

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

(Section 1003g)

**Cover Page**

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

<b>District</b> Fleming	<b>DISTRICT Mailing Address</b>		
	<b>Street Address 1</b>	211 West Water Street	
<b>Name of District Contact</b> Lesia Eldridge	<b>Street Address 2</b>		
	<b>City</b>	Flemingsburg	<b>ZIP</b> 41041
<b>Position</b> Instructional Supervisor	<b>Phone</b>	606-845-5851	
	<b>CONTACT Mailing Address (if different)</b>		
<b>Email</b> Lesia.eldridge@fleming.kyschools.us	<b>Street Address 1</b>		
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<b>Submission Date</b> (office use only)	<b>City</b>		<b>ZIP</b>
	<b>Phone</b>		

District Name	NCES ID#	Total Awarded
Fleming	2101920	\$
School Name	NCES ID#	Intervention
1 Fleming County High School	00398	Transformation Model

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**District Verification**

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

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

The district must assure that it will—

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

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

\_\_\_\_\_  
Date

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

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

Notary seal

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**District Actions**

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

The Fleming County School district is in corrective action at this time. A district corrective action plan has been approved by KDE and is being implemented currently. The KDE District Leadership Audit determined that the district did not have the capacity to lead and support the high school nor the district in change. Since the audit, several key leadership positions in the district have changed. A new superintendent, Tom Price, was hired in 2012. Rita Dials, Assistant to the Superintendent/CTE Coordinator/Food Services Coordinator, and Joy Gooding, Instructional Supervisor/District Assessment Coordinator/Gifted & Talented Coordinator, retired in 2013. Rita Dials' position has not been filled and currently other staff members have assumed her duties. Lesia Eldridge (former middle school principal) has assumed the Instructional Supervisor/DAC duties and has been assigned as the district office liaison to the high school. This liaison assignment and the use of SIG funds to support the hiring of an Instructional Coach will further support the school principal in affecting needed change in the building.

Fleming County **High School** will use funds from the SIG to fund an Instructional Coach position for two years. The Instructional Coach will collaborate with the ER staff to provide the principal more time, flexibility, and assistance in addressing deficiencies cited in the original leadership assessment with instructional leadership at the school level. The duties of the Instructional Coach will include:

- Coach/Model/Team Teach with high school teachers in various content areas
- Conduct Lesson Plan Reviews and Conferences to improve planning process
- Conduct Classroom Observations and provide descriptive feedback to support implementation of PGES in a non-evaluative role
- Support teachers in analyzing student work through content area PLC meetings
- Provide professional learning based on school and individual teacher needs
- Assist the principal and teaching staff in the analysis of data and improvement planning
- Assist the principal and school teacher leaders in the effective implementation of Program Reviews
- Support and monitor implementation of Literacy Design Collaborative (LDC) modules and Mathematics Design Collaborative practices (Formative Assessment Lessons)
- Provide strategies and resources to support literacy initiatives within the school

The Instructional Coach and the principal will collaborate with ER staff to effectively facilitate meetings of department PLCs as they implement pacing guides, develop lesson plans in CIITS, develop common formative and summative assessments, analyze student work and assessment data, and share effective instructional practices. The principal and counseling department will collaborate with the ER team to effectively facilitate the analysis of EPAS, EOC, MAP, and classroom

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assessment data in order to determine the strengths and weaknesses in the instructional program. This data analysis will develop into a systematic process for improving instruction at FCHS and will serve as a model for other schools in the district.

The instructional supervisor will serve as the liaison between Fleming County High School (FCHS) and the district. The principal will provide monthly updates to the superintendent and the board of education on the progress made at the school and additional supports needed. The instructional supervisor and the Instructional Coach will serve on the school transformation team (or leadership team).

~~Fleming County High School will use SIG (school) funds to provide two interventionists (math and ELA/reading) to support the improvement efforts in the area of student achievement. The duties of the interventionists will include teaching both PRIDE intervention classes as well as transition classes for those students not meeting EPAS (Explore, PLAN and ACT) benchmarks in English, Reading and Mathematics. The intervention specialists will work in coordinated effort alongside the Educational Recovery Specialists and Instructional Coach (district SIG request) to develop sustainable systems for the school-wide Response to Intervention plan for tier 1, 2 and 3 interventions.~~

School/district administration will conduct regular walkthroughs at Fleming County High School in order to monitor implementation and effectiveness of PGES, LDC/MDC, literacy strategies, and formative assessment practices and their impact on student achievement. The walkthrough data will inform the administration and the ER Team of what kinds of supports teachers still need.

The Fleming County High School administrative team, in collaboration with the ER Team, will work with teachers on the Response to Intervention model in place at the school with the goal of improving its impact on student achievement. The work would include matching students to the appropriate interventions and teachers, counseling individual students about their achievement data, and scheduling.

Fleming County Schools will also use funds from the SIG to support the Curriculum Design Team (CDT). The CDT is a group of teacher leaders, representing all educational levels and core content areas, in the district. Chief responsibilities for the CDT are developing, revising, and supporting the implementation K-12 of pacing guides based on the new standards, coaching teachers in the development and/or implementation of LDC modules and Formative Assessment Lessons, selecting and modeling literacy strategies for all content areas/classrooms, coaching teachers in the use of CIITS for lesson planning and assessment, and assisting school and district leadership with the implementation of the KY Framework for Teaching.

In addition, the Fleming County School district will use SIG funds to support Peer Observations at Fleming County High School. Having been involved in the Peer Observer Pilot Grant, the district and the school see great potential for teacher growth through the use of peer observations and feedback.

External partnerships with Maysville Community and Technical College, Morehead State University, GEAR UP, KEDC, and local businesses and organizations provide financial support and services to Fleming County High School to encourage academic growth of students and student incentives.

- Maysville Community and Technical College's partnership with Fleming County High School provides the "Middle College" opportunities for high school students to take

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college courses and receive college credit while still in high school. Students who have met all three benchmarks (via ACT, Compass or KYOTE testing) are considered “college ready.” Students who have not met benchmark will have the opportunity to take college placement tests (Compass, KYOTE) to obtain a passing score and participate in the “Middle College” courses.

- Morehead State University – through MSU’s Early College Program, student can complete all or most of their first-year college courses within the supportive environment of FCHS. Students have access to college level courses while earning their high school diploma as well as on-campus amenities including online and physical library access.
- GEAR UP provides the 9<sup>th</sup> grade ACT PLAN administration in order to continue to measure student growth from EXPLORE to PLAN to ACT in order to target students at risk of not becoming college/career ready. In addition, GEAR UP provides the Dave Ramsey personal finance curriculum, assistance with completing Individual Learning Plans (ILPs), and student advising.
- Kentucky Educational Development Corporation (KEDC) provides a variety of support services for the district and its schools. District and school leaders, including teacher leaders take part in network meetings focused around new content standards, PGES, and leadership in implementation (ELA, Math, Science, Social Studies content networks; instructional leadership support network, etc.) There are additional professional development and training opportunities offered regularly through KEDC, as well as, a variety of cadre support groups. In addition, membership in KEDC brings discounts in ordering/purchasing due to the cooperatives size.

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

Fleming County High School is the only priority school in the district.

**District Budget Narrative**

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

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

**The district is not requesting any funds from SIG.**

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**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 Fleming County School district is currently in state assistance resulting from a management audit in fall of 2013 which was initiated due to difficulties in maintaining a balanced budget and the required contingency. While steps have been taken to remedy the situation, limited funds are available for directing toward the high school improvement efforts.

Additional district funding apart from SIG funds will be directed to FCHS for the following services:

1. Title I funds will be allocated to purchase calculators to be used across the school, a district-wide Kentucky Virtual Library license to support the high school's need for informational reading materials, and PLATO to support the school's need for a rigorous credit recovery program for students who have fallen behind their peers and are at risk of not graduating.
2. Professional Development funds will provide Teachscape licenses for the assistant principal and Career and Technical Education (CTE) coordinator. The assistant principal and the CTE coordinator will successfully complete the Teachscape proficiency assessment in order to become qualified to conduct walkthroughs and evaluations of teachers. District administrators not currently Teachscape certified will also be provided licenses. PD funds will also be used to provide materials for district-wide or school-wide book studies (e.g., 75 Texts and Lessons for Content Area Reading, 65 Texts and Lessons for Teaching Literature, Strategies that Work, Notice and Note, Text Complexity: Raising Rigor in Reading, etc.)
3. The district will fund, through IDEA B:
  - Professional development on Response to Intervention (Rti) and referral process for regular and special education teachers
  - Suggestions/information/packets readily available to assist regular education teachers with the RTI and referral process
  - Community Based Instruction (CBI) trips and other instructional field trips (e.g., Carl Perkins center)
  - Manipulatives and additional curricula for reinforcement, accommodations and delivery of specially designed instruction
  - Updates to daily living/life skills curriculum set, replacing needed components for use with FMD students at Fleming County High School to assist in successful transition and exposure to various hands-on jobs (janitorial, woodworking, cooking, etc.)
  - Specialized professional development specific to teacher needs (SDI, IEP, differentiated instruction, co-teaching) thru KEDC and others

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- Activities/materials to improve CCR and ensure successful transition for high school students
4. The district will provide Bright Arrow, a school messenger system that increases the school's ability to communicate with students and parents, through the general fund.
  5. The district will provide FCHS with an athletic director paid for from General Funds, in order to increase the time the assistant principal has to focus on instructional issues.
  6. The district will provide substitutes and travel costs for FCHS teachers who attend the science and social studies regional network meetings through Professional Development and Title II Teacher Quality funds.
  7. The FRYSC program will collaborate with school personnel to provide the following (pending available funds):
    - The YSC will collaborate with FRC coordinators to host a Back to School Gala prior to the start of school to allow students (K-12) to receive free health screenings, KCHIP information and other useful agency information. School Supplies will be distributed to students (K-12) in attendance (August 2014/August 2015)
    - YSC staff will train student mentors and plan activities so that new students can meet with older experienced students within their new school (August 2014/August 2015)
    - The YSC will assist with planning orientations for both 7th and 9th grade students and parents to be held prior to the start of school (August 2014/August 2015)
    - Parents will be able to meet with teachers and monitor success at Open House Events to be held at SMS and FCHS (Fall 2014/2015 and Spring 2015/2016)
    - Basic school supplies will be in stock at YSC sites and distributed as requested to students and teachers
    - Operation Preparation will be held for all 8th and 10th grade students to explore career options while having small group meetings with community partners (March 2015/2016)
    - The YSC will assist with school wide programming such as Job Fairs, College Days or Visits (August 2014-May 2016)
    - SMS and FCHS will host a college week during the school year to promote in state universities and areas of study (March 2015/2016)
    - The YSC staff will collaborate with the KHEAA representative to offer programming including financial boot camp, how to handle your future and paying for college. Additionally, the YSC will help support FASFA meeting with parents (August 2014-May 2016)

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- The YSC will collaborate with existing providers, school staff and speakers to provide programming for Red Ribbon Week including Drug House Odyssey, Truth and Consequences Program, Anti-Drug Slogan contest and classroom presentations (October 2014/2015)
- The YSC staff will secure professional development for staff members to participate in training to assist students in crisis. (Victory Over Violence and other local trainings)

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

- The district used funds to hire the new principal, beginning July, 2012. Preparation for the new school year and successful implementation of the transformation model will take considerable time.
- The district has included the FCHS principal as part of the statewide Principal PGES pilot. As part of this principal pilot program, the principal will complete self-reflections, professional growth plans based on TELL (Teaching, Empowering, Leading, Learning) and ValEd survey data which will be reviewed by the superintendent
- The district will fund an Athletic Director position to decrease the amount of time that the assistant principal is dealing with athletics. This will allow for more time to be spent on instruction and also decrease the time that the principal would have to spend on discipline and management.
- The District will use funds in a coordinated effort to serve FCHS with a variety of district funds (Title 1, IDEA-B, Professional Development, Flex Funds, FRYSC) to maximize impact on increased student achievement.

***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 Fleming County School district is in corrective action at this time. A district corrective action plan has been approved by KDE and is being implemented currently. The KDE District Leadership Audit determined that the district did not have the capacity to lead and support the high school nor the district in change. Since the audit, several key leadership positions in the district have changed, and there has been no coordinated effort to provide supports to FCHS as pre-implementation to the





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MUNIS Code	Description of Activity	Amount Requested
<b>Total Amount Requested</b>		<b>0</b>

**District** Fleming **School** Fleming County High School

**School Application**

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**Commitment To Serve**

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

What does the data tell us?

Math

- All students did not meet NCLB's annual measurable objective (AMO) of 48.6% proficient in math. Only 34.8% of all students scored proficient/distinguished in math.
- White (non-Hispanic) students did not meet the AMO in math either. Only 36.1% of white students scored proficient/distinguished in math.
- Students who receive free/reduced lunch also did not meet the AMO in math. Only 29.5% of those students scored proficient/distinguished.
- Females outperformed males in math, with 36.1% of females scoring proficient/distinguished to 33.7% of the males; however, neither of these groups met the AMO.
- Only 28.6% of our Gap Group (non-duplicated) scored proficient/distinguished, also failing to meet AMO.

Reading

- All students did not meet NCLB's annual measurable objective (AMO) of 48.6% proficient in reading. Only 45.9% of all students scored proficient/distinguished in reading.
- White students did not meet the AMO in reading either. Only 46.4% of white students scored proficient/distinguished in reading.
- Students who receive free/reduced lunch did not meet the AMO in reading. Only 37.9% of those students scored proficient/distinguished in reading.
- Only 23.1% of students with disabilities scored proficient/distinguished.
- Females outperformed males in reading with 60.6% of females scoring proficient/distinguished to 35.5% of the males.
- Only 39% of our Gap Group (non-duplicated) scored proficient/distinguished, also failing to meet AMO.

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#### 2013 PLAN Data

- Math – On average, FCHS students scored 16.5 on the math portion of the PLAN. This was below the state average of 17.1, and 2.5 points from the benchmark of 19. Only 17 % of current 10th grade students at FCHS met the PLAN math benchmark.
- Reading – On average, FCHS students scored 16.0 on the reading portion of the PLAN. This was below the state average of 16.8 and 1.0 points from the benchmark of 17. Only 32% of current 10th grade students at FCHS met the PLAN reading benchmark.

#### 2013 ACT Data

- Math – On average, FCHS students scored 18.4 on the math portion of the ACT. This was below the state average of 18.9 and 3.6 points from the benchmark of 22. Only 30% of FCHS current seniors met the ACT math benchmark, not limited to the state's March assessment.
- Reading – On average, FCHS students scored 18 on the reading portion of the ACT. This was below the state average of 19.4 and 3 points from the benchmark of 21. Only 46% of FCHS current seniors met the ACT reading benchmark, not limited to the state's March assessment.

#### Measures of Academic Progress (MAP) Testing

- Data from the Fall 2013 MAP math test indicates that 89% of 9th graders, 92% of 10th graders, and 93% of 11th graders are performing below grade level. This is based upon the NWEA College Readiness Linking Study from December 2011, and updated January 2012.
- This data reflects an unlikelihood that FCHS will be able to meet AMO in mathematics for the current year.
- Data from the Fall 2013 MAP reading test indicates that 82% of 9th graders are performing below grade level, 85% of 10<sup>th</sup> graders, and 82% of 11<sup>th</sup> graders. This is based upon the NWEA College Readiness Linking Study from December 2011, and updated January 2012.
- Based upon our Fall 2013 MAP testing the average reading score for each grade is as follows: 9<sup>th</sup>, 216.1; 10<sup>th</sup>, 217.2; 11<sup>th</sup>, 220.7. According to "Comparative Data to Inform Instructional Decisions" published by NWEA in 2011 the beginning-of-the-year average reading scores for each grade should be as follows: 9<sup>th</sup>, 222; 10<sup>th</sup>, 223; 11<sup>th</sup>, 223.
- Based upon our Fall 2013 MAP testing the average math score for each grade is as follows: 9<sup>th</sup>, 225.8; 10<sup>th</sup>, 227.9; 11<sup>th</sup>, 234.8. According to "Comparative Data to Inform Instructional Decisions" published by NWEA in 2011 the beginning-of-the-year average math scores for each grade should be as follows: 9<sup>th</sup>, 233; 10<sup>th</sup>, 235; 11<sup>th</sup>, 236.
- This data reflects an unlikelihood that FCHS will be able to meet AMO in reading and/or math for the current year.

#### Some conclusions drawn from the analysis of the cognitive data:

- Data from the NCLB reports show gaps in reading and math exist between females and males. In addition, gaps exist between all students and those who receive free and reduced lunch. Gaps are also found between all students and students with disabilities.

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- The majority of FCHS students are performing below the state average in all areas on the PLAN and ACT.
- The number of students meeting the benchmark increased from the 2012 PLAN to the 2013 ACT. Regarding math 17% met the benchmarks on PLAN and 30% met the benchmark on ACT. Regarding reading, 32% met the benchmark on PLAN and 46% met the benchmark on ACT.
- Per the Fall 2013 MAP data, a large majority of 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders are not performing at grade level in mathematics. This percentage increases with each grade.
- Per the Fall 2013 MAP data, a large majority of 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders are not performing at grade level in reading. This percentage is equitable across the three grades.

Questions the data does not answer

- Do FCHS teachers address EPAS standards in planning for their instruction?
- Why are students performing below grade level in math?
- Why are the percentages of students who are not performing on grade level in math increasing with each grade?
- Why are the ACT scores in reading showing an insignificant increase from 2012 to 2013?
- How are the gaps in reading and math being addressed?
- Are students at FCHS giving their best efforts on tests?
- Are teachers and students at FCHS goal oriented?
- Are students invested in their own testing data? Do they understand the meaning of the data, and do they understand how it is used in their academic planning?
- How is MAP data used? Is it a valuable assessment tool for our teachers/students/instruction?
- Do our teachers understand the importance of the various assessments? Do they communicate this importance in their classrooms? Are they communicating this accurately?

What are causes for celebration?

- Reading ACT average increased 0.4 points from 2012 to 2013.
- Math ACT average increased 0.9 points from 2012 to 2013.
- Science ACT average increased 1.1 points from 2012 to 2013.
- ACT Composite score increased 0.5 points from 2012 to 2013.
- Math and English PLAN scores each increased 0.4 points from 2012 to 2013.
- FCHS females scored well on the reading assessments (PLAN/ACT, MAP and EOC), with 60.6% meeting proficient/distinguished measures and AMO.
- 39% of our Gap Group scored proficient/distinguished on the reading assessments (PLAN/ACT, MAP and EOC), not meeting AMO, but scoring higher than our male population who had 35.5% scoring proficient/distinguished.
- Regarding MAP testing, our 11<sup>th</sup> grade population is close to meeting the expected beginning-of-the-year averages in reading and math, per NWEA norm referencing.

What are the opportunities for improvement?

- FCHS needs to increase in all academic areas (EOC, On-Demand – Language Mechanics/Writing, PLAN, ACT) the percentage of students meeting benchmark on EPAS assessments. The creation of a school-wide Rtl plan that is implemented with fidelity by all staff will help ensure that existing gaps in student performance are being closed.

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- Classroom instruction needs to be more rigorous, engaging, and aligned to core standards.
- Students must be engaged and invested in their own learning processes by an intentional and strategic focus on all available student level data by staff.
- MAP testing reflects that students are continuing to perform below-average in reading and math, with this performance improving insignificantly as the student progresses.
- Practicing school-wide assessment strategies (e.g., test taking strategies, timing of assessments, authentic testing situations, providing appropriate accommodations on all assessments, school assessments modeled after state assessment blueprint).
- The systemic and uniform use of data analysis tools by all staff and leadership.
- Communicating assessment results and goal setting with staff and students.

Next Steps based on Cognitive Data Review

- All classes at FCHS need to be aligned to Kentucky Core Academic Standards (KCAS) and Educational Planning and Assessment System (EPAS).
- All FCHS teachers need professional development (PD) on designing rigorous instruction that engages the learner.
- Create a comprehensive school-wide Rtl plan and provide professional development to all staff on use and implementation.
- A systemic plan of education/instruction/communication regarding assessments and assessment data needs to be developed and implemented to ensure that all stakeholders are fully aware of testing data's many implications and uses.
- Teachers need to work more effectively in PLC groups on planning standards based units of study and common assessments.
- Provide PD on the effective system of collection and use of available data (e.g., classroom formative and summative, common assessments, benchmark assessments, MAP assessments) to all staff.
- Provide PD on the development and implementation of effective assessment practices (e.g., development, administration, use of resulting data)

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

FCHS Attendance – Current year (2013-2014)

- Student Attendance at FCHS, as of 1/27/14, is 93.98% for the 2013-2014 school year. Grade 10 has the highest attendance rate, at 94.31%. Grade 9 is second at 94.26%. Grade 11 is third at 93.97%, and the senior class is the lowest at 93.26%.
- Teacher attendance rate at FCHS is 92%. Much of this can be attributed to 3 long-term substitutes being in the building.

FCHS Behavior Data

- At FCHS, for the current school year, as of 1/28/14, there have been 372 incidents involving 207 students.
- Out-of-school suspension totals 32, involving 21 students.

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- In-school suspensions total 115, involving 61 students.
- In comparing to last year's data, as of 1/28/13, there were 465 total incidents involving 284 students.
- Out-of-school suspensions totaled 56 involving 44 students. In-school suspensions totaled 227 students that involved 111 students.

