an effort to provide an environment where opportunity for professional advancement exists, the district will create an Aspiring Administrators Program. The goal of this program will be twofold: to reward those teachers who possess leadership potential with the opportunity to develop their talents, and to enable the district to improve its leadership capacity. Any costs associated with this program will be addressed at the district level (in-kind).

All teachers in the GCSD will have the opportunity to apply for this program by filling out an application, however, the program will be designed to prioritize the needs of GCHS. The following individuals will evaluate the applications and conduct interviews: Director of District-Wide Programs, Director of Instruction, Director of Pupil Personnel, High School Principal, and Superintendent. Successful applicants will possess knowledge pertaining to student achievement, and have proven through professional experience that they possess leadership potential.

Once selected, these individuals will attend various regular school and district level administrator meetings. In addition, there will be special trainings conducted by district level administrators that pertain to their particular area of responsibility (assessment, Title I, attendance). These trainings will take place during the regular cycle of yearly events in the school district. For example, in the spring when budget and staffing decisions are being made, training on this topic for the aspiring administrators will be provided.

In addition, these individuals will be given the opportunity to gain practical experience in their respective buildings. For example, these individuals will be given the opportunity to serve as grade level, team or department level leaders, and assist in managerial duties in their buildings. For example, they will have the opportunity to develop supervision schedules in their buildings. In addition, they may be utilized to assist their respective principals by working in the main office when the principal must be out of the building. These individuals will also be expected to lead professional development sessions and Professional Learning Community meetings.

**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.**

Please see the Marginal Teacher Program information outlined in the evaluation process in the previous section. The marginal teacher program also applies to marginal administrators. **Who from the district office will oversee principal observation and evaluation?** The superintendent will oversee the observation and evaluation process for marginal principals and administrators.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

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

In collaboration with Kentucky District 180, we will hire two education recovery specialists (ERS) ~~and two instructional coaches~~ for the purpose of guiding curriculum alignment and articulation, and assessment that informs instruction and classroom practice. Our intention is to have one ERS ~~and instructional coach~~ to focus on literacy throughout the curriculum while the other ERS ~~and coach~~ focus on math through a S.T.E.M. (science, technology, engineering and math) approach.

~~As the ERS's lead school growth in the critical areas of reading and math and build sustainable systems, they will also train the local instructional coaches in research based, scientifically supported practice.~~ The Edvantia and ERD (Susan Allred) prepared ERS's will serve as catalysts for the high school administrators who will then sustain and guide educational discourse and activity. These professionals will effectively demonstrate the cohesive yet individual nature of powerful teaching. In so doing, they will move teachers toward self-efficacy by the sunset of SIG funding.

The ERS's will be well trained on the ground, every day support for the improvement efforts, including Read Right and the EKU Math Initiative. The implementation progress and sustainability of the collaborative work between the recovery specialists and the school will be measured each semester by the "A continuous improvement progress review instrument for education recovery teams in Kentucky and the schools with which they work" rubric. This embedded, systematic, systemic, comprehensive approach to improvement will address: 1) leadership support, 2) aligned strategic planning through a 30,60,90 day improvement plan process, 3) student customer and market focus to ensure engagement of all stakeholders, 4) measurement, analysis and knowledge management to ensure gaps and data are consistently addressed in formative and summative processes, 5) student teacher workforce focus, 6) learning centered and support process management and 7) results.

Professional Growth Plans, determined through collaboration with the principal, will guide the development of teachers. All PGP's will include activities that address curriculum-wide reading and math activities as described in the School Improvement Plan. All growth plans will include attainable goals, timelines and specific requirements for teachers to meet. Growth plans, aligned with school SMART goals, will be reviewed twice annually or more frequently as necessary.

Dr. Cathy Gunn, Dean of Education at Morehead State University, has joined our SIG Team as a partner to provide services through MSU to our personnel. Below are current offerings that representatives from our middle and high school staffs will be utilizing:

- Teacher Leader Master's Degree (TL-MA): EPSB has required all colleges of education to design this program to sunset all master degree programs that lead to a Rank II. The TL-MA provides teachers with a core curriculum and numerous focus

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

(Section 1003g)

areas of study (e.g., math, gifted, biology, reading and writing endorsement, reading and writing endorsement with National Board Certification, school and community leader, school and community leader with National Board Certification, educational technology, middle grades, special education, early childhood). We will organize our teachers who do not have a master's degree into a district-based cohort and divide up the areas of concentration based on the needs of their classrooms and their schools or the district. MSU's TL-MA program is practitioner based and the courses and assignments are centered around the data and needs of the teacher/candidate's classroom or school and the program is job-embedded. TL-MA candidates will enter into an MOU with their principal and the university to strengthen the ties to their classroom or school situation during this program. This program will address literacy and math SMART goals and related root causes as outlined in section 7 (p.71) of this application.

- CPE Assessment Academy Grant: Morehead State University, Eastern Kentucky University, Pikeville College, Maysville Community and Technical College, and Adult Basic Education Centers connected with MSU and ECU have been awarded a 1-year SB1-related grant to develop a continuous improvement plan for P20 college and career readiness and student success in eastern Kentucky. MSU will serve as the fiscal agent, with Cathy Gunn and Jodi Blackburn serving as Co-PIs on the grant. The grant project will identify initiatives (programs) that are to enhance the college readiness of P-12 students and to assess the success of students in the postsecondary institutions. The data collected and analyzed will be shared with the participating institutions. The sharing will occur in an Academy where participants will have opportunities to brainstorm the results. Accordingly, the results may reinforce the initiatives or the results may suggest that curriculum and/or instruction need to change. The project will engage doctoral students from MSU and ECU, who will provide assistance in the collection and analysis of the data, as well as in participation in the Academy. A product of the grant will be a rubric by which school districts, community colleges, adult basic education centers, and universities can evaluate the effectiveness of college readiness and student success interventions. Greenup County will join the following P12 schools to provide a working laboratory for developing and implementing initiatives that prove to be successful in helping P20 educators address Senate Bill 1: Lawrence County, Leslie County, Carter County, and Martin County Schools. This program will address literacy and math SMART goals and related root causes as outlined in section 7 (p.71) of this application.
- IEQ Grant – “Increasing College Readiness Through Assessment Led Instruction in Middle and High School Classrooms” (This program will be funded through in-kind methods). Reading comprehension is a critical need area documented in Eastern Kentucky schools, especially at the middle school (MS) and high school (HS) levels and crucial to success in all subject areas. With this project, Morehead State University (MSU) proposes to improve college readiness skills among MS and HS students in all content areas as a result of increasing reading comprehension and elevating the level at which MS and HS students question and process written

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

information. MSU proposes to increase reading achievement of middle and high school students in Greenup County through the integration of scientifically researched instructional strategies that have been found effective in assessment-led reading instruction and Response to Intervention. This project's objectives are (1) identify students in need of accelerated learning through rigorous and scientifically researched assessment practices to make appropriate content-based interventions or referrals for assistance in reading instruction, (2) implement instructional practices, informed by scientifically based research, for teaching reading for comprehension embedded in content instruction and promoting higher level thinking skills across all content areas, and (3) fully integrate EPAS professional development that assists teachers in providing intervention in core content areas for students in need of accelerated learning. Morehead State University's (MSU) College of Education will engage with thirty teachers in every subject area in a professional development delivery system that begins with on site Data Assessment Meetings in every school followed by one 5-day summer institute during Summer 2011 and on-going, on site mentoring sessions with college faculty paired with a classroom teacher to perform work embedded activities in the classroom based on the individual professional development needs of that school as defined by the needs identified in the comprehensive or consolidated action plans of local districts aligned with the overarching goals of KDE, CPE and EPSB. An online learning community will provide on-going support, dialogue and instruction. This program will address literacy and math SMART goals and related root causes as outlined in section 7 (p.71) of this application. This program is an in-kind cost and will not impact SIG funding.

- TAKE ONE – National Board Professional Teaching Standards: For two years, Morehead State University (MSU) has received funding from Washington, DC to waive the \$395 fee for all teachers that participate in the TAKE ONE portion of the National Board Certification. MSU's 21<sup>st</sup> Century Education Enterprise will provide mentoring for all candidates that participate in TAKE ONE.

Teacher leaders in each content area, in collaboration with school administration and the professional consultant, prioritized key areas of need in the spring of 2011. As a result, teacher leaders have already begun delivering professional development in identified areas, including: learning targets, open response questions and scoring guides. Teachers will continue to be closely tied to professional development through professional learning communities. This program will address literacy and math SMART goals and related root causes as outlined in section 7 (p.71) of this application.

Professional Learning Communities will be established throughout the school with a focus on improving student achievement in all curriculum areas and addressing the academic and student life root causes and SMART goals as outlined in section 7. PLC's will operate within a protocol of a tight/loose structure. These protocols will be defined by the school's SBDM council (serving in an advisory capacity). Our professional learning communities will encompass all aspects of school life, problem-

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

solving and decision-making. Data, information and recommendations from the PLC's will be communicated through agenda and minutes to the principal and superintendent.

Within the PLC structure, the ERS's ~~and instructional coaches~~, as well as other professional consultants, will deliver professional development with appropriate monitoring and feedback. The PD that's delivered in the PLC's will be tied specifically to data analyzed from formative assessments. Professional development topics for the 2011-2012 school year based on current data are outlined in the "Actions" section of the grant.

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

The principal, in collaboration with the ER team, will challenge all staff members to focus on student welfare and customer loyalty. A strong belief in the power of expectations will lead students, staff and community members to support school transformation. With the zeal that draws people to the profession of education, we will be able to attract and retain effective staff through the commitment that they will:

1. receive state of the art professional development;
2. secure funding for curricular and co-curricular activities focused on student achievement;
3. participate in creating a high school of excellence from a rural, low socio-economic community;
4. have opportunities for leadership, networking, and collaboration both within and outside the school, and
5. be encouraged to experiment and take risks on behalf of teaching and learning (DuFour and Eaker)

Recruitment

Recruitment efforts will include College Fair visits by school and district administration, advertising in local and regional publications, visiting or holding job fairs during the spring/summer months, visits to local university education departments, and the tracking of GCHS graduates who intend to pursue careers in education. The Morehead State University Dean of Education has agreed to participate in a program to develop and recruit future teachers from a strong pool of area graduates planning to attend MSU.

The district will also encourage alternative routes to certification during these visits and fairs, including: Alternative Certification for Elementary and Secondary program (ACES), Transition to Teaching, Troops to Teachers, Teach for America, and Teacher Education Assistance for College and Higher Education – TEACH

Placement

As a result of recent changes in the master schedule process, GCHS administration will now place teachers in established courses that are congruent to the core standards for

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

curriculum. In other words, teachers will be placed according to needs of students, not teacher preference. Teachers will receive support and mentoring through ERS's, administrators and the walkthrough process.

In addition, the Greenup County School District released all non-tenured teachers prior to the 2011-2012 school year. Non-tenured teachers must reapply for positions and go through the interview process. The school will be staffed with the strongest candidates in each content area, regardless of prior work history.

### Retention

Retention of exceptional teachers is a cornerstone to any successful school. The Greenup County School District will offer a variety of opportunities to maintain next generation professionals at GCHS. As referenced earlier, successful teachers will receive first priority for these programs. They may include:

- Assistance with National Board Certification through the Take One program at MSU.
- Assistance with the MSU masters program.
- National Accreditation for Advanced Placement teachers.
- Aspiring Administrator's Academy

### **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.**

Within the infrastructure of a literacy curriculum, assessment and professional development, the Educational Recovery Specialists will design a delivery process for research-based instruction in reading, writing, speaking and listening. This mechanism will coordinate with the professional growth initiatives of the school so that a periodic and purposeful demonstration of classroom activities can be measured.

### Read Right

For reading intervention, we propose contracting with Read Right, a program developed by Dr. Dee Tadlock from Washington State University. This classroom-based intervention program trains teachers or instructional aides to deliver highly-structured small-group tutoring to students. Read Right works for all kinds of students and with all reading levels.

The goal of the Read Right program is to meet each student where he/she is by building a program of support.

Outcomes for students participating in the Read Right intervention program include:

- Significantly improved reading abilities
- Improved critical thinking abilities

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

- Improved self-esteem resulting from success in reading an improved performance in other classes
- Staff who are highly trained to help at-risk students eliminate reading problems

Further research tells us that benefits to students are quick and results are significant. The program provides for high interest reading materials based on student reading levels. Within the contract of service, the program provides a library and digital audio equipment for student use. Each student undergoes intensive, scripted interactions with tutors that include immediate, positive feedback, critical thinking exercises, note-taking and graphic organizers.

Since students who cannot read on grade level typically represent marginal achievement, they are prone to dropping out, being retained, failing to graduate, behaving oppositionally to school rules, defiance, and, saddest of all, hopelessness. The quick success experienced by students in Read Right restores hope and confidence, opens the door to academic success and expands potential.

For Greenup County High School, we expect results similar to those in other Read Right high schools. This program will help us meet federal guidelines for Annual Yearly Progress, close achievement gaps and address the root causes related to literacy as outlined in Section 7. It will satisfy our Response to Intervention needs\* and provide additional revenue by preventing drop-outs.

Rather than focus only on the 'explicit' aspects of the reading process, Read Right methodology is designed to enable the brain to figure out all the 'implicit' aspects of reading (all of the complex cognitive work that occurs below the level of conscious awareness).

At GCHS, we intend to establish the Read Right programs in a regular sized, high school classroom. It will contain minimum of five round tables with 5 – 6 chairs around each. A library of texts and a locked cabinet for MP3 players or other digital devices will contain materials. A certified coach will be trained as the leader of the program and will then, in turn, train ~~three retired, part-time teachers as tutors (job description information outlined in section 5)~~. This leader will coordinate the assignment of students to their appropriate reading levels and groups. Students will attend Read Right two to four times per week during their elective classes and will return to their electives upon "testing out." Students will be identified by reading "cut scores" in a similar manner as those identified for transition courses in mathematics. In order to address the gap between student achievement and reading, our program will concentrate on freshmen first, and then proceed through upper grades throughout the year.

Read Right effectiveness for students will be measured by:

- Pre and post testing with a standardized, norm-referenced reading test to assess both reading capability and critical thinking

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

- Monthly tracking and reporting of each student's accumulated tutoring hours and his capacity to handle increasingly complex text
- Satisfaction survey instruments for students, parents, teaching staff and administrative staff

Effectiveness for teacher tutors includes:

- Teacher must demonstrate competency in effectively tutoring all components of the methodology with a wide range of students, performing assessments, knowing when it's time to graduate a student
- Read Right certification, which indicates that the individual has demonstrated the competencies and is able to manage the students as well as the project (certification is normally earned at the end of the week #7 training visit)
- The Read Right training program for staff includes seven weeks of on-site training over 19 school weeks and year-long off-site support and quality assurance.

Total cost for the program, including training, library, support materials, etc. is outlined in the budget narrative in Section 9.

In order to address the needs of students in a thorough way, bring reading instruction to "scale" and articulate our program with the remedial reading program at Ashland Community and Technical College, we strongly feel we need to include the Read Right Intervention program in our grant request to be successful.

