

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.

District Simpson County	DISTRICT Mailing Address		
	Street Address 1	430 S. College Street	
Name of District Contact James Flynn	Street Address 2		
	City	Franklin	ZIP KY
Position Superintendent	Phone	(270)586-8877	
Email james.flynn@simpson.kyschools.us	CONTACT Mailing Address (if different)		
	Street Address 1		
	Street Address 2		
Submission Date (office use only)	City	ZIP	
	Phone		

District Name	NCES ID#	Total Awarded
Simpson County Schools	2105400	\$
School Name	NCES ID#	Intervention
1 Franklin Simpson High School	01301	Transformation Model
2		Transformation Model
3		Transformation Model
4		Transformation Model
5		Transformation Model
6		Transformation Model

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

(Section 1003g)

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

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

District Actions

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

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.

In the fall of 2011-12, Franklin Simpson High School (FSHS) was identified as a school that was Persistently Low Achieving (currently known as Focus). Franklin Simpson High School scored in the lowest 5% of the state high schools. A high school leadership audit was conducted on 12/4/2011 through 12/9/2011, which revealed five specific deficits.

1. The principal and school council have not established the organizational structures to sustain continuous school improvement.
2. The principal and school council have not created a school culture of high academic and behavioral expectations and respect for all students and staff.
3. The principal and school leadership do not systematically monitor implementation of academic programs to measure their impact on student achievement.
4. The principal does not involve family and community partners in improving academic achievement.
5. The school does not have a process to analyze and evaluate data and use the results to make informed decisions that positively affect student achievement.

Essentially, Franklin Simpson High School has had 2 ½ years to begin the FSHS transformation, working to move the school from a Focus school to a Distinguished school. During that time the principal has been replaced, 1 Education Recovery Leader (ERL), and 2 Education Recovery Specialists (ERS) have been assigned to assist. Systems have been put into place for walkthroughs, guided planning, development of a Leadership Team, development of Teacher Leadership Teams, and Career Pathway Planning and tracking of individual students for College and/or Career Ready (CCR). In the area of instruction, pacing guides and weekly overviews are now posted for each class outside the classroom door. Through PLCs, common assessments have been developed. The master schedule has changed to reflect Academic Intervention time daily. Reading and Math interventions have been strengthened for our Tier 3 students in reading by utilizing Read 180 and System 44; and through the computer based program IXL for math. Student Support Teams for GAP closure, School Culture has been improved through the use of PBIS and other types of student recognition whereby we stress that we are student centered. PGES training and piloting began during the 2012-2013 school year expanded during the 2013-2014 school year.

During a Cohort 3 Monitoring Visit and Report conducted by Amy Jacobs on November 20, 2013, the following areas were addressed as continued needs.

Under **Implementation of School Improvement**, the following deltas were listed.

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

1. Parents and teachers both noted the need for more enrichment for gifted students or CCR ready students. Perhaps during academic time could be utilized on college issues, applications, scholarships, college living, or seniors be tutors or peer mentors during this time.
2. Teachers also expressed the need for other technology for more computer access, smart boards in all classes and looking into community hot spots, such as Wi-Fi buses parked through the community so that students have access outside of the school day for homework.
3. More training for teachers and further classes getting involved in the “flipped” classroom was desired.

Under **Effective Strategies** the following deltas were listed.

1. While most students felt teachers are open and helpful, parents noted that the assistance sometimes depends upon the teacher. Sometimes the perception is that you are CCR, you don't need any more help.
2. The elementary and middle schools use the *Leader in Me* program for the high school level.
3. Desire was expressed to work on scheduling to provide more opportunities for students. There is a need for more academic intervention time and more dual credit and career ready classes. Teachers noted that there is a scheduling issue with electives. Intervention gets in the way of college and career classes.

Under the area **Effective Plans to Sustain School Improvement** the following deltas were listed.

1. Teachers expressed interest in developing a teacher mentoring system, not just for KTIP teachers, as well as to continue evaluating the PLC/PD process to ensure that the topics meet their professional needs.
2. Parents noted that there is need for deeper Parent Involvement. They noted that “parents don't get involved in decision issues, only to gripe and complain.”

Under the area of **Effective Plans to Build Capacity**, there were no deltas noted.

During the December 2011 audit of the Simpson County School District, the district was determined to have the capacity to lead the district in the site visit of the district and the high school. Since that visit, the district has gone on to move forward and is now a **Proficient District** according to the last designation from the 2012-13 assessment cycle.

As further evidence of our capacity to implement all SIG components, we point to our strong history of sustaining and supporting grant funded programs. The district currently successfully operates several grants to include the GRREC Consortia of Race to the Top Grant, Co-Teaching for Gap Closure Grant, Cohorts 1,2, and 3, Race to the Top Technology Grant, Gates Integration Grant, along with typical district state and local grants, and several smaller local foundation grants. The district will support Franklin Simpson High School by coordinating activities to build and sustain systems for

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

continuous improvement. The district has and will continue to support Franklin Simpson High School's Transformation Model that was selected for school improvement.

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

Franklin Simpson 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)).

Simpson County Schools does not plan to reserve funds at the district level.

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

- The **Director of Instructional Programs and Assessment** will focus on data relating to assessment, provide trainings to support new curriculum, and oversee the teacher mentoring program. She will head recruitment and retention efforts to assure next generation professionals are employed at FSHS. She will also oversee PGES policies/procedures and provide training for FSHS administrators in proper utilization. The director will also assist with literacy and math SMART goals by overseeing STAR testing and training, serving as the district contact for the Gates LDC and MDC initiative and assigning professional development funds to SIG related activities. The director will also serve as the lead for the monthly Instructional Leadership Team Meetings for principals and Curriculum, Instruction and Assessment staff within the district.

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

- The **Director of Pupil Personnel** will focus efforts on SMART goals related to next generation learners/next generation programs and supports. The DPP will address truancy at FSHS with Truancy meetings at the school and a renewed partnership with the court system. The DPP will also serve as the district contact for school-wide positive behavior supports.
- The **Director of Specialized Instructional Programs** will review federal and state funding allocations to focus support strategies at FSHS and allow for fiscal sustainability of SIG initiatives. The director will provide coordination of Student Support Teams, professional development to address identified gaps, support for the Positive Behavior Interventions and Supports, and additional training for instructional strategies for special education students. Extended school opportunities during the day, after school, and summer school are also coordinated through this director. Rural and low income funds will continue to support GAP students that are struggling with attendance, behavior and/or grades. Title III will continue to support English Learners until such time that they can be proficient in the English language.
- The district will provide intensive technical assistance to Franklin Simpson High School by locating the **IT Department** on the same campus. The close proximity allows the entire resources of the IT Department to utilize quick response time to the high school. The department can provide immediate response to high school technology needs, including the assistance with STAR testing, the Read 180/System 44 program, E-Prep, classroom technology, and to name a few web based programs.
- The **Youth Service Center** and the district Homeless Education program will facilitate services to families and the community, expand existing programs that address barriers to a student's education, and collaborate to provide additional summer learning opportunities. The court system will also be an integral partner as we address non-cognitive barriers to learning, including truancy and behavior issues.
- The Simpson County School District Leadership will work deliberately to target and expand educational partnerships. Outside partners will link to specific areas of need to address gaps and their root causes; collaborative solutions will help FSHS meet SMART goals. Such partnerships include **Southern Kentucky Technical College-Franklin Campus, Green River Regional Educational Consortium and the Franklin Educational Excellence Foundation.**
- The newly appointed **principal** will ensure open, two-way communication and networking with major stockholders in the Franklin Simpson Community. In addition to support from the district level staff, FSHS will include community feedback in developing policies and programs through

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

- The FSHS principal and/or the superintendent will create two-way communication with parents and community members through forums, ad hoc committees, round table groups, parent teacher conferences twice a year, strategic planning teams, Superintendent Student Advisory Council monthly meetings, SIG ad hoc groups, and other scheduled parent programs, advisory councils and Simpson County Board of Education meetings.
- Yearly surveys to parents, staff and students to measure perception, teacher efficacy, and culture.
- Presentations to local community service groups such as Lions Club, Kiwanis Club, and Chamber of Commerce about progress in SIG initiatives.
- Weekly radio talk show regarding progress and initiatives at FSHS.

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

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

The district has been working closely with the high school to include monthly site visits, monthly Instructional Leadership Team Meetings, attending SBDM meetings, attending Teacher Leadership Team Meetings, attending monthly Departmental Meetings, weekly Student Support Team Meetings, and Monthly Curriculum, Instruction and Assessment (CIA) Meetings with the Assistant Principal in charge of Curriculum, Instruction and Assessment for the school. Additionally, walkthroughs continue. Franklin Simpson High School is required to present updates to the local Board of Education two times per month as well. Once a month the entire Central Office staff conducts the monitoring duties of staff prior to school and facilitates and supervises a school wide function for the first 30 minutes of school in order for the school faculty to participate in a school wide PLC.

Beyond our current staffing formula, the district is currently providing the following additional staff positions in order to ensure that all key metrics are monitored on a frequent basis.

1. Administrative Assistant- compiles a weekly failure report for the administrative staff for all students in all classes by grade.
\$ 32,000 salary and fringes
2. Clerical Assistant- completes a weekly attendance, behavior and grade report for our GAP students for the weekly Student Support Team Meetings.
\$ 37,000 salary and fringes
3. Curriculum Instruction Assessment Specialist
\$ 58,419 salary
4. Career Technical Ed. Secretary \$ 25,884 salary

Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Transformation Model

The following staff positions are provided in order to ensure students are able to graduate with their freshman class and college or career ready.

5. IDEA-B pays for a Transition Facilitator for Students with Disabilities
 \$ 67,000 salary and fringes
6. Rural/Low Income Grant pays for Credit Recovery Staff after school at the Learning Opportunities Center
 \$ 37,000 salary and fringes
7. Career Technical Center staffing costs above grant allocation in order to provide additional career certification opportunities to students
 \$ 289,406 salary and fringes
8. Learning Opportunity Center (alternative school for high school) in order to support students that have had difficulty being successful within the traditional high school
 \$ 741,639.40 staff and operations cost
9. School Nurse-.5 to assist in training and monitoring of delegated medical procedures
 \$ 27,188 salary
10. Instructional Band Para educator to assist with the marching band program
 \$ 11,162 salary
11. Behavior Modification Teacher in order to provide an isolated area for students to remain in school when disruptive
 \$ 29,991 salary
12. Social Worker for FSHS in order to assist with the mental health barriers to student success
 \$ 48,229 salary
13. School Resource Officer
 \$ 15,000 contract with city/county
14. School Nurse-contract with Barren River Health Dept. in order to provide immunizations, certificates and first aid assistance to students so they can remain in school
 \$ 10,000 contract

Additional resources currently being provided for Franklin Simpson High School Include:

1. STAR Testing- Universal Screener for RTI x3 per year \$10,000/year
2. PLAN to Freshmen \$12,000/year
3. Work-keys Administration \$10,000/year
4. Student Rewards for Attendance, Behavior and Grades \$15,000/year
5. Read 180/System 44 renewal licenses (initial license also) \$ 3,700/year
6. Industry Certificate Assessments \$10,000/year
7. Technology Support – (cart with 30 laptops,30 mini ipads)
 \$ 40,000

Total District Personnel and Financial Supports **\$1,530,618/year**

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

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

activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

On January 6, 2012 Superintendent James Flynn shared district “Non-Negotiables for Teaching and Achieving Student-Centered Classrooms”. The non-negotiables were developed through the district instructional leadership team comprised of district instructional leadership staff, school principals, and curriculum, assessment, and instruction specialist. These non-negotiables were vetted over several sessions before finalized. The entire staff received an email from Superintendent Flynn regarding the district “Non-Negotiables for Teaching and Achieving Student-Centered Classrooms”. Additionally, all principals met with their faculty during the month of January and reviewed them. District walkthrough instruments were revised to reflect the inclusion of the non-negotiables. The district “Non-Negotiables for Teaching and Achieving Student-Centered Classrooms” are as follows.

1. Planning and Instruction-Unit Plan and weekly overview visible on desk in a prominent location.

- **Bell to bell instruction everyday-Task predicts performance-**Lesson Design-Plan for Student-Centered Learning Activities with emphasis on the 4 C’s-Critical Thinking, Communication, Collaboration, and Creativity.
 - **Learning Targets/Focus Question(s)** are clearly planned and can be articulated by the students.
 - **Great Opening-**activate learning through some kind of hook (bell ringers...)
 - **Concept Development** (Initial Introduction of Concept-may be more teacher-led) Posing Focus Questions, Limited Lecture (shift from lecture to student activity/interaction every 8-12 minutes), Relevant Vocabulary-(Word Wall, Mind’s Eye, Vocabulary Notebook...), Q&A (include Higher Order Thinking (HOT) Questions- strive for at least 3)
 - **Concept Attainment-**(Learning by DOING-Student Centered Learning Activities)-Student Interaction (may include movement) with focus on High Yield Strategies, Use of Authentic Literacy, Emphasis on the 4 C’s, Use of Instructional Technologies, as appropriate, Answering Focus Questions and other Rigorous Activities using New Bloom’s
 - **Great Closing-** summarize and check understanding of focus question(s)

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

(Section 1003g)

- Include **Engaging Design Qualities** at any point in the lesson- (at least 1 moving to 3 per lesson as goal)
 - ❖ Personal Response
 - ❖ Clear/Modeled Expectations
 - ❖ Emotional/Intellectual Safety
 - ❖ Learning with Others
 - ❖ Sense of Audience
 - ❖ Choice
 - ❖ Novelty and Variety
 - ❖ Authenticity

2. Assessment for/of Learning-ensure some higher order thinking-use the results of assessments to ensure timely interventions when needed for a student

- **Formative Assessment** (i.e. Pre-Assessment, Question and Answer, student response systems, slates, exit slips, quiz, student self-assessment)
- **Summative Assessment**- Aligned to unit objectives including common unit assessments in like courses
- **Frequent Monitoring of Student Progress**-regular and frequent in administration, recording and communication, including constructive feedback
- ACT-like, EOC-like, AP-like, KOSA-like, ACT Work Keys-like, ODW-like, K-PREP like, questions in assessments
- Performance-based, Project-Based, Utilizing Research Skills, Service Learning

3. Learning Environment-Implementation of PBIS

- **High Expectations for All**
- **Emphasize and Enforce School-wide Expectations**-Teach and re-teach the guidelines for success in the hallways, restrooms, cafeteria, gymnasium
- **Intentionally Develop and Enforce Classroom Expectations**-Teach and re-teach the Classroom Guidelines for Success
- **Parent Engagement and Communication**-good news and concerns communicated regularly

Additional district activities that have occurred and are continuing to occur include:

- Weekly District Cabinet Meeting

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

(Section 1003g)

- Monthly Instructional Leadership Team Meetings
- Site Visits to schools on a rotating basis-6 school visits per year with district cabinet and school leadership staff
- Student Support Team meetings weekly with GAP students focusing on goal setting for attendance behavior and grades
- Truancy Diversion Program
- Curriculum, Assessment, Instruction meetings monthly
- Special Education Leadership Team meetings monthly
- Parent Forums across the district
- Learning Community Days-4 days per year
- Parent Teacher Conferences twice per year
- Walkthroughs by district staff
- Board reports twice per year
- District staff attending departmental meetings ad teacher leader meetings
- District Positive Behavior Instructional Supports
- Superintendent's Student Advisory Committee
- Stakeholder involvement for all 11th and 12th grade students to be eligible to take classes at Southern Kentucky Technical College, Franklin Campus tuition free through On-Track program
- District office staff supervise students for early morning Professional Learning Community for teachers at Franklin Simpson High School

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

(Section 1003g)

Year 1 Budget

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

District Simpson County

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

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

(Section 1003g)

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

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

(Section 1003g)

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

Total Amount Requested	\$ 0.00
-------------------------------	----------------

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

(Section 1003g)

Year 2 Budget

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

District Simpson County

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

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

(Section 1003g)

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

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

(Section 1003g)

Year 3 Budget

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

District Simpson County

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

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

(Section 1003g)

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

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

District Simpson County **School** Franklin Simpson High School

School Application

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

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.

In 2011, Franklin Simpson High School was designated as a Focus School in the commonwealth of Kentucky based upon criteria the state and federal government had outlined and approved. Shortly thereafter, the principal was removed from his position and the school began to implement various improvement strategies within the transformational model. Today, nearly three years later, we have achieved the following:

K-PREP Results	2011/2012	2012/2013	Gain
Reading (English10) NAPD	68	71.6	+3.6
Writing NAPD	67.6	78.5	+10.9
Math (Algebra 2) NAPD	61.5	72.6	+11.1
GAP Scores	35.9	45.1	+9.2

As you can see, our reading, writing and math scores are moving in the right direction overall. Yet, we still have math and literacy (reading and writing) work to do in order to ensure that our students score at or above the benchmark score of Proficiency. Yet, our Science and Social Studies scores continue to lag significantly below our reading and math.