Graduation/Retention/Drop-Out/Attendance Rate Data

- The Graduation Rate for the 2012-2013 FCHS school year was 80.7%
- The dropout rate at FCHS for the 2012-2013 school year was 0.1% and the retention rate was 7.2%.
- Data in the table below shows trends over the past five years between graduation rates, dropout rates, retention rates, and attendance rates at FCHS, as compared to state averages for each year.
- This longitudinal data shows a trend in both retention rate and attendance rate. For the past 5 years FCHS has had higher retention rates and lower attendance rates than the state average.
- Over the past 5 years the dropout rate at FCHS has lowered.
- From the 11-12 to 12-13 school years the retention rate at FCHS increased dramatically, 2.6% to 7.2%.
- Low attendance rates at FCHS are a persistent issue. We consistently fall below the state average and hover around 92% attendance.

Year	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	School	State								
Avg. % Graduation Rate	88.8	84.5	93.2	83.9	73	76.7	84.2	77.8	80.7	78.9
Dropout Rate	.8	2.3	.6	2.0	.3	2.2	.3	1.6	.1	1.7
Retention Rate	3.5	2.6	7.7	2.8	6.5	2.4	2.6	2.3	7.2	2.3
Attendance Rate	92.8	94.2	92.2	94.2	92.7	94.1	93.1	94.6	92.8	94.8

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

- Low student attendance (92.8% during the 2012-13 school year, consistently falls in the 92% range) directly affects student achievement in a negative way as indicated by FCHS NCLB report. In addition, for the current school year, students have missed 246 instructional days due to in and out-of-school suspensions. Students cannot perform at grade level, be promoted with their grade, or graduate on time if they are not present in class. Of the four non-cognitive data areas, student attendance rate plays the greatest role – as it is directly linked to the low percentages in all of the other three areas.

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- Teacher Attendance Rates – The current year’s teacher attendance rate at FCHS is 92%. Much of this can be attributed to three long-term substitutes being in the building. During the 2011-2012 and 2012-2013 school years, the teacher attendance rates were 91%. Research indicates that teachers must be present in order to increase student achievement.
- Implementation of the Positive Behavioral Intervention and Supports (PBIS) program with fidelity at FCHS will reduce the number of days lost to suspensions. Data indicated that students have missed out on daily instruction during the school year. Students cannot learn when they are not in school.

Questions the data does not answer

- What actions are being taken to address high numbers of in and out-of-school suspensions?
- Why is the PBIS program not being implemented with fidelity?
- What barriers are contributing to the low student and teacher attendance rates at FCHS?
- How can we motivate upperclassmen to maintain high rates of attendance?
- How have changes in academic schedules (blocks/fat & skinnies/trimesters/6 periods) affected student retention/graduation?
- How many of our students are involved in truancy court? Is the diversion program with the CDW having a positive effect?
- Do teachers use sick and personal days only when necessary, or are they seen as “perks” to take each year?
- Regarding teacher attendance, is it the same teachers who miss consistently? Why do they miss? Is it because of sickness, meetings, trips, etc.?
- What happened in 2010-2011 that made the graduation rates (both ours and the states) drop so dramatically?

What are causes for celebrations?

- For the past 5 years the FCHS dropout rate has been consistently lower than the state average.
- With the exception of the 2010-2011 school year, the graduation rate at FCHS has been higher than the state average.
- The 2012-2013 dropout rate was 0.1%. This is down 0.7% from 2008-2009 when it was 0.8%.

What are the opportunities for improvement?

- FCHS needs to increase student attendance.
- FCHS needs to increase teacher attendance.
- We need to reduce the in and out-of-school and suspension rates.
- We need to reduce our retention rate.
- The average freshman graduation rate has decreased 3.5% from 2011-2012, as well as an overall decrease of 8.1% since 2008-2009.

Next Steps based on Non-Cognitive Data Review:

- Implement current PBIS program with fidelity by all staff.

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- With the assistance of the PBIS committee, develop and implement a plan to increase students' desire to attend and graduate from FCHS (e.g., Circle of Excellence community reward system, weekly drawings for students receiving Panther Paws, etc.) and decrease student discipline referrals which will reduce in and out-of-school suspensions as well as retention rates.
- With the assistance of the PBIS committee, develop and implement a plan to increase teacher attendance (e.g., 100% attendance plaque/statue, weekly incentive drawings for staff – extra planning time, lunch off campus with a friend.)

**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.**

The data both listed above indicates a lack of rigor and relevance in instructional practices at FCHS. There is also a lack of formative assessment to gauge effectiveness of instruction and student mastery of content and skills taught. During recent classroom walkthroughs on Domain 2 (Classroom Environment), indicator 2A (Respect and Rapport) shows that not all teachers are creating an environment of respect and rapport in their classrooms. Also, student survey results show that only 34% of students agree with the statement, "all my teachers change their teaching style to meet my learning needs," which indicates that classroom instruction at FCHS is not meeting the needs of all our students with respect to the way they learn best. Furthermore, only 26% of students agreed with the statement, "in my school, students treat adults with respect," and 48% of students agree with the statement, "in my school, rules are applied equally to all students." Non-cognitive data mentioned in the section above and survey data listed in this paragraph indicates that FCHS has barriers to 1) getting all kids to want to come to school, 2) keeping them in school through graduation, and 3) keeping them safe during school hours. Other data such as classroom walkthroughs, plus/deltas and surveys also indicate that there is a "attitude of compliance" in current transformation activities and a general lack of urgency regarding changes in professional practice which would lead to greater student engagement, increased rigor and challenge and more effective assessment practices. FCHS has made a very intentional focus on college/career readiness and the results are very clear – 81% of students graduating college and/or career ready (only 39% when identified as a "persistently low achieving" school). The lack of intentional focus on improving instructional and assessment practices has created the current reality of little no gains in end-of-course assessments, growth from PLAN to ACT and closing the achievement gap in all content areas as show in the graphic below.

- The 2012-2013 School Report Card indicates that approximately 54% of students are performing below the proficient level in reading and 65.4% below the proficient level in math.
- Percentage of students scoring at the Novice level in math was **increased** by 4.7% (21.2% in 2011-12 to 25.9% in 2012-13). Novice level **increase** in reading was an overall 0.3% (from 43.8% in 2011-12 to 44.1% in 2012-13).
- Next Generation Learners EOC and KPREP accountability scores (%P/D)

	2011-2012	2012-2013
English II	47.2	46.0
Algebra II	38.5	34.6
Biology	25.4	23.6

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US History	21.4	36.7
Writing	45.6	40.2
Language Mechanics	37.2	33.0

PLAN and ACT Data Summaries

	2011-12 School Report Card % of Accountable Students Meeting Benchmark on PLAN			2012-13 School Report Card % of Accountable Students Meeting Benchmark on PLAN		
	School	District	State	School	District	State
English	50.5	50.5	63.0	52.8	52.8	67.8
Reading	36.9	36.9	44.0	32.4	34.4	43.2
Math	18.2	18.2	24.8	24.4	24.4	25.8

	2011-12 School Report Card % of Accountable Students Meeting Benchmark on ACT			2012-13 School Report Card % of Accountable Students Meeting Benchmark on ACT		
	School	District	State	School	District	State
English	38.5	38.5	52.2	39.2	39.2	53.1
Reading	33.0	33.0	41.9	32.7	32.7	44.2
Math	26.4	26.4	38.6	34.5	34.5	39.6

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

FCHS had a leadership assessment in February 2012. Listed below are the deficiencies that were brought out in the report. The principal was deemed not to have capability or capacity to lead the changes at FCHS and was removed. An interim principal was appointed in March for the remainder of the year. The new, current principal was hired in July.

1. Deficiency	The principal does not hold himself and all staff members accountable for the success or failure of each and every student at Fleming County High School.
Next Steps	The principal should communicate to all stakeholders the urgency of placing student achievement as the school's top priority and adopt a "Whatever it Takes" policy for getting the job done. They should procure and welcome the assistance of district leadership in school improvement efforts. Non-negotiables should be defined, communicated, implemented and monitored. The principal should use the district certified evaluation plan as the basis for holding all staff members accountable for their roles and responsibilities in improving student performance.
School Action Steps to Overcoming Obstacles	<ul style="list-style-type: none"> <li>• Non-negotiables in place, communicated, and monitored</li> <li>• PGES pilot implementation</li> <li>• Met at beginning of year to plan for EOC/core classes – looking at data, how to move students to next level, developing goals for current year</li> <li>• Vision, using district certified evaluation plan (TPGES)</li> </ul>
2. Deficiency	The principal does not cultivate and sustain a commitment to high expectations

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	among all stakeholders.
Next Steps	The principal should consistently communicate a commitment to high expectations. This commitment should be shared with stakeholders through various venues (school council meetings, parent organizations, school Web site, community presentations). The principal should involve stakeholders in mitigating barriers to learning and sustaining a focus on high achievement. He should engage all stakeholder groups in interactive conversations to identify successful practices and unite them in a collaborative effort of assisting all students to reach high levels of learning. The principal should ensure the school serves as the framework for development of 21 <sup>st</sup> Century skills.
School Action Steps to Overcoming Obstacles	<ul style="list-style-type: none"> <li>• PRIDE intervention time</li> <li>• Communication plan (to include social media)</li> <li>• Meetings to discuss student performance data</li> <li>• Interactions with students, grade level meetings</li> <li>• CCR banners and Proficient school displayed in building</li> <li>• Establishing CCR goal with seniors</li> <li>• Public relations committee last year (met twice/year)</li> <li>• Student advisory councils (last year – this year ran differently)</li> </ul>
3. Deficiency	The principal and school council have not clearly defined a systematic process for collecting, analyzing and monitoring student achievement data.
Next Steps	The principal and school council should develop a systematic process for handling and monitoring student achievement data. The principal should lead his staff in intentional efforts to collect, organize, manage, analyze, evaluate and use student achievement data to improve student learning. The focus of the process should be clearly defined and directly tied to evaluating the effectiveness of all facets of decision making. Results of data analyses should be used to identify trends and patterns in all Fleming County High School programs.
School Action Steps to Overcoming Obstacles	<ul style="list-style-type: none"> <li>• Appeal process adopted for courses (upper level)</li> <li>• Scheduling based on data (EPAS and MAP data)</li> <li>• Ad. Council meetings include attendance data, CCR, behavior data</li> <li>• Classroom formative and summative assessment data, adjusting instruction accordingly,</li> <li>• EOC data – looking at our areas for growth – extending time to year-long courses for all EOCs</li> <li>• Administering quality core benchmark assessments and basing instructional decisions on results</li> <li>• PRIDE – data used for scheduling and instructional needs; strategies to use based on data</li> <li>• Each department has created a plan for the use of formative and summative assessments (in 30/60/90 day plans) – some plans include</li> </ul>

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	analysis of this data
4. Deficiency	The principal has not created a positive climate for teaching and learning and a culture of openness that fosters trust and participation among all stakeholders.
Next Steps	The principal should establish, communicate and implement a formal procedure to address parent and student concerns. The principal should be available and interact with students daily. He should interact with community members and share the vision and goals of the school. He should develop procedures and activities to encourage parent participation in the school decision-making process by implementing the school council committee policy. The principal should lead teachers in identifying roles in creating a positive climate for learning and address needs through regular communication and support. The principal should sustain a focus on mutual trust and respect among all stakeholders through the collection and analyses of data (surveys, collaborative activities, formal and informal discussions).
School Action Steps to Overcoming Obstacles	<ul style="list-style-type: none"> <li>• Principal email communications to/from parents, written documentation in principal folder</li> <li>• Principal non-negotiables (verbal and written)</li> <li>• PBIS plan, committee meetings, student rewards/incentives</li> <li>• Grading practices for Standards Based Grading, grade checks on Monday's</li> <li>• Social Media correspondence – two way</li> </ul>
5. Deficiency	The principal and school council do not collaborate with stakeholder groups or have a formal process for comprehensive school improvement planning.
Next Steps	The principal and school council should collaborate with stakeholder groups to create organizational structures and processes for comprehensive school improvement planning. The principal, school council and stakeholder group representatives should create vision, mission and beliefs statements and set goals for the plan. Evaluation of impact on classroom practices and student achievement should occur. Strategies, activities and benchmarks should be established. Implementation and impact checks should be used to monitor implementation and evaluate the impact of the strategies and activities on student achievement and should result in changes in classroom practices.
School Action Steps to Overcoming Obstacles	<ul style="list-style-type: none"> <li>• Administrative and leadership team creation – focus on 30/60/90 day plan</li> <li>• 30/60/90 day planning process from leadership to departments</li> <li>• 30/60/90 becoming focus for CSIP</li> <li>• Vision process from last year – slogan: “We are FC”</li> <li>• PLC process</li> <li>• Plus/Delta process for continuous improvement</li> <li>• School-wide Literacy strategies, LDC plan – district “wall-to-wall” literacy plan</li> </ul>
6. Deficiency	The school council has not adopted all policies and bylaws required by statute, and the principal has not developed and implemented procedures for implementation of policies.
Next Steps	The principal and school council should receive training in areas of responsibility,

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	legal obligations and effective governance. The school council should request assistance to ensure all required policies, bylaws and procedures are developed. The bylaws and policies should be comprehensive, contain procedures for effective implementation and should be communicated to all stakeholder groups. The principal should implement policies as written, and the council should gather data to measure the impact of policies on student achievement. Meeting schedules, agendas and minutes should be publicized and communicated to all stakeholder groups.
School Action Steps to Overcoming Obstacles	<ul style="list-style-type: none"> <li>• Advisory Council training with ERL and training for new members as they came on board</li> <li>• Used KASA bylaws as model</li> <li>• District policy (Standards Based Grading) which governs FCHS practices</li> </ul>

Based on these recommendations, resources needed to ensure that these next steps are accomplished are the additions of a District 180 Educational Recovery Leader and District 180 Educational Recovery Specialists, one in Math and one in Literacy (we are requesting funds for an additional ER specialist in literacy). The addition of these specialists can provide our recently hired principal the guidance and assistance he needs as he puts together his leadership team and implements this school improvement grant to establish clearly defined effective, sustainable, instructional and operational processes. These two “specialists” will also help to build a solid core instructional program in literacy and mathematics.

The chart below outlines seven categories where the ER team will work in collaboration with the School Leadership Team to design and develop systematic processes to effectively ensure the transformation of Fleming County High School.

Linkage Category	Operational Definition	Description of Collaboration
Leadership	The principal and leadership team members are leaders of the school learning system and are responsible for setting direction and monitoring the progress of important school processes.	ER team will help identify ways to focus instructional decisions of the school advisory council and school leadership teams around support for teaching and learning and developing leadership skills.
Strategic Planning	School plans support the district improvement plan and take into account student and valid stakeholder needs. Goals and measures in the plan focus on student and school achievement.	Planning: (development, implementation, monitoring, communication, and evaluation of the school plan. For example: 30/60/90 day plans) Organization: (organizing the school around all available resources to ensure maximum effectiveness.)
Student, Customer, Market Focus	There are definite methods for building positive relationships with students, parents, other schools and the community as well as for	Support Services and Resources: (assist staff in working with families and community groups to remove barriers to learning) This collaboration will

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	determining their needs, expectations, and requirements.	include the Youth Service Center and community resources already established.
Measurement, Analysis, and Knowledge Management	The school collects and manages the information required to monitor school progress, support plans for improvement and improve key processes.	Assessment: (work with staff to ensure the rigorous and authentic assessments inform and improve instruction to meet the needs of all students.)
Student, Teacher (Workforce) Focus	The school/ work environment supports the full development and engagement of faculty, staff, and students in accomplishing the school mission.	Professional Development: (Seeks and provides appropriate, relevant professional development opportunities for teachers and administrators and work with teachers to identify areas of growth that will enhance their teaching skills) Culture: (Help provide resources and activities that will make the school function as an effective learning community to support and promote a safe and orderly environment that encourages learning.)
Learning Centered and Support Process Management	The faculty, staff and students manage and continually improve a variety of processes designed to achieve classroom goals (e.g., use of data, student ownership of their own data/learning, goal setting).	Curriculum: (ensures curriculum is aligned with state and local standards and implemented through a systematic process) Instruction: (assist teachers in developing and implementing effective and varied research-based instructional strategies to be used in all classrooms) Assessment: (assists leadership in providing meaningful feedback to staff to ensure rigorous and authentic assessments inform and improve instruction to meet the need of all students) Compliance Issues: (help carry out activities identified in the SIG)

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

The Fleming County Board of Education, in conjunction with the superintendent and the advisory council at FCHS, reviewed the four models and analyzed the impact and potential for student achievement under each option. The Transformation model was chosen as the structure for school turnaround at Fleming County High School. The activities required for this model will give

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FCHS the greatest opportunity to provide their students and faculty the support they need as they begin their transformation from a persistently low achieving school to a school that exemplifies high expectations and achievement from both students and faculty. The nine components of the Transformation Model will include the following strategies/activities:

1. **Selecting a Principal and Recruiting Teachers** – The audit results determined that the former principal at FCHS was removed and KDE was appointed to hire a new principal (district did not have capability or capacity). After the hiring process was complete, FCHS has a new principal, Mark Leet, hired July 2012. (Transformation Model Required Activities, “Will the principal be replaced?”) The ER team, in collaboration with district and school leaders, will design and implement a system for the recruitment of teachers.
2. **Establishing and Orienting the School Administrative Team and School Leadership Team** – The school formed an Administrative Team in August, 2013 and the School Leadership Team at FCHS in December of 2013, prior to this, several teams were organized to facilitate the transformation process. Team members include school and district representatives who have been focused on beginning the transformation of Fleming County High School.
3. **Moving Toward School Autonomy** – The ER team, in collaboration with district and school teams, will be instrumental in designing and implementing systems at FCHS that will allow this school to be able to fully govern itself at the end of the three-year transformation period. This model will allow the school to put systems into place that will make them a high performing school.
4. **Working with Stakeholders and Building Support for Transformation** – The district held a meeting at FCHS to discuss “persistently low achieving” status and the leadership assessment results. Leadership assessment results were printed in its entirety in the local newspaper for community review. Educational Recovery Staff provided information regarding the nine components of the Transformation Model to FCHS faculty/staff and advisory council upon their placement at school.
5. **Contracting with External Providers** – Partnerships with Eastern Kentucky University/Center for Learning Excellence, Kentucky Department of Education, and Morehead State University are in different stages of planning at this time. These partnerships will focus on literacy in the content areas and math, two areas that need growth at FCHS.
6. **Leading Change** – This model allows us to build strong principal and teacher leadership through the addition of the Educational Recovery Specialists in Math and Literacy and also the Educational Recovery Leadership. This ER team will collaborate with district and school leadership to put systems in place that allow FCHS to sustain improvement activities when the grant period ends.
7. **Evaluating, Rewarding, and Removing Staff** – This model allows the school to develop a system whereby fair and honest evaluations are conducted. Teachers who demonstrate exemplary student achievement and growth are rewarded, while those who do not are given the support they need. If this support does not produce the needed changes to provide our students with excellent instruction, then procedures are in place to remove staff that performs below standard.
8. **Providing Rigorous Staff Development** – The Transformation model allows us to provide the faculty and staff at FCHS the support they need in the area of professional development. The ER Team will be able to provide embedded professional development and support to teachers in order to increase teacher efficacy at FCHS and increase student achievement. This model allows us to build teacher leadership to sustain these efforts when the grant period ends.

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9. Equitable evaluation systems for teachers and principals: Fleming County has adopted the PGES framework as their district certified evaluation plan and will be implemented with fidelity to ensure an effective teacher in every classroom and an effective administrator in every building.

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

**Transformation Model Required Activities**

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

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

During the 2011-12 school, FCHS received a Leadership Assessment which deemed the former principal to have no capability or capacity to lead the turnaround process. **The principal was replaced and** the new, current principal was hired in July 2012 by a KDE interview team established because the district was also deemed to have no capability or capacity on their Leadership Assessment. Documentation is provided as an attachment to this application. **We are currently awaiting the results of the 2014 Diagnostic Review (conducted March 10-11, 2014) for principal capacity determination.**

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

The FCHS principal will work collaboratively with the advisory council and both administrative and school leadership teams to ensure the development of effective systems that will be sustained after state support is removed and school is no longer in priority status. Flexibility in school operations will include:

- To determine staffing needs of the school within the staffing allocation provided by the board of education in collaboration with ER staff and state assistance manager
- To develop an instructional and student activity fund budget to support the prioritized needs of the school and provide needed resources
- To develop and implement a school master schedule that meets the needs of all students at FCHS and includes an intervention period to serve underachieving students
- To develop assessment and reporting policies
- To receive comprehensive SBDM council training on all aspects of council activity and responsibility for existing advisory council members

The Superintendent and Central Office personnel will design effective processes to address support

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

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

With the addition of the Instructional Coach, the principal will be able to implement the following more effectively;

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

The principal will be involved in the following decision-making processes that will guide FCHS in the turnaround initiatives including:

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

In order to allow more operational flexibility in decision making through increased knowledge of school turnaround, the principal of FCHS will participate in a leadership program (National Institute for School Leadership) currently being promoted by KDE. This program will begin June 2014.

To further ensure effective decision making and instructional focus, the principal of FCHS will participate in the Kentucky Leadership Academy (KLA). KLA is a yearlong professional learning experience, focused this year on implementing the Professional Growth and Effectiveness System (PGES). KLA brings together school leaders from across the state to collaborate, share successes and school strategies, and focus on school improvement. The KLA learning targets for 2013-14 school year include:

- Amplify and accelerate capacity for principals to share and learn from each other to effectively implement PGES.
- Build leadership capacity of principals to work with team and teacher leadership for a highly effective school culture and infrastructure

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- Provide tools and resources that help principals monitor vital educator effectiveness behaviors and provide quality feedback.