**\*Read Right and Response to Intervention**

The Read Right Intervention Program will be listed on the website of the National Center for Response to Intervention by the end of June, 2011. It has been used for Tier 2, Tier 3, and Special Education students. (The Primary Core Curriculum [K-3], which has differentiated instruction built into the model, has been used for Tier 1.)

The methodology provides a framework for tutoring that the tutor implements with all students. Yet the program is totally personalized and individualized because there are numerous decision points within the framework, and those tutoring decisions are dependent on what the student has done in the moment as well as the patterns he displays over time. Thus each student gets the exact performance-based instructional interaction he needs at exactly the point he needs it. No time is wasted on instruction that is not germane to that particular student. This, in part, is responsible for the quick results. In the Read Right program, the difference between Tier 2 and Tier 3 students is how long they have to be in the program to successfully address their reading problems.

**What literacy training will teachers and paraeducators receive before implementing Read Right?** Preliminary training has been provided to prepare teachers for the implementation of the Read Right program. All teachers have been led through a study of Marzano's book on Academic Vocabulary. Department chairmen coordinated

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

a collaborative activity with their teams to create a content area vocabulary by grade level. This vocabulary will be embedded in instruction, displayed on word walls, and shared on websites. The re-examination of these concepts shall continue to be an integral part of instruction and assessment. Within the proposal for the program, there are four weeks of training with a Read Right expert for the reading interventionist. Administrators will introduce the program and update the rest of the faculty and staff on a periodic basis (quarterly) as to the success of the program. Individual student growth will be shared with the student and parents at each level of progress.

**Besides Read Right, what other strategies and activities will you implement to meet the literacy needs of the school?** Added to academic vocabulary shall be the ongoing work with graphic organizers, note-taking and specific learning targets communicated with student-friendly language. GCHS teachers have worked extensively in English/ Language Arts and Mathematics with the focus of deconstructing the new core standards, designing assessments, creating curriculum outlines, gathering congruent instructional materials and scheduling calendar maps and pacing guides. Science and Social Studies teachers have met in departments to review the progress of core standards in their areas. Arts and Humanities and PL/VS teachers have trained for and are preparing for Program Reviews.

GCHS invested funding and professional development time to a comprehensive, cross-curricular approach through Study Island. Teachers utilize Study Island to address remediation, research, formative assessments and enrichment. This summer, several teachers of Honors and AP courses required prospective students to complete modules as prerequisites. Teachers will include the use of this CBI in lesson plans congruent to the adopted curriculum, and they have access to student work in order to identify their instructional needs and prepare interventions as necessary.

### **EKU Math Initiative**

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

Kentucky Department of Education  
 District Application for School Improvement Funds  
 (Section 1003g) **Transformation Model**

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
12-2	AP Cal	Pre-Cal	Transition Math, DE College Alg, or Pre Calc	Transition Math, DE College Alg, or Pre Calc	Integrated 4 HS	Alg 2 w/Lab
12-1	AP Cal	Pre-Cal	Transition Math, DE College Alg, or Pre Calc	Career Math, T1/T2 or College Alg	Integrated 4 HS	Alg 2 w/Lab
11-2	Pre-Cal	Adv Alg 2	Alg 2	Alg 2	Integrated 3 HS	Geo-Alg 2 w/Lab
11-1	Pre-Cal	Adv Alg 2	Alg 2	Alg 2	Integrated 2 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	Alg 1	Alg 1	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 (9<sup>th</sup> grade – 1<sup>st</sup> semester) placement based on review of the following placement criteria: EXPLORE (math index); ITBS national percentile; Automaticity (Auto # missed/time); MAP; DOMA; KCCT; ThinkLink; 8<sup>th</sup> grade math grade; algebra or geometry.
- Horizontal movement is encouraged based on review of placement criteria.
- T1/T2/T3: Transition Math 1, 2, & 3: developmental course in math skills for college-career 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.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

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 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. **What is the “dynamic teaching model” that will be phased in as part as part of the math program?** Dr. Robert Thomas has designed a comprehensive approach to mathematics instruction that includes instructional methodology. For example, model teachers trained in the methods of automaticity will monitor the teaching of GCHS math teachers, offer suggestions and corrections, and model exemplary strategies with students in the classroom setting.

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 beyond. **What training has occurred that will allow for the immediate implementation of the math model?** GCHS administrators, counselors and math teachers participated in Thomas-led professional development throughout the Spring of 2011 (collaborative work with local districts, curriculum alignment, automaticity, etc.) Dr. Thomas and administrators collaborated with teachers to review all pre-assessment data (EXPLORE, PLAN, KCCT, GPA) in order to assign students to courses specifically designed to meet their needs. As a result of this work, the school modified the master schedule to include transition courses in mathematics for seniors, advanced math courses for freshmen, and college readiness courses for juniors. Final staffing has just concluded for the math department, where the district funded an extra position in order to meet the student’s math needs. In preparation for the transformation process, the principal has realigned staffing to meet the needs of all students.

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. Cost for this program is in-kind through district funds.

Secondary Transition to College Mathematics Courses

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

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
- 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

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

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]

**Is there a plan to measure the math plan's effectiveness?** EKU will facilitate data collection on a monthly basis and will report data analysis quarterly. Interim reports will also be provided through the university both quarterly and annually. Internally, daily data logs of student proficiency in "automaticity" will be maintained by the teacher and student who shall consult with each other on a daily basis to determine individual student plans for gaining proficiency. The staff will analyze MAP (quarterly) and EPAS data to determine the effectiveness of the instructional program. Throughout the process, parents and students will have access to student data through Infinite Campus and will confer with teachers and counselors on at least a quarterly basis to determine individual strategies for students. The district has dedicated substantial effort into providing state of the art facilities and equipment to meet the technological needs of students. Hence, a transition to analyzing student work and performance will be seamless.

\* EKU Math Initiative references and cost justifications are listed in the attachments section of this application.

**Describe the plan/process to continuously use student data (ie: 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.**

Greenup County High School (during PLC's) will use data from state testing, benchmark and interim data from MAP, as well as formative classroom assessments to meet and differentiate the instructional needs of individual students and groups of students. Our instructional programs will be research-based, aligned with the Kentucky Core Academic Standards, and vertically aligned between grade levels. In collaboration with the ER team, PLC's will use "quality tools when working with data and informational analysis" to assist in the review of data and information that is collected through these channels. This process will help address trends, gaps, areas of improvement, areas of needed growth, next steps, and review of instructional issues/curriculum.

At least three times a year, using individual students' growth and achievement data from the MAP tests, we will develop specific instructional strategies in PLC's and make data-

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

driven decisions about school improvement. The baseline established and the continuous monitoring of individual students' development using MAP data will define the inclusion and rate of progress in response to intervention programs/classes (Read Right for reading and transitions courses for math).

Our current evaluation system does not include student growth and achievement as a component. However, the evaluation committee (administrators, media specialists and teachers) is in the process of revising the system with this component being an integral part of a rigorous, transparent and equitable evaluation system for teachers. Student performance data will be the reference used for the development of informal, formal and summative evaluations. As part of the new system, the principal and teacher will create each teacher's individual professional growth plan by using student performance data from informal, formative and summative assessments which are aligned to KCAS.

Identified trends and patterns data from failure, retention, dropout, truancy and graduation rates will be used to determine the impact of teacher performance on the student population and reflected in individual professional growth plans. Also, with the support of and direction of ERS's, teachers will be expected to respond to student assessment data in their classrooms and their professional development will be tied to data analyzed from formative, interim and summative assessments.

**What other sources of student data will be used as part of the SIG plan? How will these other data sources be used?**

Each content area has previously prepared common assessments to be administered at the midterm and final for each nine weeks. The data is analyzed to determine student needs and gaps and overlaps in the curriculum. Classroom assessments and individual learning plans provide specific information to guide student's access to tutoring, ESS, and preferred career paths.

Culture assessments informed the work of the SIG committee and will be administered annually. Non-cognitive data formed the basis of SMART goals and activities related to next generation learners/next generation programs and supports as outlined in the annual goals section of this application.

Data from walkthroughs performed by school and district administrators will be gathered after clear and focused objectives are communicated. This data will inform professional development, growth plans, and the work of the ERS team.

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

As described earlier in the application, the district "jump started" its work by contracting with Kerry Fannin, Shelby County Assistant Superintendent, to demonstrate the process of linking the high school schedule to adopted core curriculum and college readiness goals. After extensive consultation with district staff, Fannin created a master schedule

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

for the high school which aligns with the ECU Math Initiative. The schedule was delivered to the faculty and students through course offering lists. These course offerings were shared with parents via two separate parent workshops (one for freshmen and one for sophomores and juniors) and an e-mail newsletter outlined offerings at each grade level. Currently, GCHS administration is finalizing the master schedule for the 2011-12 school year based on student requests/needs. **Has the schedule been finalized?** The master schedule for the 2011-2012 school year has been finalized – to a degree. Course offerings have been submitted to students. Some courses will evolve to career readiness certification programs, while others will adjust to the changing needs of the students.

**How does it address the school's needs?** The master schedule, designed in collaboration with Mr. Fannin as recommended by KDE, addresses academic root causes by expanding and honoring mathematics instruction, increasing offerings in PL/VS for college/career readiness and providing time for remediation, extension and enrichment.

**How is school extension/increased learning time being addressed for all students during the regular school day?** Learning time has been increased through amendments to the beginning of the school day, the beginning of the class and the reduction of time missed on lunch and interruptions. Individual needs of students for extension or increased time will be identified by frequent data analysis, parent conference and advisor/advisee programs. A tutoring/mentoring program set up through SIG funding will target these individual needs. Students will be expected to complete after school work and participate in during school interventions (Read Right, LL lab, math labs, etc).

There is also an emphasis to increase student involvement through school “clubs”. The school hosted a “club fair” in May to expose students, parents, and community members to opportunities for involvement. Many of these clubs are co-curricular in nature such as Future Business Leaders of America (FBLA), Future Farmers of America (FFA), and some are focused more on student interests. The club fair was covered extensively by local media. Appropriate scheduling for club meeting will be designed by a team designated by the CSAM, and most will be designated during the after school tutoring timeframe.

Summer School at GCHS is offered for four weeks immediately following the completion of the regular school year. This program is available for any GCHS student who has failed a core class (English, Math, Social Studies, or Science) during the regular school year. Students can earn one whole credit or two half credits during the summer session. GCHS ESS funding employs four teachers for this program, which currently utilizes two credit recovery programs, the Jefferson County Curriculum for Mathematics and the PLATO program for Language Arts, Social Studies, and Science.

During the 2009-2010 school year, 90 students initially signed up to attend summer school. However, only 70 students attended the program. Ultimately 58 students successfully completed the program and received credit for the courses they needed. When students who signed up for the summer school program but did not attend were questioned, the lack of transportation to and from the school was the most frequently

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

cited reason. In addition, students who did not successful complete the program had issues with attendance. The program is intensive and requires consistent and regular attendance. Students who miss more than three days are not able to complete the program. Summer school transportation will be provided through SIG funds to: 1) increase student attendance and 2) increase the numbers of students who successfully recover credits and move toward graduation

There will be numerous opportunities for professional growth for the teachers and staff of GCHS. For example, Professional Learning Communities will meet on a weekly basis. There will also be regularly occurring focused professional development opportunities for teachers and staff at GCHS, using the expertise of Education Recovery Specialists. Several PD sessions have already been provided for staff by the Educational Consultant and new Principal (Ms. Sue Davis). Some of the topics covered include:

- Learning targets
- Formative assessment
- CHETL (Characteristics of Highly Effective Teaching and Learning)
- New Common Core Standards

Focused walkthroughs conducted by school and district administration will ensure that knowledge/skills learned from the PLC meetings and PD sessions is being implemented with fidelity. If further assistance is needed for individual teachers as determined by walkthroughs, it will be provided by the principal/ERS/district staff through coaching sessions.

Response to Intervention for academics (reading and mathematics) and student behavior is embedded in classroom instruction, the master schedule, processes and procedures and specific programs. For example, teachers will use MAP data and classroom assessment to identify individual student needs and then provide for interventions in their classrooms. If necessary, students may also be assigned to the Read Right lab or the appropriate math lab or transitions course. RTI for behavior is built into a behavior continuum that employs mentoring, counseling, tutoring, clubs, activities and KCID on one hand and consequences for behavior on the other.

**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.**

**How will family and community supports be involved in the implementation of the SIG model beyond one-way communication?** Since the designation of GCHS as a persistently low achieving school, parents and community members have shown a renewed interest in creating positive outcomes for GCHS students. **Each of the two forums designed to share information regarding PLA status were attended by more than seventy five family and community members, and included Q and A sessions for two way communication. E-mail addresses from these forums have been used to create a direct link to and from the superintendent regarding concerns, questions and input.**

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

Forums will continue throughout the SIG funding cycle, and ad-hoc committees developed from forum participants will provide direct input to school and district leadership on SIG related initiatives.

In addition, a group of prominent concerned citizens created the “Stuart Committee” – named after former GC administrator and author Jesse Stuart – to support the turnaround efforts of the district. In addition to providing input and direction to the SIG process, the committee will receive quarterly reports to provide progress information relating to SIG SMART goals. Members of the Stuart committee - parents, civic groups and political leaders - will be asked to serve in key components of the strategic planning process for Greenup County High School, which will allow for continued, focused involvement in the SIG model and beyond. Strategic planning will begin during the 2011-2012 school year and will solidify school vision, mission, beliefs, objectives and strategies to help make GCHS a next generation school. The process will construct a framework that supports school improvement grant goals and actions, and defines effective partnerships with all stakeholders. The strategic plan will be refined and reviewed over a three year cycle.

Greenup County High School hosts parents and community members (two-way communication opportunities) through quarterly conferences, open houses, Evening with the Arts, concerts, spirit week activities, alumni banquet, and other events. Opportunities for SIG input, information and involvement will be integrated into each of these events. All teachers have websites, communicate with parents via e-mail, and schedule meetings upon request.

**How does this plan align with data from the TELL survey?** Results of the TELL data called for new direction, new leadership, more parent/teacher collaboration, more community involvement, a focus on academics and college/career readiness. SIG SMART goals, as well as supporting programs described specifically and at length throughout this application, address each of these concerns.

School counselors have already designed and implemented a process for communicating scheduling and course offering information to parents and students. High School counselors have offered parent consultation and training through a series of workshops designed for each grade level. Workshops were advertised through the SchoolCast automated calling system and through an e-mail database. Course offerings were shared with parents in the database district-wide to create a continuum of information for parents as their student’s transition between primary, intermediate and secondary schools.

The new SIG funded Coordinator of Student Advocacy and Mentoring (CSAM), with support from the GCHS Youth Service Center and the principal, will create and administer a school-wide plan to engage parents and stakeholders in meaningful involvement and implementation of the SIG model. This plan (a small portion of CSAM responsibilities) will include the following elements:

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

- Communication timelines regarding: open houses, conferences, grading periods and the infinite campus parent portal, individual learning plans, attendance, retention, course offerings, graduation requirements, transition training, parent forums, etc.
- Regularly scheduled volunteer opportunities for parents and community members.
- A mentoring program designed to match successful adults with at-risk students. Mentors will become advocates for the students and their families and provide a link between the family and the school.
- Regular parent workshops regarding academic support, including: ACT prep, study skills, open response questions, state testing expectations, using technology to reinforce classroom learning, etc.
- Monitoring of teacher websites for syllabus and content information, as well as schedule and contact information for parents.
- Home visits for students at-risk of failing or dropping out (through YSC staff).
- Quarterly parent newsletters regarding ECU Math Initiative and Read Right strategies.
- Surveys regarding math and literacy initiatives (twice yearly).