K-PREP Results	2011/2012	2012/2013	Gain
Science (Biology) NAPD	52.7	56.1	+3.4
Social Studies (US History) NAPD	56.8	64.3	+7.5

In addition, Students with Disabilities continue to lag far behind their non-disabled peers in the areas of Reading, Math, Science, Social Studies, and Writing and Language Mechanics. Below, we compare FSHS scores to state averages. The red scores reflect where Franklin Simpson High School students with disabilities are currently lagging below the state average. Reading and writing impact the Science and Social Studies scores also, since students first have to read the content and understand it in order to

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

(Section 1003g)

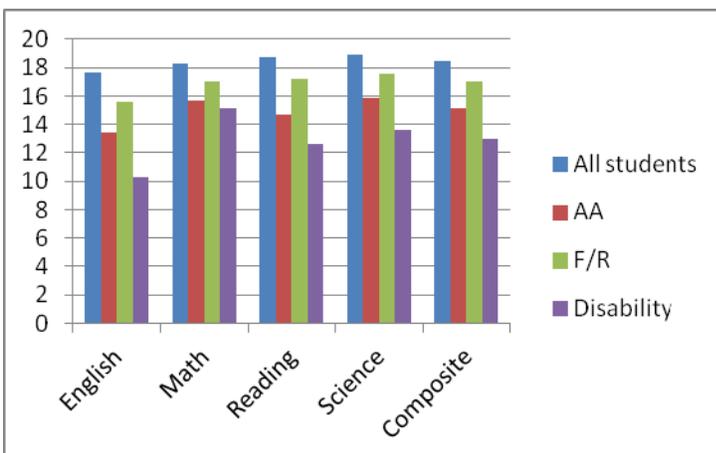
interpret data or develop hypothesis. Thus, their weak performance shows the high level of work still to do over the next three years in these areas. Additionally, much instruction is needed in the area of language mechanics. In 2014-15, we will implement Read Write Gold as a tool to assist our students.

Students with Disabilities								
K-PREP	% Novice		% Apprentice		% Proficient		% Distinguished	
	District	State	District	State	District	State	District	State
Reading (English 10)	46.2	72.5	0	11.3	46.2	15.3	7.7	.9
Math (Algebra 2)	10	44.3	60	40	20	13.2	10	2.4
Writing (10th)	20	41.9	80	50.7	0	6.4	0	.9
Writing (11th)	45.5	43.7	36.4	38.2	18.2	16.6	0	1.5
Language Mechanics	50	49.4	40	35	10	12.4	0	3.2
Science (Biology)	54.5	52.6	36.4	35.2	9.1	10.2	0	2
Social Studies (US History)	80	65.5	10	15.8	10	17.2	10	20.7

ACT

2011-2012	English	Math	Reading	Science	Composite
All students	17.7	18.3	18.7	18.9	18.5
AA	13.4	15.7	14.7	15.9	15.1
F/R	15.6	17	17.2	17.6	17
Disability	10.3	15.1	12.6	13.6	13
Gap					

2011-2012 ACT

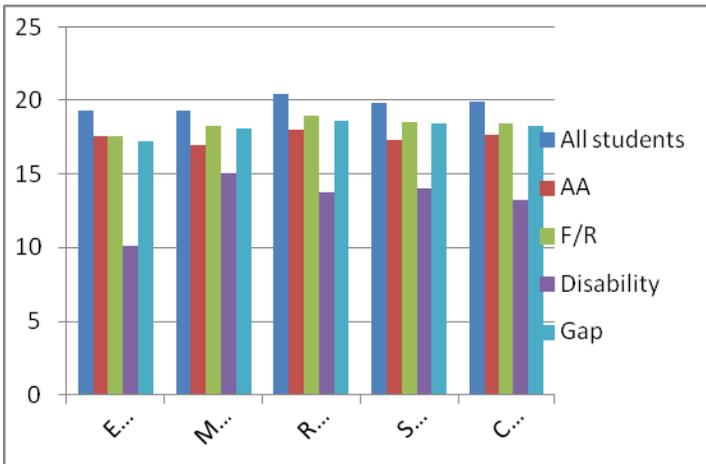


Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

2012-2013	English	Math	Reading	Science	Composite
All students	19.3	19.3	20.4	19.8	19.9
AA	17.5	16.9	18	17.3	17.6
F/R	17.5	18.2	18.9	18.5	18.4
Disability	10.1	15	13.7	14	13.2
Gap	17.2	18.1	18.6	18.4	18.2

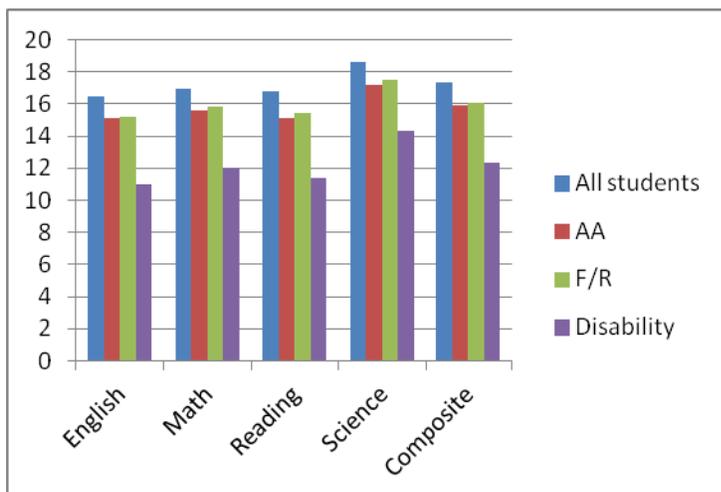
2012-2013 ACT



PLAN

2011-2012	English	Math	Reading	Science	Composite
All students	16.5	16.9	16.8	18.6	17.3
AA	15.1	15.6	15.1	17.2	15.9
F/R	15.2	15.8	15.4	17.5	16.1
Disability	11	12	11.4	14.3	12.3
Gap					

2011-2012

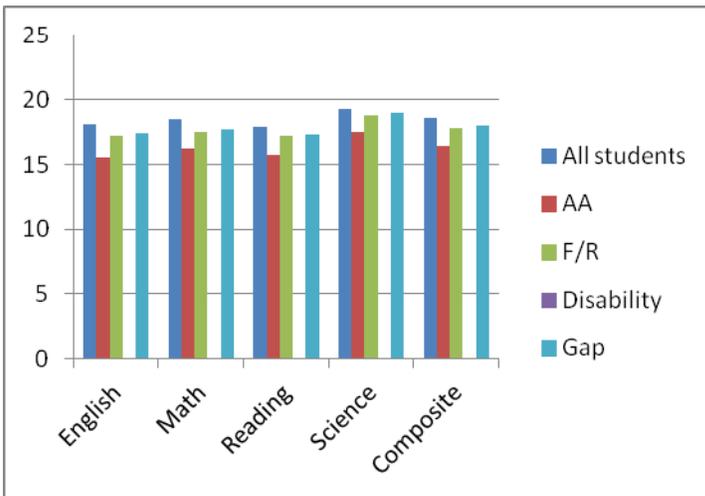


Kentucky Department of Education
 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

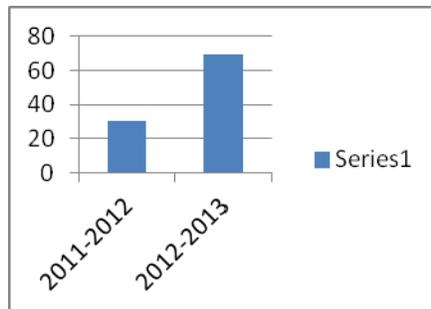
2012-2013	English	Math	Reading	Science	Composite
All students	18.1	18.5	17.9	19.3	18.6
AA	15.5	16.2	15.7	17.5	16.4
F/R	17.2	17.5	17.2	18.8	17.8
Disability					
Gap	17.4	17.7	17.3	19	18

2012-2013



CCR

2011-2012	30.5
2012-2013	69.2



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.

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

(Section 1003g)

FHS Non-Cognitive Data		
	2011/2012	2012/2013
Attendance	93.38%	94.53%
Graduation Rate	81.9%	81.5%
Drop-Out Rate	0.2%	0.7%
Behavior Referrals	2230	936
Suspension Events	115	41
Retention Rates	0.7%	0.0%
Parent Participation: Volunteer Hours	1400	1828
Parent Participation: Attending Parent-Teacher Conferences	234	312

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

Student achievement data reflects that significant turnaround must be attained to break the cycle of academic failure. Non-cognitive indicators also replicate consistently low expectations for the success of FSHS students. Based upon December 1, 2013 count approximately 65% of the school is currently receiving free or reduced lunch services. The Simpson County School District also receives a Rural and Low Income grant due to the poverty from the most recent census.

Graduation rates have improved in the past two years. FSHS is still striving to improve the graduation rates by each class completing activities at the beginning of the school year. All students are asked to commit to graduating by placing their hand in paint and placing their hand on one of the four numbers signifying the year that their class graduates. Seniors are also asked to sign a cap or gown to signify their commitment to wear the cap and gown at the end of the school year. The FSHS Youth Service Center (YSC) also assists the students in removing barriers that keep them from being successful in school. Continued participation of more staff, students and parents in the Renaissance Conference through the use of the SIG grant will further strengthen our desire for all students to graduate.

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

This data reflects a very modest growth in student attendance rates over the past two years. FSHS attendance hovers around the 93% mark, while state averages are currently over 94%. According to Infinite Campus attendance data, FSHS consistently ranks last in attendance percentages when compared to other schools in the district.

With the implementation of credit recovery after school and at the alternative school, the retention rates have declined. Our most at-risk students are at a clear disadvantage due to lack of access to after school credit recovery. The use of credit recovery has assisted with retention rates which, in turn assists in the reduction of drop-out rates. However, the Simpson County School District position is one student drop-out is one drop-out too many. Research suggests that although grade retention is widely practiced, it does not help students catch up or prevent drop-outs. In one student, children rated the prospect of flunking a grade as more stressful than wetting in class or being caught stealing. Remediation and other within-grade instructional efforts have a more positive success rate. (Shepard and Smith, 1990).

With the implementation of PBIS and becoming a Renaissance school where students are recognized for positive reasons, disciplinary referrals and suspensions have drastically declined at FSHS. During 2011-2012 there were 2,230 disciplinary infractions while they reduced to 936 for the 2012-2013 school year. When disciplinary infractions decline so do suspensions. In 2011-12 there were 115 suspension events while they were reduced to 41 for the 2012-2013 school year. However, student discipline continues to be a barrier to academic achievement. During the May, 2011 Kentucky Teaching, Empowering, Leading and Learning Survey (TELL) **40.8 % of the staff felt that teachers consistently enforce rules for student conduct while the state average was 77.6%**. Another indicator was that **only 36.7% of the staff thinks that students at the school follow rules of conduct while the state average was 71.4%**. Luiselli, Putman, Handler and Feinberg (2005) found that students with behavior problems tend to perform poorly in school. Furthermore, they found that schools that establish a whole-school behavior support system tend to experience improved student discipline and improved academic performance. In an effort to address the discipline-related issues at the school, the SIG money will be utilized to train all staff in Ruby Payne's work focused around understanding poverty. The desired outcome from the training is a better understanding from the teacher as to why some behaviors occur and a more proactive approach to dealing with such behaviors.

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.

When looking at the academic and non-cognitive data for Franklin Simpson High School, there were several causes and contributing factors for the performance.

- Lack of research based, vertically aligned curriculum tied to state standards
- Lack of teacher accountability tied to student success
- Lack of high expectations for teachers and students

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

(Section 1003g)

- Lack of a sense of urgency regarding academic and non-cognitive data
- Lack of administration and teacher leadership teams
- Lack of common discipline matrix
- Lack of non-negotiables for teachers
- Poor attendance and high behavioral referrals
- Lack of communication within school staff, parents and community stakeholders
- Lack of walkthrough data to support formative and summative evaluations
- Lack of process for analyzing student data to determine needs
- Lack of interventions in reading and math
- Lack of system for monitoring students for college and/or career ready
- Lack of interventions for GAP students in academic classes
- Lack of interventions for all students for college and/or career readiness
- High rate of principal turn-over at high school

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

A summary of the diagnostic review results includes the following findings and recommendations.

- There was a lack of focused leadership in the areas of curriculum, assessment and instruction and behavioral and academic interventions.
- There was a lack of organizational structure and systematic processes to ensure that implementation and monitoring of academic programs and services
- There was not a school culture of high academic and behavioral expectations and respect for all students and staff.
- There was a lack of student and staff recognition and celebration throughout the school community regardless of socioeconomic, ethnic, and racial diversity.
- There was not a comprehensive and systematic monitoring process for all academic programs to include weekly walkthroughs using non-negotiables, use of common plan time, data analysis to modify instructional practices and intentional intervention activities.
- There was a lack of procedures to increase participation of all stakeholder groups in improving student achievement.
- There was a lack of a systematic plan that addresses frequent and two way interactive communications with all stakeholders regarding student achievement, nor a system for monitoring the effectiveness of the plan.
- There was not a systematic process to collect, analyze, and evaluate all data from human, fiscal, and physical resources to make informed decisions relating to academic performance, learning environment, and efficiency.
- On-going data was not being collected and evaluated to provide updates and revisions with clear and measureable benchmarks as a means of maintaining high academic and behavior expectations and supports for all students.

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

(Section 1003g)

- The leadership was not actively engaged in facilitating collaborative discussions in regular scheduled meetings between middle school, high school and Career Technical Education staff members to identify key transition points and to eliminate curriculum gaps and overlaps.
- The leadership was not ensuring that the staff is trained to identify proficient student work based on the state standards. Performance standards should be displayed in the classrooms along with student work samples in order to distinguish proficient work.
- There was a lack of providing timely, meaningful feed-back allowing for the needed corrections for the students during the revision process.
- The leadership was not ensuring that teachers are developing and regularly administering assessments, both formative and summative, that are rigorous and relevant to the state standards and the learning targets of the unit or lesson.
- Instructional rubrics were not being developed or modeled with students before classroom assessments and assignments are given to ensure student understanding of performance levels.
- The leadership was not guiding the teachers through a data analysis process that identifies the needed improvements in instruction and providing guidance for making the curricular and instructional adjustments.
- The leadership needed to reevaluate the instructional round process in order to be more specific with individual teacher feedback and follow-up of next steps.
- There was not a regular scheduled weekly walkthrough with direct congruency of unit plans to classroom practice.
- There was no monitoring system for technology use to ensure that teachers are providing opportunities for students to extend their learning through various technological resources and to enhance instructional delivery.
- Teachers had not received adequate training for technological resources that are available.
- There was not a non-negotiable behavior matrix that is utilized for all students when student misbehavior occurs.
- Teachers needed strategies for coping with minor conduct code violations, student inattention, and disrespect in the classroom along with confidence in administrative support when behaviors accelerate.
- There was not a strategy to recognize students and ensuring that all students achieve their full potential.
- There was a lack of full implementation of the Individual Learning Plan, mentoring, peer tutoring, service learning and leadership development for reaching students in addition to career skills classes and clubs.
- There was a lack of partnering with external organizations such as Rotary Club, Chamber of Commerce, and Habitat for Humanity, and the Franklin Simpson Education Excellence Foundation to provide leadership and service opportunities for students that would motivate them to higher academic achievement.
- The leadership needed a systematic two-way communication plan to inform all stakeholders (e.g., teachers, staff, parents, and community members) and

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

(Section 1003g)

engage them in the decision-making process regarding teaching and learning. Once developed, the plan should be publicized and monitored for effectiveness.

- All school staff needed continuous job-embedded professional development on research-based instructional practices that address the socioeconomic and cultural needs of students.
- The leadership and staff needed to actively support the total school community in recognizing and celebrating diversity among its students.
- The leadership needed to develop strategies to intentionally recruit and retain additional highly qualified, diverse teaching staff.
- The leadership needed to establish a formal plan for recognizing student academic achievement. The leadership needed to ensure that there are recognitions and celebrations for student successes within the school (e.g., proficient and distinguished student work displayed, announcements, and banners) and community (e.g., Franklin Favorite, web site, Channel 9).
- The leadership needed to ensure that the school council policy addressing the formation of standing committees is implemented s written.
- The principal and council needed to explore creative strategies (e.g., The Missing Piece of the Proficiency Puzzle, the Prichard Committee for Academic Excellence) to increase active participation from all stakeholders and create a welcoming school environment.
- The principal and school council needed to establish a fully functioning professional development committee. The committee needed to use a clearly defined and systematic process to monitor all professional development requests for direct connections to an analysis of student achievement data, individual professional growth plans, school improvement goals, and sufficient resources to ensure a significant impact on classroom practices over time.
- The principal needed to ensure that professional growth is job-embedding and cultivates continuous growth within the staff. The principal needed to ensure that all professional learning experiences are impacting instruction and lead to increased student achievement for all students.
- The principal needed to ensure that all professional growth plans are collaboratively developed by the teacher and his or her evaluator.
- The principal needed to ensure that continuous feedback is provided to staff based on the frequent monitoring of their professional learning and implementation.
- To ensure the effective and efficient distribution of resources, the leadership needed to more clearly and urgently communicate the comprehensive school improvement plan to all stakeholders so that it becomes the focus for planning and budgeting.
- Procedures for approving expenditures needed to include a link to identified priority needs.
- The school leadership needed to create a finance committee to regularly and systematically evaluate the use of all human, fiscal and physical resources to sustain continuous improvement.

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

- The principal needed to develop a comprehensive monitoring system to ensure that all policies are effectively implemented and have a positive impact on instructional practices, student achievement, and school culture.
- The school council and principal needed to collaborate to provide rigorous and intensive oversight of the implementation and evaluation of plans, programs and services for impact on student achievement and school improvement.
- The school council and principal needed to create formal organization structures and systematic processes to ensure services are intentional, consistent, efficient, and effective.
- The principal needed to ensure that the goals, objectives and activities in the comprehensive school improvement plan are clearly communicated to all stakeholders and ensure that all staff members are aware of their responsibilities in implementing the plan.
- The principal needed to monitor the impact of the activities in the plan on classroom instruction and student learning. Ongoing data throughout the school year should be collected and analyzed to inform instruction and provide updates and revisions to the plan when needed.

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

The Transformation Model was selected to meet the needs of Franklin Simpson High School. From December 2010 through April 2011 an intense review of all staff at the high school occurred. The Superintendent and the district Leadership team conducted multiple observations of current teaching staff at FSHS across multiple class periods. At the conclusion of these observations, the Superintendent and Leadership Team determined that it would not be necessary to replace 50% of the staff; rather, the team worked to design the transformational model and provide extensive professional learning for individual and small groups of instructional staff members.

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.