**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 Fleming County School District participated in TPGES and PPGES focus groups as KDE sought to design and adopt a new teacher/principal effectiveness system. In addition, Fleming County teachers and principals participated in the TPGES and PPGES field test in 2012-13 and doubled the teacher participation in the state-wide pilot for 2013-14. Teachers (15 of which are high school teachers) and principals (including the high school principal) participating in the pilot have received training with the KY Framework for Teaching and with developing professional growth goals and student growth goals.

The Fleming County School District, through the Certified Evaluation Committee representative of teachers and administrators from all schools, demonstrated its commitment to the development and growth of its teachers by adopting Domains 1, 2, 3, and 4 of the KY Framework for Teaching, the Professional Growth Reflective Process, and the development of student growth goals as a significant part of its local certified evaluation process and procedures for school year 2013-14. The district has provided extensive, on-going professional learning for its teachers on this process. Administrators, teacher leaders from the field test experience, and consultants facilitated professional learning session in May 2013 focused on Domains 1, 2, and 3 of the KY Framework for Teaching.

Fleming County High School's School Report Card (2013) indicates a continued need for more rigorous evaluation of teaching practice, especially in Domain 3, and support/professional learning for teachers to increase student achievement in all content areas. The percentage of students scoring proficient/distinguished on the KPREP End of Course Assessment in English II (46%), Algebra II (34.6%), Biology (23.6%), and US History (36.7%) fall below 50%. Additionally, the percentage of 11<sup>th</sup> grade students scoring at benchmark on the ACT in English (39.2%), Math (34.5%), and Reading (32.7%) is below 40%. Work has begun in the district to provide this much needed support.

The district developed and implemented a scaling plan for the 2013-14 school year to provide a systematic approach to support teachers in the implementation of the Framework for Teaching. During the fall semester 2013, schools focused on an individual component of Domain 2 of the Framework for Teaching in their faculty meetings and PLC meetings. In addition, principal and district level walkthroughs focused on those same components. Formative data collected was analyzed in Principal PLC meetings monthly. During the spring semester 2014, schools will focus on an individual component of Domain 3 of the Framework for Teaching in their faculty meetings and PLC meetings, in the same manner as Domain 2. Formative data collected from walkthroughs will again be analyzed monthly in Principal PLC meetings. This system of certified evaluation includes multiple

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measures to determine effectiveness which include multiple observations, development of professional growth plans and student growth goals.

Teachers in the TPGES Pilot have developed student growth goals and are piloting the process of measuring their students based on the goals with the assessments they have indicated or developed. Formative assessment data will be collected by teachers and analyzed to determine if there are moving toward their established student growth goals. During mid-year conferences with their principal/designee, teachers are reporting on their successes and difficulties with implementation and receiving feedback concerning the content, scope, and assessments used in the goals. All administrators and teachers in the district need more training and guidance in the development, measurement, and monitoring of student growth goals.

To further support the implementation of the Framework for Teaching and development of teacher leaders, the district participated in a Peer Observation research project during the fall semester 2013. Teacher leaders were selected through an application process to become peer observers. These Peer Observers were required to complete a set of online peer observer training modules before conducting observations. Teachers across the district at all levels, elementary, middle, and high, volunteered to be observed. Peer Observers used the Framework for Teaching, Domains 2 and 3, to conduct observations and provide feedback through post-conferencing with the teachers they observed. Peer Observers did not evaluate teachers, but their feedback has contributed to the growth of the observer and the teachers who were observed.

Framework for Teaching Domain 1 has been partially addressed through the use of CIITS for lesson planning. A group of teacher leaders, representative of all schools in the district, were trained in the use of CIITS to develop lesson plans. These teachers would act as mentors to teachers in their respective buildings throughout the implementation process. At the beginning of the school year, all teachers received training at the school level. Expectations for implementation:

- Within the first 30 days of school receive training and support on lesson plan development and create at least 1 lesson plan in CIITS
- Within the next 30 days of school, continue to receive support as needed and continue to practice by entering lesson plans in CIITS
- After 90 days of school, all lesson plans to be entered into CIITS

With full implementation of the PGES system, we will be closer to an effective teacher in every classroom and an effective leader in every building which will lead to increased graduation rates.

**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.**

**To enhance our current work with TPGES/PPGES/OPGES and provide a reward system**, teachers will select from their curriculum/pacing guides an enduring skill or critical understanding on which to focus a student growth goal for the school year. Teachers will use an appropriate means of obtaining baseline data for the students in the growth group and will use the SMART process to set a realistic growth goal for their students. Goals will be evaluated by school/district level administrators for quality. Teachers will monitor additional classroom and assessment data that will inform the

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instructional process toward meeting the goal. By the end of the school year, summative data will measure the extent of the student growth achieved. The administrative team members will be involved in the collaborative development of teachers' student growth goals, monitoring data and success toward meeting established goals. Teachers who meet or exceed their goals will be provided \$200 stipend (total of \$10,000 for teacher stipends for meeting or exceeding their student growth goals). To enhance our current work with PPGES/OPGES, administrators (principal, assistant principal, counselors, CTE coordinator) will establish SMART goals for each of the 5 areas of Next Generation Learners accountability (achievement, gap, growth, CCR and graduation rate). Administrators will use current state accountability data to establish baseline data to establish SMART goals. Goals will be evaluated by the ER team and Central Office Liaison for quality. Administrators will monitor school level data that will inform the instructional process toward meeting the goals. By the end of the school year, new state data will measure the extent of the success in meeting the five establish goals. The ER team, instructional coach and Central Office Liaison will be involved in monitoring data and success toward meeting established goals. Administrators who meet or exceed their goals will be provided a \$400 stipend per each met or exceeded goal for a total of \$2000 (total of \$10,000 for administrator stipends for achieving all five goals).

**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.**

The principal and/or designee(s) shall conduct multiple observations/evaluations and develop an Individual Corrective Action Plan for any certified personnel whose initial observation results are unsatisfactory (one or more "Ineffective" or "Does Not Meet" rating for one or more domains or standards on a formative or summative evaluation) or for whom administration has identified an immediate need for action. The Individual Corrective Action Plan shall be implemented immediately and monitored at least four times during the corrective action period. While identified needs may encompass multiple indicators within a standard or standards, the Corrective Action Plan should address only two or three goals at a time, provide the certified person with professional support (e.g., mentoring, coaching, opportunities to observe exemplary practice, and other intensive professional growth opportunities), and allow adequate time (1-4 months, depending on the extent of growth needed) for the certified person to implement the desired change. When performance moves to at least the "Developing" or "Growth Needed" level, the Corrective Action Plan may be revised to address additional indicators/goals or the person may exit Corrective Action. The Corrective Action Plan and related documentation become part of the official personnel file.

All employees being evaluated may appeal their evaluation in writing to the evaluation appeals committee within 7 working days. (Two members elected by certified employees and one member appointed by the local board.) This appeal becomes a part of the official personnel file.

Employees who violate provisions of the Professional Code of Ethics for Kentucky School Certified Personnel may be subject to disciplinary action, up to and including termination.

The Principal will provide the Superintendent, who is responsible for Termination and nonrenewal of contracts, with notice of recommended non-renewals by March 15. Nonrenewal of limited contracts of certified personnel shall be made no later than May 15 in compliance with the requirements of KRS 161.750.

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

The school administrative team has analyzed 2012 and 2013 KPREP and EOC test data to determine professional development needs related to student achievement. Teachers at FCHS were asked to complete an online survey in January 2014 on their professional development needs (survey results submitted with revisions). The district professional development coordinator has analyzed these survey responses and identified the following as identified areas for growth for FCHS faculty:

- Effective use of formative assessment strategies in daily classroom instruction to measure student understanding and progress toward learning targets/standards on an on-going basis. This training will help teachers to implement effective formative assessment strategies aligned with their content and skill standards and will assist teachers in using the data gained from these assessments to drive the next steps in instruction on a daily basis. Therefore, teachers will be better equipped to plan for Tier I interventions in the regular classroom.
- Effective strategies for closing the achievement gap to ensure that all teachers are equipped with required tools to ensure all students are mastering standards.
- Training/assistance will be provided via PLCs on identifying enduring skills and critical understandings from curriculum/pacing guides in order to target the skills and understandings necessary for developing effective student growth goals.
- The Instructional Coach, District Instructional Supervisor, Principal, and ER staff as well as external partners (e.g., KEDC/co-ops, content network specialists, KDE field staff, KDE assigned effectiveness coach) will attend trainings/workshops focused on literacy strategies/literacy models and appropriate mathematical practices sponsored by KDE or other source (TBA, as available in summer 2014). A school administrator (and/or district instructional supervisor, who is the school liaison) will also attend the training in order to emphasize the administrator's role in the improvement process. The instructional coach, administration, ER staff, and district instructional supervisor as well as external partners (e.g., KEDC/co-ops, content network specialists, KDE field staff, KDE assigned effectiveness coach) will work with teachers in their classrooms and in their department/content PLCs to strengthen the teachers' knowledge base and increase teachers' expertise in the classroom in order to increase student achievement in the areas of literacy and math. ER staff will be instrumental in supporting the work of the instructional coach by helping to develop systems to thread literacy and mathematical practices throughout the content areas in the school.
- As part of targeted PD based on student and teacher performance data, additional training will be done throughout the school year with all faculty members during faculty meetings and PLC meetings and provided by the instructional coach, principal, instructional supervisor, teacher leaders, and/or ER staff as well as external partners (e.g., KEDC/co-ops, content network specialists, KDE field staff, KDE assigned effectiveness coach). Regular monitoring of implementation of completed PD will occur during monthly classroom walkthrough observations conducted by school administration, instructional coach, district instructional supervisor, and ER staff. Further monitoring will take place in the form of PLC meeting

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agendas/minutes, lesson plan reviews, and feedback from instructional coach's classroom visits.

- In order to increase literacy scores on the PLAN, ACT, EOC and KPREP assessments, our students need effective literacy strategies instruction incorporated across the curriculum. Training and coaching all faculty members in research-based effective literacy strategies during PLC and faculty meetings will increase student achievement in this area.
- Job-embedded PD will be used to help the Administrative Team train and develop a schedule that focuses on RTI with an intervention period. FCHS currently operates on a trimester schedule that segments the grading periods into three 12-week sections. FCHS adopted trimester scheduling in the 2010-2011 school year, where we had 5 periods per day. In the 2011-2012 school year we continued trimester scheduling and the 5 period day. In the 2012-2013 school year, FCHS continued with the trimester scheduling, but included an intervention period each day (PRIDE Period) bringing the total number of periods per day from five to six. In the current school year, 2013-2014, FCHS is continuing with the trimester schedule; however we have adopted a true six period day, with each period being 60 minutes, and the PRIDE period being 25 minutes per day, at the start of each day. During PRIDE period students attend intervention or elective courses. Students who have reached college readiness benchmarks are permitted to attend an elective course. Students who have not reached their college readiness benchmarks attend intervention classes. Students who have been deemed college preparatory attend classes to assist in the KOSSA/Industry fields, and also with WorkKeys and ASVAB. PRIDE period courses rotate every 12 weeks. The trimester scheduling allows for classes to be split into halves, allowing for half-a-credit per trimester. Some courses were left as all year courses. Our English and math courses are all year courses, as are our End of Course classes. These courses are worth 1.5 credits for the year. FCHS currently host 19 Career Pathways through our CTE program. We employ 14 CTE teachers at FCHS. Our pathways are as follows: Ag Education, Ag Power, Animal Science, Horticulture, Allied Health, Pre-Nursing, Finance, Administrative Support, Marketing Education, Information Support and Services, Business Information Processing, Early Childhood Education, Fashion and Interior Design, Culinary Arts, Consumer and Family Management, PLTW Engineering, Telemedia Technology, Collision Repair and Refinish Technology, and Automotive Technology.

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

The district proposes to incorporate an **incentive based performance rubric** for teachers that are committed to increasing student achievement and graduation rates at FCHS. All teachers are required to attend 24 hours of professional development each year and to be active, engaged members of a professional learning community at their school, and to also attend all regularly scheduled faculty meetings.

Teachers and administrators will be evaluated using the new Professional Growth and Effectiveness System that FCHS **fully adopted in July 2013**. This will be the base level of the rubric or a Level 3 Teacher. They will be compensated using the Fleming County salary schedule for the 2014-2015 school year.

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

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

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

To allow for various types of leadership roles at FCHS, we would like to add teacher leader stipends for teachers selected to serve on the district Curriculum Design Team (CDT) – description listed above in district section as well as teachers to serve as Peer Observers. In order to recognize teacher leaders for their commitment of time and responsibility, teachers who are selected to serve as Curriculum Design Team (CDT) representatives at the district level will receive a stipend of \$2000. Teachers who wish to participate in the Peer Observer program will receive \$100 per observation with three observations per observer (maximum of two observations per observer) for a maximum stipend of \$600 per peer observer.

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

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Through this recruitment, placement and retainment initiative, FCHS will be able to provide five different areas of stipend availability to allow for greater number of staff to be in leadership roles or provided monetary incentives to enhance their content and teacher effectiveness knowledge:

Level 2 = \$500

Level 1 = \$2000

CDT member = \$2000 (cannot be same teachers as level 1)

Peer observers = \$600

National Board Certification fees = 2@\$2500 = \$5000 (cannot be same teachers as level 1)

Instructional Asst = \$125

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

Literacy

The Fleming Co. High School Literacy Plan is currently being revised in collaboration with Simons Middle School (the high school's only feeder school) to incorporate all facets of literacy (reading, listening, speaking, writing, thinking) so that the school's program is appropriately rigorous and provides for intervention for students who have fallen significantly below their grade level peers. The plan will also address the purpose and contents of the student writing/communication portfolio. This will be a plan which articulates the critical skills, research-based literacy strategies, and Literacy Design Collaborative (LDC) for content literacy in grades 7-12.

The Educational Recovery Staff, Instructional Coach, interventionists, Instructional Supervisor, and principal will be instrumental in monitoring to make sure that the literacy plan is appropriate for the school and its students and that all content area teachers are incorporating the content literacy standards in their instruction. This team will work with teachers to ensure that instructional strategies being identified as best practices in adolescent literacy are being incorporated into their classroom instruction. The work will be built into the school's 30-60-90 day plan to ensure fidelity and communication.

ELA Courses Offered at FCHS:

English 9

Honors English 9

English 10

Honors English 10

English 11

Honors English 11

English 12

AP English/Literature

Journalism

Dual Credit English 101/102

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FCHS uses Study Island as supplementary program to provide students with extra time reviewing content through text, multimedia lessons, and online quizzes at their own pace.

With the assistance of the ER Staff and instructional coach, the school needs to develop an appropriate, three-tier intervention (RTI) process for reading.

### Math

Fleming County High School's math department has implemented newly designed pacing guides which are aligned with Kentucky Core Academic Standards. The pacing guides include formative assessment lessons and mathematical practices recommended by the Mathematics Design Collaborative (MDC). The formative assessment lessons have been placed in appropriate places within the math content by the math PLC and Curriculum Design Team. The implementation and quality of the formative assessment lessons are monitored by teacher reflection guides accompanied by student work, which are collected and reviewed by the Curriculum Design Team and/or district Instructional Supervisor/KDE Effectiveness Coach.

FCHS math department utilizes automaticity activities daily to provide students practice at becoming fluent in basic mathematical operations without the use of a calculator. Teachers employ the dynamic teaching model as an instructional organizer for each math lesson, in order to incorporate all facets of mathematics instruction. Math teachers at FCHS also incorporate "spiral review quizzes" to ensure that students retain the skills and knowledge gained in earlier lessons.

Math courses offered at FCHS:

- Algebra I
- Honors Algebra I
- Geometry
- Honors Geometry
- Algebra II
- Honors Algebra II
- Integrated 9
- Integrated 10
- Integrated 11
- Integrated 12
- Statistics
- Trigonometry/Pre-Calculus
- AP Calculus
- Dual Credit – College Algebra
- Dual Credit – Pre-Calculus
- Dual Credit – Calculus

FCHS uses Assessment and LEarning in Knowledge Spaces (ALEKS) to supplement regular classroom instruction. The web-based software, based on Knowledge Space Theory, is a research-based program that can efficiently and accurately assess student knowledge of the discipline. Unlike

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standardized tests, which typically result in numerical measures of achievement, the result of an ALEKS assessment consists of a comprehensive report of all the types of problems mastered by the student and a comprehensive list of the topics a student is ready to learn.

With the assistance of ER staff and instructional coach, the FCHS math department needs to develop common assessments that can be used to monitor/measure student performance on enduring skills and understandings targeted in student growth goals. Further, the math department needs to develop a plan to analyze formative and benchmark assessment data as part of regular PLC meetings, and use the data to influence instructional decisions.

With the assistance of the ER Staff, the school needs to develop an appropriate, three-tier intervention (RTI) process for math.

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

Use of Data at the Classroom Level:

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

- Sharing learning targets/standards with students
- Providing positive feedback for helping students know how to improve their performance
- Enabling students to be effective self-evaluators
- Motivating students to be owners of their own learning.

Teachers will individually and within departments use classroom formative assessment data to inform and differentiate instruction.

- Closely monitor students identified from interim data
- Work in PLCs to analyze student data to identify gaps in student understanding and in the curriculum
- Work in PLCs to create formative assessment instruments congruent to learning targets/KPREP
- Based on formative assessment data, identify students for tutoring and those that need more intensive help in (PRIDE period) Tier 2 intervention services

Teachers will use classroom summative assessment data to inform curriculum and/or instruction and to identify students for Tier 2 interventions in PRIDE period. Teachers will work in PLCs and with ER staff to create common summative assessments.

Use of MAP Data as an Interim Assessment 3 Times Per Year in Math and Reading

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Fleming County High School will use MAP to evaluate students' knowledge and skills relative to standards in reading and math, typically within a limited time frame in the fall, winter, and spring of a given school year. The ER staff will collaborate with school leadership to design and implement a system for the effective collection and use of this data.

The data will be used to inform decisions at the classroom level. The data will also be used at the school and district level to inform decisions about programs, services, and activities for students.

These assessments may serve a variety of purposes, including predicting a student's ability to succeed on a large-scale summative assessment, evaluating a particular educational program or pedagogy, diagnosing gaps in a student's learning, and student placement in an RTI Tier 2 or 3 intervention. Faculty will work with the ER staff to determine the best use of this data.

#### Use of Summative Assessments

Summative assessments such as EPAS (PLAN and ACT) and state standardized testing (KCAS and EOC) can be used in a variety of ways.

- To evaluate the effectiveness of instructional programs and services at the end of an academic year.
- To determine if students have mastered state and national entrance exam standards to identify instructional areas that need additional attention.

#### School-wide Response to Intervention

Currently, there is no strategic, intentional or implemented school or district-wide response to intervention plan to address the needs of students. ER staff will work with school and district personnel including liaison, director of special education, school level interventionists and instructional coach to develop an effective system of interventions to meet the unique learning needs of students in Fleming County.

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

- Students currently use the ALEKS program as a form of remediation in the math content. Some students use this in their regular classes as an instructional supplement, while other students are using ALEKS in a credit recovery fashion, and are mastering content for course credit. Students enrolled in both Credit Recovery and SAFE Choices (alternative school) use the ALEKS software.
- FCHS utilizes the PLATO software to allow students to complete core content and elective classes online. PLATO is web based. It allows the students to access their accounts both during and after the school day. Student accounts are created by the Guidance Office, and students are enrolled in the courses they need for graduation by the Guidance Office. Students in both Credit Recovery and SAFE Choices (alternative school) use the PLATO software.

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- Various teachers offer **ESS/tutoring services** after the regular school day. Teachers submit their student attendance lists, and hours served, to the building level coordinator, who compiles and submits the information to the district level coordinator. Teachers are compensated \$20 per hour for their services via ESS funds.
- Students who have failed coursework and need to make up core content or elective credits are permitted to do so during the school day via a Credit Recovery course. These students utilize the PLATO or ALEKS software to make up the content they need. Credit Recovery is supervised by an instructional aide and the FCHS librarian/media specialist. Students may be enrolled in credit recovery 1 or more periods per day, for 1 or more trimesters each year – depending upon their credit needs. Placement in Credit Recovery is typically capped at 15 students per period, and priority is given to senior students.
- FCHS currently operates on a trimester schedule that segments the grading periods into three 12-week sections. FCHS adopted trimester scheduling in the 2010-2011 school year, where we had 5 periods per day. In the 2011-2012 school year we continued trimester scheduling and the 5 period day. In the 2012-2013 school year, FCHS continued with the trimester scheduling, but included an intervention period each day (PRIDE Period) bringing the total number of periods per day from five to six. In the current school year, 2013-2014, FCHS is continuing with the trimester schedule; however we have adopted a true six period day, with each period being 60 minutes, and the PRIDE period being 25 minutes per day, at the start of each day.
- During PRIDE period students attend intervention or elective courses. Students who have reached college readiness benchmarks are permitted to attend an elective course. Students who have not reached their college readiness benchmarks attend intervention classes. Students who have been deemed college preparatory attend classes to assist in the KOSSA/Industry fields, and also with WorkKeys and ASVAB. PRIDE period courses rotate every 12 weeks.
- The trimester scheduling allows for classes to be split into halves, allowing for half-a-credit per trimester. Some courses were left as all year courses. Our English and math courses are all year courses, as are our End of Course classes. These courses are worth 1.5 credits for the year.
- FCHS currently host 19 Career Pathways through our CTE program. We employ 14 CTE teachers at FCHS. Our pathways are as follows: Ag Education, Ag Power, Animal Science, Horticulture, Allied Health, Pre-Nursing, Finance, Administrative Support, Marketing Education, Information Support and Services, Business Information Processing, Early Childhood Education, Fashion and Interior Design, Culinary Arts, Consumer and Family Management, PLTW Engineering, Telemedia Technology, Collision Repair and Refinish Technology, and Automotive Technology.