CSAM priorities and duties were designed to directly impact root causes related student life (Section 7, p. 74) as well as indirectly impact literacy and math root causes.

Additional duties of this position include:

- Monitor student attendance related programs
- ~~Oversee Life Long Learning Lab~~
- Establish a focus specifically designed for intellectual character
- Organize a curriculum to teach social character
- Create a community service program
- Oversee the after school tutoring/mentoring program
- **Integrate family and community supports into the implementation of the SIG**

The CSAM position will prove effective by building a system of support that can be duplicated after the sunset of the grant cycle. By establishing a strong student, customer and market focus (Continuous Improvement Performance Level 1) the CSAM will immeasurably impact the school culture at GCHS. The CSAM will also be the point person for measuring SMART goals regarding next generation learners and next generation programs and supports.

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

According to the 2011 District Leadership Assessment Report, district leadership has the capability and capacity to manage the intervention process at Greenup County High School. District leadership is responsible for setting the direction of district processes to support GCHS. District technical assistance and support will include:

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

- Professional Development - assessment literacy; learning targets; deconstruction of standards; curriculum mapping; gap analysis; student self reflection and goal setting; quality assessments, etc.
- Curriculum/Assessment – coordination of state assessment program; MAP consultation and technical assistance; Automaticity consultation.
- Response to Intervention - KCID training and consultation.
- Behavior - intervention and technical support; code of conduct development; policy and procedure guidance.
- Technology – Technical assistance and maintenance; support of a district-wide technology integration specialist.
- Walkthroughs – district administrators will complete walkthroughs weekly and offer feedback to administrators and teachers.
- Communication – the district will provide parent contacts via e-mail newsletters and notes and assist the YSC in implementation of support programs and parent activities.
- Attendance – truancy diversion program; liaison to CSAM; home visits and court referrals; Infinite Campus support.
- Success Academy – the district will provide teachers (2) and paraprofessionals (2), to support credit recovery (PASS); the district will also provide a case manager to support the whole-child approach of the academy.
- Administrative PLC's – Monthly groups including topics relating to leadership; school decision making; data analysis; book studies.
- Transition – student transportation to visit school of transition (ie: 8<sup>th</sup> graders visit GCHS); summer camps and programs.
- Policies/Procedures - revisions to maximize effectiveness of SIG initiatives.
- In-kind financial support including five additional regular teacher slots above the allocation formula.

*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**

The Greenup County School District is choosing not to use school improvement grant funds for permissible activities. [The school leadership audit performed by KDE determined that the the SBDM Council, “does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345”. The school council was allowed to remain in an advisory capacity. The superintendent will take on the decision-making capacity for Greenup County High School, with input and assistance from the principal and the site based decision making council.](#)

**Section 5 - Actions**

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

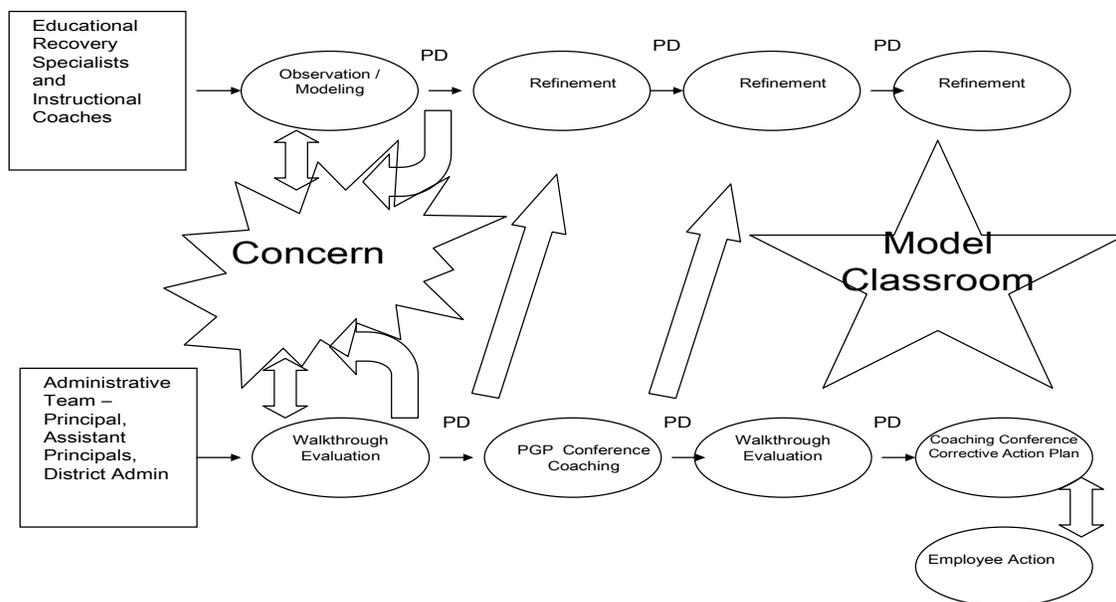
Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

Administrators, district personnel and ERS's will participate in professional development pertaining to effective instruction and what it should look and sound like in high school classrooms. The ERS team will work with district and school staff to design and deploy a professional development model built on SMART goals, root causes and deficiencies in the leadership assessment. The process will be kick-started during Turnaround Training July 11-15, 2011. ERS staff will participate with school leadership and teacher representatives in a five day intensive training led by the Kentucky Leadership Academy. The first 30-day plan will be established during this intensive workshop.

PD will be embedded based on identified gaps. The regular and systematic review of data (as outlined in the timeline and during weekly PLC's) will inform what areas of professional development are critical. Based on these assessments, each session will be tailored to the needs of the school at any given moment (just-in-time professional development) and will be both flexible and agile. The just-in-time professional development will be determined in a fluid manner through observations, walkthroughs, conferences and coaching. One strand will be focused on observation, coaching, modeling and refinement. The other strand will be administrative: walkthroughs for evaluation, coaching/conferencing, professional growth plans, corrective action plans to employee actions:

**GCHS Teacher Growth and Efficacy Process**



For administrators, a rigorous schedule of focused walkthroughs – using an established, effective instrument - will be implemented, led by the principal. The focus of walkthroughs will be two-fold: monitoring the effectiveness of instruction for student learning and monitoring the changes in professional practice in alignment with

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

professional development activities. Professional development topics may include, but are not limited to:

- learning targets
- authentic assessment
- integration of technology
- content vocabulary and prior knowledge
- open response
- literacy
- Read Right
- formative assessment (questioning strategies)

Additional professional development topics will also result from teacher feedback resulting from data analysis during weekly PLC sessions.

Curriculum and instruction will be focused through the implementation of a variety of strategies, including:

- curriculum alignment – vertical and horizontal
- differentiation and interventions
- repertoire of instructional skills
- calendar maps
- instructional tool belts
- graphic organizers

Use of these strategies will be reinforced during weekly PLC's. The principal will ensure that the above strategies are measured through walkthroughs and coaching sessions.

By faithfully adhering to the Greenup County School District evaluation policy, the principal will collaborate with teachers about their professional growth plans at least two times per year (or more often as needed). Teacher unit plans (how often, assessments and student results of summative and formative assessment will serve as documentation of teacher practice.

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

The master schedule process was completely revised in the spring of 2011 for the purpose of linking course offerings to adopted core curriculum and college readiness goals as opposed to current teacher certifications. Kerry Fannin, scheduling consultant, met with district and school representatives to review the current schedule. Mr. Fannin gathered data regarding population per grade level, prior course selections and grade levels for end of course assessments. He then created a schedule based on student needs for the upcoming school year. The assignment of school personnel will be based entirely on student needs as prescribed in a research-based master schedule. For example, the creation and incorporation of a ninth grade "freshmen academy" will require purposeful review of teacher strengths, followed by an assignment to the academy. Reassignment will be considered after review of quarterly data.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

The creation of additional staffing as outlined in other sections of this grant application are focused on improving culture and environment for students and providing a research-based state of the art curriculum.

**Are there specific staff that have been assigned or reassigned to implement the SIG program?** Specific school staff members have been assigned/reassigned to implement the SIG program. A new principal has been hired. Several internal and external transfers and reassignments will enrich the high school program through additional PL/VS classes designed to guide students to college/career readiness. ~~SIG funding also makes it possible to reassign counselors so that one is focused on the needs of 9<sup>th</sup> graders and their families, one is focused on the needs of 12<sup>th</sup> graders and their families, and a third will focus on 10<sup>th</sup> and 11<sup>th</sup> graders.~~ Student and community input, as well as copious amounts of research, prompted this realignment.

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

The primary dedication of existing funds within the allocation of teachers will support the assignment of eight individuals (two teams of teachers) for the Freshman Academy. The Freshmen Academy addresses math and literacy root causes relating to transition.

Professional development funds will be committed to new assessment protocols (measures of academic performance), and teacher responsibilities will adapt to the need for a comprehensive program of student support. The realignment of PD funds will address SMART goals related to math and literacy.

Funding from the Youth Service Center will flow to student activities (ie: community service projects, mentoring programs, transition activities, etc.) These activities will address SMART goals relating to non-cognitive indicators.

**Are there any other funds that will be realigned to help meet the reform goals?** SBDM funds will be allocated for instructional materials related to college readiness courses, ACT prep, and mathematics quality core, and will support SIG SMART goals related to literacy, math and EPAS. Other SBDM funding will support textbook purchases.

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

The recommendation of the Kentucky Department of Education Leadership Audit was to remove decision-making authority from the SBDM council and place the council in an advisory only capacity. With this temporary reduction in authority, and the lack of an acting principal, the council and administration have intentionally delayed the review of policies and practices in a formal manner until later in the school transformation process (by Spring 2012). The district SBDM coordinator will consult with the school council and

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

superintendent to review policies relating to graduation requirements, curriculum, interventions, scheduling, evaluation, code of conduct, etc. to ensure successful implementation of SIG goals and actions. SBDM training for effectiveness will be scheduled through the school principal.

**Have school board and school policies been reviewed to determine that there are none in place that would prohibit successful implementation of the SIG plan?**

Board policies and procedures were reviewed by the director of district-wide programs, in consultation with the superintendent and the district administrative team, in early July, 2011. After the review, the district team determined that there are no policies/procedures in place that will prohibit successful implementation of the SIG plan as presented. New or revised policies and procedures will be presented to the Board of Education for approval at the July, 2011 Board meeting. The director of district-wide programs will then train administrative staff prior to the start of the 2011-2012 school year. District policies necessitating review to remove barriers to implementation relate to: SBDM, curriculum, assessment, school improvement plan, graduation requirements and the code of acceptable behavior and discipline. School council policies have been informally reviewed to ensure compliance with SIG initiatives. A formal review will occur in Spring 2012 as outlined in the preceding paragraph.

**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.**

2010-2011

From the time it was announced that Greenup County High School is a “persistently low achieving school” in Kentucky, district administrators planned for the hiring of a school turnaround specialist to assist the school in preparing for a school 180 design. The fidelity of implementation for any new program or practice became an immediate issue. Therefore, the superintendent contracted consultant Sue A. Davis to assist in the transition to school transformation. At the same time, the district adjusted the high school schedule (linkage) as outlined in the previous section.

Another initiative is the contract with Dr. Robert Thomas from Eastern Kentucky University. Dr. Thomas began coaching math teachers in his theories of automaticity in Spring of 2011. Teachers have begun daily automaticity work to prepare students for the process. Full implementation of practices and assessments will begin in early Fall 2011.

Transition to school transformation also includes mandatory weekly professional development. Topics have included: teacher efficacy; open response questions; quantile score analysis; academic vocabulary; curriculum gap analysis; formative assessment; learning targets, and the “5 Keys to Literacy Assessment”.

Staff members have also participated in the TELL survey and a culture triage survey. This information will be the foundation for creating a cultural shift with faculty and staff at

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

GCHS. Training will be provided in effective strategies for culture improvement (using materials from The Center for School Improvement at Western Kentucky University) during the 2011-2012 school year. Ms. Davis, who has been trained by WKU Center for School Improvement, will infuse the culture strategies into school 30-60-90 plans. The CSAM will monitor the strategies and provide feedback to the principal.

GCHS administration, with consultant assistance, initiated a 15-30-60-90 day plan in late February, 2011. The "15 Day" strategy included a rigorous administration of the ACT. The administrative team met with each junior to discuss PLAN scores, benchmarks and personal goals. The "30 Day" strategy was training in learning targets, scoring guides and open response questions. The "60 Day" strategy was the completion and delivery of a master schedule and course offerings, and the "90 Day" strategy was the completion of the SIG. All plans have been completed.

Other activities included mandatory weekly department meetings, behavior analysis with Lori Dehart from KEDC, incorporating a master calendar for students and staff and the drafting of a proposal for the Freshmen Academy.

2011-2012

In addition to new strategies outlined in previous sections, deficiencies (as crystallized through leadership audits and data analysis) create an urgency to focus efforts expeditiously and effectively. Other supports to create dramatic turnaround in a three-year cycle include:

Additional Staffing (not outlined in previous section)

~~The Read Right coordinator~~ Greenup County staff will create a program for developmental reading transitions for GCHS students who fall three years or more below grade level in the freshman year. ~~The coordinator will train and supervise three tutors in Read Right protocols.~~ In addition, identified staff will:

- Review and analyze student assessment data to determine eligibility of students for the RR program.
- Participate in required professional development in order to be a certified Read Right trainer.
- Coordinate assignment, monitoring and feedback of student progress.
- Develop a procedure for managing materials and equipment.
- Report bi-weekly to administrators about student progress.
- Implement the Read Right Program with fidelity.

Administrators will improve learning opportunities through the provision of instructional leadership. ~~The role of the instructional coach is to advise administrators, teachers and other professionals about effective teaching and learning.~~

~~The Instructional coaches will collaborate closely with the Education Recovery Specialists to plan for and supervise curriculum development and implementation. They~~

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

~~will partner to advise and counsel teachers and administrators on matters pertaining to instruction. Additionally, IC's will:~~

- ~~• Collect, manage and provide preliminary analysis of student achievement data to staff.~~
- ~~• Plan, develop, monitor and evaluate curriculum.~~
- ~~• Model effective instruction in classrooms (job-embedded professional development)~~
- ~~• Coach teachers within a strict protocol of masterful (cognitive) culture.~~
- ~~• Supervise development of instructional guidelines.~~

### Freshmen Academy

High School personnel identified the root causes of absences, failure and retention rates in the ninth grade as substantial barriers to successful transition to high school. Accordingly, a reconfiguration of staff and courses will take place during the 2011-2012 school year in order to constitute a Freshmen Academy. Research-driven decisions will guide the administration in planning staff and facility assignments to accommodate the program. Staff realignment and facility assignments will be administered as an in-kind cost outside of SIG funding. Students will share a common team of teachers from different disciplines. Classes will be located in the same area of the building – somewhat isolated from the rest of the students.