After the Kentucky Department of Education completed a School Leadership Audit pursuant to KRS 160.346, during December 4- December 9, 2011, the team determined that the principal does not have the ability to lead the intervention and should not remain as principal of the school according to the roles and responsibilities established in KRS 160.345. The former principal was replaced as part of the 2011 implementation of the Transformation Model. During the interim process, the Board of Education contracted with respected education professional and retired principal of Greenwood High School

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

in Warren County, Mark Davis to serve as an Interim Principal. Mr. Davis was contracted to prepare administration and staff for a transition to rigorous school transformation that is required of an identified persistently low achieving (focus) school. During the contract duration, Mr. Davis developed leadership team meetings to prioritize the needs and goals, lead the staff in creating 30-60-90 day plans, created a school-wide calendar, and established an atmosphere of high expectations that served as a basis for continuous cultural improvement. The SBDM Council and Superintendent went through the process of Principal selection including posting of the position, screening of applicants and interviewing finalists. Tim Schlosser was chosen to lead Franklin Simpson High School. He was hired effective July 1, 2012. The official letter of hire is attached to the SIG grant.

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

Flexibility in school operations will be explored through waivers determined as necessary. Regular conferencing between the superintendent and the principal will be established on a bi-monthly basis with no limits based on law that stands in the way of increased student achievement.

In the past two years, the new principal has accessed flexible scheduling to build support within the day. He has scheduled early morning professional learning communities before school where the central office staff conduct the typical student supervisory duties while the FSHS staff is involved in the professional learning community four times per year. ESS will also work collaboratively with the new mentoring program to maximize services to students.

The FSHS principal and SBDM have demonstrated the flexibility in school operations by changing the school schedule to allow for an academic time daily for 30 minutes. The academic time is utilized to focus on each individual student and their deficit areas. All staff is involved in the academic time and students are matched to teacher strengths.

In addition, the FSHS principal will have all flexibility normally given to a building principal under Kentucky law. For example, after receiving the number of teachers from the Board of Education approved allocation formula, the principal in conjunction with the SBDM will make the determination on the make-up of the school faculty. As noted on pages 7 and 8, the district supports FSHS beyond the staffing formula in the amount of \$1,530,618 per year. Much of the amount is for additional vocational personnel in order to offer a wide array of opportunities for students to pursue a career pathway that interests them. The next big district expenditure is the alternate school which allows FSHS to place students that are not conforming to the behavioral expectations at FSHS or who are significantly behind in credits and need more 1:1 assistance in order to be successful in courses and graduate.

Describe the rigorous, transparent and equitable evaluation system for teachers and

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

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.

Franklin-Simpson High School is currently using the district evaluation system along with the pilot of the Professional Growth and Effectiveness System. In the last year of the PGES pilot, our principal and assistant principals are working with we have 10 teachers in the Danielson Framework. Regardless of the system used to support teacher effectiveness in the school, each teacher has developed a professional growth plan that is based on student growth and data. There are formative observations conducted along with the year end summative observation.

The district's goal is for FSHS to fully utilize PGES during the 2014-2015 year. All regular and special education classroom teachers along with their assigned administrator will be determining their professional growth and effectiveness. Toward that goal, domains 3 and 4 have been utilized when conducting walkthroughs in the class rooms this year. Additionally, training has occurred with each of the indicators for all teachers. Training has also occurred regarding peer observations. A deeper understanding of PGES occurs during each monthly district leadership team meeting as well.

Simpson County Schools' current evaluation policies and procedures were approved by the Simpson County Board of Education and by the Kentucky Department of Education. The plan was the result of work by a group of district and building level administrators, teachers, and media specialists. All administrators are trained on the plan on an annual basis prior to the beginning of school. Some key components of the evaluation plan include:

- The Leadership Team, including representatives from schools and district office will conduct walkthrough observations in classrooms daily and provide descriptive feedback immediately after walkthrough using the walkthrough instrument created in Google docs.
- Before a formal evaluation, the principal(s) will conduct a pre-observation interview with the teacher.
- Based on the evaluation cycle, two formative evaluations will be completed for each teacher who does not have tenure and one will be completed for each teacher who has tenure. Tenure is when a teacher has been rehired in the district and received their 5th contract. At the 5th contract, a teacher is awarded a continuing contract. In Simpson County Schools, a continuing contract means that a teacher has met the expected benchmarks successfully over time.
- After the formal observation, there will be a post-observation conference in which a professional dialogue occurs where the teacher and principal(s) will discuss strengths, weaknesses, professional development and the individual growth plan.

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

(Section 1003g)

The teacher completes a self-reflection after the observation and submits to the principal(s) during the conference.

- The principal(s) and teacher will come to agreement when creating the individual professional growth plan by using student performance data from assessments aligned to the Kentucky Core Academic Standards and the informal, formative and summative evaluations.
- At the end of the evaluation cycle, an annual summative evaluation will be completed for each teacher.
- Student performance data aligned to the Kentucky Core Academic Standards will be the reference used for the development of informal, formal and summative evaluations.
- Individual growth plans reflect the goals of the school's C-SIP, professional development, 30-60-90 plan and quarterly report while supporting the individual professional needs of each teacher.
- The individual professional growth plans will be monitored and revised as needed throughout the year.
- During department PLC's the principal(s) and teachers will target instructional behaviors and strategies to be developed through professional development and implemented and monitored through observations.
- Teachers that are considered ineffective by the data generated through formal and informal observations/evaluations will be provided a mentor teacher and mentor administrator. The team will assist the teacher in the development of the skills needed to become an effective teacher and meet the standards of the district evaluation plan.
- Teachers that are consistently ineffective will be placed on a corrective action plan if the mentor program is unsuccessful. The team, with teacher input will write the plan, which will have short-term and long-term goals. Teacher behaviors and actions will be identified along with a timeline for development of teacher behaviors.
- The mentor teacher program and the corrective action plan is the final step before re-assignment or dismissal. The team will review the action plan and determine if the teacher can successfully continue as a teacher in Simpson County Schools.

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.

FSSS has used many avenues to reward teachers and school leaders. FSSS has developed a teacher leadership team composed of department heads and End of Course (EOC) teachers. This team meets together bi-weekly and then meets in their respective departments to guide and direct those teachers in new school initiatives. The department heads are used to deliver information within their department and meet with administration to discuss staffing, budgets, and scheduling. In addition, FSSS is a

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

recipient of the Gates Grant; a number of our teachers have been recognized at the state and national level for successfully completing LDC and MDC modules. The Advanced Kentucky grant has rewarded several AP teachers with rewards for student success on AP exams. Teachers are rewarded for receiving NBLT status; in fact, the Simpson County Board of Education has built a \$2,000 stipend into the district salary schedule for all teachers who pass their National Boards. To date, 16 teachers have received national board certification.

Recently the Student Support Team, made up of the special education teachers and the Director of Specialized Programs were honored by receiving the Dr. Johnnie Grissom Award by the Kentucky Department of Education. Principal Tim Schlosser was also nominated and awarded the Dr. Johnnie Grissom Award. The faculty and staff at FSHS were awarded the Simpson Co. Chamber of Commerce Excellent Educator Award.

Teachers are recognized and celebrations occur when their students improve in the End of Trimester scores compared to the previous year, when their students become college and/or career ready in their area, when their students perform well in a local, regional or state competition, when there are recognized as a Franklin Educational Excellence Foundation award winner, and when personal victories occur. All of these awards bestowed upon the faculty and staff are in direct correlation of FSHS being named a Distinguished High School in 2012-2013.

Explain the procedures the school will use to remove school leaders, teachers and other staff that, after ample opportunities have been provided for them to improve, have not done so.

The local board of education approves an evaluation system that is utilized to determine the effectiveness of teachers at FSHS. After training on the evaluation tool, at the beginning of the school year, all staff completes a professional growth plan. FSHS Leadership begins to conduct walk through data as well as formal and informal observations. Data regarding office referrals, student success in classrooms and involvement within the school outside of the classroom is also reviewed. When a staff member is performing below the district standard, the principal meets with him/her. Mentors are assigned to assist a staff member with growth in their identified areas of weakness. The mentors are assigned and are paid to meet with the staff member, observe classroom instruction, and give feed back to the individual. The staff member is allowed to observe other peers within the district that have strengths in the area(s) of concern.

However, when these efforts are not sufficient, the school utilizes a corrective action plan (CAP) format. Any staff member that is not performing or meeting the standards set forth by the current evaluation tool adopted by FSHS is placed on CAP. Several systems of support are in place to help teachers improve. At the school level, FSHS Leadership conducts daily walkthroughs to compile data and feedback for teachers. We have a system of guided planning where teachers meet with an administrator weekly to discuss planning lessons, formative assessments, and instructional strategies. Each

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

teacher has a content partner to collaborate in PLC's. If the benchmarks of the CAP are not met after all teacher interventions are exhausted, the teacher would not be retained at FSHS.

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

FSHS has many job-embedded professional development strategies and methods.

- **Guided Planning**-all teachers meet with the Leadership Team and review pacing guides, weekly overviews, and instructional strategies for the upcoming week
- **Literacy strategies**-all teachers have utilized the book 20 Literacy Strategies to Meet the Common Core during their guided planning this year.
- **Modeling of strategies**-the strategies within the book are modeled by administrative staff and teacher leaders in department meetings and guided planning for teachers to take back and utilize in the classroom.
- **Walkthroughs**-as walkthroughs occur, the building level leadership looks for implementation of the newly taught strategy within the lesson.
- **Peer observations**-teachers support each other when a teacher has trouble with implementation of strategies.
- **Literacy Design Component (LDC)**-every teacher in the high school has created and taught a LDC unit in the year. The Teacher Leadership Team which is comprised of all end of course teachers and department heads has taught 2 LDC modules in the year.
- **Read 180 and System 44** programs are utilized for those readers who are below grade level in reading.
- **IXL Math**-math teachers use IXL math to help students who are struggling with math concepts.
- **Vertical Alignment meetings**-English/Language Arts and Math utilize vertical alignment meetings with the district Instructional Supervisor, school Curriculum, Instruction and Assessment Assistant Principal, and Education Recovery Staff to ensure reading and math curriculum is aligned vertically.
- **Math Design Component (MDC)**-math teachers use the instructional strategies from the MDC initiative through the Kentucky Gates grant.
- **Data Analysis**-is conducted during Professional Learning Community time to determine effectiveness of instruction and next steps for instruction.
- **Professional Development 360 (PD360)**-is available and can be tailored to individual needs of a teacher as well.

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.

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

We take full advantage of our relationship with Western Kentucky University (WKU) located just 30 minutes from the FSHS campus; WKU faculty plays an important role in both recruitment and retention of our staff.

- Serve on K-TIP committees for new teachers
- Serve as mentors to teachers
- Conduct trainings for teachers
- Assist in roll out of new standards and curricular development

Teachers are rewarded for leadership roles as well as for performance of their students.

- Department heads earn an extra stipend for serving as a leader within their department.
- End of Course (EOC) teachers receive a stipend for serving as Teacher Leaders within the school and serving on the Teacher Leader committee.
- Advance Placement teachers also receive \$100 for each student that scores a 3 or higher on their AP examination.

District supports are provided in additional ways.

- All new teachers participate in New Teacher Induction training.
- When teacher is new to Simpson County but not a K-TIP teacher, she/he is assigned a mentor.
- The Human Resource Director attends Teacher Recruitment Job Fairs across the state in order to locate and recruit and hire the best candidate possible.
- National Board Certified Teachers receive \$2,000 per year to recognize the accomplishment.
- Aspiring Administrators workshops are conducted every two years in order to recognize and assist those interested in becoming an administrator to enhance their knowledge and skills.

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.

With the new Common Core, Simpson County Schools decided to adopt the Quality Core curriculum with pacing guides and assessments for the researched based program at FSHS. The curriculum was already tied to the state academic standards and aligned vertically. Prior to the new state academic standards, the high school had not previously worked to align the classroom to a research based program that tied to the previous standards.

In order to work toward improving student achievement in literacy, all teachers were provided literacy instruction during the 2013/2014 school year. School leaders focused on the book 20 Literacy Strategies to Meet the Common Core (Solution Tree Press) with teachers in grade 9-12, emphasizing the importance of literacy in both core and non-core classes. Teachers were provided coaching, peer support, observations, and demonstrations to help them fully implement literacy strategies across all grade levels.

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

Additionally, since analysis of school data indicated that vocabulary was a weakness for the school, teachers were trained in vocabulary instruction techniques, and leadership monitored for implementation of vocabulary instruction strategies. Furthermore, intervention programs such as Read 180 and System 44 were purchased, and students who needed remediation in reading were enrolled in an additional class that utilized Read 180 or System 44.

The school also addressed literacy needs by embracing the Literacy Design Collaborative (LDC) model. Using LDC lessons, teachers in all content areas except math developed an instructional unit centered on reading and writing. Students were provided with scaffolded literacy instruction during the LDC unit, incorporating strategies from the 20 Literacy Strategies to Meet the Common Core book. Teachers were coached in LDC design, provided feedback during the unit design, and assisted with revision and assessment of the work.

Moreover, students were given the STAR Reading assessment three times per year. Data from this assessment was monitored and analyzed to identify areas of weakness in grades 9 through 12 and to provide intervention during class and during Academic Time.

In order to address low student achievement in math, all math teachers in grades 9 through 12 were trained in formative assessment strategies using the book Mathematics Formative Assessment: 75 Strategies for Linking Assessment, Instruction, and Learning (National Council of Teachers of Mathematics). Teachers were provided coaching, peer support, observations, and demonstrations to help them fully implement literacy strategies across all grade levels. Additionally, analysis of school data (including PLAN and practice ACT tests) revealed several areas of weakness in mathematics. These topics were retaught to students during both class time and academic time. The master schedule was modified to allow a 30 minute time each day for students to be grouped by common need for reteaching specific skills. Furthermore, Math IXL was purchased for the school; after student needs were identified, students were assigned activities to complete in Math IXL based upon their individual needs. Student performance and growth was monitored by teachers.

Also, students were given the STAR Math assessment three times per year. Data from this assessment was monitored and analyzed to identify areas of weakness in grades 9 through 12 and to provide intervention during class and during Academic Time.

The school also addressed math needs by embracing the Math Design Collaborative (MDC) model. All math teachers increased the number of MDC lessons they were completing in each course. The lessons included pre-assessments, modeling, small-group work, large-group discussion, and post-assessments. In addition, teachers began to use a data analysis spreadsheet aligned to standards to monitor for effectiveness and student growth resulting from the MDC lessons.

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

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

FSHS utilizes a Professional Learning Community (PLC) structure that is modeled after the work of Solution Tree and Richard Dufour. Twice a month, teachers meet in PLC groups to design, refine and common formative assessments. The PLC uses the 5 step data analysis process learned at a data retreat at Green River Regional Educational Cooperative to analyze the data. The Data Retreat was developed from the Cooperative Educational Service Agency 7, Green Bay, Wisconsin.

These common formative assessments are developed from the standards to be taught over that 2 to 3 week time period. End of Trimester exams are given to model EOC assessments and monitor learning at the summative level. STAR testing is used to measure growth in reading and math in the fall, midterm and spring semesters of the school year. In order to improve the availability of immediate data for student groupings in class based upon formative assessments, FSHS will utilize updated Student Response Systems (SRS's) that are CIITS compatible.

SRS's have been used in educational settings for years. Initially the electronic devices were used more in higher education settings, but more recently have become a significant tool in K-12 classrooms. As a classroom tool, SRS's support both teaching and learning by providing immediate feedback, actively engaging students, increasing student motivation, and providing a variety of interactive assessment opportunities. Using student response systems in the classroom allows for a shift from the use of assessment as just a *measurement tool* (teach content and then test at a later date), to the use of assessment at a *learning tool* (provide continuous immediate feedback to student and teacher). The SRS can provide immediate feedback to students after information is shared, to help determine student comprehension as well as remediate if needed. This type of corrective feedback can "optimize a learner's acquisition and retention of intellectual skills" (Dempsey & Driscoll, 1989, p.3) while permitting "important course improvements, made in conjunction with the collaboration of the students themselves, while the course is ongoing" (Byers, 2001, p.359). Research indicates that increasing interactions with teachers will increase student performance (Horowitz, 1988) and supports instant feedback as a means to enhance achievement (Epstein et al., 2002).

Not only does the use of SRS's create a more appropriate use of assessment that guides instruction, it also has the potential to increase student motivation and engagement in the classroom. SRS's have proved to be a highly effective tool that encourages active instead of passive learning (Hall et al., 2005). Students demonstrate higher motivation towards the learning material when they are exposed to instructional materials with immediate feedback (Gao & Lehman, 2003). By inviting responses from all class members instead of relying on just one student to answer a question,

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

engagement increases and the lesson becomes more interactive. It stands to reason that classrooms that are more engaging with a higher degree of student motivation will also yield increased achievement. “Students found that SRS made the course more engaging, motivational, and increased learning” (Hall, et al., 2005, p.1). Sillman and McWilliams (2004) report that “students learn much more efficiently and effectively in a learning environment that includes active student-student and student-faculty interaction (p.3). An empirical study (Sartori, 2008) done on middle school students using SRS’s showed an average 15% increase in pretest-posttest scores in content area assessments.

SRS’s provide technology that supports immediate feedback and assessment in the classroom, which can lead to the following positive results:

- immediate corrective feedback to students
- differentiated instruction
- specific group tracking
- individualized student reporting
- data-driven instructional decisions
- decreased student testing anxiety
- increased student engagement
- motivation of students to participate in the learning process (Sartori, 2008)

Clearly the use of immediate response devices, SRS’s, has the potential to create far-reaching positive impacts in the classroom setting, for students as well as for teachers. These are significant findings that can address the current data-driven and continuous improvement cultures that exist in schools.