**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 next three years.**

In September 2013, a school level team (the principal, ERL and an advisory council parent representative) attended the Governor's Commonwealth Institute for Parent Leadership meeting

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which guided our team through the Missing Piece to the Proficiency Puzzle document. This document provides leadership training that gives parents, caregivers, mentors and school personnel the skills and tools necessary to become more involved in enhancing the academic achievement of all students in the school. During this session, we provided ratings for each of the 6 indicators within the document. Along with the ratings, we drafted ideas to involve more parents/guardians in meaningful ways with the school. This document, the Missing Piece Diagnostic, became part of our school's self-assessment that was submitted in October, 2013 in the ASSIST platform.

Other efforts include the creation of a new Facebook page and Twitter account to keep parents abreast of happenings, both academic and athletic, of the school. Additionally, other involvement strategies include: parent Open Houses are scheduled twice per year; 9<sup>th</sup> grade orientation prior to beginning of school; the Counselor's Corner printed in the local free newspaper; Infinite Campus parent portal; and Bright Arrow messaging service.

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

FCHS was identified as a "persistently low-achieving" school and had a KDE Leadership Assessment and the principal was deemed to have "no capability or capacity" and removed, the district was also deemed by a KDE Leadership Assessment to have "no capability or capacity" to lead necessary changes at the district's PLA school. After receiving notification that the school had been designated "**persistently low-achieving**," the district provided FCHS with minimal technical and/or monetary assistance for the 2011-12 school year. Fleming County school system has also been put under state assistance for dire financial and other issues which has led to a less than 2% contingency fund required by the state. This has also created a situation where the district is truly unable to provide financial assistance to FCHS and other schools in the district. The district provided limited funds to establish the ACT Boot Camp for increasing college/career readiness. The district has also identified a central office staff member (instructional supervisor) to serve as the liaison to FCHS. The liaison attends regular Monday morning administrative team meeting (which she is a standing member) as well as attending PLC meetings, after school faculty meeting, and provides general guidance to the team.

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

**Transformation Model - Permissible Activities**

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

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

Lesia Eldridge, District Instructional Supervisor, oversees curriculum at the district level. Mrs. Eldridge will work with the school leadership and ER team to monitor the implementation of the Kentucky Core Academic Standards in Math and English/Language Arts. She will ensure that all

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content areas are delivering the content standards from KCAS that are designated for their departments. Monitoring will be done by PLC agendas, curriculum pacing guides, lesson plans, and walkthrough data collected by the school leadership team. When implementation is found to be ineffective, the leadership team, in collaboration with the ER Staff will direct assistance to be given to teachers who need support in implementing the curriculum with fidelity. This support will be on-going until the problem is corrected.

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

Melissa James, Special Education Director, will collaborate with the ER Staff (and KEDC) to provide the faculty and staff at FCHS with the professional development they need to be successful with their students. Mrs. James will work with special education teachers at the school on implementation of best practices. Mrs. James will also meet regularly with the special education teachers in a PLC setting and facilitate their time together to make sure these PLC meetings are focused on increasing student achievement.

Mrs. James will direct teachers to appropriate professional development and/or workshops as needs arise. PD360 provides teachers with resources they can use on demand that addresses their professional development needs as indicated by the principal, instructional coach, and ER Staff.

Fleming County currently employs a classified employee to serve as an instructional assistant assigned to work with ELL students on an as-needed basis. The ELL tutor provides one-on-one support to students and school staff involved in working with ELL students. Currently, for the 2013-14 school year, there are 13 Limited English Proficiency (LEP) students, of which 2 are FCHS students.

The English Language Learner (ELL) program in Fleming County follows the immersion strategy. It is characterized by almost total immersion into a mainstream classroom, with assistance from pullout and various other modifications/differentiation by the classroom teacher. ACCESS testing took place in February 2014. Results from ACCESS will inform the review and update of student Program Services Plans.

The case load manager (for special needs students) and guidance counselor (for ELLs) will work with the Admissions and Release Committee (and with parents) to determine specially designed instruction to meet the specific needs of each individual student. This specially designed instruction becomes the Individual Education Plan for students with disabilities or the Program Services Plan for ELLs. Upon implementation of these plans, students will receive services/supports that ensure equitable educational opportunities which lead to increased student achievement.

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

- FCHS offers 7 Advanced Placement courses this year: English Literature, English Language and Composition, European History, Human Geography, US History, Biology, Physics (KET

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Distance Learning). Students who receive free/reduced lunch may take the AP exam at a reduced rate as provided by College Board.

- FCHS currently hosts 9 dual-credit courses through Morehead State University's Early College program. These courses are taught on the FCHS campus, during the regular school day, by a FCHS teacher. Junior and Seniors students receive 3-hours of college credit for achieving a grade of "C" or higher. These courses are offered as tuition-free by MSU, and students need only pay for their books/instructional materials. Students must have an 18 composite score on the ACT, and met the respective benchmarks to take these courses.
- FCHS currently coordinates a dual-credit Middle College program through Maysville Community and Technical College. Students are enrolled in a combination of online and face-to-face courses. Some students travel to the MCTC campus for their coursework, while others are able to complete coursework online from FCHS and their homes. All of these courses are instructed by MCTC faculty. This program is open to juniors and seniors who are College Ready. Students who are enrolled in this program receive tuition breaks, and are enrolled in an installment payment plan by MCTC. Each dual-credit course is worth three college hours.
- Maysville Community and Technical College allows FCHS students, who have met the respective benchmarks, take dual-credit online courses for half the regular tuition rate. These students are not part of the Middle College program. They take all of their courses online, and are scheduled into a period of the regular school day to work on their online class. Each online class is worth three college hours.
- FCHS has an appeals process for students not meeting academic eligibility for placement into advanced coursework.
- FCHS currently offers PRIDE intervention time as well as after school Extended School Services (tutoring) in all content areas that provides supports for low-achieving students enrolled in advanced coursework.

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

- Current 8th grade Simons Middle School (SMS) students will visit FCHS in the spring trimester for 8<sup>th</sup> Grade Recruitment. The eighth grade students will be placed into small groups (10-15 students) that will be led by an FCHS upperclassman (Student Ambassador), who is highly involved in CTE/A&H programs at FCHS. The eighth grade students will tour the CTE and Arts/Humanities departments at FCHS. During the tour, the eighth grade students will: interact with involved upperclassmen, witness demonstrations by the CTE/AH departments, participate in hands-on activities, learn about FCHS' graduation requirements, and explore data based scheduling. Through this visit, 8<sup>th</sup> grade students will become excited about the offerings at FCHS and feel more confident in their ability to properly choose, and begin, a course path during their freshman year. Eighth graders will benefit by gaining a lively introduction to course opportunities at FCHS. FCHS will benefit through recruitment of 8<sup>th</sup> graders to build CTE and A&H programs, which will increase the College and Career Readiness rate at FCHS. At the end of the presentations (Noon) the 8<sup>th</sup> grade students and FCHS representatives will gather together for lunch on the football field or in the gymnasium if the weather is poor. After

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lunch is complete, the 8<sup>th</sup> graders will depart FCHS with literature describing each CTE pathway and a scheduling choice sheet to share with their parents.

The FCHS guidance counselors will travel to SMS 1-2 weeks after 8<sup>th</sup> Grade Recruitment to have small-group scheduling sessions in the SMS computer lab with the 8<sup>th</sup> graders for the 14-15 year. The FCHS guidance counselors will ask 2-3 Student Ambassadors to travel with them to SMS for the scheduling sessions, to assist with the 8<sup>th</sup> grade students and to answer questions. During the scheduling sessions the following topics will be discussed: design of the trimester schedule, career pathway opportunities, and elective options. The 8<sup>th</sup> grade students will also learn about credit requirements, trimesters, promotion policies, and graduation requirements. During this presentation the 8<sup>th</sup> grade students will put their course requests into the Student Portal of Infinite Campus, per their completed Choice Sheet. From this point the FCHS counselors are able to build the students' schedules based upon the students' requests, and their EPAS performance data for Core Content classes.

Over the summer break, prior to their 9<sup>th</sup> grade year, the 8<sup>th</sup> grade students are invited to Freshman Orientation at FCHS. During Freshman Orientation students are directed to their homeroom teacher's room, where they receive an FCHS map, a list of extracurricular activities provided at FCHS, bell schedule, KHEAA/KEES information, attendance requirements, FCHS rule book, KHSAA and FCHS sport eligibility, ESS/tutoring information, school lunch prices, and their academic course schedule for the year. After discussing this information within their homerooms, the students are permitted to go through their schedule – utilizing the bell system of the school- and “report” to their scheduled courses. The freshman teachers are available in their classrooms when the students report. While the students practice going through their schedules, the parents attend a presentation in the FCHS gymnasium, where various school staff cover numerous topics ranging from: bell schedule, expectations, athletics, attendance, college/career readiness, course scheduling by data, ESS tutoring, KHEAA/KEES representative presentation, school nurse, etc. After the presentation the students and parents are free to attend an extracurricular/club fair in our multipurpose room, where they can see the various opportunities and meet with involved students and sponsors.

In years past, summertime Extended School Services (ESS) opportunities for the 8<sup>th</sup> grade students have been hosted by Simons Middle School. Any needed remediation, or completion of credits from the 8<sup>th</sup> grade year, is conducted within SMS by SMS teachers. It is not clear, at this time, whether or not the funding exists to offer ESS programming to SMS or FCHS students for summer 2014.

- **FCHS Freshman Welcome Overview**

Currently, FCHS does not host a summer orientation program. This is due to several factors, but is mostly attributed to the lack of funding needed to operate such a program. FCHS would love to host a summer activity for our incoming freshmen, and with additional funding support, we have a plan to do so.

The FCHS Freshman Welcome will be a summer orientation program that will be open to Fleming County High School's incoming freshmen. It will take place approximately 3-weeks prior to the first day of school, and will coordinate with the District's Summer Feeding Program. Through this schedule coordination, FCHS will be able to provide breakfast and lunch to participating students, at no cost.

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FCHS Freshman Welcome will be staffed by approximately 10 teachers, the FCHS Administrative Team, the ER Staff, and FRYSC personnel. FCHS will also incorporate several (25+) upperclassmen students, who will lead and guide the freshmen through the various activities, ideally, these students will be those who were chosen as “Student Ambassadors” from our spring “8<sup>th</sup> Grade Recruitment” activity. Reason being, our incoming-freshmen have already worked with our Student Ambassadors, and have begun developing a rapport with them. Also, our Student Ambassadors equally represent the gamut of clubs, organizations, pathways, and academia present at FCHS.

Freshman Welcome will involve FCHS’ incoming freshmen in a variety of interactive sessions. The students will attend sessions focused around: College Readiness (English, Math, and Reading activities), Career Readiness (Pathway presentations), Youth Service Center programs, and a FCHS Student Organizations/Club Fairs. On the last day of Freshman Welcome, FCHS will culminate the event with a Block Party, where the incoming freshmen will attend their first FCHS student dance.

A possible schedule is as follows:

<b>Session Length</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Day 6</b>
<b>8:45am</b>	Start Serving Breakfast					
<b>9:00a-9:15a</b>	Welcoming Remarks (breakfast continues)					
<b>9:18a-10:03a</b>	CTE Pathway Hands-on Activity					
<b>10:06a-10:51a</b>	College Ready Activity (E, M, or Reading)					
<b>10:54a – 11:39a</b>	YSC Activity	Club Activities	YSC Activity	Club Activities	YSC Activity	Block Party
<b>11:42a-Noon</b>	Closing Remarks	Block Party				
<b>Noon-12:30p</b>	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch & Closing Remarks

**FCHS Freshman Welcome Overall Goals**

Through the FCHS Freshman Welcome program, Fleming County High School plans to fully incorporate the incoming freshmen into the FCHS family. It is FCHS’ hope that the freshmen become more in tune with our expectations for Achievement and College/ Career Readiness. Through our English, Math, and Reading activities we hope to improve their math and literacy proficiency.

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Through the experience of fun activities the freshmen will become bonded, not only as an individual class, but with the upperclassmen as well. It is the goal of FCHS Freshman Welcome that the freshmen each find a student organization/club/career pathway that interests them, so that they may begin to feel a sense of belonging to FCHS. FCHS hopes that the Freshman Welcome program will dispel the fear of high school, that so many freshmen have, and instead instill a sense of excitement for their high school career. Ultimately, we hope to make FCHS their home.

- Current 8th grade Simons Middle School students will visit FCHS in 2 shifts, before and after lunch. Once at FCHS 8th graders will rotate through approximately 12 stations. Each small group will be escorted by a CTE student/club officer. The groups will travel through the 12 stations attending presentations and hands-on activities by each CTE Dept. As well as arts and human and a presentation on core content/grad requirements. At the end of the day the students will leave with literature describing each CTE pathway and a scheduling choice sheet to share with their parents. The FCHS guidance counselors will travel to SMS 1-2 weeks later to have scheduling sessions in the SMS lab with the 8th graders for the 14-15 year.
- During the spring semester of the 8<sup>th</sup> grade year, FCHS Guidance Counselors visit the 8<sup>th</sup> grade students with a scheduling presentation. Students are addressed in small groups, and are informed of the scheduling design, career pathway opportunities, and elective options. The 8<sup>th</sup> grade students learn about credits, trimesters, promotion, and graduation requirements. During this presentation students receive a choice sheet, which they are to take home to their parents. Ideally, together, with their parents, the students choose which courses they would like to take during their freshman year, with exception to the core content classes that are based off of student performance data (EXPLORE, MAP). Parents are expected to sign off on the students' course choices.
- After the 8<sup>th</sup> grade students are given some time to complete their choice sheets, the FCHS counselors return to the middle school building. The counselors work with the students, within Infinite Campus, to input their course choices. From there the FCHS counselors are able to build the students' schedules.
- Over the summer break, prior to their 9<sup>th</sup> grade year, students are invited to Freshman Orientation at FCHS. During Freshman Orientation students are directed to their homeroom teacher's room, where they receive an FCHS map, a list of extracurricular activities provided at FCHS, bell schedule, KHEAA/KEES information, attendance requirements, FCHS rule book, KHSAA and FCHS sport eligibility, ESS/tutoring information, school lunch prices, and their academic course schedule for the year. After discussing this information within their homerooms, the students are permitted to go through their schedule – utilizing the bell system of the school- and “report” to their scheduled courses. The freshman teachers are available in their classrooms when the students report. While the students practice going through their schedules, the parents attend a presentation in the FCHS gymnasium, where various school staff cover numerous topics ranging from: bell schedule, expectations, athletics, attendance, college/career readiness, course scheduling by data, ESS tutoring, KHEAA/KEES representative presentation, school nurse, etc. After the presentation the students and parents are free to attend an extracurricular/club fair in our multipurpose room, where they can see the various opportunities and meet with involved students and sponsors.

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**Describe strategies to increase graduation rates.**

- Truancy Diversion Program - FCHS maintains monthly Truancy Diversion Program meetings. These meetings include the student, parent, Director of Pupil Personnel, Court Designated Worker, Youth Service Center Coordinator, and Guidance Counselor. Students who have 3 or more unexcused absences are scheduled for these meetings. The meetings serve as a preemptive warning regarding truancy, and cover topics such as academic standing and requirements, legal recourse, behavioral expectations, and support services available. The schools system maintains a very transparent approach in regards to the student's attendance standing. Students are made aware that they are expected to be present each day, and parents are made aware of their legal responsibilities. These meetings have proven to be beneficial, as student attendance typically increases once the meetings occur.
- Credit Recovery - Students who have failed coursework and need to make up core content or elective credits are permitted to do so during the school day via a Credit Recovery course. These students utilize the PLATO or ALEKS software to make up the content they need. Credit Recovery is supervised by an instructional aide and the FCHS librarian/media specialist. Students may be enrolled in credit recovery 1 or more periods per day, for 1 or more trimesters each year – depending upon their credit needs. Placement in Credit Recovery is typically capped at 15 students per period, and priority is given to senior students. This allows students who are not on track to graduate on time to make up the missing credits they need to meet the minimum graduation requirements. FCHS also offers Credit Recovery after school three afternoons per week, 3:30pm-5:00pm. This is supervised by a FCHS teacher, who is paid via ESS funds \$20/hour.
- Lifeguards – FCHS has developed a Lifeguard system, via the PBIS program. Students were asked to choose any staff member (classified or certified) with whom they identified. The students were instructed that this person should be someone that they consider as mentor, counselor, and friend – someone whom with they could share their concerns and successes. A staff member was assigned to each student, with many staff members having several students on their Lifeguard list. The staff was instructed to maintain regular contact with these students, and to encourage them both in their academic and personal lives. In the event that a student has trouble at school, behavioral/academic/personal, their Lifeguard is contacted to provide support for the student. The Guidance Office has called on Lifeguards several times when students come to them to withdraw from school, or with personal issues or successes. The Lifeguard system has been instrumental to developing relationships with students that are truly effective.

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

- The high school promotes a safe environment through partnerships with the local sheriff's department, the city police, and the state police. These partnerships have included active shooter drills and lockdown drills. In conjunction with the Fleming County Sheriff's office,

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the high school has a Safety Resource Officer in place. The SRO is stationed at FCHS during the school day. He is instrumental in deescalating student behaviors, as well as promoting the positive behaviors of students. The FCHS Guidance Office has utilized the FCHS SRO in counseling sessions, as he has developed a strong rapport with several students. He is also a great resource for FCHS in relation to his legal knowledge, and the discussion of student actions versus legal recourse. The SRO has played an important role in student/teacher discussions of cyberbullying, physical threatening, stalking, verbal threats, reckless driving, abuse of alcohol/drugs, and risky lifestyle choices. The SRO plays an important role in our daily school dismissal, as he directs the public, bus, and student traffic, while performing student seatbelt checks.

- The FCCLA organization has done an assembly in partnership with the Kentucky Transportation Center against drinking and driving. Parents are actively involved in our Ghost Out program, as well as our Drug House Odyssey program. Each of these programs is geared towards teaching our students about the dangers of drugs and alcohol.
- Our local churches sponsor 5<sup>th</sup> quarter activities for our students after home basketball and football games. This allows the students a safe place to gather on the weekends, and promotes healthy lifestyle choices.
- FCHS parents develop and staff Project Prom to keep our students safe after Prom. Project Prom has a long history in Fleming County. It is led by the parents, who develop the ideas, fundraise the money needed, receive donations for student giveaways, and host/supervise the event. Project Prom allows our students and their dates to safely gather post-prom until 6:00am the following morning. This event keeps our students off of the roads, and away from private parties that may involve illegal and dangerous activities.

**Describe the strategies implemented to improve school climate and discipline.**

PBIS – Fleming County High School teachers and administrators analyzed TELL survey data and developed the following PBIS intervention system for the 2013-14 school year for the purpose of decreasing disruptiveness, office referrals, and suspensions, providing character education, improving school climate, safety, and order, increasing instructional time, enhancing the overall operation and performance of the school, and effectively partnering with parents and the community.

Tier I

- Teach school wide positive behavior expectations and procedures
- Positive reinforcement for all students (see incentive plan)
- Consistent consequences for problem behaviors
- Effective supervision and procedures in non-classroom areas
- Effective instruction and classroom management

Tier II

- Target social skill instruction
- Simple behavior plans
- Alternatives to suspension

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- Increased academic support
- School based mentors
- Classroom management support

Tier III

- Functional behavior assessment and individual behavior plans
- Parent collaboration and education
- Collaboration with students physician or mental health practitioner
- Intensive academic support

School Wide Incentive Plan

Circle of Excellence

Students who meet certain criteria are placed within categories. Students have the opportunity to meet these expectations every trimester. If they were not to meet the criteria during the first trimester, they have the opportunity to do so in the following two. Each trimester starts over. Results after each trimester are posted in the school on a bulletin board and possibly with the partnership of the local media posted in the newspaper.

- Gold: All A's, no unexcused absences, no more than 2 excused absences, no discipline referrals
- Silver: A's and B's, no unexcused absences, no more than 2 excused absences, no discipline referrals
- Bronze: Perfect Attendance and no discipline referrals.

Students who may be in the gold or silver level but also have perfect attendance will be placed in two categories.

Each trimester students who meet the criteria for each level are provided a Panther Paw Card (explained below) which provides admittance in the end of school event.

With partnership with local sponsors a drawing will be held for each level at the end of the year event.

- Possible Prizes: one prize for each level (these will be donated by local businesses and these businesses will have banners up at school events, will be presented in the newspaper as sponsors, and will be plugged in radio broadcast of local athletic events)
  - Gold: car, television, ATV's, etc.
  - Silver: savings bonds, stereo, smart phone, etc.
  - Bronze: gas cards, smaller savings bonds, iPods, etc.
- School Resource Officer (SRO): The high school climate and discipline has improved through partnerships with the local sheriff's department, the city police, and the state police. In conjunction with the Fleming County Sheriff's office, the high school has a Safety Resource Officer in place. The SRO is stationed at FCHS during the school day. He is instrumental in deescalating student behaviors, as well as promoting the positive behaviors of students. The FCHS Guidance Office has utilized the FCHS SRO in counseling sessions, as he has developed a strong rapport with several students. He is

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also a great resource for FCHS in relation to his legal knowledge, and the discussion of student actions versus legal recourse. The SRO has played an important role in student/teacher discussions of cyberbullying, physical threatening, stalking, verbal threats, reckless driving, abuse of alcohol/drugs, and risky lifestyle choices.