Freshmen Academy mission: The Freshmen Academy will educate all 9<sup>th</sup> grade students, empowering them to succeed academically and personally through planned, supportive, student-centered, team instruction while cultivating a safe and diverse environment.

Goals include: ease and support the transition from 8<sup>th</sup> grade to 9<sup>th</sup> grade; build relationships with students through smaller learning communities; enhance the core curriculum; promote student engagement during the school day and beyond; decrease failures, attendance problems, credit deficits, and discipline referrals.

Measurable objectives include:

- Increase overall end of course scores by 25%.
- Reduce the freshman retention rate by 50%.
- Decrease 9<sup>th</sup> grade discipline referrals by 30%.
- Increase 9<sup>th</sup> grade attendance by 25%.

~~In order to provide the Freshmen Academy with the proper supports for success, SIG funding will be allocated to create the position of a freshmen counselor.~~ The current counseling structure includes one counselor for freshmen and sophomores, and one for juniors and seniors. According to counseling records, 9<sup>th</sup> grade students at GCHS historically demonstrate the greatest needs (ie retention rate). A freshmen-focused approach to counseling needs will reflect:

- Removing barriers to student success, positively impacting the achievement gap.
- Increased equity to school counseling services and interventions, leading to increased enrollment and completion of rigorous course work.

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

- Data analysis of school counseling variables and outcomes for school improvement planning.
- Informed career planning and decision making for all students.

Success Academy (non-SIG funded)

The root causes of behavior incidents, dropout, truancy and retention rates are identified barriers to attaining successful post-secondary outcomes. The Success Academy will provide quality services designed to equip students with the skills necessary for successful re-integration into the regular school population. The Success Academy will consist of two units: a behavior unit and a credit recovery unit.

Educational services in the behavior unit will focus on academic learning, life skills, behavior management and college/career readiness. Even though there are two units, they have each been designed to provide a continuum of services for students and are flexible enough to allow students to move between units if needed. In addition, a strong partnership with state and local agencies will be employed to address the unique needs of each individual. These collaborative partnerships within the community will support the physical and mental health of the students being served.

Factors for admission to both units of the Success Academy may include: excessive disciplinary infractions, at-risk for dropping out, habitual truancy, behind on academic credits, or zero tolerance behaviors. A referral process will be established that includes a pre-referral meeting including a regular education teacher, a Success Academy representative, the student, the student's parent, and other stakeholders as needed (Department of Juvenile Justice, Department for Children and Families, Court Designated Worker, Pathways). The pre-referral meeting is designed to evaluate the student's academic and social/behavioral status. Prior interventions and data (student achievement, attendance, discipline) will be analyzed to determine the student's current status. An individual plan to address learner needs will be developed for each student. The court system may also relegate students to the program.

Although the referral process for both units in the Success Academy is similar, the services that each unit provides students is uniquely suited to serve specific student needs along a continuum of services. Approximately 15-20 high school students may be enrolled in the behavior unit. The Success Academy behavior unit will use a phase system as the framework for implementation. The phase system includes: 1) Orientation; 2) Learning; 3) Progress; 4) Graduation. Each level contains a set of pre-determined criteria relating to responsibilities and privileges. For example, as students experience success in adhering to behavioral and academic expectations, they will be granted greater privileges. Three school goals and one personal goal form the foundation of the system. School goals require the student to be on-task, follow directions and be respectful. The personal goal will be developed at the referral meeting and is based on current status data. Behaviors are taught by incorporating principles of applied behavior management including behavior contracts, proximity, self-monitoring, and prompting and cueing into the learning environment. Upon completion of level 4 (graduation) the student will resume a full schedule at Greenup County High School.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

Up to ten different subjects may be delivered in an instructional period, because instruction will be delivered via video streaming from GCHS. This will allow students to receive instruction from highly qualified staff who maintain the same rigor afforded to all students. SIG funding will allow for 15 cameras to be placed in classrooms at GCHS. This will allow students in the behavior unit to view regular instruction, which takes place in GCHS while residing in a more restrictive environment. Students will have the ability to interact with the regular classroom instructor via email and instant messaging. Because students will “virtually attend” regular classes, they will also be able to seamlessly transition back into the regular student population at GCHS if they are successful in the behavior unit. The certified Success Academy teacher will monitor student progress, provide instruction and tutoring, and provide interventions using a team approach. Any student who has failed a required course may be eligible. Priority for admission will go to fifth-year seniors. Students enrolled in the program may earn up to three additional credits per year.

The credit recovery unit can seat 10 students for any instructional period and provide students the opportunity to earn up to sixty credits over the course of a school year. The credit recovery unit is designed for students who have not experienced disciplinary problems, but are not progressing toward graduation. Placement in the credit recovery unit will be fluid depending on specific student academic needs. The number of students served per year depends upon how quickly each student completes his/her academic requirements. ~~SIG funding will allow the Academy to employ an administrator and one teacher.~~ The director will abide by the established district job description for school-level principal. Non-SIG funding will provide staffing for ~~the credit recovery unit, in addition to a case manager to deliver transition services and monitor academics and attendance~~ for the Success Academy.

Life-Long Learning Lab

~~The root causes of behavior incidents, skipping and truancy rates (p. 74-75) serve as barriers to student success in the classroom. The Life-long learning lab will provide a supervised environment for students whose behavior requires an immediate removal from the regular classroom, but do not qualify for admission to the Success Academy. The lab (3-L) will employ one full-time teacher with the charge to:~~

- ~~● Provide intervention instruction directed toward teaching students how to make appropriate decisions in a variety of settings.~~
- ~~● Provide computer-based instruction in the four academic core classes~~
- ~~● Coordinate student records with appropriate administrators.~~
- ~~● Contact parents with a description of the student’s reason for being assigned to the 3-L.~~
- ~~● Describe the individual plan for short-term study success.~~
- ~~● Coordinate with classroom teachers for appropriate assignments.~~

In addition, the current Truancy Prevention Program will be completely realigned with the assistance of the Stuart Committee chairperson (a retired judge). A planning

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

meeting will be scheduled with the current district judge, Stuart Committee chair, the court designated worker, and the direct of pupil personnel. Persistently truant students will enter the court system in a timelier manner in order to create a basis for action (the judge can only issue a warning on the first appearance). By adding truants to the docket earlier in the process, the judge can issue orders to attend school and follow-up with stronger penalties if the truant appears in court a second time. Stronger penalties may include: mandatory placement in the Success Academy, GED requirements for the parents of the truant student, etc).

Tutoring/Mentoring Program

The tutoring and mentoring portion of our behavior continuum will be modeled after the sophisticated, research-based program implemented at Adlai Stevenson High School (Illinois) by Rick DuFour and his staff. The program is designed to be a multi-layered safety net for all students. Parents, teachers, students, coaches and counselors will work with students to identify academic, behavioral and situational barriers to student success and then provide the support and guidance to overcome them. Aspects of this component will include supportive relationships through after-school tutoring, clubs and mentoring.

The tutoring program will run in collaboration with the current GCHS ESS program. This program has shown to be effective in increasing math and reading scores among participants and in helping students to gain the credits they need to graduate. GCHS currently offers ESS services on Tuesday and Thursday from early September to the end of the school year for one hour each day (3:15-4:15). However, ESS funding is not sufficient enough to provide transportation, which results in many of the students who need the services not being served. SIG funding will primarily cover the costs of busing participants home after tutoring services. Due to the demands of Greenup County's regular school day transportation, tutoring will be extended by 15 minutes each day to allow enough time for buses to finish their regular school day route and return to the high school. This additional cost will be covered by SIG funds.

Students at risk of not successfully completing their high school educations cite their participation in extracurricular activities, such as clubs, as reason for staying in school (The Role of the Fine & Performing Arts in High School Dropout Prevention, *Critical Links: Learning in the Arts and Students Achievement and Social Development*, Washington, DC: AEP, 2006. In their presentations on professional learning communities, Rick and Becky DuFour specifically illustrate the power of an effective and engaging school club and activities component with a video-tape of a student whose curiosity about the fencing team kept him engaged in school. Sustaining a thriving club community has been difficult in the past due to lack of time during the school day and lack of transportation after school. For this reason, we will schedule club meetings on Monday afternoons and provide transportation home for participants. Each teacher will be required to sponsor or co-sponsor one co-curricular club or activity. Community partners such as Greenbo State Park, KY Fish & Wildlife and the Greenup County Extension Office will work in collaboration with teaching staff to offer a variety of activities so as to ensure all student interests are being met.

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

(Section 1003g)

Our mentoring program will target students with identified contributing factors of poor attendance, low academic achievement and/or high incidents of behavior infractions (p. 75). Participants will be recruited through staff recommendation or student or parent request. Students will be partnered with school/district staff as well as community members whose areas of interest or expertise match the students' interests or needs. Non-school employees will undergo state and federal background checks in accordance with district policy as well as a coaching/mentoring training delivered by the principal to be completed before contact with students is initiated. Student and parent input will be solicited, and parents will be thoroughly informed and consulted throughout the mentoring process. Parental approval for participation in the program is required. Mentors may have one student or a small group of students assigned to them depending on student needs, and activities may include, but are not limited to, an introductory breakfast or lunch, college/career prep activities, skills classes, and mini-internships. The Student Life Team designated by the Coordinator of Student Advocacy and Mentoring and the counseling staff will be responsible for determining student/mentor contacts and for monitoring the program (quarterly monitoring report).

Student Life (Next Generation Learners/Supports and Programs) [Continuum of Support:](#)

Level 1 (All Students)	Level 2	Level 3
<ul style="list-style-type: none"> <li>• KCID (school-wide instructional discipline)</li> <li>• Freshmen Academy (9<sup>th</sup> only)</li> <li>• After school clubs</li> <li>• Tutoring/Mentoring Program</li> </ul>	<ul style="list-style-type: none"> <li>• Life-long Learning Lab (RTI intervention)</li> <li>• ESS</li> <li>• Attendance Referral to DPP</li> <li>• Tutoring/Mentoring Program (RTI Intervention)</li> </ul>	<ul style="list-style-type: none"> <li>• Success Academy (RTI intervention)</li> <li>• Revised Truancy Diversion Program</li> <li>• Summer School</li> <li>• Tutoring/Mentoring Program (RTI intervention)</li> </ul>

State Conference Attendance

In order to learn and then implement the latest research in reading and math instruction, education recovery specialists, and 50% of both the math and ELA departments will attend at least one state or national conference in the content areas. As a cadre, they will participate and prepare professional development for GCHS colleagues in the practices most closely to SIG SMART goals as outlined in Section 7. Concurrently, the opportunities for networking and increasing enthusiasm for continuous improvement will motivate high school teachers to more effective and proficient levels of instruction.

**Identify supports, outside the district, (ie, 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.**

Support	Selection	Evaluation Tools
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Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

Kentucky Department of Education (KDE) <ul style="list-style-type: none"> <li>• Susan Allred – Education Recovery Director (ERD)</li> <li>• Tonya May – English/Language Arts</li> <li>• Charles Rutledge - Math</li> </ul>	Assigned staff support through District 180 and KDE	Quarterly Reports On-site visits from ERD
Morehead State University <ul style="list-style-type: none"> <li>• Dr. Kathy Gunn</li> </ul>	Higher Education connection for next generation professionals Dr. Kathy Gunn is a member of the GC SIG planning team	Teacher participation in: Professional Development National Certification Masters in Leadership
Eastern Kentucky University <ul style="list-style-type: none"> <li>• Dr. Robert Thomas</li> </ul>	Expertise in research-based math instructional strategies	Student performance: <ul style="list-style-type: none"> <li>• MAP</li> <li>• State Assessment</li> <li>• End of Course Assessments</li> <li>• EXPLORE/PLAN/ACT</li> </ul>
Kentucky Educational Development Corporation (KEDC) <ul style="list-style-type: none"> <li>• Ann Burns - Leadership</li> <li>• Donetta Trimble – Professional Development</li> </ul>	Guidance relating to: <ul style="list-style-type: none"> <li>• Leadership – culture improvement</li> <li>• PD – MAP, PD 360, leadership, core academic standards, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual audit results (culture)</li> <li>• Teacher observation/evaluation</li> </ul>
Big East Special Education Cooperative <ul style="list-style-type: none"> <li>• Lori Dehart – Behavior</li> <li>• Tammy Wall – Math</li> <li>• Jon Looney – Adaptive Technology</li> </ul>	Direction in: <ul style="list-style-type: none"> <li>• Behavior consultation and training</li> <li>• Math – professional development in instructional strategies</li> <li>• Adaptive technology techniques across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Infinite Campus behavior incidents/office referrals</li> <li>• Assessment results (end of course; ACT, MAP, etc.)</li> <li>• Teacher observations and walk throughs</li> </ul>

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

The district has currently aligned state and federal funding sources to support the implementation of the transformation model at GCHS (as outlined in section 9, page 87 of this application). These funding sources will again be reviewed prior to the sunset of the SIG funding cycle. Upon review, realignment of funding may take place in order to create sustainability for continuation of effective strategies to address established root causes. The following state and federal funds may be realigned to create a sustainable network of support:

- Title I funds will continue to fund implementation of the Framework for Continuous Improvement and may pick up additional funding for district-level instructional coaches. Success of continuous improvement will be measured using the Instrument for Education Recovery Teams in Kentucky. Title I will also pay for the MAP program at the elementary and middle school levels.

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

- IDEA funds may be used to support professional development, reading intervention strategies (Read Right), behavior interventions (KCID training and support), and curriculum to support Success Academy initiatives, and progress monitoring.
- The district will apply for funding for a 21<sup>st</sup> Century Community Learning Center program specific to GCHS (as well as other state and local grant funding).
- General fund monies will continue to support the staffing of the Freshman Academy and credit recovery staffing for the Success Academy. The general fund may also become a source of MAP funding for GCHS.
- Youth Service Center funding will continue to support and expand initiatives that support next generation learners (parent programs, community service projects, mentoring programs, transition activities, etc.).
- Professional Development funds will allow for the continued training in research-based strategies, including the math and literacy initiatives.

The administration at GCHS will report to the Board of Education monthly throughout the grant cycle and cumulative data will be supplied to the Board yearly. Continued funding of SIG initiatives (Read Right, ECU Math Initiative) will rely on proven effectiveness. It is our plan that most of the funded personnel positions from the grant will no longer be required based on embedded systems for continuous improvement as measured by the rubric established for education recovery teams in Kentucky.

Data analysis will continue to drive instructional changes and annual goals through:

- Weekly PLC's to analyze student data, address gaps and monitor progress toward quarterly goals.
- Quarterly data reviews to monitor progress toward meeting annual SMART goals.
- Embedded assessment and professional development in math and literacy (RR; ECU Math Initiative)
- Daily assessment and checks in the Success Academy.

**Section 6 - 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.

The timeline below includes activities designed to successfully implement the school transformation model at Greenup County High School.

When will discipline data be reviewed? Where are parent and community involvement activities beyond advisory council and one-way communication? Revisions are in blue font in the table below.