EPAS data is analyzed before the school year to determine placement for students in daily academic intervention time that has been added into the master schedule. A 30-minute period is utilized every day to help students develop skills and understand content that they have not mastered. The 30-minute academic period involves the entire school; students are grouped based upon common needs and teacher strengths. Updated Student Response Systems compatible with CIITS will further support these strategies, as well as additional smart boards and document cameras.

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).

FSHS utilizes a daily 30-minute academic time to help students master benchmarks and standards that are taught daily. We currently offer before and after school tutoring to any student who is struggling in an academic area. These sessions are for 1 hour before and after school. FSHS offers ACT Boot Camp 3 days a week to any student who is preparing for the ACT. The math department has an intervention teacher that assists students in Algebra I and Algebra II during the school day. Summer school is

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

offered to any student that may have lost a credit within the school year. Odyssey ware is used in an after school program for students who need to make up credits.

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s) improvement plan for the next three years.

- **Open House**-FSHS hosts an open house for all incoming freshmen and their parents in the spring to introduce students to FSHS.
- **Freshmen Orientation**-in the fall, prior to school, there is a freshmen orientation for all students and parents
- **Open house**-an open house is conducted for all students and in grades 9-12 prior to school starting in the fall.
- **Surveys**-parents are encouraged to become engaged in the SBDM process, and completing surveys to gain data by Advance ED, TELL.
- **SBDM**-parents are encouraged to become engaged in the SBDM process by serving on committees or serving on the SBDM council.
- **Parent Teacher Conferences**-teachers are paid to be available to meet with parents for parent teacher conferences twice per year
- **Email**-every parent or community member may receive a daily e-mail from FSHS with daily announcements. Parents are also encouraged to email teachers with questions and comments.
- **Booster Clubs**-parents are encouraged to participate in booster clubs where their student is involved in extra-curricular activities.
- **Parent Volunteers**-parent volunteers are always welcomed and encouraged at FSHS. Roles may include hanging posters of student accomplishments, agreeing to serve students through Operation Preparation vocational counseling, or serving on booster committees.
- **School website and Face book**-daily announcements are also posted here.
- **Social media** such as Twitter is often utilized to inform parents, students and community members informed of the work going on at FSHS.
- **School Reach**-also allows for important messages to be sent to parents via email, text and/or phone call.
- **Infinite Campus Parent Portal**-all parents have access to the parent portal of Infinite Campus in order to check grades on a regular basis.
- **On-track program**-FSHS has partnered with city and county government, industrial board, and local businesses to form a committee to further develop the on-track program (dual credit) with the local community college.
- **Schools Committees**-there are school committees that involve stakeholders in the planning process (SBDM, PBIS, CTE, and YSC).
- **Youth Service Centers**-are available to support students and parents when needs arise.

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

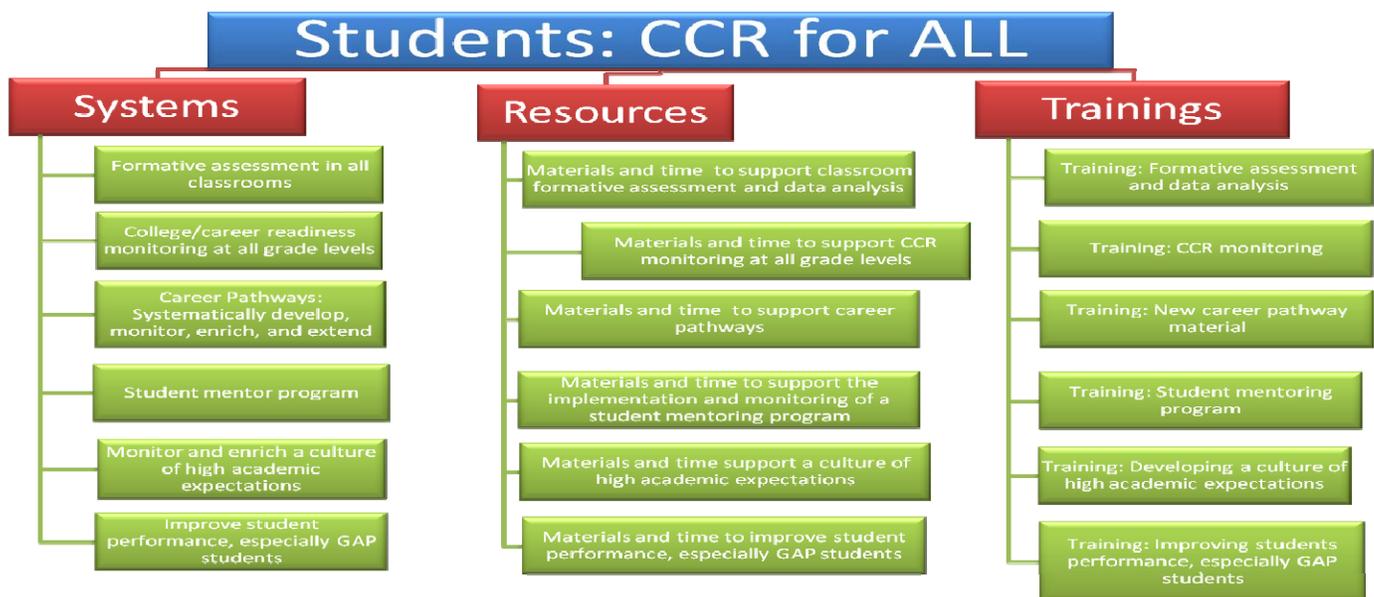
(Section 1003g)

- **Operation Preparation**-has been a huge success for the past two years with community volunteers to meet with our students and helps guide them in their career pathway.

FSHS has developed one of the three major areas of the grant to focus on the improvement of family and community engagement over the next three years.

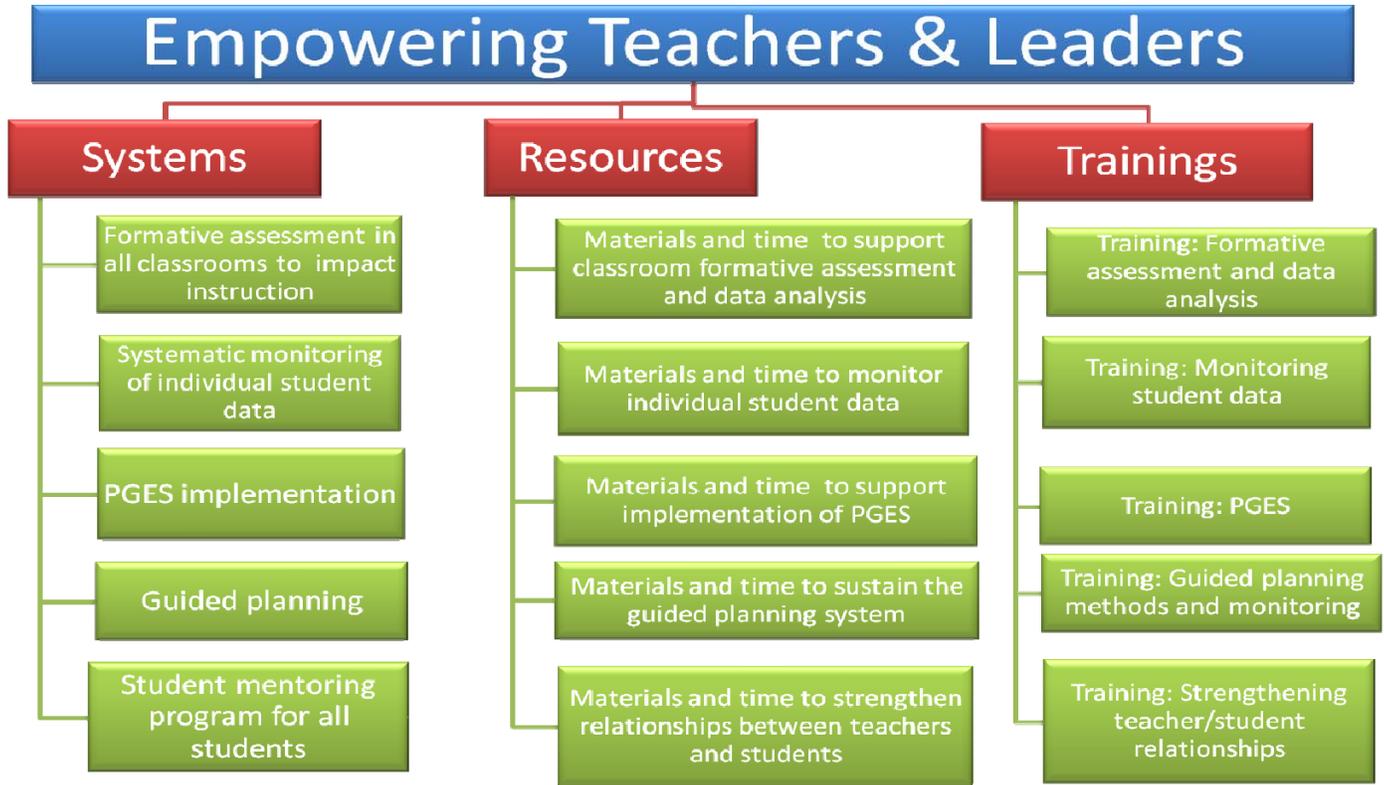


Another major area of the grant focus is for all students to exit FSHS college and/or career ready.



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

The third focus of the grant is to assist teachers and leaders by giving teachers supports needed in order for each student to become college and/or career ready.



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

- The district has hired a technology curriculum specialist to help utilize technology in the classroom. She models instruction with the teacher as a co teaching partner within the lesson. She is available for planning prior to implementation.
- The superintendent has served as a liaison to the FSHS SBDM council.
- FSHS has developed a student support team that is led by the director of special education to guide the support for GAP students.
- FSHS staff has received CIITS training from the district.
- A curriculum instruction and assessment assistant principal has been provided to help lead the teachers forward with formative assessments, data analysis, professional development, PGES, planning, instructional strategies and literacy strategies across the curriculum.
- The district has sent the principal to the Shipley Principal’s Forum in Tampa, FL to further his knowledge of systems of continuous school and classroom improvement.

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Transformation Model

- The district leadership has been assigned to different departments. Each district leader attends departmental meetings to answer questions and help facilitate discussion as engagement and rigor is improved in the classroom.
- The district has worked closely with the high school to include monthly site visits.
- Monthly Instructional Leadership Team Meetings (ILTM) have been held to continue to support and extend the knowledge of the school leadership team.
- District Leadership continues to attend Teacher Leadership Team Meetings.
- Monthly Curriculum, Instruction and Assessment (CIA) Meetings with the Assistant Principal in charge of Curriculum, Instruction and Assessment for the school have continued to occur with district leadership.
- Walkthroughs have continued from district leadership with immediate feedback given to the teacher(s) through the utilization of Google Docs.
- Franklin Simpson High School has presented updates to the local Board of Education two times per year as well.
- Once a month, the entire Central Office staff has conducted the monitoring duties of FSHS staff prior to school and facilitates and supervises a school-wide function for the first 30 minutes of school in order for the FSHS faculty to participate in a school-wide PLC.
- The superintendent has a superintendent student advisory council that has met with the superintendent on a monthly basis in order for the superintendent to receive feed-back from the student's perspective regarding the performance of FSHS.

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

Personnel from the Simpson County School District were briefed on the four turnaround options by personnel from the Kentucky Department of Education. The superintendent then shared these options with the faculty and staff of Franklin Simpson High School and the Board of Education. Following an extensive examination of the four models, especially the “external management” option, the decision was made to adopt the “transformation option”.

Franklin Simpson High School is the only high school in the district, so “school closure” was not a viable option. Furthermore, due to the geographic location of Simpson County, the “re-staffing” option was not viable. Simpson County is located in the southwestern part of Kentucky, and is very rural. For these reasons, the district administrative team was hesitant to adopt the “restaffing” option.

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

Lastly, the “external management” option was closely examined with the assistance of personnel from the Kentucky Department of Education. The district administrative team evaluated the external management option, but chose not to pursue it. One of the primary objectives of the district was to build capacity at Franklin Simpson High School that will allow it to continue to improve after exiting of PLA (focus) status. The transformation model best meets this goal.

FSHS chose to continue with a SBDM council as its form of governance. The Franklin-Simpson High School, as previously noted, removed the former principal. In 2010, the SBDM was determined to be able to still lead the school during the initial audit. The SBDM hired a new principal. The principal runs the daily operations of the school. He reports directly to the superintendent. The principal is assisted by three assistant principals. One assistant principal focuses on the walkthrough data from classroom teachers, a second assistant principal focuses on PBIS implementation, and the third assistant principal focuses on curriculum, instruction, and assessment.

The mission of FSHS has become “To Empower Students to be College and/or Career Ready”. There are two guidance counselors that lead the team in college and career tracking, and assessments for college and career. All decisions are based upon how the decision would assist in the mission. The principal uses a logo “Attack the Mission” on all correspondence.

The KDE provided an educational recovery team that consisted of an ERL and ERS in math and literacy. They have assisted in setting up, maintaining, and monitoring systems for continuous improvement including school leadership teams, teacher leadership teams, college and career tracking for students, student and staff attendance, behavior referrals, student failure reports, guided planning, data analysis, and gap closure through the use of student support teams and co teaching.

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

Due to only having one high school within the district, the potential to move a teacher from another school to the high school is very small given certification issues for high school. However, should a move be needed, the superintendent and principal discuss any teacher that is being considered to be placed within the high school. Upon agreement between the superintendent and the principal, the teacher would also be brought in for a discussion regarding the possible re-assignment.

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

- The district has provided the school with the STAR testing system to measure growth in reading and math.

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Transformation Model

- The district provides the high school with EPAS practice tests for 9th through 11th grade students.
- FSHS and the district are implementing the Co-Teaching for Gap Closure initiative.
- The district provides instructional leadership team meetings, secondary leadership team meetings to improve instructional practices.
- The district provides FSHS with a curriculum, instructional and assessment coordinator.
- The district conducts site visits twice a semester to review curricular and non-academic issues.
- We conduct periodic walkthroughs to ensure learning targets match the instruction provided by our teachers. Feedback is provided to individual teachers.
- We implement blitz (condensed version of instructional rounds) every month to check that the unit plans being developed and aligned to the common core standards are being utilized with fidelity. Feedback information is relayed to school staff members.
- We create common assessments in CIITS to ensure that the standards we are teaching we are assessing properly.
- District Leadership Staff participate in content planning to review curriculum pacing guides, develop unit common unit plans develop common assessments.
- District leadership meets bi-weekly to discuss curricular alignment and issues.

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

There are numerous additional supports and professional development to teachers and principals who serve students with disabilities and limited English proficiency.

- The entire special education department and their collaborative teachers have been trained in co-teaching.
- Trainings have occurred with all staff regarding IEPs, 504s and ELL service plans.
- The administrators have all been trained in Co-Teaching so that they can recognize the strategies that are being implemented during walkthroughs and observation.
- Common planning is provided for all co-teaching classes either during the school day or through stipend if before or after school at district expense.
- The district also offers Chat and Chews for all special education teachers regarding topics requested by special education staff within the district.
- The district has paid for a team from the high school to participate in the Co-Teaching for Gap Closure grant that includes intensive instruction for classroom strategies for instruction, student supports, and continuous classroom improvement.

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

- Through SIG money, the high school will continue with training in continuous classroom improvement in the remaining EOC co-taught classes and then all co-taught classes.
- The district has also conducted an overview on Jim Shipley's model of systems based upon the Baldrige criteria. All principals within the district recently participated in the Principal's Forum with Shipley and Associates. The Continuous School and Continuous Classroom models were the focus of the trainings.
- Dr. Janet Applin a professor in Special Education from Western Kentucky University and Shelia Baugh, Director of Specialized Instructional Programs for the district conducted training for all staff regarding "*How Difficult Can This Be? The F.A.T. City Workshop*" which assisting staff in the realization of what it is like to go through a day at school with a disability.
- The district also provides New Teacher Orientation prior to the beginning of the school year as well as 5 additional training sessions throughout the year.
- The district has a special education leadership team which includes teacher leaders from each school that meets monthly and communicates information to and from the district level.
- Additionally, there are several great PDs on PD 360 now in relation to serving students with disabilities as well as limited English proficient.
- The district also supports the school with students with disabilities and the EL students through the weekly Student Support Team meetings where attendance, behavior and grades are monitored and discussed with the students. Cards are given to students who reach their individual goal. When a student earns four consecutive cards, the student is eligible to select a reward. Rewards are funded through the Rural and Low Income grant.
- The department for specialized instruction has hired a teacher for ELL students out of Title III monies to assist students and staff for our English Language Learners.
- Imagine Learning software is purchased through Title III monies to assist students in the development and understanding of the English language.

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.

FSHS has an on-track program with Southern Kentucky Community and Technical College, Franklin Campus. Juniors and seniors at FSHS are allowed to take courses for college credit at the community college campus. The tuition for these courses is paid through donations made by local business, city and county government. Any student at FSHS can attend these community college courses both semesters free of charge. FSHS also offers 13 AP courses to our students.

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

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

- FSHS offers tours to all 8th-graders in the spring.
- A parent night is held to register students for high school.
- FSHS guidance counselors meet with each 8th-grader to explain the registration process and transitions to high school.
- College benchmarks are shared with the student and the parent.
- Career pathways available at FSHS are shared with the student and the parent.
- FSHS offers a summer reading catch up opportunity to 8th-graders 2 weeks prior to the start of school using Read 180 and System 44 reading programs. Through our SIG expansion, additional summer opportunities for expanded reading with additional Read 180 licenses.
- Math opportunities will be provided over the summer for students using IXL Math.
- Eighth graders are also given tours in the spring in order to help reduce anxiety of the transition.
- Freshmen Orientation also occurs prior to the beginning of school for students and parents.

Describe strategies to increase graduation rates.

FSHS has several strategies in place to increase graduation rates. The Truancy Diversion Program is one type of strategy. Through this program the Director of Pupil Personnel, and School Social Worker meets with the administrator in charge of attendance and review students that have 5 or more days of absence. The student and parent are invited to a meeting and a plan is put into place in order to improve the attendance of that student.