- Lifeguards – FCHS has developed a Lifeguard system, via the PBIS program. Students were asked to choose any staff member (classified or certified) with whom they identified. The students were instructed that this person should be someone that they consider as mentor, counselor, and friend – someone whom with they could share their concerns and successes. A staff member was assigned to each student, with many staff members having several students on their Lifeguard list. The staff was instructed to maintain regular contact with these students, and to encourage them both in their academic and personal lives. In the event that a student has trouble at school, behavioral/academic/personal, their Lifeguard is contacted to provide support for the student. The Guidance Office has called on Lifeguards several times when students come to them to withdraw from school, or with personal issues or successes. The Lifeguard system has been instrumental to developing relationships with students that are truly effective.
- Fleming County Schools was a field test district for the Professional Growth and Effectiveness System (PGES) during the 2012-13 school year and also participated in the 2013-14 state-wide pilot of PGES. In addition, the district certified evaluation committee recommended (and was approved by the board of education and KDE) adoption of PGES domains 1, 2, 3, and 4, as well as the Kentucky Framework for Teaching. Through the professional learning provided by the district and consultants on each component of the learning environment domain, teachers have improved their classroom management and student behavior management skills which have decreased the number of procedural and discipline issues within the classroom for most teachers.

### **Actions**

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

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

District administrators, instructional coach, principals, and assistant principals in the Fleming County School District who have been trained through TeachScape will use the Framework for Teaching observation rubric to conduct classroom walkthroughs. This process will be used to monitor changes that are being made in classroom instruction related to the professional development the faculty have been receiving. Observation data from 2013-14 will be used as a baseline for these observations. The FCHS Administrative Team, which includes the ER Staff, will identify component(s) they wish to have examined for each round of walkthroughs.

The district has been piloting the PGES this program during the school year and the board of education has adopted this as part of the Certified Evaluation Plan. Walkthrough data from the rubrics showed a need for professional development on effective formative assessment strategies as

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well the use of this formative assessment data to change instruction therefore the ER staff has provided and will continue to provide professional development along with the new instructional coach on effective formative assessment strategies as well as the use of the data. All teachers have been provided with tools and examples on how to record formative assessment as well as including the formative assessments in Infinite Campus so parents as well as administration can monitor progress of students. The ER staff will continue to provide additional effective formative assessment strategies during monthly faculty meetings.

The high school as well as the rest of the district will continue to implement standards based grading practices and will be supported in this endeavor by receiving professional development on effective grading practices. High school teacher representatives will be part of a Standards Based Grading Committee created by the district which will meet monthly to discuss issues or problems teachers are facing while implementing standards based grading in their classes. These representatives will meet with their high school colleagues to discuss issues or suggestions to improve the grading practice and will bring these suggestions to the monthly meeting. The principal will print a detailed grade report by teacher weekly in order to monitor the implementation of standards based grading.

Fleming County has been a Gates Integration District for the past three years and will continue with implementation of the Literacy Design Collaborative (LDC) as well as the Mathematics Design Collaborative (MDC). Because of this opportunity the district has realized the need for professional development on literacy strategies as well as formative assessment lessons (FALs). The district has started the work needed to improve literacy and math in the district by having professional development which involved vertical teaming of teachers from elementary to high school to discuss the implementation of LDC modules and MDC FALs. The district will continue this work by holding LYNC sessions next school year to support new teachers as well as any of teachers that need assistance incorporating LDC modules and MDC FALs in the classroom. The ER staff, district instructional supervisor and the new instructional coach can monitor and be involved in these LYNC sessions in order to offer their guidance and support.

The superintendent, district instructional supervisor, principal and ER staff have been involved with monitoring end of course benchmark assessments created by the EOC teachers. This team meets with the EOC teachers during common planning to discuss results of the benchmark assessment in order to discuss growth and determine next steps to improve students' understanding of the content. Next year, the team along with the new instructional coach will continue to monitor this process by developing an assessment calendar in which all assessments will be scheduled. Teachers will be able to determine the progress their students are making mastering the standards by looking at progress at different intervals throughout the year. Teachers as well as administration can discuss the importance of being prepared in addition to discussing test taking strategies to help students show their understanding of the content. Parents along with administration can monitor the progress students are making toward mastery of the standards.

As part of PGES and the certified evaluation plan the principal will monitor teachers' progress throughout the year in order to conduct mid-year and end of year conferences with teachers to discuss their growth and effectiveness in the classroom.

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District staff will continue to review the 30-60-90 day plans, MAP data, EOC benchmark data, CCR data, PLC agendas/minutes and quarterly reports sent to the Education Recovery Director to monitor changes in instructional practices. Professional development needs will change based on the instructional practice deficits discovered from the monitoring of this information.

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

The principal has already made some assignment changes for this school year (2013-2014) to maximize student achievement in the following areas: English 2, Algebra I and Algebra II, and Biology. Teachers were placed to instruct these classes based on their expertise in the subject area, instructional effectiveness, and positive teacher-student relationships. ~~Full time math and literacy intervention teachers will be hired with SIG funds to provide tutoring and transition classes for students who failed to meet the EPAS benchmarks. These classes will increase the number of students passing the COMPASS and KYOTE tests thereby increasing the number of students graduating from FCHS College and career ready.~~ The instructional coach, leadership team, administration, ER staff, and district instructional supervisor will work with teachers in their classrooms and in their department/content PLCs to strengthen the teachers' knowledge base and increase teachers' expertise in the classroom in order to increase student achievement in the areas of literacy and math. The Admin Team and Leadership Team will collaborate with each department to create a plan for daily formative assessments. Math teachers will do daily formal and/or informal assessments. All formal formative assessments will be recorded in IC. All formative assessments are noted on Dynamic Teaching Model in all math teachers' classrooms. Changes are made in regards to instruction based on formative assessment lessons and noted on Dynamic Teaching Model. All math teachers will monitor informal formative assessments using a roster checklist system. The English Language Arts Department will administer a biweekly formative assessment which is standardized and timed. The test will be consistent in each grade (i.e., freshmen will use PLAN released items, sophomores will use EOC passages and questions from the Quality Core Formative Item Pool, all junior English teachers will give the ACT, seniors will use COMPASS, etc.) to draw data knowledge of how students are doing in the varied standardized tests they need to take prior to high school graduation. ELA teachers will record at least two new grades per week (formative, summative, or a combination of the two). Reading and math are two major goals that are being addressed through this School Improvement Grant so these changes support those goals. The school leadership team will analyze quarterly formative, summative and benchmark data to monitor the effectiveness of these changes. If data indicates a reassignment is necessary, the leadership team will make the change in assignment.

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

Fleming County Schools is currently under state assistance for existing financial and other issues. These financial issues have created a situation in which limited funds have been allocated to use at FCHS (and other schools in the district). Spending by staff at school is currently on an "as needed" basis with no allocations being provided for instructional support at this time. FCHS has an advisory council (authority was removed as a result of the 2012 leadership assessment) and only provides advisory input into budgetary matters. FCHS is using School Improvement Grant funds to purchase intervention software (ALEKS) for mathematics, to provide some very needed professional development for staff to enhance teacher effectiveness as well as providing tuition and transportation costs for students to attend the Middle College program at Maysville Community College and the early college program at Morehead State University. Title I funds will be utilized to subsidized student testing fees (e.g., Advance Placement). School activity funds will be used to meet student needs such as student materials and resources, projector bulbs, replacement of destroyed or damaged materials.

**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 board of education annually reviews all policies and procedures. Any policies not required by law are subject to request for a waiver. The District is currently reviewing, amending, and adopting school policies and procedures. This process will be completed by July 2014 to ensure no barriers are found to prevent the implementation of this plan. The District understands their vital role in the development and implementation of school policies and procedures that enhance student achievement and school improvement.

Because FCHS has an advisory council with no authority and the district is deemed to not have capacity and under state assistance, all revisions or additions of new policies to FCHS' existing policies will need approval from the Commissioner of Education, Dr. Terry Holliday or his designee. Because of this, it is a very slow process which does not allow us to effectively implement new policies in a timely manner.

**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.**

Currently, the FCHS advisory council has begun the review of existing policies; however, no new policies have been created nor have existing policies been changed. The district policies are reviewed annually; however, no new policies have been created nor have existing policies had substantial changes. In our comprehensive school improvement plan, which mirrors our 30/60/90 day

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plans, one of our areas of focus includes data driven decision making. In this plan, there are both school wide and departmental activities/strategies based on data driven decision making. These plans are reviewed and revised every 30 school days and communicated to all teachers and posted online for stakeholders to view.

**FCHS Scheduling Process**

**Core Content**

Students are first scheduled into Math classes by using EPAS data. (Below) Students are able to appeal their course placement if their data does not place them in a preferred honors class. Parent signatures are required on Course Appeal forms.

**Math EPAS Data:**

<b>EXPLORE Scores</b>	<b>Grade 9</b>
19+	Honors Geometry or Honors Algebra 1
16-18	Algebra 1
<16	Integrated Math 9
<b>PLAN Scores</b>	<b>Grade 10</b>
21+	Honors Geometry
18-20	Geometry
<18	Integrated Math 10
<b>PLAN Scores</b>	<b>Grade 11</b>
21+	Honors Algebra 2 or MSU College Algebra & MSU Pre-Calculus Or Trigonometry & Statistics
18-20	Algebra 2
<18	Integrated Math 11
<b>ACT Scores</b>	<b>Grade 12</b>
21+	MSU College Algebra, MSU Pre-Calculus, AP Calculus, Statistics, Trigonometry
<21	Algebra 2 CCR Math,
	Technical Math, Agriculture Math, Medical Math

AP classes are open-enrollment.

Next, students are scheduled into English classes by using EPAS Data. Students are able to appeal their course placement if their data does not place them in a preferred honors class. Parent signatures are required on Course Appeal forms.

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**Reading EPAS Data:**

<b>EXPLORE Scores</b>	<b>Grade 9</b>
17+	Honors English 9
14-16	English 9
<14	English 9 Intervention
<b>PLAN Scores</b>	<b>Grade 10</b>
19+	Honors English 10
16-18	English 10
<16	English 10 Intervention
<b>PLAN Scores</b>	<b>Grade 11</b>
22+	AP English Language Composition
19-21	English 11
<19	English 11 Intervention
<b>ACT Scores</b>	<b>Grade 12</b>
22+	AP English Literature MSU English 100, 200 MCTC English 101, 102
19-21	English 12
<21	CCR English + English 12

AP classes are open-enrollment.

Students are scheduled into Science Classes by using EPAS Data. Students are able to appeal their course placement if their data does not place them in a preferred honors class. Parent signatures are required on Course Appeal forms.

**EPAS Science Scores:**

<b>Explore</b>	<b>Grade 9</b>
22+	Honors Scientific Methods & Honors Integrated Science
<22	Scientific Methods & Integrated Science
<b>PLAN</b>	<b>Grade 10</b>
Open Enrollment	AP Biology
	Biology
<b>ACT</b>	<b>Grade 11</b>
26+	Honors Chemistry
<26	Chemistry

Students are scheduled into Social Studies classes last. There are no Honors classes for our Social Studies content. An AP Social Studies class is offered for each grade level (9 – 11).

<b>Grade 9</b>
Intro to AP Human Geography (1 <sup>st</sup> trimester) & AP Human Geography (2 <sup>nd</sup> , 3 <sup>rd</sup> )

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Trimesters)
Civics/Economics & Geography
<b>Grade 10</b>
AP European History
World Civilization A/B
<b>Grade 11</b>
AP United States History
United States History

AP classes are open-enrollment.

**Electives**

Simons Middle School 8<sup>th</sup> grade students participated in FCHS 8<sup>th</sup> Grade Recruitment to gain awareness of FCHS Electives.

Upperclassmen will be scheduled in small groups to review CTE Pathways & Electives. All students will enter their Electives Choices into IC via the Student Portal, choosing 10 choices, ranking them from 1 to 10. Seniors are given first priority when scheduling electives classes, then juniors, sophomores and freshmen.

**Schedule Changes**

**1<sup>st</sup> Trimester**

Orientation Nights:	Students receive schedules
1 <sup>st</sup> Day of Class:	Students receive schedules
3 <sup>rd</sup> Day of Class	Schedule Change Requests begin:
	All Teachers receive copies of the master schedule
	All Teachers receive a form for student requests
Days 3 – 5	Students write down requests on Teacher Forms
Days 6 – 7	Counselors will make possible schedule changes

**2<sup>nd</sup> & 3<sup>rd</sup> Trimester**

10 Days prior to New Trimester:	Students receive schedules
	All Teachers receive copies of the master schedule
	All Teachers receive a form for student requests
7 – 9 Days prior to New Trimester	Students write down requests on Teacher Forms
Prior to New Trimester	Counselors will make possible schedule changes
1 <sup>st</sup> day of New Trimester	Students will receive new schedules

**Pride Intervention**

During PRIDE period students attend intervention or elective courses. Students who have reached college readiness benchmarks are permitted to attend an elective course. Students who have not

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reached their college readiness benchmarks attend intervention classes. Students who have been deemed college preparatory attend classes to assist in the KOSSA/Industry fields, and also with WorkKeys and ASVAB. Pride period courses rotate every 12 weeks.

**1<sup>st</sup> Trimester Pride**

Seniors – CCR English, Reading & Math, CTE Electives (ASVAB Intervention)  
Juniors – Informational Text in Social Studies, English  
Sophomores – Reading, Aleks Math  
Freshmen – Math & Reading Intervention  
All Students – CTE, PE, Arts & Humanities Electives

**2<sup>nd</sup> Trimester Pride**

Seniors – CCR English, Reading & Math, CTE KOSSA  
Juniors – EOC US History Intervention (EOC Benchmarks)  
Sophomores – EOC Biology (EOC Benchmarks)  
Freshmen – Math & Reading Intervention (Map Data)  
All Students – CTE, PE, Arts & Humanities Electives

**3<sup>rd</sup> Trimester Pride**

Seniors – CCR English, Reading & Math, WorkKeys, ASE Certification  
Juniors – EOC US History & Algebra 2 Intervention (EOC Benchmarks)  
Sophomores – EOC Biology & English 10 (EOC Benchmarks)  
Freshmen – Math & Reading Intervention (PLAN Bubble Students)  
All Students – CTE, PE, Arts & Humanities Electives

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

External partnerships with Maysville Community and Technical College, Morehead State University, GEAR UP, KEDC, and local businesses and organizations provide financial support and services to Fleming County High School to encourage academic growth of students and student incentives.

- Maysville Community and Technical College’s partnership with Fleming County High School provides the “Middle College” opportunities for high school students to take college courses and receive college credit while still in high school. Students who are considered “college ready”, having met all three benchmarks (via ACT, Compass or KYOTE testing). Students who have not met benchmark will have the opportunity to take college placement tests (Compass, KYOTE) to obtain a passing score and participate in the “Middle College” courses.
- Morehead State University – through MSU’s Early College Program, student can complete all or most of their first-year college courses within the supportive environment of FCHS. Students

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have access to college level courses while earning their high school diploma as well as on-campus amenities including online and physical library access.

- GEAR UP provides the 9<sup>th</sup> grade ACT PLAN administration in order to continue to measure student growth EXPLORE to PLAN to ACT in order to target students at risk of not becoming college/career ready. In addition, GEAR UP provides the Dave Ramsey personal finance curriculum, assistance with completing Individual Learning Plans (ILPs), and student advising.
- Kentucky Educational Development Corporation (KEDC) provides a variety of support services for the district and its schools. District and school leaders, including teacher leaders take part in network meetings focused around new content standards, PGES, and leadership in implementation (ELA, Math, Science, Social Studies content networks; instructional leadership support network, etc.) There are additional professional development and training opportunities offered regularly through KEDC, as well as, a variety of cadre support groups. In addition, membership in KEDC brings discounts in ordering/purchasing due to the coop's size.

Court Designated Worker - FCHS maintains monthly Truancy Diversion Program meetings. These meetings include the student, parent, Director of Pupil Personnel, Court Designated Worker, Youth Service Center Coordinator, and Guidance Counselor. Students who have 3 or more unexcused absences are scheduled for these meetings. The meetings serve as a preemptive warning regarding truancy, and cover topics such as academic standing and requirements, legal recourse, behavioral expectations, and support services available. The schools system maintains a very transparent approach in regards to the student's attendance standing. Students are made aware that they are expected to be present each day, and parents are made aware of their legal responsibilities. These meetings have proven to be beneficial, as student attendance typically increases once the meetings occur.

KY Higher Education Assistance Authority – FCHS maintains a strong relationship with the Kentucky Higher Education Assistance Authority. Our representative, Amy Marvin Rose, visits FCHS frequently to provide postsecondary guidance to our students, beginning at grade 11. Mrs. Rose meets with junior level students to discuss the steps they should be actively taking in order to “get in” to a postsecondary institution upon high school graduation. Mrs. Rose returns during the senior year to meet with students, and their parents, regarding the cost of postsecondary institutions, and how they can manage to afford to further their education. In the spring of the students' senior year, Mrs. Rose provides individual counseling for the completion of the student FAFSA. This allows students to learn more about the FAFSA, and correctly complete it in anticipation of their freshman year of college/postsecondary work.

GEAR-UP Kentucky – FCHS partners with GEAR-UP Kentucky to provide test taking strategy presentations to FCHS students. In the past, GEAR-UP has provided FCHS with ACT preparatory software for student use. This allowed FCHS students to access the web-based software from any internet-ready computer to prepare for the ACT assessment. FCHS currently has a GEAR-UP representative that provides services to the freshman class.

Morehead State University Upward Bound Program - Upward Bound is an academic preparatory program for high school students. The purpose of the program is to help students prepare for college by generating the academic skills and motivation necessary for success. The UB program at MSU

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serves high school students in sixteen Eastern Kentucky counties. The program is composed of two distinct programs. Upward Bound Classic (also known as UB Central & East) and Upward Bound Math and Science. The Upward Bound and Upward Bound Math & Science programs are funded through grants from the U.S. Department of Education. To be eligible for the Upward Bound Classic students must: be a Freshman or Sophomore in one of the above schools, be a U.S. citizen or permanent resident of the U.S., meet either income requirements or first generation criteria, have a need for academic support services provided by Upward Bound. FCHS currently has 27 students involved in the Upward Bound program.

Data (e.g., student performance, behavior, observation, surveys) will be collected and used by school and district leadership on a frequent and regular basis to determine program effectiveness and impact on student achievement for all programs at FCHS.

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

The sole intent of the SIG grant is to build capacity at FCHS for academic and instructional excellence. A culture of high achievement among students and teachers is the goal. The ER team's investment at FCHS will build the capacity of the leadership team and faculty to continue the work once they are gone. Using data to make decisions about instruction will become the "way FCHS does business". Based on this investment, the Leadership Team and faculty can continue to move FCHS forward toward their goal of being a Top 10 high school in the state of Kentucky. The district, as a result of financial distress, continues to adjust staffing each year with a major focus to free up as much fiscal resources possible to meet the needs of the priority school as well as additional district and school needs which includes an instructional coach. District intends to use General funds will continue to provide the high school with a full time instructional coach when SIG funds are exhausted; however, current financial issues have created a situation where this will likely not occur. The ER team will create a systemic plan for building teacher and administrator capacity which includes the use of SIG funded instructional coach to achieve greater teacher and leader effectiveness and increased student achievement for the duration of this position. By building teacher and administrator capacity, the instructional coach will not be a long term necessity. Collaboration of the ER team and instructional coach to create long range instructional goals and develop a "systems" mindset approach to the work will help create sustainable processes that will be long lasting and result in increased student achievement and teacher/leader effectiveness.

Student supports such as PBIS will be continued. This positive behavior support system will be ingrained into the culture of FCHS and needs no funding to be continued. The implementation of attendance policies at the school will continue as well. The culture that exists at the school today will no longer be one that encourages low attendance or achievement. A shift in thinking for students over the next three years will occur. This shift in thinking will support a high achieving culture at the school.

Data (e.g., student performance, behavior, observation, surveys) will be collected and used by school and district leadership on a frequent and regular basis to determine program effectiveness and impact on student achievement for all programs at FCHS.

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

The school and district will provide the following:

- Collaborate to develop a comprehensive plan to ensure sustainability of all actions and activities that will be guided by the Educational Recovery Team assigned to FCHS and state assistance manager assigned to the Fleming County School district.
- Request an additional ER staff member to support implementation of 30/60/90 day plans and CSIP
- Use the CSIP strategically and intentionally to guide implementation activities for increase student success through the 30/60/90 day planning processes recommended by KDE
- Create a permanent district position for the SIG funded instructional coach after grant funds are over. This position will be used to maintain/sustain all activities implemented at FCHS while under the guidance of the ER Team.
- Develop effectiveness measure (e.g., use of student data, surveys, evaluations, progress monitoring) to ensure that what is being implemented is having a positive impact on teacher effectiveness and student achievement.
- Use the newly developed Sustainability diagnostic in the ASSIST platform that will connect all sustainability components to the CSIP.

**Timeline**

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

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

<b>Month</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b><u>May</u></b>	Professional development sessions on identified teacher and leader needs including PGES, effective instructional strategies and formative/summative assessments.	Professional development sessions based on identified teacher and leader needs.	Professional development sessions based on identified teacher and leader needs.