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

(Section 1003g)

<b>Mo.</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>July</b>	<ul style="list-style-type: none"> <li>• Hiring – <del>Success Academy director and teacher</del>; CSAM; <del>Counselor</del></li> <li>• ERS assignment</li> <li>• Establish and assign staff to Freshmen Academy</li> <li>• PD – Turnaround Training</li> <li>• Begin implementation of communication plan</li> <li>• MSU Initiatives – Share with Staff</li> <li>• Administrator Retreat – training regarding evaluation, coaching, MAP, etc.</li> <li>• Create Aspiring Administrator program (training and opportunities ongoing monthly)</li> <li>• ECU Math PD</li> <li>• Evaluation Training (Tim Crawford)</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator Retreat</li> <li>• Calendar planning for staff development</li> </ul>	<ul style="list-style-type: none"> <li>• PLC’s (weekly)</li> <li>• Administrator Retreat</li> <li>• Calendar planning for staff development</li> </ul>

Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

<b>August</b>	<ul style="list-style-type: none"> <li>• PD – MAP; EKU Math Initiative - ALEKS; Read Right</li> <li>• Begin implementation of EKU Math and Read Right (ongoing)</li> <li>• Re-establish KCID</li> <li>• Begin Freshman Academy</li> <li>• Begin Walkthroughs and coaching sessions (fidelity of SIG implementation/teacher effectiveness)</li> <li>• Open Success Academy</li> <li>• Assign special education advocates</li> <li>• <del>Open Life Long Learning Lab</del></li> <li>• Establish Advisor/Advisee program</li> <li>• Open House (provide individual parent/teacher time for two-way communication)</li> <li>• Freshman/Senior Orientations- provide parent Q&amp;A</li> <li>• Curriculum Alignment for Math and ELA</li> <li>• Develop growth plans</li> <li>• Develop skills curriculum for 3-L</li> <li>• PLC's (weekly)</li> <li>• EKU Math PLC</li> <li>• Monthly report to BOE</li> <li>• Begin SBDM training series (ongoing)</li> <li>• Begin YSC home visits as needed</li> <li>• SIG Community/Parent forum (two-way communication) and establish ad hoc committee timeline</li> <li>• Re-introduce KCID to students and parents (with monthly follow-up)</li> </ul>	<ul style="list-style-type: none"> <li>• PD – Read Right; EKU Math Initiative; etc</li> <li>• Read Right on-site training</li> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Open House (provide individual parent/teacher time for two-way communication)</li> <li>• Freshman/Senior Orientations</li> <li>• Growth Plans</li> <li>• PLC's (weekly)</li> <li>• Read Right</li> <li>• Monthly report to BOE</li> <li>• EKU Math PLC</li> <li>• Reintroduce KCID to students and parents</li> </ul>	<ul style="list-style-type: none"> <li>• PD – Read Right; EKU Math Initiative; etc.</li> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Open House (provide individual parent/teacher time for two-way communication)</li> <li>• Freshman/Senior Orientations</li> <li>• Growth Plans</li> <li>• PLC's (weekly)</li> <li>• Monthly report to BOE</li> <li>• EKU Math PLC</li> <li>• Reintroduce KCID to students and parents</li> </ul>
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Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

<b>September</b>	<ul style="list-style-type: none"> <li>• MAP testing &amp; analysis of MAP data</li> <li>• Establish before and after school student tutoring/mentoring program (ongoing)</li> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Sophomore/Junior Orientation</li> <li>• Culture Improvement Training</li> <li>• PLC's (weekly)</li> <li>• Analyze KCCT results</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Instructional Leadership Training (in-kind)</li> <li>• Monthly report to BOE</li> <li>• ECU Math PLC</li> <li>• Evaluation training (Duane Lambert)</li> <li>• Begin tutoring/mentoring program (through May)</li> </ul>	<ul style="list-style-type: none"> <li>• MAP testing &amp; analysis of MAP data</li> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Sophomore/Junior Orientation</li> <li>• Culture Improvement Review Training</li> <li>• PLC's (weekly)</li> <li>• Analyze end of course assessment data</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Monthly report to BOE</li> <li>• ECU Math PLC</li> <li>• Read Right on-site training</li> <li>• Begin tutoring/mentoring program (through May)</li> </ul>	<ul style="list-style-type: none"> <li>• MAP testing &amp; analysis of MAP data</li> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Sophomore/Junior Orientation</li> <li>• Culture Improvement Review Training</li> <li>• PLC's (weekly)</li> <li>• Analyze end of course assessment data PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Monthly report to BOE</li> <li>• ECU Math PLC</li> <li>• Begin tutoring/mentoring program (through May)</li> </ul>
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Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

<b>October</b>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Open House</li> <li>• Review Growth Plans</li> <li>• PLC's (weekly)</li> <li>• PLAN Assessment</li> <li>• SIG Quarterly Reports</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Report to Stuart Committee for feedback (two-way communication)</li> <li>• Initiate strategic planning process</li> <li>• Monthly report to BOE</li> <li>• Quarterly RR/EKU Math parent newsletters</li> <li>• Begin teacher/staff Spotlight program</li> <li>• EKU Math PLC</li> <li>• Complete yearly culture survey (two-way)</li> <li>• Tutoring/Mentoring Program Data Analysis</li> <li>• Review discipline data and KCID initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Open House</li> <li>• Review Growth Plans</li> <li>• PLC's (weekly)</li> <li>• PLAN Assessment</li> <li>• SIG Quarterly Reports</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Report to Stuart Committee</li> <li>• Review/adjust strategic plan</li> <li>• Monthly report to BOE</li> <li>• Quarterly RR/EKU Math parent newsletters</li> <li>• Spotlight program</li> <li>• EKU Math PLC</li> <li>• Complete yearly culture survey (two-way)</li> <li>• Tutoring/Mentoring Program Data Analysis</li> <li>• Review discipline data and KCID initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Open House</li> <li>• Review Growth Plans</li> <li>• PLC's (weekly)</li> <li>• PLAN Assessment</li> <li>• SIG Quarterly Reports</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Report to Stuart Committee</li> <li>• Review/adjust strategic plan</li> <li>• Monthly report to BOE</li> <li>• Quarterly RR/EKU Math parent newsletters</li> <li>• Spotlight program</li> <li>• EKU Math PLC</li> <li>• Complete yearly culture survey (two-way)</li> <li>• Tutoring/Mentoring Program Data Analysis</li> <li>• Review discipline data and KCID initiative</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• PLC's (weekly)</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Strategic Planning with community input (two-way communication)</li> <li>• Monthly report to BOE</li> <li>• EKU Math PLC</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• PLC's (weekly)</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Monthly report to BOE</li> <li>• EKU Math PLC</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• PLC's (weekly)</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Monthly report to BOE</li> <li>• EKU Math PLC</li> </ul>

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

<b>December</b>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Open House</li> <li>• PLC's (weekly)</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• SIG Quarterly Reports</li> <li>• <a href="#">Report to Stuart Committee for feedback (two-way communication)</a></li> <li>• Strategic Planning</li> <li>• Monthly report to BOE</li> <li>• Quarterly RR/EKU Math parent newsletters</li> <li>• RR/EKU Math Surveys</li> <li>• Spotlight program</li> <li>• Mid-year Success Academy program assessment and report to BOE</li> <li>• EKU Math PLC</li> <li>• Tutoring/Mentoring Program Data Analysis</li> <li>• <a href="#">Review discipline data and KCID initiative</a></li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Open House</li> <li>• PLC's (weekly)</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• SIG Quarterly Reports</li> <li>• <a href="#">Report to Stuart Committee for feedback (two-way communication)</a></li> <li>• Monthly report to BOE</li> <li>• Quarterly RR/EKU Math parent newsletters</li> <li>• RR/EKU Math Surveys</li> <li>• Spotlight program</li> <li>• Mid-year Success Academy program assessment and report to BOE</li> <li>• EKU Math PLC</li> <li>• Tutoring/Mentoring Program Data Analysis</li> <li>• <a href="#">Review discipline data and KCID initiative</a></li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Open House</li> <li>• PLC's (weekly)</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• SIG Quarterly Reports</li> <li>• <a href="#">Report to Stuart Committee for feedback (two-way communication)</a></li> <li>• Monthly report to BOE</li> <li>• Quarterly RR/EKU Math parent newsletters</li> <li>• RR/EKU Math Surveys</li> <li>• Spotlight program</li> <li>• Mid-year Success Academy program assessment and report to BOE</li> <li>• EKU Math PLC</li> <li>• Tutoring/Mentoring Program Data Analysis</li> <li>• <a href="#">Review discipline data and KCID initiative</a></li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• MAP testing &amp; analysis of MAP data</li> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Curriculum Alignment for Science</li> <li>• PLC's (weekly)</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Monthly report to BOE</li> <li>• EKU Math PLC</li> </ul>	<ul style="list-style-type: none"> <li>• MAP testing &amp; analysis of MAP data</li> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• PLC's (weekly)</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Monthly report to BOE</li> <li>• EKU Math PLC</li> </ul>	<ul style="list-style-type: none"> <li>• MAP testing &amp; analysis of MAP data</li> <li>• PLC's (weekly)</li> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Monthly report to BOE</li> <li>• EKU Math PLC</li> </ul>

Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

<b>February</b>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• PLC's (weekly)</li> <li>• Review Growth Plans</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Monthly report to BOE</li> <li>• EKU Math PLC</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Review Growth Plans</li> <li>• PLC's (weekly)</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Monthly report to BOE</li> <li>• EKU Math PLC</li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Review Growth Plans</li> <li>• PLC's (weekly)</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• Monthly report to BOE</li> <li>• EKU Math PLC</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• SBDM Council Policy Reviews</li> <li>• Evaluations</li> <li>• PLC's (weekly)</li> <li>• ACT assessment</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• SIG Quarterly Reports</li> <li>• <a href="#">Report to Stuart Committee for feedback (two-way communication)</a></li> <li>• Monthly report to BOE</li> <li>• Quarterly RR/EKU Math parent newsletters</li> <li>• Spotlight program</li> <li>• EKU Math PLC</li> <li>• Tutoring/Mentoring Program Data Analysis</li> <li>• <a href="#">Review discipline data and KCID initiative</a></li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Evaluations</li> <li>• PLC's (weekly)</li> <li>• ACT assessment</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• SIG Quarterly Reports</li> <li>• <a href="#">Report to Stuart Committee for feedback (two-way communication)</a></li> <li>• Monthly report to BOE</li> <li>• Quarterly RR/EKU Math parent newsletters</li> <li>• Spotlight program</li> <li>• EKU Math PLC</li> <li>• Tutoring/Mentoring Program Data Analysis</li> <li>• <a href="#">Review discipline data and KCID initiative</a></li> </ul>	<ul style="list-style-type: none"> <li>• Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>• Evaluations</li> <li>• PLC's (weekly)</li> <li>• ACT assessment</li> <li>• PD as defined by needs assessments (ERS; IC; Principal)</li> <li>• SIG Quarterly Reports</li> <li>• <a href="#">Report to Stuart Committee for feedback (two-way communication)</a></li> <li>• Monthly report to BOE</li> <li>• Quarterly RR/EKU Math parent newsletters</li> <li>• Spotlight program</li> <li>• EKU Math PLC</li> <li>• Tutoring/Mentoring Program Data Analysis</li> <li>• <a href="#">Review discipline data and KCID initiative</a></li> </ul>

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

<b>April</b>	<ul style="list-style-type: none"> <li>Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>SBDM Council Policy Reviews</li> <li>Open House (provide individual parent/teacher time for two-way communication)</li> <li>PLC's (weekly)</li> <li>PD as defined by needs assessments (ERS; IC; Principal)</li> <li>Monthly report to BOE</li> <li>EKU Math PLC</li> </ul>	<ul style="list-style-type: none"> <li>Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>Open House (provide individual parent/teacher time for two-way communication)</li> <li>PLC's (weekly)</li> <li>PD as defined by needs assessments (ERS; IC; Principal)</li> <li>Monthly report to BOE</li> <li>EKU Math PLC</li> </ul>	<ul style="list-style-type: none"> <li>Walkthroughs and coaching sessions (fidelity of SIG implementation /teacher effectiveness)</li> <li>Open House (provide individual parent/teacher time for two-way communication)</li> <li>PLC's (weekly)</li> <li>PD as defined by needs assessments (ERS; IC; Principal)</li> <li>Monthly report to BOE</li> <li>EKU Math PLC</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>MAP testing &amp; analysis of MAP data</li> <li>Freshman Orientation</li> <li>End of Course Assessments</li> <li>SBDM Council Policy Reviews</li> <li>Review Growth Plans</li> <li>PLC's (weekly)</li> <li>PD as defined by needs assessments (ERS; IC; Principal)</li> <li>EKU Math PLC</li> <li>Monthly report to BOE</li> </ul>	<ul style="list-style-type: none"> <li>MAP testing &amp; analysis of MAP data</li> <li>End of Course Assessments</li> <li>Review Growth Plans</li> <li>PLC's (weekly) PD as defined by needs assessments (ERS; IC; Principal)</li> <li>Monthly report to BOE</li> <li>EKU Math PLC</li> </ul>	<ul style="list-style-type: none"> <li>MAP testing &amp; analysis of MAP data</li> <li>End of course assessments</li> <li>Review Growth Plans</li> <li>PLC's (weekly)</li> <li>PD as defined by needs assessments (ERS; IC; Principal)</li> <li>Monthly report to BOE</li> <li>EKU Math PLC</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>SIG Quarterly Reports</li> <li>Summer School</li> <li>Quarterly RR/EKU Math parent newsletters</li> <li>RR/EKU Math Surveys</li> <li>Spotlight program</li> <li>End of Year Success Academy program assessment and report to BOE</li> <li>Final EKU Math initiative report</li> <li>Tutoring/Mentoring Program Data Analysis</li> <li>Review discipline data and KCID initiative Report to Stuart Committee for feedback (two-way communication)</li> </ul>	<ul style="list-style-type: none"> <li>SIG Quarterly Reports</li> <li>SIG Community/Parent Forum</li> <li>Summer School</li> <li>Quarterly RR/EKU Math parent newsletters</li> <li>RR/EKU Math Surveys</li> <li>Spotlight program End of Year Success Academy program assessment and report to BOE</li> <li>Final EKU Math initiative report</li> <li>Tutoring/Mentoring Program Data Analysis</li> <li>Review discipline data and KCID initiative</li> <li>Report to Stuart Committee for feedback (two-way communication)</li> </ul>	<ul style="list-style-type: none"> <li>SIG Quarterly Reports</li> <li>SIG Community/Parent Forum</li> <li>Summer School</li> <li>Quarterly RR/EKU Math parent newsletters</li> <li>RR/EKU Math Surveys</li> <li>Spotlight program</li> <li>End of Year Success Academy program assessment and report to BOE</li> <li>Final EKU Math initiative report</li> <li>Tutoring/Mentoring Program Data Analysis</li> <li>Review discipline data and KCID initiative</li> <li>Report to Stuart Committee for feedback (two-way communication)</li> </ul>

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

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

(Section 1003g)