Another strategy FSHS offers is a credit recovery program for students after school to help students obtain credits that were lost in the regular school year. Students are given the opportunity to work on lost credits while continuing to a typical student schedule, thus not getting further behind in credits.

Simpson Co. offers a full time alternative school placement program for students who fall behind in credits. The Learning Opportunity Center provides the opportunity to attend on a regular basis in order to be able to graduate on time by reducing the number of credits a student must have to graduate to the state minimum requirements.

At the beginning of the year, the high school implements C2G (Commitment to Graduate) strategy. During this time, all students in each class, 9th- 12th put one of their hands in paint and places it somewhere on the numbers that their class will graduate (i.e. 2014). The class years are hung in the cafeteria. Also, the senior class signs a cap and gown and it is hung in the lobby of the high school as a reminder to each senior student.

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

The development of the academic intervention time built into the school schedule whereby all students receive needed intervention has assisted in student success which also assists in students staying in school. Mentoring of high risk GAP students occurs at FSHS in order to keep students focused on graduation. The Youth Service Center also assists with removing barriers students might have that would hamper their success at school.

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

The SBDM council is a partnership between parents and the school help create a safe environment. The city and county government have partnered with the school district to help provide for a School Resource Officer and Student Explorer Program. FSHS has partnered with the local mental health agency to provide mental health counseling during the school day for students who have mental health issues and is not able to receive counseling outside of school.

Additionally, the district has recently added new entry access into the building through name badges that activate the doors. Visitors have to be allowed access from the front office staff. Parents have been quite receptive of the new entry system as well as the requirement for parents to show their identification prior to a student being released to them if the parent comes to check the student out during the school day.

The Department for Children and Families partner with the Family Resource Centers, School Psychologists, Court Designated Worker and School Social Workers meet monthly and through a signed release to discuss specific children who are having difficulty displaying appropriate behaviors at home, school and within the community. During the meeting, specific safety plans are reviewed and revised. The Court Designated Worker and Department of Juvenile Justice worker work with FSHS regarding specific students that have displayed inappropriate behaviors within the school or community. They also see students during the school day to check on their attendance, behavior and grades.

Describe the strategies implemented to improve school climate and discipline.

Franklin Simpson High School has implemented many new ideas to improve school climate and culture; **the two key approaches are Positive Behavior Intervention and Supports (PBIS) and Jostens Renaissance**. We began implementing these in 2011 and will continue to build on the key strategies of each.

Through PBIS, students earn "Cats Cash" that is used to purchase incentives in the PBIS cabinet or for other school incentives that are developed by the PBIS committee. Students earn Cats Cash from staff through a plethora of ways that are tied to Focus, Spirit, Honor and Success. Students can cash in their Cats Cash for small items or save for larger priced items.

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

Jostens Renaissance is a national program that is implemented through the student council and the school Renaissance coordinator. There are activities that are ongoing throughout the year.

- They start the year with a Back to School swim party for the senior class.
- The program also provides activities for all classes during football and basketball homecoming week.
- Students and staff participate as Friday door greeters.
- During the bitter cold wintery days that school was in session, hot chocolate was served.
- The group plans PLC pep rallies for students modeled after The Leader in Me program.
- The Renaissance program supports the student of the week recognition strategy.
- There are student recognition posters throughout the school in conjunction with painting of murals in academic departments throughout the school.
- At the beginning of the year the high school begins the year by implementing C2G (Commitment to Graduate) strategy. During this time, all students in each class, 9th- 12th put one of their hands in paint and places it somewhere on the numbers representing the year that their class will graduate.
- The senior class individually signs a cap and gown and it is hung in the lobby of the high school as a reminder to each senior student.
- FSHS has also developed FS21 which is currently the FSHS Leader in Me program.
- FSHS uses posters, signs, pictures, banners and symbols to tell our story throughout the school from the start of the year to the end.

FSHS has used surveys to collect data to better determine the issues concerning students, teachers, and community stakeholders. Our staff utilizes email, Facebook, Tweet, and Instant Message as an additional means to get relevant information out across the district along with the traditional paper method that is mailed to the parent. Student's voices being heard has helped with the climate and culture also; as changes are made based upon their input, students, teachers and community stakeholders' opinions are validated.

Finally, in 2012-2013 FSHS developed a new discipline matrix to create consistency in dealing with discipline issues throughout the school. In the 2011-12 school year FSHS had over 2,300 discipline referrals and attendance was at 93%. One year after establishing a culture of being student centered and setting clear expectations, FSHS has seen the discipline referrals drop to 911 and attendance rise to 94.67%. The culture and climate at FSHS is now one of the strengths of FSHS based upon the data from the TELL Survey (Spring 2013) and the Race to the Top Culture Audit (Fall 2013).

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

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Transformation Model

Although the SIG grant is only for Franklin Simpson High School, the Simpson County Schools have offered full-day kindergarten for the past 10 years. Additionally, Simpson County Schools offer a full day preschool (Kids First) for parents who want to pay for their child to attend preschool. Simpson County Schools also houses the local Head Start within their Early Childhood Center so that all curriculums, units, and expectations are the same across KERA preschool, Head Start, and Kids First. However, there are still children who are not attending preschool of any type. Universal preschool would be optimal if budgets allowed for such.

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

This process starts with the development of the school CSIP, which contains the school goals and activities for the upcoming school year. The assignments will be based on the number of staff members that are allocated to FSHS and how we can best achieve the goals in the CSIP. In developing the CSIP, information is gathered from the teacher leadership team, academic departments, student and parent surveys, and administrative leadership team. The SBDM Council then develops the CSIP to be implemented. The principal oversees the implementation of the CSIP through the administrative team. Teacher leadership team and department committees assist with completing the needs assessment for each department. Our school allocation is derived from the needs.

The current staffing pattern for the high school is **24.5:1**, compared to the allowable number of **31:1**. Similarly, the staffing pattern for students with disabilities is **12:1** comparable to the state regulations allow for **20:1**. As noted previously, the district supports the high school with additional personnel and supplies.

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

School pre-implementation activities that have been conducted include the following:

- Focus on our Goals
 - Established a culture of College and Career Readiness beginning on day one
 - All stakeholders know the mission statement
- Spirit in our School
 - PBIS-school-wide focused on the positive
 - Behavior Matrix developed where everyone follows the same consequence for behavioral infraction
- Honor in our Actions
 - Posters of student accomplishment posted throughout halls and stairways
 - Banners displayed

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

- Student of the Week recognized
- Rewards provided for students
- Success for All
 - Professional Learning Communities
 - (PLC) training occurred and PLCs began occurring
 - Common Assessments occurred every 4 weeks on KY Core Academic Standards (KCAS)
 - Assessments analyzed for standard mastery
 - Instructional strategies adjusted for re-teaching/re-grouping of students
 - Guided Planning held weekly focus on Learning Targets, Weekly overviews, Pacing Guides, KCAS, High yield instructional strategies, Assessments that are rigorous and aligned to Kentucky Core Academic Standards, Assessments are used to inform future instruction, Utilization of 20 Strategies to Meet the Common Core
 - Daily walkthroughs occurred with different components of standards 2 and 3 from PGES focused on each month,
 - Utilized Google Docs for collection and analysis of walkthrough data
 - Academic Intervention Time developed two years ago for interventions for all students daily
 - Established Administrative Team Meetings
 - Established Teacher Leadership Team Meetings
 - Truancy Diversion program was established
 - Began Student Support Team meetings for GAP students, grades 4-12
 - Began implementing the STAR assessment for all students grades K-12

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.

The district will monitor changes in the instructional practice through systems that are in place at Franklin Simpson High School. The district holds Instructional Leadership Team Meetings on a monthly basis. The focus is always on instruction. The district also requires a 30-60-90 day plan submitted by all schools as well as a quarterly report. Walk through data is reviewed on a monthly basis by the leadership team. Site visits occur two times per semester where the districts key metrics are reviewed, discussed, and next steps shared. The high school is also required to submit Professional Development Days and Learning Community Days plans to the district for review prior to implementation. Additionally, FSHS is required to present updates on the status of the high school twice a semester. District office staff attends departmental meetings to serve as a resource to the department. CIITS will also assist in the monitoring process once it is utilized across the district in every classroom.

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

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

In the book Good to Great, Jim Collins stresses the importance of getting the right people on the bus and on the right seat within the bus. He also stresses that the enemy of good is great. In getting the right people on the right seat there are times that reteaching, retraining, or removing of ineffective staff may be required. Now that we have begun to see improvements, it is essential that we strive for continuous improvement in all areas including the classroom.

Thus, as we strive for great, we will conduct a strengths survey to ensure knowledge of the staff, conduct EOC and EPAS data disaggregation and determine next steps for individual growth plans as well as make schedule changes as necessary. The PGES will better help us capture student voice which has been absent from formal evaluations in the past. Also, the district will be conducting Aspiring Administrator training in order to develop leadership capacity in the future. When a staff member needs to be moved, consultation will occur with the Director of Human Resources and with the Superintendent. After the principal conferences with district personnel, the staff member and principal conference regarding the reassignment for the upcoming year. When a person is reassigned they are supported through professional learning and resources necessary to be successful in the reassignment.

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

All expenditures from all funding sources focus on the mission statement "To Empower Students to be College and/or Career Ready". The question prior to any purchase from any source then becomes, "How will the purchase of this item assist in empowering students to be college and/or career ready?" The Comprehensive School Improvement Plan, the 30-60-90 day report, the Quarterly Report all reflects back to how monies support the school mission. All items outlined in this proposal align with the mission statement and steps necessary for all students to be college and/or career ready.

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.)

Teachers and parents have had access to the grant application through the school website for the past week. Additionally, the SBDM has reviewed the contents of the grant to ensure that there are no barriers to implementation on March 10, 2014. Additionally, the grant was placed on the Simpson County Board of Education agenda for review on March 20, 2014. The grant was aligned to the components from the Consolidated School Improvement Plan (C-SIP) and the district Consolidated District Improvement Plan (C-DIP).

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

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.

After the high school principal was determined ineffective and was replaced, the SBDM was re-trained along with the Interim Principal that was hired to lead the school. All SBDM policies and procedures were reviewed and updated to reflect the needed changes.

On December 15, 2011 The Board of Education created and approved a district policy stating that beginning in the year 2013-2014 all students would have to be college or career ready in order to graduate from high school. This change in policy has been communicated to students, parents and community stakeholders for the past two years prior to the effective date of the current school year. Additional career pathways are a direct support of that policy.

Changes to scheduling were challenging but manageable for most students. However, hand-scheduling is required and completed for students with disabilities, students taking Advanced Placement courses, and those who are enrolled in intervention courses. For example, weekly notifications are received from Scholastic alerting the district if the reading programs were not implemented with the correct amount of student log in time on the computer. Additionally, in order to have a Tier 2 intervention time, an Academic Time had to be scheduled into the master schedule to occur on a daily basis. Now, when a student has difficulty with a concept they can go to the teacher of that specific class during Academic Time and receive additional assistance.

While the district calendar already had Professional Learning Community days built into the calendar, the high school also implements an early morning PLC twice a month; Central Office staff assists with student supervision duties while FSHS teachers work in PLCs for the first hour of the day, thus revising the school schedule by 30 minutes twice a month.

Another significant change to our scheduling occurred to support students with disabilities. Finally the district reviewed the success of other districts that had been successful in closing the GAP. FSHS **re-wrote all IEPs** to show 4 days per week of co-teaching and one day per week for student support. So, every Thursday, the high school special education teachers, math interventionist and Director of Special Education meet with all students with a disability as well as GAP students that are struggling with attendance, behavior and grades. These students meet with a staff member one on one during their elective class and review their data. If there are missing assignments, those assignments are typically made up during that period. While there are still some students that are not meeting their goals, the overwhelming majority of the students involved are. Currently, approximately 190 students are involved with the Student Support Team.

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

Finally, on page 41, we outline additional changes to meet the needs of individual students. When FSHS receives approval of the grant, all necessary budgeting and scheduling items will be reviewed to ensure implementation of the plan with fidelity.

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.

Franklin Simpson High School will continue to utilize supports outside the district in order to assist the school in meeting its improvement goals. First, Green River Regional Educational Cooperative (GRREC) has been extremely helpful with the support of the consultants and the services that they can provide. The Co-Teaching Consultant has been utilized often in trainings and follow-up walk-through calibration. Additionally, the same consultant serves as an External Coach for the Co-Teaching for Gap Closure team. GRREC also has led the high school in a data retreat that assists the school in a process for looking at their data which is being utilized in our PLCs to look at student data, and GRREC coordinates our Race to the Top services to meet our student's specific needs.

Also, Franklin Simpson High School will continue to partner with Western Kentucky University (WKU). While in the past the relationship has been more along the lines of allowing practicum student and student teaching placement, and coordination of K-TIP committees, the relationship has grown in recent years. Currently, WKU partnerships with FSHS and one other high school in the region through Clinical Experiences and Practices in Teaching (CEPT) where students majoring in Social Studies attend classes at FSHS and observe in classrooms with their university instructor. WKU Confucius Institute and FSHS also have partnered to hire a teacher from China to teach Mandarin as an elective course for students for the past 2 years.

Franklin Simpson Educational Excellence Foundation (FSEEF) has been a partner to FSHS for many years. The FSEEF has awarded many teacher grants that have been written on behalf of the students in their classes. The FSEEF was also instrumental in the initial funding of the Read 180 program for our high school.

Finally, Franklin Simpson High School has had a partnership with Southern Kentucky Community and Technical College (SkyCTC) where juniors and seniors can go and take dual credit courses. There has been community support allowing students to receive credit at no cost. In fact, students can end their high school career with 30 college credits. Last year our students earned 362 college hours through our "On Track" partnership with SkyCTC.

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

(Section 1003g)

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.

All items within our proposal will be included with a process of how the components will be sustained when SIG funds are no longer available. Additionally, the district will continue to support the high school as it has been, as outlined previously on pages 5-8. Federal funds will continue to be available for Title I, Title III, IDEA-B, Title II-A, Career Technology Education, Technology, and Rural Low Income grants that will continue to support the prioritized needs of the school.

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.

Franklin Simpson has already begun to develop a sustainability plan based upon initiatives currently in place. All components of the SIG grant will be incorporated into the sustainability plan.

Franklin-Simpson High School Sustainability Plan

Advanced Ed. Standards for Quality School Systems	Initiative	Description w/ Dates	Monitoring Method/Evidence	Funding Source/ Resources	On Point
Positive Environment & Cohesive Culture					
1.4	Attendance Incentives	Student Incentives for every 20 days of attendance are rewarded. These are presented every 20 days and in 20 day accumulations. Seniors cannot miss any more than 6 unexcused days to participate in graduation and/or prom.	Attendance clerk and Mr. Dobbs run reports every 20 days.	Renaissance	Dobbs
2.4	Teacher Bowling Pin Award	Staff is recognized by their effort by being presented the Bowling Pin Award at Monthly Staff Meetings.	Teacher that has pin will select another teacher to receive award at next faculty meeting,	N/A	Staff and faculty
2.4	Celebration Posters	Posters are posted with up to date EPAS data with scores, regional/state rankings and state goals.	Once EPAS scores are received posters are made with rankings.	SBDM	Schlosser/Thurmond/ Fowler
2.4	ACT Score Boards	Students are recognized on ACT boards for their level of accomplishment on their composite ACT scores.	Students that score above 21 or 28 will have picture displayed on the board.	N/A	Brown/Counselors
1.3,2.4	Achievement Posters	Student achievements in clubs, band, choir, sports, organizations, academics, etc. are recognized by their accomplishments and posted around the school building.	Students or groups that win competitions their posters will be made and displayed in the school.	SBDM	Schlosser/Thurmond

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

(Section 1003g)

5.5, 1.4, 2.5	Good Faith Effort Awards on Assessments	Students are rewarded for giving good faith effort on state assessments.	The days after testing students are rewarded for good faith effort. Once assessments are received students receive academic passes.	Renaissance	Administration
5.5, 1.3, 2.4	Student of the Week	Students are given their teacher nomination emails sent by their teachers and the student of the week selected has their picture and nomination email displayed in the hallway.	Students are nominated weekly. 4 winners get picture displayed, others receive their nomination.	N/A	Administration
1.3, 1.4, 2.1, 2.6, 4.6,	PBIS	Students and teachers focus on students who are doing the right things – following directions, making a difference in other people’s lives and assisting the school in achieving success by achieving the school mission.	PBIS incentives of cats’ cash are awarded and can be used for incentives in the school.	PBIS incentives from central office	Grover/Johnson
1.3, 2.1	Discipline Matrix	A Discipline Matrix helps students predict and understand what punishment measures will be taken for each offence.	The matrix creates consistency within the school discipline.	N/A	Administration
1.3,2.4	Student Recognition	TV’s in the Lobby scroll pictures of the achievements for students.	The TV’s have a rolling slide show of the school year.	N/A	Grover
2.4, 1.3	People’s Choice Award	Students are chosen by staff for outstanding attributes.	Staff and faculty select a student to be recognized.	Renaissance	Johnson/Administration
School Leadership					
1.2, 1.4, 2.1, 2.2, 2.3, 2.4,	Administrative Meetings	Administrative Meetings meet weekly and allow administrators to develop any needed systems and the steps for rollout. This helps build fluid communication of a leadership team that speaks the same language and understanding of procedures and professional development.	Administrative team meets weekly to plan and roll out new initiatives and monitor systems in place.	N/A	Schlosser/Administration
1.2, 1.4, 2.1, 2.2, 2.3, 2.4	Teacher Leadership Meetings	Teacher Leadership meetings meet bimonthly and allow the building of leadership capacity within each department.	Teacher leadership teams keep departments informed and lead new systems.	N/A	Reetzke/Administration
1.4, 2.1, 3.7, 3.4	Department Meetings	Departmental Meetings meet bimonthly to deliver any school wide initiative through the teacher leaders and individualize any instructional needs for the department.	Departments meet bi-weekly to discuss instructional strategies, data, and systems being implemented and monitored.	N/A	Department Heads
5.5	District Site-Visits	There are 4 scheduled site visits (2 per semester) arranged by the central office to have discussion as to what is going well and what the high school needs help with.	Monitor the systems in place at FSHS.	N/A	Schlosser/District staff
Standards-Focused Curriculum, Instruction & Assessments					
3.5, 3.4,	Partnership with GRREC	Liz Brewer, Kadi Ralston, and Theresa Emmert assist in the professional development needs of Special Ed, LDC and MDC and Continuous Classroom Improvement	FSHS works with GRREC staff to roll out LDC and MDC, co-teaching, Leader in Me, Continuous Classroom Improvement	GRECC	Schlosser/Reetzke/Smith/Baugh
1.4,2.1, 2.6,	Guided	Administrators meet weekly with teachers to	Administration at FSHS	N/A	Reetzke/Admini-