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<p><b><u>June</u></b></p>	<p>Principal and assigned district leadership will begin participation in the National Institute for School Leadership program.</p> <p>School team (principal, district personnel, ER team, and identified teachers) will participate in D180 PGES summer training.</p>		
<p><b><u>July</u></b></p>	<p>ER Team collaborates with the FCHS principal to begin implementation of the new SIG and Transformation process. Instructional supplies, technology, and textbooks to guide the work of the grant are ordered. The SIG grant is reviewed with the ER team, principal, superintendent, and district liaison so all stakeholders are focused on their role in transforming FCHS.</p>		
	<p>Develop and implement a parent and community involvement annual plan to address areas of growth from Missing Piece diagnostic. This plan will include monthly strategies that will be included in the 30/60/90 day plans which will be monitored by the school leadership team each 30 day period.</p>	<p>Review and revise (if needed) the parent involvement plan based on survey data and areas of growth). This plan will include monthly strategies that will be included in the 30/60/90 day plans which will be monitored by the school leadership team each 30 day period.</p>	<p>Review and revise (if needed) the parent involvement plan based on survey data and areas of growth). This plan will include monthly strategies that will be included in the 30/60/90 day plans which will be monitored by the school leadership team each 30 day period.</p>
	<p>The Administrative Team will create a “calendar of events” which will include all activities around the 30/60/90 day plans (to include parent/community involvement plan activities,</p>	<p>The Administrative Team will create a “calendar of events” which will include all activities around the 30/60/90 day plans (to include parent/community involvement plan</p>	<p>The Administrative Team will create a “calendar of events” which will include all activities around the 30/60/90 day plans (to include parent/community involvement plan</p>

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	assessment calendar, PLC meetings, etc.). All stakeholders will be asked to provide input to calendar events. The calendar will be sent to all staff and stakeholder distribution lists weekly.	activities, assessment calendar, PLC meetings, etc.). All stakeholders will be asked to provide input to calendar events. The calendar will be sent to all staff and stakeholder distribution lists weekly.	activities, assessment calendar, PLC meetings, etc.). All stakeholders will be asked to provide input to calendar events. The calendar will be sent to all staff and stakeholder distribution lists weekly.
	District and School Team will meet in July to analyze 2013-14 improvements and continued challenges and barriers to learning. The team will be briefed on the collaborative work done by the ER team, principal, superintendent, and district liaison. The development of the 30/60/90 day plan will begin based on end of year data.	District and School Team will meet in July to analyze 2014-15 improvements and continued challenges and barriers to learning. The team will be briefed on the collaborative work done by the ER team, principal, superintendent, and district liaison. 30/60/90 day plan review and revision.	District and School Team will meet in July to analyze 2015-16 improvements and continued challenges and barriers to learning. The team will be briefed on the collaborative work done by the ER team, principal, superintendent, and district liaison. 30/60/90 day plan review and revision.
	The ER team, principal, and district collaborate on an instructional monitoring plan for FCHS. Training and planning will continue for the Teacher Evaluation system that will occur throughout the year.	The ER team, principal, and district collaborate on an instructional monitoring plan for FCHS. Training and planning will continue for the Teacher Evaluation system that will occur throughout the year.	The ER team, principal, and district collaborate on an instructional monitoring plan for FCHS. Training and planning will continue for the Teacher Evaluation system that will occur throughout the year.
	KYCID/PBIS training for the faculty and staff and implementation plan will be designed. Include a PBIS Big Rock (culture) in 30/60/90 day plans.	Continue with improvements to PBIS: Include a PBIS Big Rock (culture) in 30/60/90 day plans.	Continue with improvements to PBIS: Include a PBIS Big Rock (culture) in 30/60/90 day plans.
	The principal and ER team will have the initial meeting to design a systematic, uniform process for data analysis at FCHS.	Continue implementation and review of data from previously developed process.	Continue implementation and review of data from previously developed process.
	Principal and ER staff will attend Fleming County Administrators retreat with the district superintendent in	Principal and ER staff will attend Fleming County Administrators retreat with the district superintendent	Principal and ER staff will attend Fleming County Administrators retreat with the district superintendent

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	July/early August.	in July/early August.	in July/early August.
	The principal and ER staff will have an initial meeting to design an effective system for the PLC process at FCHS.	The principal and ER staff will review data to determine new PLC needs and protocols.	The principal and ER staff will review data to determine new PLC needs and protocols.
<b>August</b>	Principal and ER staff are trained/recalibrated on Observation 360, a walkthrough instrument they will use for data collection of instructional practices at the school – August 1 <sup>st</sup> . Develop a timeline for the walkthrough process to include face-to-face specific descriptive feedback.	Evaluate the walkthrough instrument for effectiveness (review of previous year's data) and make adjustments as needed. Develop new year's timeline.	Evaluate the walkthrough instrument for effectiveness (review of previous year's data) and make adjustments as needed. Develop new year's timeline.
	Principal will select leadership team members based on a rubric that was collaboratively developed by principal and ER team.	The principal will make any new assignments of leadership team.	The principal will make any new assignments of leadership team.
	Administrative team implements mentoring program for identified students at FCHS.	30/60/90 plan is reviewed and revised.	30/60/90 plan is reviewed and revised.
	KYCID/PBIS training for faculty and staff. Implementation of school wide plan.	KYCID/PBIS training for faculty and staff. Implementation of school wide plan.	KYCID/PBIS training for faculty and staff. Implementation of school wide plan.
	Guidance Counselors meets with all 10 <sup>th</sup> graders to set goals for PLAN assessment.	Guidance Counselors meets with all 10 <sup>th</sup> graders to set goals for PLAN assessment.	Guidance Counselors meets with all 10 <sup>th</sup> graders to set goals for PLAN assessment.
	Juniors given Study Island ACT bundle pre-assessment to set individual learning plans for ACT.	Juniors given Study Island ACT bundle pre-assessment to set individual learning plans for ACT.	Juniors given Study Island ACT bundle pre-assessment to set individual learning plans for ACT.
	First MAP assessment is given and data is analyzed for school-wide Rtl, departments, and individual classroom teachers'	First MAP assessment is given and data is analyzed for school-wide Rtl, departments, and individual classroom	First MAP assessment is given and data is analyzed for school-wide Rtl, departments, and individual classroom

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	instructional decision making. Students set goals and begin tracking their data in student assessment folders.	teachers' instructional decision making. Students set goals and begin tracking their data in student assessment folders.	teachers' instructional decision making. Students set goals and begin tracking their data in student assessment folders.
	Faculty and staff will begin the implementation of the school RtI plan and PLC process to address the needs of struggling learners based on data and be prepared to implement interventions and the delivery of services including considerations for ESS, tutoring, bell to bell uninterrupted instruction and common planning opportunities with intentional academic focus.	Faculty and staff will continue the implementation of the school RtI plan and PLC process to address the needs of struggling learners based on data and be prepared to implement interventions and the delivery of services including considerations for ESS, tutoring, bell to bell uninterrupted instruction and common planning opportunities with intentional academic focus.	Faculty and staff will continue the implementation of the school RtI plan and PLC process to address the needs of struggling learners based on data and be prepared to implement interventions and the delivery of services including considerations for ESS, tutoring, bell to bell uninterrupted instruction and common planning opportunities with intentional academic focus.
	Parent Open House to occur during the first two weeks of school. PRIDE group will recruit and organize parents to increase parent involvement at the school.	Parent Open House to occur during the first two weeks of school. PRIDE group will recruit and organize parents to increase parent involvement at the school.	Parent Open House to occur during the first two weeks of school. PRIDE group will recruit and organize parents to increase parent involvement at the school.
	Departments begin planning for second trimester pacing guides, lesson plans, and common assessments.	Departments begin planning for second trimester pacing guides, lesson plans, and common assessments.	Departments begin planning for second trimester pacing guides, lesson plans, and common assessments.
	Interventions for identified students will begin based on MAP screening, and prior end of year assessments.	Interventions for identified students will begin based on MAP screening and prior end of year assessments.	Interventions for identified students will begin based on MAP screening and prior end of year assessments.
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will

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	begin daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	begin daily walkthroughs .Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	begin daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and ER team are directed to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team are directed to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team are directed to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.
	ER team will collaborate with school leadership to design common planning and faculty meetings that focus solely on instructional needs of the school as determined by testing and walkthrough data.	ER team will collaborate with school leadership to design common planning and faculty meetings that focus solely on instructional needs of the school as determined by testing and walkthrough data.	ER team will collaborate with school leadership to design common planning and faculty meetings that focus solely on instructional needs of the school as determined by testing and walkthrough data.
	KYCID/PBIS data for the month of August will be gathered and analyzed. Comparison of data from August 2013 will be used for evaluation of success for the first month.	KYCID/PBIS data for the month of August will be gathered and analyzed. Comparison of data from August 2014 will be used for evaluation of success for the first month.	KYCID data for the month of August will be gathered and analyzed. Comparison of data from August 2015 will be used for evaluation of success for the first month.
	ER team will collaborate with school leadership to design common planning and faculty meetings that focus solely on instructional needs of the school as determined by testing and walkthrough data. These meetings will begin on a weekly basis. A calendar of events will be developed and communicated to all staff to ensure everyone knows dates as far in advance as	ER team will collaborate with school leadership to design common planning and faculty meetings that focus solely on instructional needs of the school as determined by testing and walkthrough data. These meetings will begin on a weekly basis. Continue with calendar of events communications.	ER team will collaborate with school leadership to design common planning and faculty meetings that focus solely on instructional needs of the school as determined by testing and walkthrough data. These meetings will begin on weekly basis. Continue with calendar of events communications.

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	possible.		
	First MAP assessment is given and data is analyzed for school-wide Rtl, departments, and individual classroom teachers' instructional decision making. Students set goals and begin tracking their data in student assessment folders.	First MAP assessment is given and data is analyzed for school-wide Rtl, departments, and individual classroom teachers' instructional decision making. Students set goals and begin tracking their data in student assessment folders.	First MAP assessment is given and data is analyzed for school-wide Rtl, departments, and individual classroom teachers' instructional decision making. Students set goals and begin tracking their data in student assessment folders.
	ER team will conduct PLC training with all departments to ensure that all teams are implementing the same protocols.	ER team will conduct PLC training with all departments to ensure that all teams are implementing the same protocols.	ER team will conduct PLC training with all departments to ensure that all teams are implementing the same protocols.
<b>September</b>	30/60/90 plan revision and review	30/60/90 plan revision and review	30/60/90 plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School-Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School-Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School-Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	Advisory Council and school leadership team monthly meetings	Advisory Council and school leadership team monthly meetings	Advisory Council and school leadership team monthly meetings
	PLAN assessment for 10 <sup>th</sup> graders	PLAN assessment for 10 <sup>th</sup> graders	PLAN assessment for 10 <sup>th</sup> graders
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next

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	with faculty in department and faculty meetings.	steps determined, and follow up with faculty in department and faculty meetings.	steps determined, and follow up with faculty in department and faculty meetings.
	Mid-term grades are released for the first trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.	Mid-term grades are released for the first trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.	Mid-term grades are released for the first trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.
	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.
	ER team at the school facilitates 2011 KCCT Data release – Analysis of data from KCCT.	Begin KASC training for advisory council to prepare them to resume responsibility for leading the school	
	Counselors begin conferencing with 11 <sup>th</sup> graders on reviewing PLAN results and setting goals for ACT.	Counselors begin conferencing with 11 <sup>th</sup> graders on reviewing PLAN results and setting goals for ACT.	Counselors begin conferencing with 11 <sup>th</sup> graders on reviewing PLAN results and setting goals for ACT.
	Content Network meetings for all participants.	Content Network meetings for all participants.	Content Network meetings for all participants.
	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.	Student Supports Services person monitors the mentoring program implementation and conferences with students involved.
	Quarterly report prepared for Recovery Director for the 1 <sup>st</sup>	Quarterly report prepared for Recovery Director for	Quarterly report prepared for Recovery Director for

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	quarter.	the 1 <sup>st</sup> quarter.	the 1 <sup>st</sup> quarter.
	KYCID/PBIS data for the month of September will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of September will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of September will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
	Culture Triage Needs Assessment survey will be administered to staff.	Culture Triage Needs Assessment survey will be administered to staff.	Culture Triage Needs Assessment survey will be administered to staff.
<b><u>October</u></b>	30/60/90 Plan revision and review	30/60/90 Plan revision and review	30/60/90 Plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.
	October Teacher Planning	October Teacher Planning	October Teacher Planning

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	day - Continue analysis of data from state testing that was just released.	day - Continue analysis of data from state testing that was just released.	day - Continue analysis of data from state testing that was just released.
	Advisory Council and school leadership team meetings October – Quarterly report is reviewed along with 30/60/90 plan.	Advisory Council and school leadership team meetings October – Quarterly report is reviewed along with 30/60/90 plan.	Advisory Council and school leadership team meetings October – Quarterly report is reviewed along with 30/60/90 plan.
	Data analysis from KPREP/EOC, MAP to respond to individual student needs.	Data analysis from KPREP/EOC, MAP to respond to individual student needs.	Data analysis from KPREP/EOC, MAP to respond to individual student needs.
	PD 360 training follow up for FCHS targeted faculty. These faculty members will provide follow up with entire faculty at a weekly faculty meeting in November.	PD 360 training follow up for FCHS targeted faculty. These faculty members will provide follow up with entire faculty at a weekly faculty meeting in November.	PD 360 training follow up for FCHS targeted faculty. These faculty members will provide follow up with entire faculty at a weekly faculty meeting in November.
	Guidance Counselors monitor the mentoring program implementation and conferences with students involved.	Counselors conference with students in transition classes about meeting the ACT benchmarks on the COMPASS and KYOTE assessments.	Counselors conference with students in transition classes about meeting the ACT benchmarks on the COMPASS and KYOTE assessments.
	First Trimester ends, Guidance counselors meet with students who did not pass to make a plan for success during the second trimester and set goals.	First Trimester ends, Guidance counselors meet with students who did not pass to make a plan for success during the second trimester and set goals.	First Trimester ends, Guidance counselors meet with students who did not pass to make a plan for success during the second trimester and set goals.
	KYCID/PBIS data for the month of October will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of October will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of October will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
<b>November</b>	30/60/90 Plan revision and review	30/60/90 Plan revision and review	30/60/90 Plan revision and review
	Instructionally based faculty meetings and PLC meetings	Instructionally based faculty meetings and PLC	Instructionally based faculty meetings and PLC

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	continue on an on-going basis.	meetings continue on an on-going basis.	meetings continue on an on-going basis.
	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.
	Guidance Counselors monitor the mentoring program implementation and conferences with students involved.	Guidance Counselors monitor the mentoring program implementation and conferences with students involved.	Guidance Counselors monitor the mentoring program implementation and conferences with students involved.
	Advisory Council and school leadership team meets in November. Monitoring of 1 <sup>st</sup> trimester results and attendance.	Advisory Council and school leadership team meets in November. Monitoring of 1 <sup>st</sup> trimester results and attendance.	Advisory Council and school leadership team meets in November. Monitoring of 1 <sup>st</sup> trimester results and attendance.
	Counselors conference with students in transition classes about meeting the ACT benchmarks on the COMPASS and KYOTE assessments.	Counselors conference with students in transition classes about meeting the ACT benchmarks on the COMPASS and KYOTE assessments.	Counselors conference with students in transition classes about meeting the ACT benchmarks on the COMPASS and KYOTE assessments.

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	KYCID/PBIS data for the month of November will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of November will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of November will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
	Departments begin planning for third trimester pacing guides, lesson plans, and common assessments.	Departments begin planning for third trimester pacing guides, lesson plans, and common assessments.	Departments begin planning for third trimester pacing guides, lesson plans, and common assessments.
<b><u>December</u></b>	30/60/90 Plan revision and review	30/60/90 Plan revision and review	30/60/90 Plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs.	ER team, instructional coach, principal, assistant principals, and academic instructional specialist will conduct daily walkthroughs.
	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.
	Counselor monitors the mentoring program implementation and conferences with students involved.	Counselor monitors the mentoring program implementation and conferences with students involved.	Counselor monitors the mentoring program implementation and conferences with students involved.

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	KYCID/PBIS data for the month of December will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of December will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of December will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
	2 <sup>nd</sup> MAP Assessment is given to 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> and targeted 12 <sup>th</sup> graders in math and reading. Results are analyzed for instructional implications in Rtl groups, departments, and individual classrooms.	2 <sup>nd</sup> MAP Assessment is given to 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> and targeted 12 <sup>th</sup> graders in math and reading. Results are analyzed for instructional implications in Rtl groups, departments, and individual classrooms.	2 <sup>nd</sup> MAP Assessment is given to 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> and targeted 12 <sup>th</sup> graders in math and reading. Results are analyzed for instructional implications in Rtl groups, departments, and individual classrooms.
	Begin 2 <sup>nd</sup> quarterly report for Education Recovery Director.	Begin 2 <sup>nd</sup> quarterly report for Education Recovery Director.	Begin 2 <sup>nd</sup> quarterly report for Education Recovery Director.
	Advisory Council and school leadership team meets in December. Quarterly Report and MAP assessment is discussed.	Advisory Council and school leadership team meets in December. Quarterly Report and MAP assessment is discussed.	Advisory Council and school leadership team meets in December. Quarterly Report and MAP assessment is discussed.
	Counselor meets with individual students on assessment results to chart progress and set new goals.	Counselor meets with individual students on assessment results to chart progress and set new goals.	Counselor meets with individual students on assessment results to chart progress and set new goals.
	Mid-term grades are released for the second trimester. Parent conference night is conducted to provide an opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.	Mid-term grades are released for the second trimester. Parent conference night is conducted to provide an opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.	Mid-term grades are released for the second trimester. Parent conference night is conducted to provide an opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for the rest of the trimester.

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<b><u>January</u></b>	30/60/90 plan revision and review	30/60/90 plan revision and review	30/60/90 plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	The ER team and counselors have the initial meeting to design an effective system for transitioning students from the middle school to the high school.	The ER team and counselors have the initial meeting to design an effective system for transitioning students from the middle school to the high school.	The ER team and counselors have the initial meeting to design an effective system for transitioning students from the middle school to the high school.
	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data.
	Guidance counselor monitors the mentoring program implementation and conferences with students involved.	Guidance counselor monitors the mentoring program implementation and conferences with students involved.	Guidance counselor monitors the mentoring program implementation and conferences with students involved.
	Advisory Council and school leadership team meets in January. Impact of KYCID	Advisory Council and school leadership team meets in January. Impact	Advisory Council and school leadership team meets in January. Impact

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	and mentoring program on behavior will be addressed. December MAP scores will be presented.	of KYCID and mentoring program on behavior will be addressed. December MAP scores will be presented.	of KYCID and mentoring program on behavior will be addressed. December MAP scores will be presented.
	Counselor continues to conference with 11 <sup>th</sup> graders on classroom progress and the ACT exam in March. Goals are revisited and revised based on progress of students.	Counselor continues to conference with 11 <sup>th</sup> graders on classroom progress and the ACT exam in March. Goals are revisited and revised based on progress of students.	Counselor continues to conference with 11 <sup>th</sup> graders on classroom progress and the ACT exam in March. Goals are revisited and revised based on progress of students.
	KYCID/PBIS data for the month of January will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of January will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of January will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
<b>February</b>	30/60/90 plan revision and review	30/60/90 plan revision and review	30/60/90 plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	The ER team and counselors have the initial meeting to design an effective system for transitioning students from the middle school to the high school.	The ER team and counselors have the initial meeting to design an effective system for transitioning students from the middle school to the high school.	The ER team and counselors have the initial meeting to design an effective system for transitioning students from the middle school to the high school.
	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs.	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs.

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	data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.
	Guidance counselor monitors the mentoring program implementation and conferences with students involved.	Guidance counselor monitors the mentoring program implementation and conferences with students involved.	Guidance counselor monitors the mentoring program implementation and conferences with students involved.
	Advisory Council and school leadership team meets in January. Impact of KYCID and mentoring program on behavior will be addressed. December MAP scores will be presented.	Advisory Council and school leadership team meets in January. Impact of KYCID and mentoring program on behavior will be addressed. December MAP scores will be presented.	Advisory Council and school leadership team meets in January. Impact of KYCID and mentoring program on behavior will be addressed. December MAP scores will be presented.
	Counselor continues to conference with 11 <sup>th</sup> graders on classroom progress and the ACT exam in March. Goals are revisited and revised based on progress of students.	Counselor continues to conference with 11 <sup>th</sup> graders on classroom progress and the ACT exam in March. Goals are revisited and revised based on progress of students.	Counselor continues to conference with 11 <sup>th</sup> graders on classroom progress and the ACT exam in March. Goals are revisited and revised based on progress of students.
	KYCID/PBIS data for the month of January will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of January will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of January will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
<b>March</b>	3 <sup>rd</sup> Trimester Begins	3 <sup>rd</sup> Trimester Begins	3 <sup>rd</sup> Trimester Begins
	30/60/90 plan revision and	30/60/90 plan revision	30/60/90 plan revision

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	review	and review	and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	The ER team, principal, and district personnel director have an initial meeting on the development of an effective recruiting policy for FCHS.		
	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.
	Guidance Counselor monitors the mentoring program implementation and conferences with students involved.	Guidance Counselor monitors the mentoring program implementation and conferences with students involved.	Guidance Counselor monitors the mentoring program implementation and conferences with students involved.
	Advisory council and school leadership team meets in March.	Advisory council and school leadership team meets in March.	Advisory council and school leadership team meets in March.