**Section 7 - Annual Goals**

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

Purpose: Greenup County High School will bring students beyond compliance with state and national standards in the core subject areas of literacy and math within the three-year cycle of SIG funding.				
SMART Goals		2011-2012	2012-2013	2013-2014
<b>Literacy Goals</b>  What is literacy and math baseline data for 9 <sup>th</sup> & 12 <sup>th</sup> ? (MAP is a new program. Baseline data for proficiency will be created in the first quarter of 2011-2012. This new data will be the basis for progress in subsequent years.)	9 <sup>th</sup>	By June 2012, 50% of freshmen will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments. (create baseline data)	By June 2013, 75% of freshmen will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.	By June 2014, 100% of freshmen will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.
	10 <sup>th</sup>	By June 2012, sophomore students meeting the benchmark for literacy on the PLAN assessment will increase from 46.5% to 48.5%.	By June 2013, sophomore students meeting the benchmark for literacy on the PLAN assessment will increase from 48.5% to 50.5%.	By June 2014, sophomore students meeting the benchmark for literacy on the PLAN assessment will increase from 50.5% to 52.5% (above 2010 state average)
	11 <sup>th</sup>	By June 2012, juniors meeting the benchmark for literacy on the ACT assessment will increase from 26.0% (2010) to 29%.	By June 2013, juniors meeting the benchmark for literacy on the ACT assessment will increase from 29% to 32%.	By June 2014, juniors meeting the benchmark for literacy on the ACT assessment will increase from 32% to 35%. (above 2010 state average)
	12 <sup>th</sup>	By June 2012, 50% of seniors will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments. (create baseline data)	By June 2013, 75% of seniors will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.	By June 2014, 100% of seniors will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.
<b>Mathematics Goals</b>  Note: (MAP is a new program. Baseline data for proficiency	9 <sup>th</sup>	By June 2012, 50% of freshmen will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments. (create baseline data)	By June 2013, 75% of freshmen will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments.	By June 2014, 100% of freshmen will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments.
	10 <sup>th</sup>	By June 2012, sophomore students meeting the benchmark for PLAN assessment in math will increase from	By June 2013, sophomore students meeting the benchmark for math PLAN assessment will increase from	By June 2014, sophomore students meeting the benchmark for math PLAN assessment will increase

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

(Section 1003g)

<p>will be created in the first quarter of 2011-2012. This new data will be the basis for progress subsequent years.)</p>		22.7% to 24.7%.	24.7% to 26.7%.	from 26.7% to 28.7% (above 2010 state average)
	11 <sup>th</sup>	By June 2012, juniors meeting the benchmark for math on the ACT assessment will increase from 14.9% (2010) to 17.9%.	By June 2013, juniors meeting the benchmark for math on the ACT assessment will increase from 17.9% to 20.9%.	By June 2014, juniors meeting the benchmark for math on the ACT assessment will increase from 20.9% to 23.9%. (above state average)
	12 <sup>th</sup>	By June 2012, 50% of seniors will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments. (create baseline data)	By June 2013, 75% of seniors will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments.	By June 2014, 100% of seniors will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments.

Math and Literacy SMART Goals will address root causes outlined in Section 1 through identified research-based actions:

Literacy Specific Root Causes	How Addressed in Grant
<p>In 2010, the percentage of students performing below proficiency in reading was 61.70%, and scores over a two year period indicate a significant drop in those performing at proficient or distinguished levels.</p> <p>The percentage of students scoring at the Novice level has increased from 5.74% in 2006 to 12.76% in 2010.</p>	<ul style="list-style-type: none"> <li>• ERS</li> <li>• Read Right</li> <li>• MAP</li> <li>• Tutoring/Mentoring</li> </ul>
<p>According to KCCT Gap to Goal Comparison, the gap between disability/no disability is 33.4.</p>	<ul style="list-style-type: none"> <li>• ERS</li> <li>• ECU Math Initiative</li> <li>• MAP</li> <li>• Sp. Ed Advocates</li> </ul>

Math Specific Root Causes	How Addressed in Grant
<p>The school has not met AYP in math for any subgroup since 2005.</p> <p>According to 2009-2010 IPR, the percentage of students performing below proficiency in math was 70.05%</p>	<ul style="list-style-type: none"> <li>• ERS</li> <li>• ECU Math Initiative</li> <li>• MAP</li> <li>• Success Academy</li> </ul>
<p>According to the 2009-2010 KCCT Gap to Goal Comparison, the gap between disability/no disability was 29.38. No students with IEP achieved proficient or distinguished in math.</p>	<ul style="list-style-type: none"> <li>• ERS</li> <li>• ECU Math Initiative</li> <li>• MAP</li> </ul>
<p>The percentage of students not meeting state standards increases once students enter high school.</p>	<ul style="list-style-type: none"> <li>• Freshmen Academy</li> </ul>

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

(Section 1003g)

Other Academic Root Causes	How Addressed in Grant
<p>According to 2009-2010 KDE College and Career Readiness data (students meeting ACT benchmarks), only 26% of GCHS juniors are ready to enter college or the workforce. Only 37.5% meet the ACT benchmark in English; 26% in reading; and 14.9% in math.</p> <p>According to 2010-2011 PLAN data, only 34% of GCHS sophomores are prepared to make informed decisions about course options leading to college or career readiness.</p>	<ul style="list-style-type: none"> <li>• ERS</li> <li>• ECU Math Initiative</li> <li>• Read Right</li> <li>• MAP</li> </ul>
<p>Assessment data does not guide instruction, is not used to identify student needs or analyzed to reveal curriculum gaps.</p>	<ul style="list-style-type: none"> <li>• PLC's/PD</li> <li>• ERS</li> </ul>
<p>In NCLB data reviews, the Adequate Yearly Progress in the gateway skills of reading and math fall below 50% of the annual measurable objective</p>	<ul style="list-style-type: none"> <li>• ERS</li> <li>• Read Right</li> <li>• ECU Math Initiative</li> <li>• MAP</li> </ul>
Leadership Audit Data/Root Causes	How Addressed in Grant
<p>Only 35% of teachers identified the content from the Program of Studies/Kentucky Core Content for Assessment in their lesson plans.</p> <p>Only 35% of teachers utilized activities that were aligned with current Program of Studies/Kentucky Core Content for Assessment.</p> <p>Instruction for literacy and mathematics follows textbooks rather than an adopted curriculum.</p>	<ul style="list-style-type: none"> <li>• Teacher Evaluation (marginal program and teacher mentors)</li> <li>• Professional Learning Communities</li> <li>• Professional Development</li> <li>• College Partnerships</li> <li>• School Transformation Training</li> </ul>
<p>Only 24% of teachers demonstrated high expectations for students.</p>	<ul style="list-style-type: none"> <li>• ERS</li> <li>• Teacher Evaluation</li> <li>• Professional Development</li> </ul>
<p>Only 24% of teachers used effective questioning techniques.</p>	<ul style="list-style-type: none"> <li>• ERS</li> <li>• Teacher Evaluation</li> <li>• Professional Development</li> </ul>
<p>The principal and council have not established and implemented a process for identifying professional development needs</p>	<ul style="list-style-type: none"> <li>• College Partnerships</li> <li>• ERS</li> <li>• PLC's</li> <li>• Professional Development (turnaround)</li> </ul>

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

(Section 1003g)

Purpose: Greenup County High School will improve non-cognitive indicators of success by supplementing support for key academic benchmarks and reinforcing positive whole-child development.			
SMART Goals	2011-2012	2012-2013	2013-2014
Next Generation Learners/Next Generation Programs and Supports	By June 2012, the GCHS student population will improve the attendance rate from a baseline of 89.3% to 90.9%.	By June 2013, the GCHS student population will improve the attendance rate from of 90.9% to 92.5%.	By June 2014, The GCHS student population will improve the attendance rate from of 92.5% to 94.2% (2010 state average).
	By June 2012, the number of students with behavior incidents as recorded in the annual safe schools data report for GCHS will decrease by 20%. (2010 baseline: 246 - duplicated count)	By June 2013, the number of students with behavior incidents as recorded in the annual safe schools data report for GCHS will decrease by 20% (from the 2012 count).	By June 2014, the number of students with behavior incidents as recorded in the annual safe schools data report for GCHS will decrease by 20% (from the 2013 count).
	By June 2012, the GCHS retention rate for all students will decrease from 8.5 % to 6.6%.	By June 2013, the GCHS retention rate for all students will decrease from 6.6 % to 4.7%.	By June 2014, the GCHS retention rate for all students will decrease from 4.7% to 2.8% (2010 state average).
	By June 2012, the GCHS graduation rate for all students will increase from 85.5 % to 87.5%.	By June 2013, the GCHS graduation rate for all students will increase from to 87.5% to 89.5%.	By June 2014, the GCHS graduation rate for all students will increase from to 89.5% to 91.5%.
	By June 2012, at least 50% of parents, students and staff will reflect positive attitudes and perceptions for the culture of GCHS as measured by an annual culture survey.	By June 2013, at least 70% of parents, students and staff will reflect positive attitudes and perceptions for the culture of GCHS as measured by an annual culture survey.	By June 2014, at least 90% of parents, students and staff will reflect positive attitudes and perceptions for the culture of GCHS as measured by an annual culture survey.

\*Next Generation Learners/Next Generation Programs and Supports SMART goals are measure annually, but not quarterly. Assessment reports for these actions are only available on a yearly basis.

Student Life (next generation learners/next generation programs and supports) SMART Goals will address root causes through identified research-based actions:

Non-Cognitive Data	How Addressed in Grant
There was a total of 793 students (duplicated count) with infractions for attendance related (both skipping and truancy) issues. There were 1,834 attendance related events. At Greenup County High School, non-cognitive data indicates that poor student attendance inhibits learning.  The Leadership Audit reflected that the principal does not ensure interactive communication regarding student absenteeism between district and school staff.	<ul style="list-style-type: none"> <li>• CSAM</li> <li>• Attendance Incentive Program</li> <li>• Tutoring/Mentoring Program</li> <li>• Success Academy</li> <li>• <del>Life Long Learning Program</del></li> <li>• Safety Net Continuum</li> </ul>
According to the KDE Office of Assessment and Accountability, the retention rate at	<ul style="list-style-type: none"> <li>• Success Academy</li> </ul>

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

(Section 1003g)

GCHS has almost doubled over the past three years, from 4.35% in 2006 to 8.53% in 2009.	<ul style="list-style-type: none"> <li>• ERS</li> <li>• CSAM</li> <li>• Freshmen Academy</li> <li>• Tutoring/Mentoring</li> </ul>
GCHS dropout and graduation rates have been virtually static over the past four years.	<ul style="list-style-type: none"> <li>• ERS</li> <li>• CSAM</li> <li>• Success Academy</li> <li>• Tutoring/Mentoring (transportation)</li> </ul>
Our most at-risk students are at a clear disadvantage due to lack of access to established support programs	<ul style="list-style-type: none"> <li>• Tutoring/Mentoring (transportation)</li> <li>• <del>Life Long Learning Lab</del></li> </ul>
According to the 2011 culture triage, only 10.3% believe that GCHS often reflects a true "sense" of community. 62% believe that members of the school community rarely or never seek to define the problems/issues rather than blame others.  According to the TELL survey, 90% disagree that there is an atmosphere of trust and mutual respect in the school.	<ul style="list-style-type: none"> <li>• CSAM</li> <li>• Culture Improvement Training</li> </ul>
According to the 2011 culture triage, 64% spend either no planning time or less than 1 hour of planning time during the school day.	<ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• Walkthroughs/Teacher Evaluation</li> <li>• Scheduling</li> </ul>
83% disagree that students at GCHS follow the rules of conduct. 70% disagree that teachers consistently enforce rules of student conduct.	<ul style="list-style-type: none"> <li>• KCID</li> <li>• Success Academy</li> <li>• CSAM</li> <li>• Tutoring/Mentoring</li> <li>• <del>LLL</del></li> </ul>
According to the 2011 TELL survey, 83% disagree that they are recognized as educational experts. 83% also feel that they have either no role or a very small role in improvement planning.	<ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• Book Studies/Professional Library</li> </ul>
According to the 2011 TELL survey, 92% disagree that the community they serve is supportive of GCHS.	<ul style="list-style-type: none"> <li>• Stuart Committee</li> <li>• Tutoring/Mentoring</li> <li>• CSAM</li> <li>• Parent Involvement/Communication Program</li> </ul>

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

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.

2011-2012 SMART Goals		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals MAP data will provide indicators for achievement on the PLAN (10 <sup>th</sup> grade) and the ACT (11 <sup>th</sup> grade) as outlined in yearly goals)	9 <sup>th</sup> 10 <sup>th</sup> 11 <sup>th</sup> 12 <sup>th</sup>  *Each grade level shares the same goals	By the end of the first quarter, at least 12.5% of GCHS students in each grade level will achieve at a proficient level in reading/ language usage on the MAP assessment as determined by cut scores associated with state and national assessments. (MAP baseline data for proficiency will be created in the first quarter. This data will be the basis for subsequent years.)	By the end of the second quarter, at least 25% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 37.5% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 50% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 <sup>th</sup> ) and ACT (11 <sup>th</sup> )
Quarterly Math Goals	9 <sup>th</sup> 10 <sup>th</sup> 11 <sup>th</sup> 12 <sup>th</sup>	By the end of the first quarter, at least 12.5% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments. (baseline data)	By the end of the second quarter, at least 25% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 37.5% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 50% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 <sup>th</sup> ) and ACT (11 <sup>th</sup> )

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

(Section 1003g)

<b>2012-2013 SMART Goals</b>		<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
Quarterly Literacy Goals	9 <sup>th</sup>	By the end of the first quarter, at least 56.25% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments. (baseline data)	By the end of the second quarter, at least 62.5% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 68.75% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 75% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 <sup>th</sup> ) and ACT (11 <sup>th</sup> )
	10 <sup>th</sup> 11 <sup>th</sup> 12 <sup>th</sup>				
Quarterly Math Goals	9 <sup>th</sup>	By the end of the first quarter, at least 56.25% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments. (baseline data)	By the end of the second quarter, at least 62.5% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 68.75% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 75% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 <sup>th</sup> ) and ACT (11 <sup>th</sup> )
	10 <sup>th</sup> 11 <sup>th</sup> 12 <sup>th</sup>				

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

(Section 1003g)

<b>2012-2013 SMART Goals</b>		<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
Quarterly Literacy Goals	9 <sup>th</sup>	By the end of the first quarter, at least 81.25% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments. (baseline data)	By the end of the second quarter, at least 87.5% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 93.75% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, 100% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 <sup>th</sup> ) and ACT (11 <sup>th</sup> )
	10 <sup>th</sup> 11 <sup>th</sup> 12 <sup>th</sup>				
Quarterly Math Goals	9 <sup>th</sup>	By the end of the first quarter, at least 81.25% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments. (baseline data)	By the end of the second quarter, at least 87.5% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 93.75% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, 100% of GCHS students in each grade level will achieve at a proficient level in mathematics on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 <sup>th</sup> ) and ACT (11 <sup>th</sup> )
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Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

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

Fidelity of implementation will be reviewed regularly as outlined in Section 6. The district will address lack of progress pertaining to annual and quarterly SMART goals via the following steps:

Weekly PLC's will address gaps by:

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

Principals and district administrators will:

- Conduct walk throughs, interviews and informal perception surveys
- Conduct embedded professional development and follow-through pertaining to identified gaps and barriers to success
- Initiate purposeful coaching, mentoring and modeling of lessons.