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

(Section 1003g)

3.2, 3.4, 3.5, 3.11	Planning	discuss instructional focus and assessments for the following week.	has guided planning with staff every Thursday		stration
1.2, 1.4, 3.2, 3.3, 3.4	Weekly Overviews	Teachers intentionally focus on instructional planning for the week citing standards, learning targets, instructional strategies, Co-teaching strategies and formative assessments. These are posted each week outside of teacher classrooms.	Weekly overviews are turned in to administration on Friday for the next week.	N/A	Reetzke/Administration
5.1, 5.3, 5.2, 5.4	CIITS Initiative	Continuous improvement is expected in the rollout of the school-wide CIITS implementation.	Central office staff works with CIA to roll out CIITS. FSHS has a CIITS plan.	N/A	Reetzke/Smith
5.1, 5.2, 5.4, 3.2,	EPAS Assessment Analysis	EPAS Assessment Data Analysis is conducted after each of the EPAS assessment so both classroom and intervention goal can be developed for future instructional focuses.	EPAS data is analyzed after each assessment at PD or LCD.	N/A	Administration/Counselors
3.2, 3.6, 3.12, 5.1, 5.4,	Interventions	Interventions are strategically planned for each of the EPAS assessment to help students to achieve the benchmarks for College and Career Readiness.	Counselors and administrative staff work with departments to identify students for AT.	N/A	Administration/Counselors
1.4, 3.12, 4.2, 5.1, 5.2, 5.4,	College and Career Readiness	College and Career Readiness is a focus for student pathways through scheduling, EPAS Assessment Analysis, intentional interventions planned and strategic COMPASS, KYOTE, WORKKEYS and ASVAB planning for each student.	Counselors and CTE teachers monitor the students for career readiness and college readiness. These students are tracked through the CCR data spreadsheet.	N/A	Counselors/CCR coach
3.4, 5.1, 5.2, 5.3, 5.4, 5.5	Data Retreat	Team of teacher leaders and administrators analyzes assessment data to detect trends and patterns to determine the next steps for improvement planning.	Administrative staff will continue to participate.	RttT Grant	Administration/Central office staff
3.1, 3.2, 3.3, 3.4, 3.5, 3.6,	Unit Planning	Teachers plan instructional units and post on the school web-site.	Units are turned into CIA and posted on district website.	N/A	Reetzke
2.1, 3.2, 3.3, 3.11, 5.2,	Walk-throughs	Walkthroughs by administrators create a communication tool for feedback on school-wide instructional focuses. Administrators will review the data to see any trends that may create a need for continued or new professional development and/or something needing to be addressed within the weekly guided planning meeting with teachers.	Administrative staff conducts walkthroughs weekly and looks at data trends for improvement.	N/A	Administration
3.1, 3.2, 3.5, 3.6,	Pacing Guides	Pacing Guides for instructional focus for the school-year are posted and kept up to date by each teacher outside each of the classrooms.	Pacing guides are completed before the school year to ensure the coverage of all standards.	N/A	Schlosser/Reetzke
3.12, 4.6,4.7	LOPC (Alternative Placement) Connection for CCR	Counselors and Principal keep in communication with LOPC in scheduling CCR assessments and share resources with practice assessments and intervention tools.	LOPC staff will be monitoring the CCR for all students. FSHS administration will meet to discuss and measure progress.	N/A	Bayles /Schlosser
1.1, 1.3, 3.3, 3.4, 4.2	Scheduled Common Planning Time	Intentional scheduling of time for teachers to collaborate with instructional planning by departments. All special education teachers have co-planning with all their regular education partners either during the school day or before or after school.	All core area teachers have common planning with their subject area partner.	IDEA-B funds	Counselors/Schlosser

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

(Section 1003g)

1.3, 1.4, 3.12, 4.2, 4.6, 4.7	Co-Teaching initiative	GRREC assists with the implementation of co-teaching in addition to participating in the Co-Teaching for Gap Closure Grant. Walkthrough documents are used to ensure that small groups such as parallel teaching and station teaching are occurring in order for students to benefit from the two teachers in the classroom and smaller teacher to student ratios.	We have 2 teachers participating in the CT4GC. Through the SIG grant all 4 co-teaching EOC classes will participate.	Co-teach-ing for gap closure grant	Cornwell/Baugh/Schlosser/Brewer
3.4, 3.12, 4.5,	Calculator Distribution	Calculators will be maintained and distributed to students and teachers through the library media center.	Library media specialist and math department work to manage the calculator distribution.	N/A	Library media
1.3, 1.4, 3.12, 4.2, 4.6, 4.7	Student Support Teams	All students with disabilities, 504s or EL service plans as well as GAP students that have historically performed low in attendance, behavior or grades are met with on a weekly basis where individual goals are set and progress monitoring toward goal occurs. Students earn rewards when they meet their goal over a four week period of time.	The attendance, behavior and grades are monitored on a weekly basis. The increases in attendance and grades as well as decrease in office referrals are evidence that the SSTs are successful with students.	Rural low-income Grant	Baugh/Special Ed. Teachers/Math interventionist
Student Support Services & Family/Community Connections					
4.6, 4.7	Family Resource	Family Resource addresses needs of students that create barriers to learning.	YSC monitors the needs of students and plans to meet their needs.	Family resource budget	Chaney
1.2, 1.3, 5.5	Open House	Open Houses are scheduled to communicate with parents school schedules, introduce teachers and explain expectations of the school.	Open houses are scheduled prior to the beginning of the year along with the current Freshmen orientation.	N/A	Schlosser/Admini-tration
1.3, 3.8, 5.5	Prichard Committee State Assessment Meetings	The Prichard Committee sends a representative to present the district assessments to parents and community members.	The superintendent and FSEEF schedule these meetings as needed.	FSEEF	Smith
1.1, 1.3, 2.5, 3.8, 4.4	Weekly Radio Show	The principal keeps the community informed of the progress the high school is making in helping our students meet college and career ready as well as any other celebrations happening within the school.	Principal coordinates the weekly show with WFKN.	N/A	Schlosser
1.3, 3.1, 3.2, 4.7	Sped and 504 Accommodations	Intentional planning and communication to teachers is given for students who have accommodations through IEPs or 504s.	SPED department makes the schedule for the year.	N/A	Cornwell
1.3, 3.12, 4.1	SKY Tech Partnership	Students are able to attend SKY Tech to earn college/high school credits.	Counselors/Supt/Prin-cipal coordinates this schedule with BG Tech staff.	Students	Counselors
2.5, 3.8, 3.9	Freshmen Orientation	The SSAC (Superintendent Student Advisory Council) organizes the Freshmen Orientation the week before school starts to inform incoming freshmen about FSHS.	SSAC and Principal organize the freshmen orientation in the summer.	SSAC commit-tee superin-tendent	Schlosser/Flynn/SSAC
2.4, 4.7	Transition Planning	8 th Grade Tours of high school. At-risk students have individual transition meetings focused on supports needed for high school.	Counselors schedule with FSMS on tours and SPED director coordinates transition meetings.	N/A	Counselors

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

(Section 1003g)

3.7, 3.9, 4.7	CBWTP- (Community Based Work Transition Program)	A partnership with vocation rehabilitation with a goal of training and hiring students with disabilities by the end of their senior year.	Mr. Holt and Sped director coordinate the CBWTP program.	Special Education funds-Central office	Holt/Baugh
3.8, 5.5	EPAS Parent Communication	Practice ACT Scores are mailed to parents/guardians of each student showing parents their child's growth towards college readiness.	Principal, counselors and secretary mail all EPAS assessments to parents.	N/A	Schlosser/ counselors
Educator Growth and Development					
1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 5.5	Administrator Mtg.	Weekly meeting to discuss progress and upcoming needs of the school as well as assessing progress of school initiatives through PDSA.	Principal organized meetings and agenda for weekly administrator meetings.	N/A	Schlosser
1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 3.11, 5.5	Leadership Mtg.	Bimonthly professional development with a school-wide focus to be delivered in the Department Meetings.	Professional development to help improve instruction at FSHS.	N/A	Reetzke/Administration
1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 3.11, 5.5	Department Meetings	Bimonthly instructional/assessment focus lead by Teacher Leaders.	Department heads schedule these meetings and communicate with administration on time and agenda. They will turn in sign in sheets, agendas, and minutes. Administrators are assigned a department to attend.	N/A	Department heads
1.4, 3.4, 3.5, 3.7, 5.3, 5.5	Learning Community Days	Professional Development as needed throughout the school year as needed.	CIA, principal and DAC work to develop these agendas and meetings.	N/A	Reetzke/Schlosser/Smith
2.1, 2.2, 2.5, 5.5	CIA Meetings	District rollout of state information for school building instructional leaders by the DAC.	DAC and teacher quality coordinator schedule and manage these meetings.	N/A	Smith
Efficient and Effective Management					
1.1, 1.2, 2.5, 4.4, 5.5	Parent Communication	Parent Communication is delivered through Infinite Campus by teachers, School Reach by the Principal, Weekly Radio Show by the Principal, Newspaper Articles in the Newspaper, mailings of student EPAS test scores, Infinite Campus Portal App.	Secretary sends out daily announcement sheet on e-mail. Principal utilizes school reach to communicate important reminders. The face book page is also utilized to communicate along with principal twitter.	N/A	Staff/Faculty/Schlosser/counselors
1.1, 1.2, 2.5, 4.4, 5.5	Community Communication	Principal communicates with the community on school progress through community meetings such as the Chamber of Commerce, submitting articles for the newspaper and leading a weekly Radio Talk Show.	Principal speaks at local community organizations yearly as well as weekly radio talk show. Newspaper articles regarding FSHS appear weekly.	N/A	Schlosser
2.2, 3.12, 3.4, 3.7, 5.2, 5.5	Academic Time Communication	Counselors communicate teacher rosters for Academic Time based on EPAS Data analysis. Academic Time is scheduled by content focus	Counselors send out communication to staff on the next level of	N/A	Counselors/Administration

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

(Section 1003g)

	tion	and College and Career Readiness.	preparation for EPAS assessment.		
5.5	Meeting Schedules	Meetings are held when needed to keep communication fluid and disbursed through the correct channels.	Principal sends out weekly meeting schedule and monthly schedule of meetings.	N/A	Schlosser
Continuous Improvement					
1.1, 1.2, 1.3, 1.4, 2.1, 2.3,	30/60/90 Plan	Each 30 days, an intentional plan is made in three areas that are reflective of the needs for improvement from the school audit.	Administrative staff and counselors develop the 30-60-90 day plan and reflect and make changes as needed.	N/A	Schlosser/ Administration
1.2, 1.3, 2.3, 5.5	CSIP Updates	The CSIP is updated regularly.	Administrative staff develops the CSIP along with the SBDM.	N/A	Schlosser/Grover
2.3, 2.4, 2.5	ASSIST Self-Assessment	ASSIST Self-Assessment is used to gage the performance on each of the ASSIST School Standards.	Administrative staff uses the ASSIST self assessment to reflect on progress made on systems and goal in place.	N/A	Schlosser/Grover
1.1, 1.2, 2.3, 2.4, 2.5, 4.3, 4.4, 4.7, 5.2	Teacher Surveys	Teachers are given surveys to gage the progress of school improvement.	Teachers are given the TELL survey, Supt generated survey. Principals review survey results to help develop next steps for FSHS.	N/A	Grover/Schlosser
1.1, 1.2, 2.4, 2.5, 4.7, 5.2	Student Voice Surveys	Students are given a student voice survey to gage the effectiveness of teachers from the student point of view.	Students are given the PGES student voice survey.	N/A	Administration
4.7, 5.2, 1.1, 1.3, 2.5	Parent Surveys	Parents are given surveys through the Infinite Campus email to gage the effectiveness of school performance and progress from the parent point of view.	Parents are sent the survey through IC to view school performance and perceptions from parents.	N/A	Grover
1.1, 1.2, 2.5, 3.8, 4.7	Parent-Teacher Conferences	Teachers meet with parents if there is a need throughout the school year; however, there are two scheduled days scheduled into the school calendar.	These are scheduled by the district twice a year.	General fund pays staff	Staff/Faculty

Student response systems will enable staff to better differentiate learning for each student's needs through formative assessments. Daily in classrooms around the country students are encouraged to use their imagination as they think, problem solve, and face the challenges of learning in an ever-changing world. The irony in this is that too often teachers and administrators, the very people promoting imaginative thinking, aren't empowered to do so. The world is changing faster than we can imagine in public education and technology is at the forefront of that new world. If we are to compete globally and provide students with the tools that they need to imagine in their world..... we need to imagine in our adult world.

An electronic Student Response System (SRS) in a classroom can provide a portal for creative use of technology that permits students and teachers alike to use

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

their collective imaginations to improve instruction and increase learning. Imagine a classroom where:

- All students are actively engaged with the lesson, even shy students or those who are not so sure of themselves
- Immediate feedback can be provided to teachers and students as questions are answered and problems solved
- Teachers can differentiate and adapt teaching based on student responses.... during the lesson
- Technology is used to promote discussion and collaboration while students problem solve
- Other technologies and media can be creatively integrated into this environment for student use
- Students are motivated to learn because they are actively engaged, not just a passive receiver of instruction
- Assessment is used as a learning tool and not just a measurement tool
- Students are able to immediately correct information and learning based on feedback, not wait until the next test to find out what they haven't learned
- Students are excited about learning... and teachers are excited about teaching

This classroom is not imaginary, it is real, and the results demonstrated in this classroom are also real. Students using SRS's are more engaged, more motivated, and achieve more. Teachers using SRS's become better teachers, utilizing data to drive instruction as they respond to the excitement generated by motivated and engaged students. It is an engaging and empowering classroom environment where teaching and learning is a shared adventure... and all participants are encouraged to imagine.

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.

July		
2014-2015	2015-2016	2016-2017
*Ordering of devices for smart classrooms *Ordering of Read, Write,	*Administrator Retreat *Calendar planning for professional development	*Administrator Retreat *Calendar planning for professional development

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

(Section 1003g)

<p>Gold</p> <p>*Ordering of materials for labs in Science classrooms</p> <p>*Ordering of collaborative desks for co-teaching classrooms</p> <p>*Ordering of technology for departmental sets of nooks for student reading</p> <p>*Schedule trainings for staff for intelligent classroom technology</p> <p>*Process stipends for staff time</p> <p>*Order 20 additional Read 180 license needed for interventions</p> <p>*Participate in district leadership retreat</p> <p>*Meet with superintendent & develop growth plan</p> <p>*Schedule school leadership team meetings for year</p> <p>*Communicate school leadership team meetings to staff</p> <p>*Review previous year's data With administrative staff</p>	<p>*Staff development for new staff added</p> <p>*Continue training for teachers based upon individual teacher need</p> <p>*Process stipends for staff time</p> <p>*Meet with superintendent & develop growth plan</p> <p>*Schedule school leadership team meetings for year</p> <p>*Communicate school leadership team meetings to staff</p> <p>*Review previous year's data with administrative staff</p>	<p>*Staff development for new staff added</p> <p>*Continue training for teachers based upon individual teacher need</p> <p>*Process stipends for staff time</p> <p>*Meet with superintendent & develop growth plan</p> <p>*Schedule school leadership team meetings for year</p> <p>*Communicate school leadership team meetings to staff</p> <p>*Review previous year's data with administrative staff</p>
August		
2014-2015	2015-2016	2016-2017
<p>*Conduct trainings for staff for smart classrooms</p>	<p>*Staff development for new staff added</p> <p>*Continue training for teachers based upon</p>	<p>*Staff development for new staff added</p> <p>*Continue training for teachers based upon</p>

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

(Section 1003g)

*Conduct school leadership team meetings with administrative staff and teachers *Begin PLCs looking at student data to determine causes & contributing factors and next steps	data to determine causes & contributing factors and next steps	data to determine causes & contributing factors and next steps
--	--	--

October		
2014-2015	2015-2016	2016-2017
*2nd report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Schedule Ruby Payne training for all staff *Process costs for stipends for trainings *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Review quarterly data and determine next steps	*2nd report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Process costs for stipends for trainings *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Review quarterly data and determine next steps	*2nd report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Process costs for stipends for trainings *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Review quarterly data and determine next steps

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

November		
2014-2015	2015-2016	2016-2017
*3rd report to Bd. re: grant *Introduce parent involvement plan to faculty *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Conduct Ruby Payne training on Understanding Poverty *Process costs for stipends for trainings *Continue guided planning *Utilize Formative Assessments and common assessments to conduct data analysis *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps	*3rd report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Process costs for stipends for trainings *Continue guided planning *Utilize Formative Assessments and common assessments to conduct data analysis *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps	*3rd report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Process costs for stipends for trainings *Continue guided planning *Utilize Formative Assessments and common assessments to conduct data analysis *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps

December		
2014-2015	2015-2016	2016-2017
*4th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue guided planning *Begin planning process for CCR at all grade levels	*1st report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Process costs for stipends for trainings *Strategic planning with community/family input	*1st report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Process costs for stipends for trainings *Strategic planning with community/family input

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

(Section 1003g)

<ul style="list-style-type: none"> *Process costs for stipends for trainings *Strategic planning with community/family input *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps 	<ul style="list-style-type: none"> *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps 	<ul style="list-style-type: none"> *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps
---	---	---

January		
2014-2015	2015-2016	2016-2017
<ul style="list-style-type: none"> *5th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Review quarterly data and determine next steps 	<ul style="list-style-type: none"> *5th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Review quarterly data and determine next steps 	<ul style="list-style-type: none"> *5th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Review quarterly data and determine next steps

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

February		
2014-2015	2015-2016	2016-2017
*6th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps	*6th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps	*6th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps

March		
2014-2015	2015-2016	2016-2017
*7th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting	*7th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting	*7th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting

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

(Section 1003g)

*Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps	*Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps	*Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps
---	---	---

April		
2014-2015	2015-2016	2016-2017
*8th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Review quarterly data and determine next steps *Complete summative evaluation on all staff *Recruit staff for anticipated vacancies	*8th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Review quarterly data and determine next steps *Complete summative evaluation on all staff *Recruit staff for anticipated vacancies	*8th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Review quarterly data and determine next steps *Complete summative evaluation on all staff *Recruit staff for anticipated vacancies

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

(Section 1003g)

May		
2014-2015	2015-2016	2016-2017
*9th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Recruit staff for anticipated vacancies	*9th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Recruit staff for anticipated vacancies	*9th report to Bd. re: grant *Walkthroughs & coaching sessions (fidelity of SIG implementation/teacher effectiveness *Utilize Formative Assessments and common assessments to conduct data analysis *Continue PGES work *Process costs for stipends for trainings *Continue guided planning *Monitor GAP student data on a weekly basis *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Continue PLCs looking at student data to determine causes & contributing factors and next steps *Recruit staff for anticipated vacancies

June		
2014-2015	2015-2016	2016-2017
*10th report to Bd. re: grant *Process costs for stipends for trainings *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Recruit staff for anticipated vacancies *Calendar planning for professional development	*10th report to Bd. re: grant *Process costs for stipends for trainings *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Recruit staff for anticipated vacancies *Calendar planning for professional development	*10th report to Bd. re: grant *Process costs for stipends for trainings *Participate in district leadership team meeting *Conduct school leadership team meetings with administrative staff and teachers *Recruit staff for anticipated vacancies *Calendar planning for professional development

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

(Section 1003g)

Annual Goals

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

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

Franklin Simpson High School has been writing SMART goals for student performance for the past two years. Since the district is paying for additional times for students to take the PLAN and the ACT, there will be multiple opportunities for scores to improve after intervention occurs. The school also pays for E-PREP where each student can work on deficit skills outside of the school day in addition to academic time. Literacy and math goals for students are as follows:

SMART Goals	2013-2014	2014-2015	2015-2016	2016-2017
Literacy 9th	In fall 2013, 15.9% of all freshmen met the college benchmark in reading and 15.3% met the English benchmark on the PLAN.	By fall 2014, 16.4% of freshmen will meet the college benchmark in reading and 15.8% will meet the English benchmark on the PLAN.	By fall 2015, 16.9% of freshmen will meet the college benchmark in reading and 16.3% will meet the English benchmark on the PLAN.	By fall 2016, 17.4% of freshmen will meet the college benchmark in reading and 16.8% will meet the English benchmark on the PLAN.
10th	In fall 2013, 17.5% of sophomores met the college benchmark in reading and 17.2% met the English on the PLAN.	By fall 2014, 18% of sophomores will meet the college benchmark in reading and 17.7% will meet the English benchmark on the PLAN.	By fall 2015, 18.5% of sophomores will meet the college benchmark in reading and 18.3% will meet the English benchmark on the PLAN.	By fall 2016, 19% of sophomores will meet the college benchmark in reading and 18.8% will meet the English benchmark on the PLAN.
11th	In fall 2013, 17.8% of all juniors met the college benchmark for reading and 17.7% met the benchmark for English on ACT.	In fall 2014, 18.3% of all juniors will meet the college benchmark for reading and 18.2% will meet the benchmark for English on ACT.	In fall 2015, 18.8% of all juniors will meet the college benchmark for reading and 18.7% will meet the benchmark for English on ACT.	In fall 2016, 19.3% of all juniors will meet the college benchmark for reading and 19.2% will meet the benchmark for English on ACT.
12th	In June 2013, 69.2% of all seniors met the college benchmark for English and Reading on ACT or Compass.	By June 2015, 85% of all seniors will meet the college benchmark for English and Reading.	By June 2016, 92% of all seniors will meet the college benchmark for English and Reading.	By June 2017, 100% of all seniors will meet the college benchmark for English and Reading.

SMART Goals	2012-2013	2014-2015	2015-2016	2016-2017
Math 9th	In fall 2013, 15.9% of all freshmen met the college benchmark for MATH on PLAN.	In fall 2014, 16.4% of all freshmen will meet the college benchmark for MATH on PLAN.	In fall 2015, 16.9% of all freshmen will meet the college benchmark for MATH on PLAN.	In fall 2016, 17.4% of all freshmen will meet the college benchmark for MATH on PLAN.
10th	In fall 2013, 17.4% of all sophomores met the college benchmark for MATH on PLAN.	In fall 2015, 17.9% of all sophomores will meet the college benchmark for MATH on PLAN.	In fall 2016, 18.4% of all sophomores will meet the college benchmark for MATH on PLAN.	In fall 2016, 18.9% of all sophomores will meet the college benchmark for MATH on PLAN.

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Transformation Model

11th	In fall 2013, 18.4% of all juniors met the college benchmark for MATH on ACT.	In spring, 2015 18.9% of all juniors will meet the college benchmark for MATH on ACT.	In fall 2016, 19.4% of all juniors will meet the college benchmark for MATH on ACT.	In fall 2016, 19.9% of all juniors will meet the college benchmark for MATH on ACT.
12th	In Spring, 2013 the percentage of seniors that are college or career ready in math was 69.2% in math.	In spring, 2015 85% of all seniors will meet the benchmark for college or career ready in math.	In spring, 2016 92% of all seniors will meet the benchmark for college or career ready in math..	In spring, 2017 100% of all seniors will meet the benchmark for college or career ready in math.

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.

SMART Goals	Baseline, 2013	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy, 2014-2015					
9th	In fall 2013, 10.9% of freshmen met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, 15% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, 18% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, 22% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, 25% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.
10th	In fall 2013, 10.3% of sophomores met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, 14% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, 18% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, 22% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, 25% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.
11th	In fall 2013, 8.8% of juniors met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, 12% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, 16% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, 20% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, 24% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.

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

(Section 1003g)

12th	In fall 2013, 13.4% of seniors met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, 18% of seniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, 22% of seniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, 26% of seniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, 30% of seniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.
-------------	--	---	--	---	--

SMART Goals	Baseline, 2013	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Math, 2014-2015					
9th	In fall 2013, 32.3% of freshmen met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, 36% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, 40% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, 44% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, 48% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.
10th	In fall 2013, 43.8% of sophomores met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, 48% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, 52% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, 56% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, 60% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.
11th	In fall 2013, 32.4% of juniors met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, 37% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, 41% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, 45% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, 49% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.
12th	In fall 2013, 22.9% of seniors met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, 27% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, 31% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, 35% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, 39% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.

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

(Section 1003g)

SMART Goals	Baseline, 2015	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy, 2015-2016 9th	In fall 2015, XX% of freshmen met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, XX% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, XX% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, XX% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, XX% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.
10th	In fall 2015, XX% of sophomores met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, XX% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, XX% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, XX% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, XX% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.
11th	In fall 2015, XX% of juniors met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.
12th	In fall 2015, XX% of seniors met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, XX% of seniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, XX% of seniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, XX% of seniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, XX% of seniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.

Goals for 2015-2016 will be set after baseline data is obtained in the fall of 2015.

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

(Section 1003g)

SMART Goals	Baseline, 2015	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Math, 2015-2016	In June 2015, XX% of freshmen met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.
9th	In June 2015, XX% of sophomores met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the first quarter, XX% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the second quarter, XX% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the third quarter, XX% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In end of the fourth quarter, XX% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.
10th	In June 2015, XX% of juniors met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the first quarter, XX% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the second quarter, XX% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the third quarter, XX% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the fourth quarter, XX% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.
11th	In June 2015, XX% of seniors met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the first quarter, XX% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the second quarter, XX% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the third quarter, XX% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the fourth quarter, XX% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.
12th					

Goals for 2015-2016 will be set after baseline data is obtained in the fall of 2015.

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

(Section 1003g)

SMART Goals	Baseline, 2016	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy, 2016-17 9th	In fall 2016, XX% of freshmen met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the first quarter, XX% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the second quarter, XX% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the third quarter, XX% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the fourth quarter, XX% of freshmen will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.
10th	In June 2016, XX% of sophomores met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the first quarter, XX% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the second quarter, XX% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the third quarter, XX% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the fourth quarter, XX% of sophomores will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.
11th	In June 2016, XX% of juniors met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the first quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the second quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the third quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the fourth quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.
12th	In June 2016, XX% of juniors met the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the first quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the second quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the third quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the fourth quarter, XX% of juniors will meet the proficient level in reading/language usage on the STAR assessment as determined by cut scores associated with state and national assessments.

Goals for 2016-2017 will be set after baseline data is obtained in the fall of 2016.

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

(Section 1003g)

SMART Goals	Baseline, 2013	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Math, 2016-2017	In June 2013, XX% of freshmen met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the first quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the second quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the third quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the fourth quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.
9th	In June 2013, XX% of freshmen met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the first quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the second quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the third quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the fourth quarter, XX% of freshmen will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.
10th	In June 2013, XX% of sophomores met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the first quarter, XX% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the second quarter, XX% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the third quarter, XX% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the fourth quarter, XX% of sophomores will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.
11th	In June 2013, XX% of juniors met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the first quarter, XX% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the second quarter, XX% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the third quarter, XX% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the fourth quarter, XX% of juniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.
12th	In June 2013, XX% of seniors met the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the first quarter, XX% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the second quarter, XX% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the third quarter, XX% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.	In the end of the fourth quarter, XX% of seniors will meet the proficient level in math on the STAR assessment as determined by cut scores associated with state and national assessments.

Goals for 2016-2017 will be set after baseline data is obtained in the fall of 2016.

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

Fidelity of implementation will be reviewed monthly through review of walkthrough data by the leadership team, common assessments, and monthly board report. The district will address lack of progress pertaining to annual and quarterly SMART goals through the following steps:

Weekly student support team meetings will address gaps by:

- Analyzing individual student data to find gaps and overlaps in curriculum and instruction

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

- Analyzing data in effort to determine why progress toward goals is not being made
- Determining next steps for school with Education Recovery Staff, district and school leadership team

Principals and district administrators will:

- Conduct walkthroughs, interviews and informal perception surveys
- Conduct embedded professional development and follow-through pertaining to indentified gaps and barriers to success
- Continue purposeful coaching, mentoring and modeling of lessons to include the use of technology to group students based upon formative assessments with student response systems
- Structure academic time based upon the needs of the students

Consultation

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

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

After conferring with the Kentucky Department of Education, GRREC leadership, board members, school leadership, school staff, newly trained SBDM members, parents and community, FSHS determined that the transformation model best met the needs of the school. Additionally, during our November 2013 visit from KDE, input from students, staff and parents were utilized in determining further needs. Multiple SIG grant planning sessions were held between school and district leadership staff and ERS staff. Departmental input from all high school departments was reviewed and analyzed for research based strategies and sustainability. Emails sent by ERL from KDE to answer questions concerning the SIG planning process were shared and the technical assistance webinar regarding the SIG grant application was observed by school and district staff. From the collaborative thinking and planning process, the following best practices were established and will be utilized to improve student achievement at FSHS.

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

Engaging Parents and Community
Development of systems within the school to guide the school- parental involvement in decision making and 2-way communication
Research, observe, develop plan and train staff from schools who have successfully and substantially increased parental involvement at high school level
Research strategies such as Ruby Payne to focus on outreach to low-income families
Conduct training for staff regarding how to reach low income families
Continue Parent/Teacher conferences twice a year
Parent nights and parent and community volunteers to inform parents and allow for parent/community input
Create and reinforce a culture of college and/or career readiness for all
Utilize a behavior matrix for all student discipline infractions

College and/or Career Ready for ALL Students
Development of systems within the school to guide the school
Intervention classes for students below benchmark in reading and math
Academic time carved out of the school day for students to work on their individual CCR needs
Formative assessments in all classrooms
Create and reinforce a culture of college and/or career readiness for all
Develop a college/career readiness monitoring system for all grade levels
Career Pathways-systematically develop, monitor, enrich and extend for each grade level
Develop and implement student mentor program for all students
Monitor and enrich a culture of high academic expectations
Expand Shipley's Continuous Classroom Improvement from one EoC co-taught class to four EoC co-taught classes
Continue student support team meetings weekly for GAP students
Flexible grouping of students according to student need
School-wide focus on the positive through PBIS
Utilize a behavior matrix for all student discipline infractions
Hang posters of student accomplishments throughout the halls of the building
Display banners of school success
Recognize student of the week
Provide rewards for students
Continue common assessments every 4 weeks on Kentucky Core Academic Standards (KCAS)
Analyze assessments for standard mastery for each individual student

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

Empowering Teachers and Leaders
Development of systems within the school to guide the school
Increase materials and training for use of formative assessments in all classrooms to impact instruction
Continue Professional Learning Communities to focus on data analysis and next instructional steps through data teams
C-SIP progress checks, quarterly report, 20-60-90 day plans all based upon priority needs with all decisions based upon these plans
Flexible grouping of students according to student need
Development of administrative and teacher leadership teams that guide the school and facilitate communication throughout the school
School-wide focus on the positive through PBIS
Utilize a behavior matrix for all student discipline infractions
Display banners of school success
Continue common assessments every 4 weeks on Kentucky Core Academic Standards (KCAS)
Materials and time to analyze assessments for standard mastery for each individual student
Continue guided planning focusing on weekly overviews, learning targets, high yield instructional strategies, formative and summative assessments that are rigorous and aligned to KCAS
Adjust instructional strategies for re-teaching/re-grouping within the classroom based upon data
Continue to train and utilize PGES with a focus on indicators 2 and 3 for daily walkthroughs
Continue to utilize Google docs to provide immediate feedback to teachers from walkthroughs
Develop and implement student mentor program for all students
Monitor and enrich a culture of high academic expectations
Expand Shipley's Continuous Classroom Improvement from one EoC co-taught class to four EoC co-taught classes
Materials, training, and time to strengthen relationships between students and teachers

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 SIG team analyzed data from EoC results, CCR results, Non-academic results, Leadership Assessment, 2013 Monitoring visit, 2013 Culture audit, walk-through data, Infinite Campus, surveys, internet availability survey, parent survey, TELL survey and other data to create a structured approach aligned to the Kentucky Accountability Model for school improvement. FSHS will use the SIG funds in three ways in ways

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

through the transformation model to address the causes and contributing factors to low student achievement.

One of the three major areas of focus for the SIG grant is to focus on the improvement of family and community engagement over the next three years.



The improvement of family and community engagement focuses on developing and enhancing of systems, providing of resources and providing of trainings and follow up. As with any initiative, what gets monitored gets completed. FSHS is determined that all components of the grant are implemented with fidelity and are sustainable. Systems included within the SIG grant are:

- Parental Involvement in Decision-Making
- 2-way Communication with Parents and Community Stakeholders

Resources included within the SIG grant for family and community engagement include:

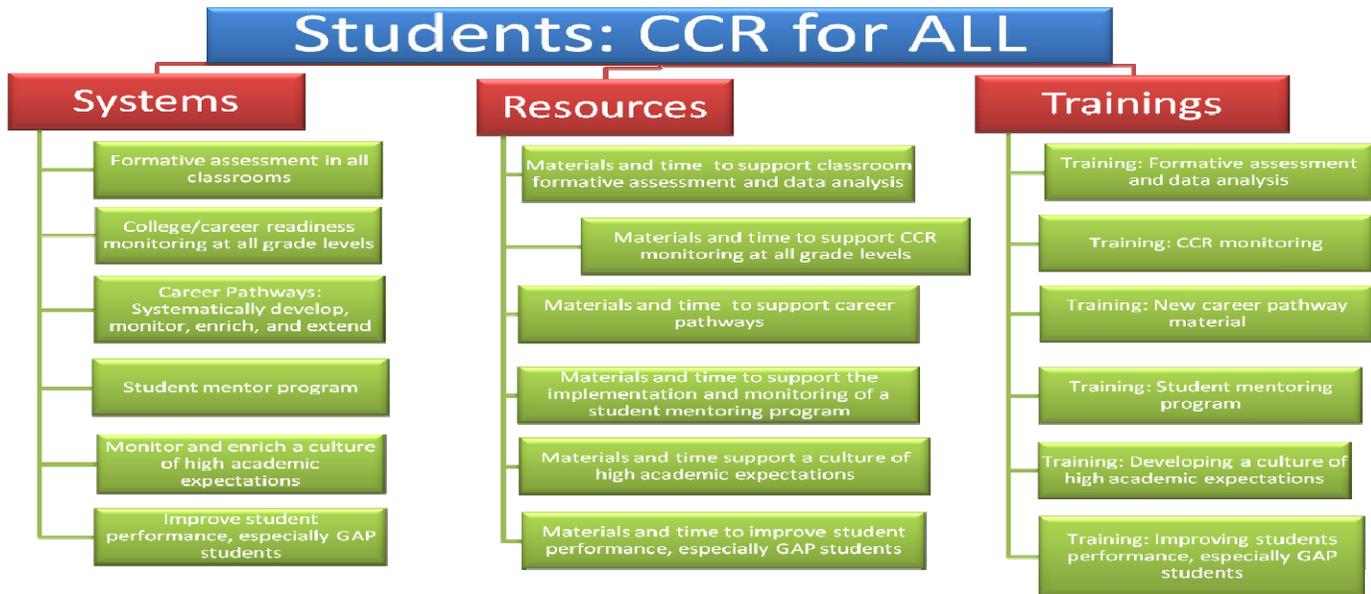
- Development of a social-media plan
- Research strategies such as Ruby Payne to focus on outreach to low-income families

Trainings included within the SIG grant for family and community engagement include:

- Train families and community regarding social-media plan
- Conduct training for staff regarding how to reach low-income families

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

Another major area of the grant focus is to empower all students to be college and/or career ready when they exit FSHS over the next three years.