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	ACT testing for Juniors	ACT testing for Juniors	ACT testing for Juniors
	Counselor begins conferencing with 8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> graders on 2014-15 class schedules and review of student assessment data.	Counselor begins conferencing with 8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> graders on 2015-16 class schedules and review of student assessment data.	Counselor begins conferencing with 8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> graders on 2016-17 class schedules and review of student assessment data.
	3 <sup>rd</sup> MAP Assessment is given to 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> and targeted 12 <sup>th</sup> grade students in math and reading. Results are analyzed for instructional implications in Rtl groups, departments, and individual classrooms.	3 <sup>rd</sup> MAP Assessment is given to 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> and targeted 12 <sup>th</sup> grade students in math and reading. Results are analyzed for instructional implications in Rtl groups, departments, and individual classrooms.	3 <sup>rd</sup> MAP Assessment is given to 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> and targeted 12 <sup>th</sup> grade students in math and reading. Results are analyzed for instructional implications in Rtl groups, departments, and individual classrooms.
	KYCID/PBIS data for the month of March will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of March will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of March will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
	Begin 3 <sup>rd</sup> quarterly report for Education Recovery Director.	Begin 3 <sup>rd</sup> quarterly report for Education Recovery Director.	Begin 3 <sup>rd</sup> quarterly report for Education Recovery Director.
	Administer the Culture Triage Needs Assessment Survey to evaluate improvement in school culture from September.	Administer the Culture Triage Needs Assessment Survey to evaluate improvement in school culture from September.	Administer the Culture Triage Needs Assessment Survey to evaluate improvement in school culture from September.
<b><u>April</u></b>	30/60/90 plan revision and review	30/60/90 plan revision and review	30/60/90 plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.

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	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data. Job-embedded PD will be provided based on teacher and leader needs.
	Advisory council and school leadership team meets in April.	Advisory council and school leadership team meets in April.	Advisory council and school leadership team meets in April.
	ER team facilitates the planning for professional development for the 2014-15 school year.	ER team facilitates the planning for professional development for the 2015-16 school year.	ER team facilitates the planning for professional development for the 2016-17 school year.
	Advisory council and school leadership team meets in April.	Advisory council and school leadership team meets in April.	Advisory council and school leadership team meets in April.
	KYCID/PBIS data for the month of April will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of April will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of April will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
	Mid-term grades are released for the 3rd trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to make plans and set goals for	Mid-term grades are released for the 3rd trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to	Mid-term grades are released for the 3rd trimester. Parent conference night is conducted for opportunity for conferencing with teachers. Students with failing grades meet with guidance counselors to

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	the rest of the trimester.	make plans and set goals for the rest of the trimester.	make plans and set goals for the rest of the trimester.
<b>May</b>	30/60/90 plan revision and review	30/60/90 plan revision and review	30/60/90 plan revision and review
	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.	Instructionally based faculty meetings and PLC meetings continue on an on-going basis.
	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.	School Wide Rtl plan continues with data analysis to monitor progress of students. Adjustments to student plans are made as needed.
	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.	ER team, instructional coach, principal, assistant principals, and district liaison will conduct daily walkthroughs. Walkthrough data is analyzed weekly, next steps determined, and follow up with faculty in department and faculty meetings.
	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data.	Instructional Coach and ER team to work with teams and/or individual teachers based on walkthrough data.
	Guidance Counselor monitors the mentoring program implementation and conferences with students involved.	Guidance Counselor monitors the mentoring program implementation and conferences with students involved.	Guidance Counselor monitors the mentoring program implementation and conferences with students involved.
	Advisory council and school leadership team meets in May. Principal reports to team on 30/60/90 plan.	Advisory council and school leadership team meets in May. Principal reports to team on 30/60/90 plan.	Advisory council and school leadership team meets in May. Principal reports to team on 30/60/90 plan.
	End of Course Assessments	End of Course	End of Course

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	administered in English II, Algebra II, Biology, and US History.	Assessments administered in English II, Algebra II, Biology, and US History.	Assessments administered in English II, Algebra II, Biology, and US History.
	KYCID/PBIS data for the month of May will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of May will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.	KYCID/PBIS data for the month of May will be gathered and analyzed. Comparison of data from previous month will be used for evaluation of progress.
<b><u>June</u></b>	30/60/90 day plan revision and review.	30/60/90 day plan revision and review.	30/60/90 day plan revision and review.
	4 <sup>th</sup> Quarterly Report prepared for Education Recovery Director.	4 <sup>th</sup> Quarterly Report prepared for Education Recovery Director.	4 <sup>th</sup> Quarterly Report prepared for Education Recovery Director.
	Advisory council and school leadership team meets in June 14 <sup>th</sup> .	Advisory council and school leadership team meets in June 14 <sup>th</sup> .	Advisory council and school leadership team meets in June 14 <sup>th</sup> .
	Attendance and behavior data is reviewed for impact of mentoring program and KYCID/PBIS.	Attendance and behavior data is reviewed for impact of mentoring program and KYCID/PBIS.	Attendance and behavior data is reviewed for impact of mentoring program and KYCID/PBIS.
	ER team facilitates the analysis of End of Course Assessment data with the school leadership team and departments.	ER team facilitates the analysis of End of Course Assessment data with the school leadership team and departments.	ER team facilitates the analysis of End of Course Assessment data with the school leadership team and departments.

**Annual Goals**

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

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

**Literacy Annual Goals**

	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>2014-15</b>	<b>1)</b> For the 2014-2015 school year 25% of students will meet the benchmark on the practice PLAN for	<b>1)</b> For the 2014-2015 school year 45% of 10 <sup>th</sup> grade students will meet the benchmark on	For the 2014-2015 school year 45% of students will meet the benchmark on	Our baseline data on the 2013 ACT shows 72.2% of students scored below the

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	<p>Reading.  <b>2)</b> For the 2014-2015 school year, 100% of the freshman students will make a six point gain from the Fall to Spring semester on the MAP test.  <b>3)</b> For the 2014-2015 school year 73% of freshmen students will meet the MAP benchmark for Reading by Spring 2014 testing.</p>	<p>PLAN Reading this is an increase of 8% from the 2013-14 school year.  <b>2)</b> For the 2014-2015 school year 60% of sophomore students will meet the MAP benchmark for Reading by Spring 2015 testing.  <b>3)</b> For the 2014-2015 school year 65% of sophomore students will score proficient/ on the Reading EOC.  <b>4)</b> The percentage of students scoring novice on the 2014-15 Reading EOC will be reduced by 10%.</p>	<p>ACT Reading.  This will be an increase of 17.2% from the 2012-13 school year.</p>	<p>benchmark on Reading; 60.8% of students scored below CPE benchmark on English.  50% of Fleming County High School 12<sup>th</sup> graders who did not meet the CPE benchmark of 20 in reading, after completion of the reading transition course, will meet the benchmark based on COMPASS and/or KYOTE testing during the 2014-15 school year.</p>
<b>2015-16</b>	<p><b>1)</b> For the 2015-16 school year 35% of students will meet the benchmark on the practice PLAN for Reading.  <b>2)</b> For the 2015-2016 school year, 100% of the freshman students will make a six point gain from the Fall to Spring semester on the MAP test.  <b>3)</b> For the 2015-2016 school year 80% of freshmen students will meet the MAP benchmark for Reading by Spring 2016 testing.</p>	<p><b>1)</b> For the 2015-2016 school year 55% of 10<sup>th</sup> grade students will meet the benchmark on PLAN Reading.  <b>2)</b> For the 2015-2016 school year 70% of sophomore students will meet the MAP benchmark for Reading by Spring 2016 testing.  <b>3)</b> For the 2015-2016 school year 75% of sophomore students will score proficient or higher on the Reading EOC.  <b>4)</b> The percentage of students scoring novice on the 2015-</p>	<p>For the 2015-2016 school year 55% of students will meet the benchmark on ACT Reading.</p>	<p>60% of Fleming County High School 12<sup>th</sup> who did not meet the CPE benchmark of 20 in reading, after completion of the reading transition course, will meet the benchmark based on COMPASS and/or KYOTE testing during the 2015-16 school year.</p>

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		16 Reading EOC will be reduced by 10%.		
<b>2016-17</b>	<p><b>1)</b> For the 2016-2017 school year 50% of students will meet the benchmark on PLAN Reading.</p> <p><b>2)</b> For the 2016-2017 school year, 100% of the freshman students will make a six point gain from the Fall to Spring semester on the MAP test.</p> <p><b>3)</b> For the 2016-2017 school year 90% of freshmen students will meet the MAP benchmark for Reading by Spring 2017 testing.</p>	<p><b>1)</b> For the 2016-2017 school year 65% of 10<sup>th</sup> grade students will meet the benchmark on PLAN Reading.</p> <p><b>2)</b> For the 2016-2017 school year 80% of sophomore students will meet the MAP benchmark for Reading by Spring 2017 testing.</p> <p><b>3)</b> For the 2016-2017 school year 85% of sophomore students will score proficient or higher on the Reading EOC.</p> <p><b>4)</b> The percentage of students scoring novice on the 2016-17 Reading EOC will be reduced by 10%.</p>	For the 2016-2017 school year 65% of students will meet the benchmark on ACT Reading.	70% of Fleming County High School 12 <sup>th</sup> who did not meet the CPE benchmark of 20 in reading, after completion of the reading transition course, will meet the benchmark based on COMPASS and/or KYOTE testing during the 2016-17 school year.

**Math Goals**

	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>2014-15</b>	<p><b>1)</b> For the 2014-2015 school year 25% of students will meet the benchmark on the practice PLAN for Math. This is an increase of 18% from the 2013 practice PLAN.</p> <p><b>2)</b> For the 2014-2015 school year, 100% of the freshman students will make a</p>	<p><b>1)</b> For the 2014-2015 school year 25% of 10<sup>th</sup> grade students will meet the benchmark on PLAN math. This is an increase of 12% from the 2013-14 school year.</p> <p><b>2)</b> For the 2014-2015 school year 60% of sophomore</p>	<p><b>1)</b> For the 2014-2015 school year, 45% of the junior students will meet benchmark on the ACT Mathematics test. This will be an increase of 8.6% from the 2012-13 ACT results.</p>	<p>Our baseline data on the 2013 ACT shows that 63.7% of students scored below benchmark on math. 50% of Fleming County High School 12<sup>th</sup> who did not meet the CPE benchmark of 19 in math, after completion of the math transition</p>

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	<p>six point gain from the Fall to Spring semester on the math MAP test.</p> <p><b>3)</b> For the 2014-2015 school year 73% of freshmen students will meet the MAP benchmark for math by Spring 2014 testing.</p>	<p>students will meet the MAP benchmark for math by Spring 2015 testing.</p>		<p>course, will meet the benchmark based on COMPASS and/or KYOTE testing during the 2014-15 school year.</p>
<b>2015-16</b>	<p><b>1)</b> For the 2015-16 school year 35% of students will meet the benchmark on the practice PLAN for math.</p> <p><b>2)</b> For the 2015-2016 school year, 100% of the freshman students will make a six point gain from the Fall to Spring semester on the math MAP test.</p> <p><b>3)</b> For the 2015-2016 school year 80% of freshmen students will meet the MAP benchmark for math by Spring 2016 testing.</p>	<p><b>1)</b> For the 2015-2016 school year 35% of 10<sup>th</sup> grade students will meet the benchmark on PLAN Reading.</p> <p><b>2)</b> For the 2015-2016 school year 70% of sophomore students will meet the MAP benchmark for math by Spring 2016 testing.</p>	<p>For the 2015-2016 school year 55% of students will meet the benchmark on ACT Mathematics test.</p>	<p>60% of Fleming County High School 12<sup>th</sup> graders who did not meet the CPE benchmark of 19 in math, after completion of the math transition course, will meet the benchmark based on COMPASS and/or KYOTE testing during the 2015-16 school year.</p>
<b>2016-17</b>	<p><b>1)</b> For the 2016-2017 school year 50% of students will meet the benchmark on the practice PLAN for math.</p> <p><b>2)</b> For the 2016-2017 school year, 100% of the freshman students will make a six point gain from the Fall to Spring semester on the math</p>	<p><b>1)</b> For the 2016-2017 school year 45% of 10<sup>th</sup> grade students will meet the benchmark on PLAN Math.</p> <p><b>2)</b> For the 2016-2017 school year 80% of sophomore students will meet the MAP benchmark for math by Spring</p>	<p>For the 2016-2017 school year 65% of students will meet the benchmark on ACT Mathematics test.</p>	<p>70% of Fleming County High School 12<sup>th</sup> graders who did not meet the CPE benchmark of 19 in math, after completion of the math transition course, will meet the benchmark based on COMPASS and/or KYOTE testing</p>

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	MAP test. <b>3)</b> For the 2016-2017 school year 90% of freshmen students will meet the MAP benchmark for math by Spring 2017 testing.	2017 testing.		during the 2016-17 school year.
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**End of Course Assessment Goals**

	<b>Algebra 2</b>	<b>English 10</b>	<b>Biology</b>	<b>US History</b>
<b>2014-15</b>	For the 2014-15 school year 45% of students enrolled in Algebra 2/Int. Math 12 will score proficient and/or distinguished on the Algebra 2 EOC	For the 2014-2015 school year 55% of students enrolled in English 10 will score proficient and/or distinguished on the English 10 EOC.	For the 2014-15 school year 35% of students enrolled in Biology will score proficient and/or distinguished on the Biology EOC.	For the 2014-15 school year 45% of students enrolled in US History will score proficient and/or distinguished on the US History EOC.
<b>2015-16</b>	For the 2015-16 school year 55% of students enrolled in Algebra 2/Int. Math 12 will score proficient and/or distinguished on the Algebra 2 EOC.	For the 2015-2016 school year 65% of sophomore students will score proficient and/or distinguished on the English 10 EOC.	For the 2015-16 school year 45% of students enrolled in Biology will score proficient and/or distinguished on the Biology EOC.	For the 2015-16 school year 55% of students enrolled in US History will score proficient and/or distinguished on the US History EOC.
<b>2016-17</b>	For the 2016-17 school year 65% of students enrolled in Algebra 2/Int. Math 12 will score proficient and/or distinguished on the Algebra 2 EOC	For the 2016-2017 school year 75% of sophomore students will score proficient and/or distinguished on the English 10 EOC.	For the 2016-17 school year 55% of students enrolled in Biology will score proficient and/or distinguished on the Biology EOC.	For the 2016-17 school year 65% of students enrolled in US History will score proficient and/or distinguished on the US History EOC.

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.

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The data listed below represents our quarterly goals for the percentage of students who are scoring at the proficient level (benchmark) of the MAP for the respective subjects. MAP (Measures of Academic Progress), is a computer-based, adaptive test which provide our administrators and teachers with academic information about each student that allow us to improve teaching and learning. Professional Learning Community (PLC) teams use growth and achievement data from the MAP tests to develop targeted instructional strategies and plan school improvement. Using MAP allows PLCs to be student-focused and make data-driven decisions. Results are 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.

We use MAP to establish baseline data and monitor the progress of individual and groups of students (grade levels, Special Education, RTI, etc.). Data is analyzed and submitted to the KY Commissioner of Education quarterly and used by district and school staff to guide curriculum and instruction decisions. It is also used to project proficiency on state assessments, as a universal screener for intervention purposes and as an explanation of academic progress to parents.

Fleming County High School only administers the MAP assessment to 12<sup>th</sup> graders enrolled in the transition classes for English and math. The quarterly goals are displayed as literacy goals for each grade level for the next three years followed by mathematics goals for each grade level for the next three years. Goals below also include PLAN and ACT (EPAS) data. End of Course data is presented as the percentage of students who score BELOW grade “C” on the EOC course indicated.

**Fleming County High School Quarterly Goals for years 2015-2017**

Literacy 2014-15	2013 Baseline Data	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>9th Grade MAP</b>	Reading 29% Language Usage 32%	By the end of the first quarter, at least 35% of FCHS 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 the end of the second quarter, at least 45% of FCHS 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 the end of the third quarter, at least 60% of FCHS 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 the end of the fourth quarter, at least 73% of FCHS 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. MAP success will be reflected in yearly improvement goals for PLAN (10th) and ACT (11th)
<b>10th Grade MAP</b>	Reading 35% Language Usage 38%	By the end of the first quarter, at least 40% of FCHS sophomores will achieve at a proficient level in reading/language usage on the MAP	By the end of the second quarter, at least 45% of FCHS sophomores will achieve at a proficient level in reading/language usage on the MAP	By the end of the third quarter, at least 55% of FCHS sophomores will achieve at a proficient level in reading/language usage on the MAP	By the end of the fourth quarter, at least 60% of FCHS sophomores will achieve at a proficient level in reading/language usage on the MAP

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		assessment as determined by cut scores associated with state and national assessments.	assessment as determined by cut scores associated with state and national assessments.	assessment as determined by cut scores associated with state and national assessments.	assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10th) and ACT (11th)
<b>11<sup>th</sup> Grade MAP</b>	<b>Reading 41% Language Usage 48%</b>	By the end of the first quarter, at least 50% of FCHS juniors 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 second quarter, at least 55% of FCHS juniors 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 60% of FCHS juniors 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 65% of FCHS juniors 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 (10th) and ACT (11th)
<b>12<sup>th</sup> Grade ACT or Compass/KYOTE</b>	<b>No Compass /KYOTE Data Available</b>	By the end of the first quarter, at least 25% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.	By the end of the second quarter, at least 50% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.	By the end of the third quarter, at least 75% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.	By the end of the fourth quarter, 100% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.
<b>Literacy 2015-16</b>	<b>2014 Baseline Data</b>	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<b>9<sup>th</sup> Grade MAP</b>		By the end of the first quarter, at least 45% of FCHS 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 the end of the second quarter, at least 55% of FCHS 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 the end of the third quarter, at least 65% of FCHS 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 the end of the fourth quarter, at least 80% of FCHS 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. MAP success will be reflected in yearly improvement goals for PLAN (10th) and ACT (11th)
<b>10<sup>th</sup> Grade MAP</b>		By the end of the first quarter, at least 50% of FCHS sophomores 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 second quarter, at least 55% of FCHS sophomores 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 65% of FCHS sophomores 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 70% of FCHS sophomores 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 (10th) and ACT (11th)
<b>11<sup>th</sup> Grade</b>		By the end of the first quarter, at least 60% of	By the end of the second quarter, at least 68% of	By the end of the third quarter, at least 75% of	By the end of the fourth quarter, at least 85% of

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MAP		FCHS juniors 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.	FCHS juniors 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.	FCHS juniors 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.	FCHS juniors 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 (10th) and ACT (11th)
12 <sup>th</sup> Grade ACT or Compass/KYOTE		By the end of the first quarter, at least 30% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.	By the end of the second quarter, at least 55% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.	By the end of the third quarter, at least 80% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.	By the end of the fourth quarter, 100% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.
Literacy 2016-17	2015 Baseline Data	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
9 <sup>th</sup> Grade MAP		By the end of the first quarter, at least 55% of FCHS 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 the end of the second quarter, at least 65% of FCHS 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 the end of the third quarter, at least 75% of FCHS 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 the end of the fourth quarter, at least 90% of FCHS 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. MAP success will be reflected in yearly improvement goals for PLAN (10th) and ACT (11th)
10 <sup>th</sup> Grade MAP		By the end of the first quarter, at least 55% of FCHS sophomores 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 second quarter, at least 65% of FCHS sophomores 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 75% of FCHS sophomores 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 80% of FCHS sophomores 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 (10th) and ACT (11th)
11 <sup>th</sup> Grade MAP		By the end of the first quarter, at least 65% of FCHS juniors 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 second quarter, at least 75% of FCHS juniors 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 85% of FCHS juniors 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 95% of FCHS juniors 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

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					PLAN (10th) and ACT (11th)
<b>12th Grade ACT or Compass/KYOTE</b>		By the end of the first quarter, at least 35% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.	By the end of the second quarter, at least 55% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.	By the end of the third quarter, at least 75% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.	By the end of the fourth quarter, 100% of FCHS seniors enrolled in the Reading and English transition courses will reach benchmark on either the COMPASS or KYOTE test.
<b>Math 2014-15</b>	<b>2013 Baseline Data</b>	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<b>9th Grade MAP</b>	Mathematics 30%	By the end of the first quarter, at least 35% of FCHS 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 the end of the second quarter, at least 45% of FCHS 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 the end of the third quarter, at least 60% of FCHS 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 the end of the fourth quarter, at least 73% of FCHS freshmen 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 (10th) and ACT (11th)
<b>10th Grade MAP</b>	Mathematics 27%	By the end of the first quarter, at least 40% of FCHS sophomores 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 second quarter, at least 45% of FCHS sophomores 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 55% of FCHS sophomores 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 60% of FCHS sophomores 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 (10th) and ACT (11th)
<b>11th Grade MAP</b>	Mathematics 46%	By the end of the first quarter, at least 50% of FCHS juniors 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 second quarter, at least 55% of FCHS juniors 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 60% of FCHS juniors 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 65% of FCHS juniors 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 (10th) and ACT (11th)
<b>12th Grade ACT or Compass/KYOTE</b>	No Compass /KYOTE Data Available	By the end of the first quarter, at least 25% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.	By the end of the second quarter, at least 50% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.	By the end of the third quarter, at least 75% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.	By the end of the fourth quarter, 100% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.
<b>Math 2015-16</b>	<b>2014 Baseline Data</b>	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>

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<b>9th Grade MAP</b>		By the end of the first quarter, at least 45% of FCHS 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 the end of the second quarter, at least 55% of FCHS 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 the end of the third quarter, at least 70% of FCHS 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 the end of the fourth quarter, at least 80% of FCHS freshmen 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 (10th) and ACT (11th)
<b>10th Grade MAP</b>		By the end of the first quarter, at least 45% of FCHS sophomores 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 second quarter, at least 55% of FCHS sophomores 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 65% of FCHS sophomores 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 70% of FCHS sophomores 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 (10th) and ACT (11th)
<b>11th Grade MAP</b>		By the end of the first quarter, at least 55% of FCHS juniors 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 second quarter, at least 60% of FCHS juniors 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 65% of FCHS juniors 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 70% of FCHS juniors 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 (10th) and ACT (11th)
<b>12th Grade ACT or Compass/KYOTE</b>		By the end of the first quarter, at least 35% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.	By the end of the second quarter, at least 55% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.	By the end of the third quarter, at least 80% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.	By the end of the fourth quarter, 100% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.
<b>Math 2016-17</b>	<b>2015 Baseline Data</b>	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<b>9th Grade MAP</b>		By the end of the first quarter, at least 50% of FCHS 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 the end of the second quarter, at least 65% of FCHS 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 the end of the third quarter, at least 75% of FCHS 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 the end of the fourth quarter, at least 90% of FCHS freshmen 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 (10th) and ACT (11th)

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<b>10<sup>th</sup> Grade MAP</b>		By the end of the first quarter, at least 50% of FCHS sophomores 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 second quarter, at least 60% of FCHS sophomores 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 70% of FCHS sophomores 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 80% of FCHS sophomores 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> )
<b>11<sup>th</sup> Grade MAP</b>		By the end of the first quarter, at least 55% of FCHS juniors 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 second quarter, at least 65% of FCHS juniors 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 75% of FCHS juniors 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 80% of FCHS juniors 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> )
<b>12<sup>th</sup> Grade ACT or Compass/ KYOTE</b>		By the end of the first quarter, at least 40% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.	By the end of the second quarter, at least 60% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.	By the end of the third quarter, at least 80% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.	By the end of the fourth quarter, 100% of FCHS seniors enrolled in the Mathematics transition course will reach benchmark on either the COMPASS or KYOTE test.