If progress continues to be impeded, the administration will go back to the research by reviewing fidelity of initiatives from the beginning of implementation. If fidelity is intact, but progress continues to stall, the principal (with ERS support and input) will address corrective measures.

**Are there specific steps in place? How will you know if progress is being made quarterly? What corrective measures are being considered?**

After MAP scores inform our baseline data, teachers and staff will analyze RIT scores for individual students in each content area (three times per year). As MAP is correlated with EPAS, the individual student score will indicate specific learning needs and curriculum targets. The ERS team will lead the faculty and staff in analysis of data to determine next steps. Corrective measures include ESS, ~~LLL~~lab, tutoring/mentoring program, and the Success Academy. Where indicated, individual intervention and remediation plans will be recommended. Also, where indicated, students will receive opportunities to extend and or expand their learning through advanced and honors courses.

### **Section 8 - 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.**

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

Upon learning that Greenup County High School had been designated as “persistently low-achieving”, district leadership proactively conducted the following activities:

- Met with existing SIG recipients on several occasions in an effort to gain insights about the process for the Leadership Assessments and the four turnaround models.
- Conducted independent research into House Bill 176, and the corresponding Statutes (703 KAR 5:180 and KRS 160.346)
- Met with personnel from the Kentucky Department of Education to learn about the four turnaround models
- Met with school leadership, school faculty and staff, including the SBDM Council to discuss the four turnaround models and the process to be utilized during the Leadership Assessments
- Conducted a public forum on November 16<sup>th</sup> in order to provide stakeholders with information on how GCHS came to be identified as “persistently low achieving”, to provide information about the four turnaround models, to provide information on the procedures and process for the upcoming Leadership Assessments to be conducted by personnel from the Kentucky Department of Education, and to inform the public on what was already being done to address issues at GCHS

Following the Leadership Assessments conducted in January 2011 by personnel from the Kentucky Department of Education, district leadership:

- Met with the principal and informed him that the School Leadership Assessment found that he did “not have the capability and capacity to continue his roles and responsibilities established in KRS 160.345”
- Met with the School Council to deliver the school Leadership Assessment, informed the Council that the Assessment recommended that it remain in an advisory capacity, and to seek input into which turnaround model would be most appropriate for GCHS
- Met with the school faculty and staff and shared the Leadership Assessment recommendations concerning the principal and Council, and to seek input into which turnaround model would be most appropriate for GCHS
- Hosted a public forum on February 15<sup>th</sup> to inform the public about the findings of the Leadership Assessment, to further inform the public about what interventions the district had already undertaken to address student achievement issues at GCHS, and to seek input into which turnaround model would be most appropriate for GCHS
- Provided and reviewed the School and District Leadership Assessment Reports to the Board of Education
- Hired a turnaround specialist for the 2010-2011 school year
- Advertised, and eventually hired someone for the principal’s position

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

- Reviewed the four turnaround models with the Board of Education
- Met with the “Stuart Committee” (a group of concerned citizens), and share the Leadership Assessment findings, as well as the four turnaround models and a draft of this (SIG) document.

**How will all parent and community members be involved in SIG implementation and activities beyond the advisory council and beyond one-way communication?**

Stakeholder involvement will continue to be a key component of the SIG process as outlined in Section 4 as well as the timeline section of the application (Stuart Committee input; public forums; ad hoc committees; community team members in the strategic planning process; open houses; parent/teacher conferences, home visits, culture surveys, mentoring etc).

After gathering input from stakeholder groups on several different occasions, district leadership and the Board of Education chose the transformation model because it best fit the needs of the district. The transformation model contains several components that meet specific needs in the school and district. Specifically, the transformation model contains:

- Implementation of a rigorous, transparent and equitable evaluation system for teachers that takes data on student growth into account
- Identification and reward school leaders, teachers, and other staff who have increased student achievement and graduation rates
- Conducting ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program
- Implementing strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students
- Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards, and promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students
- Increasing learning time and establish schedules and strategies that provide increased learning time, and provide ongoing mechanisms for family and community engagement

**Section 9 - School Budget Narrative**

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

The district SIG team analyzed data from KY Interim Performance Reports, NCLB APR Reports, Leadership Assessments, walkthrough information, Infinite Campus, surveys (TELL, culture triage), and other data to create a structured approach aligned to the

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

Kentucky Accountability Model for school improvement. The main areas identified for improvement resources and strategies include:

1. Leadership (Next Generation Schools and Districts) (Transformation Required activities 1,2,3,4,5,6,7,9)
2. Student Life (Next Generation Learners/ Next Generation Programs and Supports) (Transformation Required Activities 6,7,8)
3. Teaching and Learning (Next Generation Professionals) (2,3,4,5,6,7,9)

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

<b>FY 2011-2012</b>	
<b>Code</b>	<b>Related Budget Narrative</b>
110	<b>Two (2) ERS positions – 240 days, plus 15% stipend @ \$150,000 ea. = \$300,000</b>
	<del>Two (2) Instructional Coaches—185 days—based on Rank 2, 20 yrs. @ \$49,622 ea. = \$99, 224</del>
	<del>One (1) High School Counselor—185 days—based on Rank 1, 20 yrs. = \$51,183 (p.58) This position is necessary and reasonable due to the expectation that each student will have more than one adult advocate who takes responsibility for their learning. This position will directly impact root causes as related to SMART goals for next generation learners/next generation programs and supports and outlined on page 79.</del>
	<b>One (1) CSAM – 185 days – based on Rank 2, 10 yrs. = \$45,727 (p.51)</b>
	One (1) RR Certified Teacher – 185 days – based on Rank 2, 10 yrs. = \$45,727 (p.57)
	One LLL Certified Teacher – 185 days – based on Rank 2, 10 yrs. = \$45,727 (p.60)
	One (1) Success Academy Director – 185 days – based on Rank 1, 17 yrs. = \$51,973 (p.60)
	One (1) Success Academy Teacher – 185 days – based on Rank 2, 10 yrs. = \$45,727 (p.60)
111	Three (3) Read Right Tutors (Retired Teachers) – 100 days @ \$150/day = \$45,000 (p.42)
	<del>Two (2) Instructional Coaches—10 days = \$5,365</del>
	One (1) High School Counselor – 28 days = \$7,747
	One (1) CSAM – 10 days + \$2,472
112	One (1) Success Academy Director – 30 days = \$8,428
	One (1) Success Academy Director stipend (extended days + extra service) = \$8,893.
113	Professional Development Stipends for extended hours beyond PD requirements (curriculum, assessment, and instructional mapping) 12 hours x 25 staff @ \$25/hr = <b>\$7,500</b> (p.54)
	Tutoring/Mentoring Program Staffing Total Cost: <b>\$31,650</b> (p.60) T/TR Staffing Costs: <ul style="list-style-type: none"> <li>• \$12,900 from SIG funding ( 12 staff members/day x 1.25 hours/day x \$25/hour x 60 sessions/year = *\$22,500 - \$9,600 paid through ESS based on next year's estimated allotment)</li> </ul> Monday Costs for Staff: <ul style="list-style-type: none"> <li>• 20 staff members/day x 1.25 hours/day x \$25/hour x 30 sessions/year = \$18,750</li> </ul>
120	Certified Substitutes –for state conferences in content areas – \$87/day @ 10 days = \$870 (p.62)
222	Medicare benefits calculated by adding codes 110, 111, 112, 113, 120 and multiplying by 1.45% = <b>\$5,593</b>
231	KTRS benefits calculated by adding codes 110, 111, 112, 113, 120 and multiplying by 14.605% = <b>\$56,339</b>

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

294	Health Insurance calculated at \$6,000 per employee if no other health insurance benefits - <b>\$18,000</b>
295	Life insurance benefits calculated at \$27 per employee = <b>\$81</b>
296	State administrative fee calculated at \$5 per employee = <b>\$15</b>
299	<p>Incentives for staff who reach goals to raise student achievement total: <b>\$21,050</b> (p. 36):  National Board Certification Total - \$1,550</p> <ul style="list-style-type: none"> <li>• <b>Mentoring fee – 2 x \$100 = \$200</b></li> <li>• <b>25% of remaining cost of certification – 2 x \$675 = \$1,350</b></li> </ul> <p>Teacher Leader Masters Program Total - \$18,000</p> <ul style="list-style-type: none"> <li>• <b>Graduate level courses – 5 x 12 x \$300 = \$18,000</b></li> </ul> <p>Accreditation for Advanced Placement</p> <ul style="list-style-type: none"> <li>• <b>3 x \$500 = \$1,500</b></li> </ul> <p>Spotlight Program incentives (t-shirts, bags, flash drives, classroom supplies, etc.) – 4 times/year x 45 staff x \$20 = <b>\$3,600</b> (p.36). <b>Incentive items listed are only examples. Teachers will be surveyed to assess what incentives will best help motivate them and assist their classrooms.</b></p>
322	<p>EKU Math Initiative Program – Total Year 1 Cost = \$228,100 (p.44)</p> <ul style="list-style-type: none"> <li>• Technology and Materials (ALEKS computer programs, portable laptop labs, support materials) = \$125,000. <b>Technology for this project is in code 322 because it is part of a contract package through ECU and not an individual line item.</b></li> <li>• Teacher Resources (conferences, PLC's for math teachers, professional development, teacher stipends, substitutes, tuition reimbursement) = \$24,600</li> <li>• University Resources and Support (data collection/analysis; college readiness transitions initiative; high school readiness transitions; grades 6-12 programs initiative; curriculum and instruction support programs; PLC creation and support; leadership for PD) = \$73,500</li> <li>• Milestones and Deliverables (interim reports) = \$5,000</li> </ul> <p>Read Right Program– Total Year 1 Cost = \$200,828 (p.42)</p> <ul style="list-style-type: none"> <li>• Tutor Training(off-site support, quality assurance follow-up, system and licensing - \$61,600</li> <li>• Support Materials (RR library, training materials, reading consultation materials, quality assurance systems, reporting systems, student and project management systems) = \$12,300</li> <li>• Annual lease for RR MP3 System (server hardware and application software must be leased on an annual basis) = \$1,500</li> <li>• Read Right Coaching (185 days) - \$59,102</li> <li>• Read Right student tutoring (3 @ 127 days) - \$66,326</li> </ul>
338	<p>Registration Fees for:  Turnaround Training – 1 Principal, 2 ERS, 1 ELA, 1 Math, 1 District – 6 @ \$1,200 ea. = \$7,200 (p.53)  State Core Content Area Conferences (2 ERS; 2 ELA; 2 Math) - 6 @ \$1,200 ea. = \$7,200 (p.62)</p>
519	<p>Total transportation costs for Tutoring/Mentoring program: <b>\$20,520</b> (p.60)  <u>T/TR Costs:</u></p> <ul style="list-style-type: none"> <li>• Drivers -- 6 bus drivers/day x 2 hours/day x \$14/hour x 60 sessions/year = \$10,080</li> <li>• Mileage -- \$1.50/mile x 40 miles/day x 60 sessions/year = \$3,600</li> </ul> <p><u>Monday Costs:</u></p> <ul style="list-style-type: none"> <li>• Drivers -- 6 bus drivers/day x 2 hours/day x \$14/hour x 30 sessions/year = \$5,040</li> <li>• Mileage -- \$1.50/mile x 40 miles/day x 30 sessions/year = \$1800</li> </ul> <p><b>Tutoring/Mentoring program is an addition to ESS services, not an extension. No funding is, or has been, available for GCHS to provide transportation for an extended school day.</b></p>
531	Mailing of publications related to school-wide initiatives (literacy and math, support programs and parent meetings/events) - @ 10 per year @ \$400 each = \$4,000 (p. 42,44,51)
553	Publications such as orientation materials, newsletters, etc. - @ 10 per year @ \$100 each = \$1,000 (p.51)
582	<p>Travel: Out-of-District:  Turnaround Training – 2 vehicles x .45/mile x 400 miles = \$360 (p.53)  State Core Content Area Conferences – 2 vehicles x .45/mile x 400 miles = \$360 (p.62)</p>

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

585	Travel: Meals:
	Turnaround Training – 6 people x \$30/day x 10 days = \$1,800 (p.53)
	State Core Content Area Conferences - 6 people x \$30/day x 10 days = \$1,800 (p.62)
586	Travel: Lodging:
	Turnaround Training – 6 x \$120 x 10 days = \$7,200 (p.53)
	State Core Content Area Conferences - 6 x \$120 x 10 days = \$7,200 (p.62)
616	Food for parent meetings, open houses, forums, etc – 10 x \$300 = \$3,000 (p.51)
643	Supplemental books, materials, study guides, etc. for PLC's and professional development – @ 65 teachers x \$38.49 = \$2,502 (p.29,40,48,54)
735	Technology Software – MAP – Annual Total: <b>\$15,075</b> (p.29) <ul style="list-style-type: none"> <li>• On-site administrative workshop - \$3,200</li> <li>• Estimated annual enrollment of 950 @ \$12.50/student (reading and math) - \$11,875</li> </ul>
892	Parent involvement meetings including open houses, forums, orientations, conferences, etc. (handouts, informational packets, etc.) – 10 x \$50 = \$500 (p.51)

FY 2012-2013	
Code	Related Budget Narrative
110	<b>Two (2) ERS positions – 240 days, plus 15% stipend @ \$150,000 ea. = \$300,000</b>
	<del>Two (2) Instructional Coaches—185 days—based on Rank 2, 20 yrs. @ \$49,622 ea. = \$99,224</del>
	<del>One (1) High School Counselor—185 days—based on Rank 1, 20 yrs. = \$51,183 (p.58) This position is necessary and reasonable due to the expectation that each student will have more than one adult advocate who takes responsibility for their learning. This position will directly impact root causes as related to SMART goals for next generation learners/next generation programs and supports and outlined on page 79.</del>
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Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

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Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

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<b>FY 2013-2014</b>	
<b>Code</b>	<b>Related Budget Narrative</b>
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	<del>Two (2) Instructional Coaches – 185 days – based on Rank 2, 20 yrs. @ \$49,622 ea. = \$99,224</del>
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112	One (1) Success Academy Director stipend (extended days + extra service) = \$8,893.
113	Professional Development Stipends for extended hours beyond PD requirements (curriculum, assessment, and instructional mapping) 12 hours x 25 staff @ \$25/hr = <b>\$7,500</b> (p.54)
	Tutoring/Mentoring Program Staffing Total Cost: <b>\$31,650</b> (p.60) T/TR Staffing Costs: <ul style="list-style-type: none"> <li>• \$12,900 from SIG funding ( 12 staff members/day x 1.25 hours/day x \$25/hour x 60 sessions/year = *\$22,500 - \$9,600 paid through ESS based on next year's estimated allotment)</li> </ul> Monday Costs for Staff: <ul style="list-style-type: none"> <li>• 20 staff members/day x 1.25 hours/day x \$25/hour x 30 sessions/year = \$18,750</li> </ul>
120	Certified Substitutes –for state conferences in content areas – \$87/day @ 10 days = \$870 (p.62)
222	Medicare benefits calculated by adding codes 110, 111, 112, 113, 120 and multiplying by 1.45% = <b>\$5,593</b>
231	KTRS benefits calculated by adding codes 110, 111, 112, 113, 120 and multiplying by 14.605% = <b>\$56,339</b>
294	Health Insurance calculated at \$6,000 per employee if no other health insurance benefits - <b>\$18,000</b>
295	Life insurance benefits calculated at \$27 per employee = <b>\$81</b>
296	State administrative fee calculated at \$5 per employee = <b>\$15</b>
299	Incentives for staff who reach goals to raise student achievement total: <b>\$21,050</b> (p. 36): National Board Certification Total - \$1,550