The improvement of students exiting FSHS being college and/or career ready focuses on developing and enhancing of systems, providing of resources and providing of trainings and follow up. As with any initiative, what gets monitored gets completed. FSHS is determined that all components of the grant are implemented with fidelity and are sustainable. Systems included within the students exiting FSHS college and/or career ready are:

- Formative assessments in all classrooms
- College/career readiness monitoring at all grade levels
- Career Pathways-systematically develop, monitor enrich and extend
- Student mentor program
- Enriched culture of high academic expectations, monitored continuously
- Improve student performance, especially GAP students through student support teams and mentoring

Resources included within the SIG grant for students exiting FSHS being college and/or career ready are:

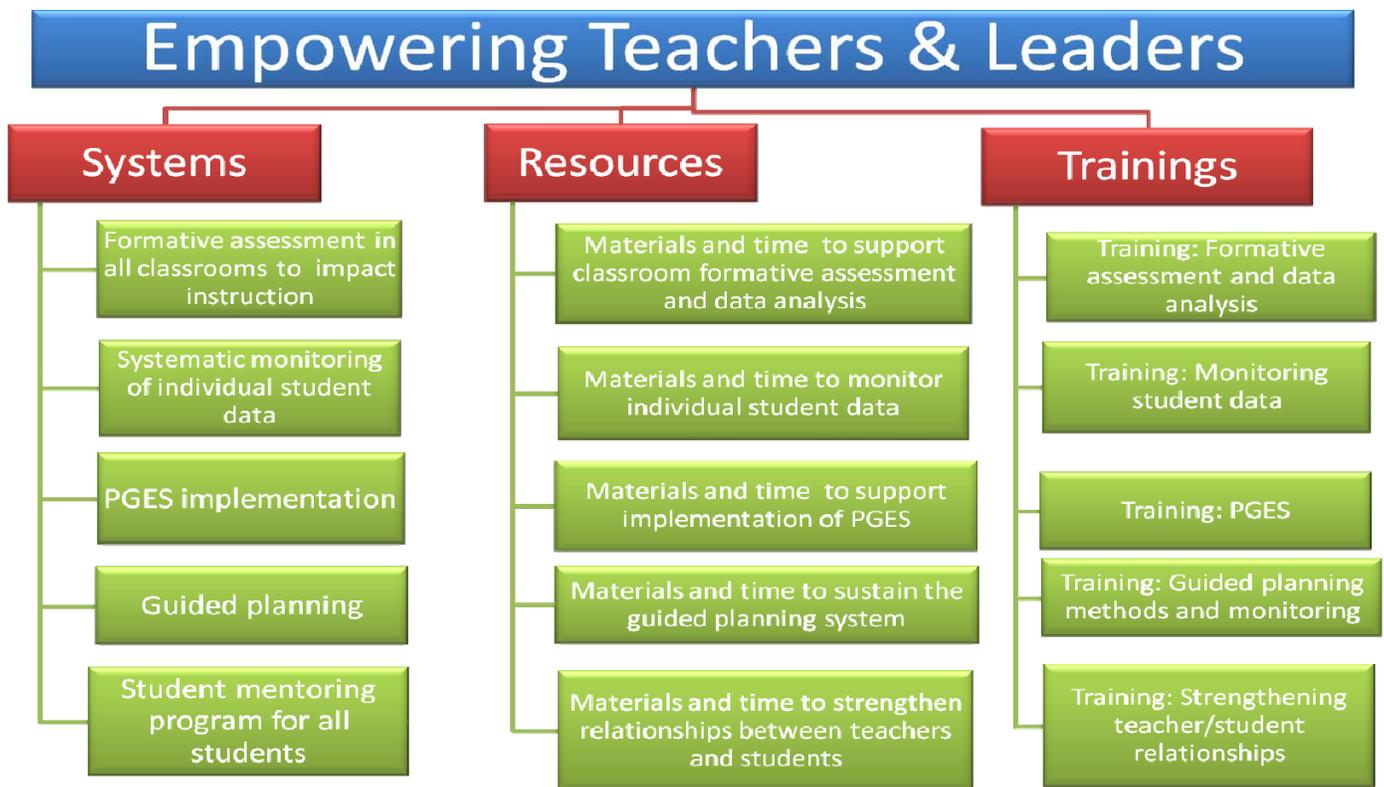
- Materials and time to support classroom formative assessment and data analysis
- Materials and time to support college and/or career readiness at all grade levels
- Materials and time to support career pathways
- Materials and time to support the implementation and monitoring of a student mentoring program
- Materials and time to support a culture of high academic expectations
- Materials and time to improve student performance, especially GAP students

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

Trainings included within the SIG grant for students exiting FSHS being college and/or career ready are:

- Training on formative assessments and data analysis
- Training on college/career readiness for all grade levels
- Training on new career pathway materials
- Training on student mentoring program
- Training on developing a culture of high academic expectations
- Training on improving student performance, especially GAP students

The third focus is to assist teachers and leaders by giving teachers supports needed in order for each student to become college and/or career ready over the next three years.



The improvement of empowering teachers and leaders focuses on developing and enhancing of systems, providing of resources and providing of trainings and follow up. As with any initiative, what gets monitored gets completed. FSHS is determined that all components of the grant are implemented with fidelity and are sustainable. Systems included within the SIG grant for empowering teachers and administrators are:

- Formative assessments in all classrooms to impact instruction
- Systematic monitoring of individual student data
- PGES implementation
- Guided planning

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

- Student mentoring program for all students

Resources included within the SIG grant for empowering teachers and administrators are:

- Materials and time to support classroom formative assessment and data analysis
- Materials and time to support monitoring of individual student data
- Materials and time to support the implementation of PGES
- Materials and time to sustain the guided planning system
- Materials and time to strengthen relationships between teachers and students

Trainings included within the SIG grant for empowering teachers and leaders are:

- Training on formative assessments and data analysis
- Training on monitoring of individual student data
- Continued training on PGES
- Training within guided planning on methods and monitoring
- Training on strengthening teacher/student relationships

Budgetary items outlined below address the key areas listed above. Funding is designated annually over a three-year cycle to address long-term systemic change.

FY 2014-2015		
Munis Code	Related Budget Narrative	Amount
110		
111	15 extended employment days each for two assistant principals to assist with the ordering, preparation, & coordination of trainings relative to SIG grant	8,651.00
112		
113	Stipends for staff to attend Professional Training beyond required PD-calculation for 60 teachers @\$15./hr for up to 7 hours of training for each teacher based upon individual teacher needs	6,300.00
120		
335	Ruby Payne-Understanding Poverty Training; 9 onsite training, coaching & consulting for Pulse 360, Mobi 360 & Insight 360; Shipley's Continuous Classroom Improvement (CCI)-initial training for 3 additional EOC co-teaching teams and follow-up coaching-6 visits-\$4,000. per day x 7 days;	2,000.00 15,000.00 27,000.00

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Transformation Model

535	Mailing newsletters, announcements to families that do not have Internet access (12 times); this is in addition to face to face outreach efforts & School Reach	750.00
552		
582		
584		
627		
645	20 Additional Read 180 licenses are needed for reading interventions \$750 per license (the high school already has 60 licenses); Nooks for English classes – 100 Nooks at \$150 each	15,000.00+ 15,000.00
649	Books for Shipley's trainings 6 people	600.
650	Grade Cam for automatic grading of multiple choice tests with information to transfer to CIITS- \$2.50/student x 900 students;	2,250.00
734	5 laptop carts for departments (30 per cart) @ \$ 30,000. per cart; Chrome book carts- 6 carts of 30 per cart @ \$8,000. per cart	150,000.00+ 48,000.00
	elInstruction-Pulse 360 student response systems that are compatible with CIITS for formative assessments in all classrooms 35 @ \$2,099.00 each, Insight 360 license school wide, Mobi 360 in 35 classrooms; Intelligent classrooms-smart boards 35 @ \$4,000. each; Laser Projectors (35) to replace projectors in classrooms; 20 iPad reflectors to project from iPad to screen @ \$10.00 each 3 classroom sets of 30 collaborative desk classrooms for Algebra 1, English 10, and US History for collaboration and communication with dividers for dry erase use and assessments @ \$19,708.00 per class	106,195.00+ 140,000.00+ 17,500.00 200.00 60,000.00
738	TI-84 Plus Teacher kit- 60 calculators for students that cannot afford to buy them for Algebra 2, TI-NSpire CX CAS Teachers bundle (20 calculators for Calculus), 2 docking stations for Calculus , Zoom Math 500 15 calculators for students with disabilities, 2 cases for TI-84, 1 case for TI-NSpire; 2 class sets (15 each set) Vernier Lab Quest 2 with probe sets/autoclave, air tracks, inflatable planetarium, class set (10) Spec 20 for science depart. spectrophotometers, solar telescope, Dewar storage containers for liquid nitrogen for science department Piping, regulators, flashback protectors, hoses and torches to update Oxygen Acetylene welding and cutting (more in line with current industry standards) for welding courses	46,690.00 26,900.00 20,000.00
810		
892	Parent meetings/trainings/forums (6/year for snacks, materials and presenters)	1,000.00

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

(Section 1003g)

FY 2015-2016		
Munis Code	Related Budget Narrative	Amount
110		
111	15 extended employment days each for two assistant principals to assist with the ordering, preparation, & coordination of trainings relative to SIG grant	8,651.00
112		
113	Stipends for staff to attend Professional Training beyond required PD-calculation for 60 teachers @\$15./hr for up to 7 hours each based upon individual teacher need	6,300.00
120		
130		
335		
535	Mailing newsletters, announcements to families that do not have Internet access in addition to face to face outreach efforts and School Reach	350.00
552		
582		
584		
643		
645		
649		
650	Grade Cam for automatic grading of multiple choice tests with information to transfer to CIITS- \$2.50/student x 900 students;	2,250.00
735		
892	Parent meetings/trainings/forums (for snacks, materials and presenters)	500.00

Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g)

Transformation Model

FY 2016-2017		
Munis Code	Related Budget Narrative	Amount
110		
111	15 extended employment days each for two assistant principals to assist with the ordering, preparation, & coordination of trainings relative to SIG grant	8,651.00
112		
113	Stipends for staff to attend Professional Training beyond required PD- 60 teachers@\$15./hr for up to 7 hours each based upon individual needs of the teacher	6,300.00
120		
130		
335		
535	Mailing newsletters, announcements to families that do not have Internet access; this is in addition to face to face outreach efforts & School Reach	350.00
552		
582		
584		
643		
649		
650 735	Grade Cam for automatic grading of multiple choice tests with information to transfer to CIITS-\$2.50/student x 900 students;	2,250.00
892	Parent meetings/trainings/forums for snacks, materials and presenter	500.00

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Transformation Model

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.)

FSHS has been given the discretion to utilize their state and federal funds as needed to fully implement significant school reforms. The following demonstrates how the transformation model will be supported.

- Race to the Top-Youth Service Centers will utilize RTT-D funding to remove barriers to learning (school supplies, personal hygiene, clothing, shoes, coats, food)
- Title I-to fund summer school as well as a math interventionist
- Title II-A-staff resources for the Leader in Me, Formative Assessment Academy, Literacy
- Professional Development- literacy and math training, renaissance training
- Title III-EL teacher and Imagine Learning software
- Title VI-special education staff ratio of 12:1 in order to adequately meet the needs of the students with disabilities
- Title IV-rewards for our GAP students during Student Support Team meetings weekly
- Extended School-before and after school help with school work, make up tests, retaking of tests, study groups prior to tests, summer school
- Technology Funds-devices based upon school request from needs assessment

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

(Section 1003g)

Year 1 Budget

Please Note: You may only type in the 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 Franklin Simpson High **District** Simpson County

MUNIS Code	Description of Activity	Amount Requested
110		
111	15 extended employment days each for two assistant principals to assist with the ordering, preparation, & coordination of trainings relative to SIG grant	8,651.00
112		
113	Stipends for staff to attend Professional Training beyond required PD- 60 staff @\$15./hr based upon individual need-7 hours each	6,300.00
120		
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		
240		
251		
253		

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
260		
291		
293		
294		
295		
296		
297		
299		
322		
335	Ruby Payne-Understanding Poverty Training 9 onsite training, coaching & consulting for Pulse 360, Mobi 360 and Insight 360 Shipley's Continuous Classroom Improvement- Initial training for 3 EOC co-teaching teams and follow-up coaching- 6 visits	2,000.00 + 15,000.00.+ 28,000.00
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531	Mailing newsletters, announcements to families that do not have internet access; this is in	750.00

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
	addition to face to face outreach and School Reach contacts	
541		
542		
552		
553		
580		
581		
582		
584		
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645	20 Additional Read 180 licenses are needed for reading interventions @ \$750. per license Nooks for English classes- 100 Nooks at \$150. each	15,000.00 + 15,000.00
646		
647		
649	Books for Shipley's trainings 6 people	600.00
650	Grade Cam \$2.50/student x 900 students;	2,250.00

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
734	5 laptop carts for departments (30 per cart) @ \$30,000 per cart (4 core & sped);	150,000.00 +
	Chrome book carts- 6 carts to be shared @ \$8,000 per cart;	48,000.00
738	eInstruction-Pulse 360 student response systems that are compatible with CIITS for formative assessments in all classrooms 35 @ \$2,099 each plus Insight 360 license school wide, Mobi 360 in 35 classrooms;	106,195.00 +
	Intelligent classrooms-smart boards 35 @ \$4,000	140,000.00 +
	Laser Projectors (35) to replace projectors in classrooms	17,500.00+
	20 iPad reflectors to project from iPad to screen @\$10.00 each	200.00+
	3 classroom sets of 30 collaborative desk classrooms for Algebra 1, English 10, and US History, for collaboration and communication with dividers for dry erase use and assessments @ \$19,708.00 per class	60,000.00
	TI-84 Plus Teacher kit- 60 calculators in addition to the 200 that the school already owns for students that cannot afford to buy them for Algebra 1 and 2, TI-NSpire CX CAS Teachers bundle (20 calculators for Calculus), 2 docking stations for Calculus class, Zoom Math 500 15 additional calculator licenses for students with disabilities, 2 cases for TI-84, 1 case for TI-NSpire;	46,690.00 +
738	2 class sets (15 each set) Vernier Lab Quest 2 with probe sets/autoclave, air tracks, inflatable planetarium, class set (10) Spec 20 spectrophotometers, solar telescope, Dewar storage containers for liquid nitrogen for science department;	26,900.00 +
	Piping, regulators, flashback protectors, hoses and torches to update Oxygen Acetylene welding and cutting (more in line with current industry standards) for welding courses;	20,000.00
810		
892	Parent meetings/trainings/forums (for snacks,	1,000.00

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
	materials and presenters)	
894		
Total Amount Requested		\$ 710,036.00

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

(Section 1003g)

Year 2 Budget

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

School Franklin Simpson High **District** Simpson County

MUNIS Code	Description of Activity	Amount Requested
110		
111	15 extended employment days each for two assistant principals to assist with the ordering, preparation, & coordination of trainings relative to SIG grant	8,651.00
112		
113	Stipends for staff to attend Professional Training beyond required PD- 60 staff @\$15./hr for up to 7 hours each based upon individual teacher need	6,300.00
120		
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		
240		
251		
253		
260		

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
291		
293		
294		
295		
296		
297		
299		
322		
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531	Mailing newsletters, announcements to families that do not have internet access (in addition to face to face outreach efforts and School Reach)	350.00
541		
542		
552		

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
553		
580		
581		
582		
584		
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647		
649		
650	Grade Cam for automatic grading of multiple choice tests with information to transfer into CIITS- \$2.50/student x 900 students	2,250.00
734		
735		
738		
810		
892	Parent meetings/trainings/forums (for snacks, materials and presenters)	500.00

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
894		
Total Amount Requested		\$ 18,051.00

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

(Section 1003g)

Year 3 Budget

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

School Franklin Simpson High **District** Simpson County

MUNIS Code	Description of Activity	Amount Requested
110		
111	15 extended employment days each for two assistant principals to assist with the ordering, preparation, & coordination of trainings relative to SIG grant	8,651.00
112		
113	Stipends for staff to attend Professional Training beyond required PD- 60 teachers @\$15./hr for up to 7 hours each based upon individual needs of the teacher	6,300.00
120		
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		
240		
251		
253		
260		

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
291		
293		
294		
295		
296		
297		
299		
322		
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531	Mailing newsletters, announcements to families that do not have internet access; this is in addition to face to face outreach and School Reach contacts	350.00
541		
542		
552		

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
553		
580		
581		
582		
584		
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647		
649		
650	Grade Cam for automatic grading of multiple choice tests with information to transfer to CIITS-\$2.50/student x 900 students	2,250.00
734		
735		
738		
810		
892	Parent meetings/trainings/forums for snacks, materials, and presenters	500.00

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
894		

Total Amount Requested	\$ 18,051.00
-------------------------------	---------------------

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