End of Course data listed below is presented as the percentage of students who score **BELOW** grade “C” on the EOC course indicated (quarterly benchmark assessments developed from Quality Core formative item pool and established benchmarks will be utilized for these formative measures).

End of Course 2014-15	2013 Baseline	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
English 10	44%	40%	35%	30%	25%
Algebra 2	25%	20%	16%	12%	8%
Biology	22%	17%	13%	10%	8%
US History	40%	35%	30%	25%	20%
End of Course 2015-16	2014 Baseline	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
English 10		25%	20%	15%	10%
Algebra 2		8%	4%	2%	1%
Biology		8%	6%	4%	2%
US History		20%	15%	10%	5%
End of Course 2016-17	2015 Baseline	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
English 10		5%	4%	3%	2%
Algebra 2		1%	1%	1%	1%
Biology		1%	1%	1%	1%

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US History		5%	4%	3%	2%
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**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.**

Fleming County High school leadership in collaboration with the ER team and district liaison, Lesia Eldridge, will develop and implement a systemic process for monitoring student achievement throughout the school year. Benchmark assessments to be given in all core content areas (English, math, science and social studies) will be developed and administered four times per year. This first benchmark assessment will be administered the first week of September and will be used as a baseline for each area. Data reflecting student progress on MAP in reading and math as well as data from the benchmark assessments will be reported in September, November, February and April each school year. The analysis of this data will be summative in nature to evaluate overall instructional effectiveness, at the same time the teachers will analyze the same data for formative purposes to inform instruction.

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

- The district instructional supervisor will collaborate with the administrative team, ER staff, and teachers to identify areas for improvement and the progress being made to improve in these areas.
- The administrative team, which will include district liaison Lesia Eldridge and the ER staff, will meet weekly to analyze progress/status of 30/60/90 day plan and make revisions needed for growth.
- PLC's will refine curriculum to identify gaps and develop a plan to address these gaps.
- Walk Throughs will be conducted and data analyzed by the admin team to ensure that teachers are effectively implementing the curriculum with fidelity.
- CIITS will be checked weekly by the Fleming County High School principal to ensure all teachers are planning well developed lessons which include formative assessments, analysis with reflection of the data as well as differentiation in classroom and RTI interventions are occurring in the classroom.
- Students not meeting benchmarks will be identified and targeted for ESS interventions and/or PRIDE period tutoring. Analysis of PLAN and ACT data will determine students that are identified for Transition Courses.
- Mentors will be assigned to the identified students. Data and determination of barriers will be tracked and progress monitored weekly by each mentor.

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**Consultation**

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

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

Upon identification of FCHS as a persistently low achieving school, FCHS and district personnel held a meeting with school staff to communicate the school's new status. Based on input from stakeholder groups (needs assessments, parent surveys, meeting Q & A sessions, Leadership Assessment parent surveys), the newly established Transformation Team (TT) disaggregated data/feedback, discussed concerns/issues from stakeholders and used this information to help determine areas of need/growth.

The Transformation Team (TT) members were given the task of working in small groups on developing different sections of the grant after the team reached consensus on the priority areas that needed to be addressed at FCHS.

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

The Fleming County Board of Education, in conjunction with the superintendent and the District and School Transformation Team at FCHS, reviewed the four models for school turnaround extensively and analyzed the impact and potential for student achievement under each option. The Transformation model was chosen as the structure for school turnaround at Fleming County High School.

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

Currently, the Transformation Team has been restructured to become the school leadership team

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with representatives of all school departments, school administration, ER staff and district liaison.

Over the next three years, the board will receive monthly updates from the principal and/or the ER Team on progress at FCHS at their regular board meetings. The school leadership team will meet monthly and be focused on improving student achievement and implementation of SIG initiatives at FCHS during the 3-year SIG process.

Available parent survey data was used to help identify current needs which are being addressed in our 30/60/90 day plans. These plans were used to help guide the development of this application.

In order to ensure great parent/community involvement, an annual plan will be created that will include monthly strategies to increase parent and community involvement into the transformation work at FCHS.

### **School Budget Narrative**

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

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

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

1. Establishing and Orienting the Advisory Council, school leadership team (in collaboration with ER team and district liaison) – The Instructional Coach (district requested funds) proposed by this grant will be the district’s designated and internal lead partner along with the district liaison for FCHS. The school will not use their portion of grant funds for this position, the district is allocating for this position. This instructional coach will be integral in informing and guiding the district on how they can support and promote rapid improvement at the school. This 205-day position will allow the district to have a laser like focus on school improvement at the high school. As systems are developed and implemented at the high school that will transform student achievement there, these same systems can be used throughout the district to improve student achievement. The Fleming County School District is currently working with the state assistance manager to implement strategies to address leadership assessment deficiencies and to improve support to FCHS. The addition of this staff member will give the district the capacity to sustain these improvements when the SIG funding ends, not only at FCHS, but district wide.
2. FCHS will use funds to pay for the Instructional Coach, a two year position. The Instructional Coach duties (as documented in the District Actions section of the SIG grant) through collaboration with the ER team and school principal, will assist in building sustainable processes and procedures that will positively impact the following causes and contributing factors attributed to low achievement at Fleming County High School:

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- The principal's and assistant principal's time to spend on instructional issues in the school is limited due to time spent on management of the building and a locally operated Career and Technical Center onsite.
- Low performance on federal, state, and EPAS testing indicates our instructional strategies are ineffective in reaching all learners. Classroom instruction and assessment need to be monitored for rigor, engagement, and alignment to Kentucky Core Academic Standards. (See Commitment to Serve Section)
- The curriculum delivered to students is not always aligned to EPAS, Kentucky Core Academic Standards, and the Program of Studies.
- There is improper or little use of formative assessment in the classroom to inform instruction. Too many teachers solely rely on summative assessments.

Currently, FCHS is a statewide pilot site for TPGES and PPGES as well as a Gates Integration district and Peer Observer Research district. Fleming County Schools has adopted the PGES framework as the district certified evaluation plan which has increased the amount of time conducting observations and conferencing with teachers. FCHS has 15 pilot teachers and 16 teachers who are in their summative cycle which accounts for 65% of staff with only one administrator trained to conduct observations.

3. Moving Toward School Autonomy – This action item for the transformation model will be possible through the addition of an instructional coach which will become part of both the administrative and leadership teams. This team, in collaboration with school and district leadership, will develop and implement systems at FCHS that will enable this school to return to governing itself at the end of this SIG grant period. These systems will provide school leadership the capacity to sustain the improvements in curriculum, instruction, and leadership at the school.
4. Selecting a Principal and Recruiting Teachers – The ER team will collaborate with district and school leadership to design and implement a system for recruiting and retaining quality teachers at the school. The ER staff, through their collaboration with faculty and staff at the school as well as the Instructional Coach, will develop a cadre of “turnaround leaders” in the school and throughout the district.
5. Working with Stakeholders and Building Support for Transformation – Several key positions requested in our SIG grant will focus on stakeholders who have vital roles in the turnaround of FCHS.
  - a. ER Team –This team is instrumental in the development and deployment of the 30/60/90 plan at FCHS. They will work closely with the school’s leadership team to make sure this plan focuses on improving curriculum, instruction, and assessment at the high school. They will work with teachers and staff to build capacity to ensure that this plan is successful in making sure that all students who graduate from FCHS are college and career ready. The systems that they collaborate to design and implement will ensure that the school’s stakeholders have the capacity to sustain these improvements once the grant ends.
  - b. Professional Development (\$56,000) – Funds from the SIG are reserved to provide teachers and leaders professional development in the areas of balanced assessment systems (PIMSER conference), literacy framework training (KDE training, MSU

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collaboration), math curriculum and instruction as well as **technology training (KEDC)**. These projects are in addition to the job-embedded professional development that the ER team and instructional coach will provide. These costs represent registration fees where applicable, stipends for teachers on non-contract days, travel expenses where needed, respective supplemental materials (**e.g., books, study guides, professional journals**) and substitute teacher costs when needed. Funds will be allocated for PLC resources for teachers to use as they collaborate to increase student achievement. **National Board certification fees will also be included in professional development expenses for teachers chosen by administrative and leadership team based on rubric and selection criteria.**

- c. Curriculum Resources and Software & Continuous Assessment Programs (\$59,800) – Funds from the SIG are being allocated to provide students and teachers with the resources they need to increase student achievement in the areas of math and reading. Study Island ACT Bundle (\$1600) to provide intervention for students to work toward benchmarks on the PLAN and ACT (\$8000) to provide supplemental interventions in reading and math for students who are scoring below proficient in those areas, and ALEKS (\$35,000) which supports the primary remediation/reinforcement and enrichment portion of RTI for math and meeting individual student needs. We will utilize content expertise from ECU will provide training, PD, and ongoing support and monitoring for this program. Purchase Reading Plus (\$9,000) to increase reading skills of students below benchmark in the areas of reading on EPAS testing. Measures of Academic Progress (MAP) assessment software will be used to as our universal screener in Reading, Language mechanics, mathematics and science (\$9,000). Other programs may be needed and will be acquired to additional address individual student needs. PLAN (\$2475) tests will be used as a diagnostic assessment at the 9<sup>th</sup> grade level to determine individualized areas of growth for each student. We will also utilize the WinLearn software for additional support for students on the WorkKeys assessment (\$3725).
  - d. Parent Involvement – Funds are being allocated (**\$1,500** annually) to focus on parent and community involvement activities at the high school in order to build support for transformation from these stakeholder groups. Open house expenses will be funded to encourage regular ongoing parent and teacher communication.
6. Contracting with External Providers –Other external partners such as Morehead State University, Maysville Community and Technical College, KEDC, Big East Cooperative, and KDE require no funds from this SIG grant.
  7. Leading Change –
    - a. The ER **team** and the Instructional Coach will assist the principal in the role as a change leader allowing him to communicate the message of change at FCHS. This team will seek quick wins, collect and act on data to provide optimum conditions for the school as they begin their turnaround.
  8. Evaluating, Rewarding, and Removing Staff – This SIG grant proposes a rubric that encourages teachers to continue to improve their leadership and instructional skills. Funds allocated for this annual expense are (\$**71,750 – added 20000 for meeting student growth goals and administrative goals in five areas of academic accountability**). FCHS will be a pilot school for the new evaluation system being developed by KDE. This system will make the

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evaluation process transparent for faculty and staff and include evaluation of student outcomes in teacher evaluation. No SIG funds are being used to implement this system. FCHS will utilize the “student growth goal” process for rewarding staff who meet or exceed their established goals. Teacher leadership incentives – to recruit and retain high qualified staff, we are requesting funds to support implementation of a teacher incentive program which identifies teacher stipends for completion of level 1, 2 and 3 incentive requirements, Curriculum Design Team members, Peer Observers, National Board Certification, meeting or exceeding student growth goals (teacher) or 5 accountability goals (administrators).

9. Increasing Learning Time – We have adjusted the master schedule to include an intervention time to allow increased learning time;
10. Reforming Instruction – Several key positions have already been described in the budget narrative that relates to this action step: ER team (ERL and ERS math) and the Instructional Coach (\$138,466 for two year period).
11. Technology – (\$83,380) to increase the frequency and engagement of formative and summative assessments in the classroom, we are requesting funds to purchase formative assessment devices (clickers) for all classrooms that do not have these systems (\$21,380). Along with assessment devices, we are requesting two mobile lab carts/laptops (\$55,000) for use by SIG funded math and literacy interventionists for purposes of increasing student engagement and to assist with intervention programs (ALEKS, Reading Plus, Study Island) used by interventionists. Current math and ELA teaching staff will be utilized to provide intervention classes for all students not meeting EPAS benchmarks and use the mobile labs and online intervention software in a hybrid classroom environment (one-on-one and small group instruction provided by teacher and online software support for skill deficits of individual students as identified by teacher and assessment data). Mobile carts will also be utilized to streamline our quarterly testing system to be timelier in completing. Currently, FCHS staff and students have limited availability to computer labs for both individual needs and/or classroom needs. We are also requesting technology related supplies for upgrade/upkeep of existing technologies and specific training needs around new technologies (\$5,000) – CIITS, PD 360, online software programs (e.g., ALEKS, Study Island, Reading Plus, Credit Recovery programs). Technology amounts will be reduced to zero (\$0) in year 2 and 3.
12. Library materials – (\$49,170) In order to increase available desired reading materials and for growth of a relevant and extensive resource collection to address the needs of a full balance of courses from grades 9 through 12. An emphasis will be placed on the attainment of resources to build and increase the collection for students and staff with high interest reading materials for students (and to target underachieving male and reluctant readers) and professional materials to increase staff effectiveness. Purchased library materials will include classroom sets of content specific reading materials for all content areas (as selected by individual departments and approved by the administrative team) as part of the school and district-wide literacy initiative to build students’ desire to read for both information and enjoyment. All new library materials, including classroom sets, will be housed in the library media center and entered into LMC checkout software program for inventory and security.

**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.)**

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1. Title I funds will be used to purchase calculators to be used across the school, a district-wide Kentucky Virtual Library license to support the high school's need for informational reading materials, and PLATO to support the school's need for a rigorous credit recovery program for students who have fallen behind their peers and are at risk of not graduating.
2. Professional Development funds will provide a Teachscape license for the CTE coordinator. The CTE coordinator will successfully complete the Teachscape proficiency assessment in order to become qualified to conduct walkthroughs and evaluations of teachers. PD funds will also be used to provide materials for district-wide or school-wide book studies (e.g., 75 Texts and Lessons for Content Area Reading, 65 Texts and Lessons for Teaching Literature, Strategies that Work, Notice and Note, Text Complexity: Raising Rigor in Reading, etc.)
3. The district will fund, through IDEA B:
  - Professional development on Response to Intervention and referral process for regular and special education teachers
  - Suggestions/information/packets readily available to assist regular education teachers with the RTI and referral process
  - Community Based Instruction (CBI) trips and other instructional field trips (e.g., Carl Perkins center)
  - Manipulatives and additional curricula for reinforcement and needed materials for accommodations and delivery of specially designed instruction
  - Updates to daily living/life skills curriculum set , replacing needed components for use with FMD students at Fleming County High School to assist in successful transition and exposure to various hands on jobs (janitorial, woodworking, cooking, etc)
  - Specialized professional development specific to teacher needs (SDI, IEP, differentiated instruction, co-teaching) thru KEDC and others
  - Activities/materials to improve CCR and ensure successful transition for high school students
4. The district will provide Bright Arrow, a school messenger system that increases the school's ability to communicate with students and parents, through the general fund.
5. The district will provide FCHS with an athletic director paid for from General funds, in order to increase the time the assistant principal has to focus on instructional issues.

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6. The district will provide substitutes and travel costs for FCHS teachers who attend the science and social studies regional network meetings through Professional Development and Title II Teacher Quality funds.
7. The FRYSC program will collaborate with school personnel to provide the following (pending available funds):
  - The YSC will collaborate with FRC coordinators to host a Back to School Gala prior to the start of school to allow students (K-12) to receive free health screenings, KCHIP information and other useful agency information. School Supplies will be distributed to students (K-12) in attendance (August 2014/August 2015)
  - YSC staff will train student mentors and plan activities so that new students can meet with older experienced students within their new school (August 2014/August 2015)
  - The YSC will assist with planning orientations for both 7th and 9th grade students and parents to be held prior to the start of school (August 2014/August 2015)
  - Parents will be able to meet with teachers and monitor success at Open House Events to be held at SMS and FCHS (Fall 2014/2015 and Spring 2015/2016)
  - Basic school supplies will be in stock at YSC sites and distributed as requested to students and teachers
  - Operation Preparation will be held for all 8th and 10th grade students to explore career options while having small group meetings with community partners (March 2015/2016)
  - The YSC will assist with school wide programming such as Job Fairs, College Days or Visits (August 2014-May 2016)
  - SMS and FCHS will host a college week during the school year to promote in state universities and areas of study (March 2015/2016)
  - The YSC staff will collaborate with the KHEAA representative to offer programming including financial boot camp, how to handle your future and paying for college. Additionally, the YSC will help support FASFA meeting with parents (August 2014-May 2016)
  - The YSC will collaborate with existing providers, school staff and speakers to provide programming for Red Ribbon Week including Drug House Odyssey, Truth and Consequences Program, Anti-Drug Slogan contest and classroom presentations (October 2014/2015)
  - The YSC staff will secure professional development for staff members to participate in training to assist students in crisis. (Victory Over Violence and other local trainings)

**Year 1 Budget**

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

**School** Fleming Co. High School **District** Fleming

MUNIS Code	Description of Activity	Amount Requested
110	Instructional Coach base salary	53,316
111	Instructional Coach extended days (20)	5,764
113	Teacher/Admin Extra Duty Stipends	71,750
120	Certified Substitute salary	8,000
222	Instructional Coach Medicare	856.66
231	Instructional Coach KTRS	7,594.72
253	Instructional Coach Unemployment	60.00
260	Instructional Coach Worker's Comp	186
294	Instructional Coach health care	1,447.18
295	Instructional Coach life insurance	1.34
296	Admin Fee	6.36
335	Professional Consultant	0
338	Staff Registration Fees	19,000
582	Staff travel costs for training	11,000
616	Open House food expenses – parent involvement	1,500
641	High Interest Reading Materials and classroom sets of books for all content areas	17,500
642	High interest and male focused periodicals	3,000
643	College/Career Readiness prep materials including supplemental books and study guides	21,000
645	Audio Visual materials for check out	3,130
647	Updated reference materials for classrooms and library media center	2,500
649	Binding and repair of existing books including classroom sets	0
734	Tech related hardware for intervention	83,380

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<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
735	Technology software for intervention and diagnostics	59,800
<b>Total Amount Requested</b>		<b>\$ 363,198</b>

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**Year 2 Budget**

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

**School** Fleming County High School      **District** Fleming

MUNIS Code	Description of Activity	Amount Requested
110	Instructional Coach base salary	53,316
111	Instructional Coach extended days (20)	5,764
113	Teacher Incentives and Stipends	43,701
120	Certified Substitute salary	4,000
222	Instructional Coach Medicare	856.66
231	Instructional Coach KTRS	7,594.72
253	Instructional Coach Unemployment	60.00
260	Instructional Coach Worker's Comp	186
294	Instructional Coach health care	1,447.18
295	Instructional Coach life insurance	1.34
296	Admin Fee	6.36
335	Professional Consultant	0
338	Staff Registration Fees	5,000
582	Staff travel costs for training	5,000
616	Open House food expenses – parent involvement	
641	High Interest Reading Materials and classroom sets of books for all content areas	
642	High interest and male focused periodicals	
643	College/Career Readiness prep materials including supplemental books and study guides	
645	Audio Visual materials for check out	
647	Updated reference materials for classrooms and library media center	
649	Binding and repair of existing books including classroom sets	

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MUNIS Code	Description of Activity	Amount Requested
734	Tech related hardware for intervention	
735	Technology software for intervention and diagnostics	
<b>Total Amount Requested</b>		<b>\$ 126,933.00</b>

**Year 3 Budget**

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

**School** Fleming County High School **District** Fleming

MUNIS Code	Description of Activity	Amount Requested
110	Math and Literacy Intervention teachers base salary	
113	Teacher Incentives and Stipends	
120	Certified Substitute salary	
222	Intervention teachers Medicare	
231	Intervention teachers KTRS	
253	Intervention teachers Unemployment	
260	Intervention teachers Worker's Comp	
294	Intervention teachers health care	
295	Intervention teachers life insurance	
296	Admin Fee	
335	Professional Consultant – ERS Literacy	
338	Staff Registration Fees	
582	Staff travel costs for training	
616	Open House food expenses – parent involvement	
641	High Interest Reading Materials and classroom sets of books for all content areas	
642	High interest and male focused periodicals	
643	College/Career Readiness prep materials including supplemental books and study guides	

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<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
645	Audio Visual materials for check out	
647	Updated reference materials for classrooms and library media center	
649	Binding and repair of existing books including classroom sets	
734	Tech related hardware for intervention	
735	Technology software for intervention and diagnostics	
<b>Total Amount Requested</b>		<b>\$ 0</b>

----- **End of School Application** -----