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

	<ul style="list-style-type: none"> <li>• Mentoring fee – 2 x \$100 = \$200</li> <li>• 25% of remaining cost of certification – 2 x \$675 = \$1,350</li> </ul> <p>Teacher Leader Masters Program Total - \$18,000</p> <ul style="list-style-type: none"> <li>• Graduate level courses – 5 x 12 x \$300 = \$18,000</li> </ul> <p>Accreditation for Advanced Placement</p> <ul style="list-style-type: none"> <li>• 3 x \$500 = \$1,500</li> </ul> <p>Spotlight Program incentives (t-shirts, bags, flash drives, classroom supplies, etc.) – 4 times/year x 45 staff x \$20 = <b>\$3,600</b> (p.36). <i>Incentive items listed are only examples. Teachers will be surveyed to assess what incentives will best help motivate them and assist their classrooms.</i></p>
322	<p>EKU Math Initiative Program – Total Year 1 Cost = \$228,100 (p.44)</p> <ul style="list-style-type: none"> <li>• Technology and Materials (ALEKS computer programs, portable laptop labs, support materials) = \$125,000. <i>Technology for this project is in code 322 because it is part of a contract package through EKU and not an individual line item.</i></li> <li>• Teacher Resources (conferences, PLC's for math teachers, professional development, teacher stipends, substitutes, tuition reimbursement) = \$24,600</li> <li>• University Resources and Support (data collection/analysis; college readiness transitions initiative; high school readiness transitions; grades 6-12 programs initiative; curriculum and instruction support programs; PLC creation and support; leadership for PD) = \$73,500</li> <li>• Milestones and Deliverables (interim reports) = \$5,000</li> </ul> <p>Read Right Program– Total Year 1 Cost = \$200,828 (p.42)</p> <ul style="list-style-type: none"> <li>• Tutor Training(off-site support, quality assurance follow-up, system and licensing - \$61,600</li> <li>• Support Materials (RR library, training materials, reading consultation materials, quality assurance systems, reporting systems, student and project management systems) = \$12,300</li> <li>• Annual lease for RR MP3 System (server hardware and application software must be leased on an annual basis) = \$1,500</li> <li>• Read Right Coaching (185 days) - \$59,102</li> <li>• Read Right student tutoring (3 @ 127 days) - \$66,326</li> </ul>
338	<p>Registration Fees for:</p> <p>Turnaround Training – 1 Principal, 2 ERS, 1 ELA, 1 Math, 1 District – 6 @ \$1,200 ea. = \$7,200 (p.53)</p> <p>State Core Content Area Conferences (2 ERS; 2 ELA; 2 Math) - 6 @ \$1,200 ea. = \$7,200 (p.62)</p>
519	<p>Total transportation costs for Tutoring/Mentoring program: <b>\$20,520</b> (p.60)</p> <p><u>T/TR Costs:</u></p> <ul style="list-style-type: none"> <li>• Drivers -- 6 bus drivers/day x 2 hours/day x \$14/hour x 60 sessions/year = \$10,080</li> <li>• Mileage -- \$1.50/mile x 40 miles/day x 60 sessions/year = \$3,600</li> </ul> <p><u>Monday Costs:</u></p> <ul style="list-style-type: none"> <li>• Drivers -- 6 bus drivers/day x 2 hours/day x \$14/hour x 30 sessions/year = \$5,040</li> <li>• Mileage -- \$1.50/mile x 40 miles/day x 30 sessions/year = \$1800</li> </ul> <p><i>Tutoring/Mentoring program is an addition to ESS services, not an extension. No funding is, or has been, available for GCHS to provide transportation for an extended school day.</i></p>
531	<p>Mailing of publications related to school-wide initiatives (literacy and math, support programs and parent meetings/events) - @ 10 per year @ \$400 each = \$4,000 (p. 42,44,51)</p>
553	<p>Publications such as orientation materials, newsletters, etc. - @ 10 per year @ \$100 each = \$1,000 (p.51)</p>
582	<p>Travel: Out-of-District:</p> <p>Turnaround Training – 2 vehicles x .45/mile x 400 miles = \$360 (p.53)</p> <p>State Core Content Area Conferences – 2 vehicles x .45/mile x 400 miles = \$360 (p.62)</p>
585	<p>Travel: Meals:</p> <p>Turnaround Training – 6 people x \$30/day x 10 days = \$1,800 (p.53)</p> <p>State Core Content Area Conferences - 6 people x \$30/day x 10 days = \$1,800 (p.62)</p>
586	<p>Travel: Lodging:</p> <p>Turnaround Training – 6 x \$120 x 10 days = \$7,200 (p.53)</p> <p>State Core Content Area Conferences - 6 x \$120 x 10 days = \$7,200 (p.62)</p>

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

(Section 1003g)

616	Food for parent meetings, open houses, forums, etc – 10 x \$300 = \$3,000 (p.51)
643	Supplemental books, materials, study guides, etc. for PLC's and professional development – @ 65 teachers x \$38.49 = \$2,502 (p.29,40,48,54)
735	Technology Software – MAP – Annual Total: <b>\$15,075</b> (p.29) <ul style="list-style-type: none"> <li>• On-site administrative workshop - \$3,200</li> <li>• Estimated annual enrollment of 950 @ \$12.50/student (reading and math) - \$11,875</li> </ul>
892	Parent involvement meetings including open houses, forums, orientations, conferences, etc. (handouts, informational packets, etc.) – 10 x \$50 = \$500 (p.51)

**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 nine SIG required activities in the transformation model (as outline by the SIG Assessment and Planning Tool) will be addressed through a variety of funding sources. The school aligned the following state and federal funds to create a successful base for the transformation model:

- Title I funds will be used to pay for MAP testing in the elementary and middle schools in order create continuity in data and process ([supplementary](#)).
- Title I funds will be used to pay for the elementary and middle school portions of the ECU Math Initiative in order to create continuity in data and process ([supplementary](#)).
- Title I funds will be used to pay for a district-level Instructional Coach to conduct professional development sessions to “spread” the strategies set forth in the ECU Math Initiative ([supplementary](#)) .
- Title I funds are currently being utilized to pay for the continued implementation of the Baldrige Framework for Continuous Improvement – a district-wide effort that includes Greenup County High School ([supplementary](#)).
- ~~IDEA funds were used to supply iPads for district administrators to complete walkthroughs, monitor instruction, and document implementation of skills from PLC's and PD's.~~
- 21<sup>st</sup> Century Community Learning Center Program funds will be used to develop transition activities (camps, etc.) to ease the transitions from middle to high school.
- [The general fund](#) will be used to support district level instructional coaches, including gifted and talented services. These positions will establish continuity in curriculum across the spectrum from elementary to high school.
- General fund monies will support the assignment of eight individuals (two teams of teachers) for the Freshman Academy.

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

- **General fund** monies will support credit recovery teachers (2) and paraprofessionals (2) for the Success Academy. **The Success Academy for GCHS students will be funded through Edujobs money.**
- Funding from the Youth Service Center will flow to student activities (i.e. parent programs, community service projects, mentoring programs, transition activities, etc.).
- Professional Development funds will be used to help support implementation of a rigorous curriculum/EKU Math Initiative district-wide.
- Professional development funds will be committed to new assessment protocols (measures of academic performance), and teacher responsibilities will adapt to the need for a comprehensive program of student support.

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

(Section 1003g)

**Year 1 Budget**

<b>School #1</b>	<b>Greenup County High School</b>	<b>District</b>	<b>Greenup County</b>
<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>	
110	Certified Salary	<b>\$345,727</b>	
111	Extended Days	<b>\$0</b>	
112	Extra Duty	<b>\$0</b>	
113	Other Certified	<b>\$39,150</b>	
120	Certified Substitute	<b>\$870</b>	
130			
140			
160			
213			
214			
219			
221			
222	Medicare	<b>\$5,593</b>	
231	KTRS	<b>\$56,339</b>	
232			
233			
240			
251			
253			
260			
291			
293			
294	Health Insurance	<b>\$18,000</b>	

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

(Section 1003g)

295	Life Insurance Benefits	\$81
296	State Administrative Fee	\$15
297		
299	Other benefits	\$24,650
322	Education Consultant	\$428,928
335		
338	Registration Fees	\$7,200
432		
433		
441		
443		
444		
511		
513		
514		
519	Student Transportation	\$20,520
521		
531	Postage	\$4,000
541		
542		
552		
553	Publications	\$1,000
580		
581		
582	Travel: Out of District	\$720
584		
585	Travel: Meals	\$3,600

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

(Section 1003g)

586	Travel: Lodging	\$14,400
589		
616	Food Non-instructional (parent meetings)	\$3,000
626		
627		
629		
641		
642		
643	Supplemental Books, Study Guides and Curriculum	\$2,502
645		
646		
647		
649		
650		
734		
735	Technology Software	\$15,075
738		
810		
892	Parent Involvement Meetings	\$500
894		

<b>Total Amount Requested</b>	<b>\$ 991,870</b>
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----- End of School #1 Application -----

Kentucky Department of Education  
 District Application for School Improvement Funds  
 (Section 1003g) **Transformation Model**

Attachments

EKU Math Initiative Budget Justification/Narrative

<b>Task</b>	<b>Description</b>
<b>1</b>	<b>Technology &amp; Materials</b>
1.1	ALEKS/Computer Programs [EKU Facilitate]
1.2	Portable Laptop Labs [EKU/District Facilitate]
1.3	Support Materials [EKU Facilitate]
1.1	This program supports the remediation/reinforcement and enrichment portion of RTI and meeting student needs. The Math support teams 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.
1.2	In order for students to remediate-reinforce-enrich effectively, 2 to 3 hours per week is the minimum timeframe recommended by ALEKS and other CAI providers. Capacity will be limited under these paradigms. Additional capacity is needed. The EKU Math Team will facilitate the acquisition, training and monitoring of the instructional and curricular components of this program. The district will monitor technical support.
1.3	The EKU Math Team will provide materials necessary for successful implementation of the curricular and instructional aspects of the Transformational Model. These materials will include but not be limited to: supplies for teachers, paper/printing and materials for the computational fluency initiative, instructional support materials for the College Readiness Transition Program, supplemental materials for the RTI programs, and technology support materials.
<b>2</b>	<b>Teacher Resources [EKU Facilitate]</b>
2.1	Conferences for Teachers [HS Math Teachers]
2.2	PLC Attendance Math Teachers [HS Math Teachers]
2.3	Professional Development [HS Math Teachers]
2.4	Teacher Stipends/Substitutes [HS Math Teachers]
2.5	Tuition Reimbursement [HS Math Teachers]
2.1	This segment 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.
2.2	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 EKU Mathematics Team.
2.3	Monthly or Bi-Monthly Professional Development Meetings will be scheduled monitored by the EKU Mathematics Team. Content, curricular and instructional training will be provided .to support the on-going aspects of the Transformation Model.
2.4	Monthly, all-day, embedded professional development will be provided for the mathematics teachers by the EKU Math Team. Stipends for substitutes will enable these meetings to take place.
2.5	Participating high school teachers will be able to apply competitively for tuition assistance for graduate mathematics content courses. [KDE Standards] {Requirements for waiver/assistance: PD Presentation(s); Minimum GPA; Attendance }
<b>3</b>	<b>Parent &amp; Community Involvement</b>
3.1	Mailed Letters [District Facilitate]
3.2	Math Newsletter [District Facilitate]
3.3	Surveys [EKU Facilitate]
3.1	Quarterly letters will be mailed to parents/guardians regarding the Mathematics initiatives. A paradigm will be established to include individual progress reports on student achievement and progress.

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Transformation Model**

3.2	Bi-monthly newsletters will be sent to parents, guardians, and community stakeholders reporting on the progress of the initiatives and programs.
3.3	All stakeholder groups will be surveyed 3 times per year [beginning, middle and end of AY] These groups include, but are not limited to: students, teachers, administrator, parents/guardians, SBDM and BOE, and other community stakeholders. Data from these will be shared with appropriate stakeholders and used to inform consensual changes in programs.
<b>4 University Resources &amp; Support [EKU Facilitate]</b>	
4.1	Data Collection [EKU Facilitate]
4.2	Data Analysis [EKU Facilitate]
4.3	EKU College Readiness Transitions Initiative
4.4	EKU High School Readiness Transitions Initiative
4.5	EKU Grades 6-12 Programs Transitions Initiative
4.6	EKU Curriculum & Instruction Support Programs
4.7	PLC Creation & Support [EKU Facilitate]
4.8	Leadership for Professional Development [EKU]
4.1-2	The EKU 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.
4.3-5	The EKU 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.
4.6	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.
4.7	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.
4.8	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.
<b>Milestones and Deliverables [EKU Facilitate]</b>	
Interim Reports (Quarterly & Annual)	
Presentation of Research at National Conference	
Presentation of Research at State Conference	
Final Report	
Submit Research to Peer-Reviewed Journal	
The EKU Math Team will be responsible for providing interim reports on the programs and initiatives comprising the Transformational Model for Mathematics. In addition, the Team will be responsible for the dissemination of data in appropriate scholarly venues and assist in the preparation of reports required by national, state and local agencies.	

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

EKU Math Initiative references include:

A National Convocation on Professional Development For Mathematics and Science Teachers, K-12, Horizon Research, Inc., September 2002 [Excerpts]

Elmore, R. F. 2002. Bridging the gap between standards and achievement: The imperative for professional development in education. Washington, DC: The Albert Shanker Institute.

The Fundamentals of Whole-System Reform, A Case Study From Canada; Michael Fullan & Ben Levin; Education Week; Wednesday, June 17, 2009, Volume 28, Issue 35, pp. 30-31.

Preparing Professional Development Providers: Lessons Learned from a Study of Teacher Leaders, Professional Development Convocation, September 30, 2002,

Sorcinelli, M. D. & Austin, A. E. (2006). Developing faculty for new roles and changing expectations. *Effective Practices for Academic Leaders*, 1 (11), 1-16.

Thames, W. (2009). Senior Year College Readiness Initiative. Data for project proposal presented

Wilson, S. M. & Berne, J. 1999. Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. *Review of Research in Education* Vol. 24, A. Iran-Nejad and P. D. Pearson, Eds.

Woodward, John, Developing Automaticity In Multiplication Facts: Integrating Strategy Instruction With Timed Practice Drills, *Learning Disability Quarterly*, Vol.29, Fall 2006; p. 269-289