

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 Knox County	DISTRICT Mailing Address		
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	Street Address 2		
Submission Date (office use only)	City		ZIP
	Phone		

	District Name	NCES ID#	Total Awarded
			\$
	School Name	NCES ID#	Intervention
1			Transformation Model
2			Transformation Model
3			Transformation Model
4			Transformation Model
5			Transformation Model
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District Verification

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

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

The district must assure that it will—

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

Superintendent Signature

Date

Notary Public

My commission expires

Notary seal

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District Actions

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

The Knox County Board of Education will work directly with the Knox Central Leadership Team to ensure that SIG activities are fully implemented and evaluated. This will include assigning the District's KDE Liaison to directly monitor SIG activities and assigning the District's Career and Technical coordinator to directly monitor career readiness activities contained within the plan. The District's Technology team will assign staff directly to Knox Central to ensure digital instructional resources are always operational and available for student usage. With support from the district public relations program, the school's Leadership Team will ensure open, two-way communication and networking with major stakeholders in the community as the success of our school and district will lead to a cultural change.

The District has the knowledge and resources available to assist the school with monitoring and reporting of the grant. A large percentage of our operating budget is grant funds, including Title and externally sponsored such as Gear Up. The District's audits and reviews of such grants have found no major reporting errors. Our financial staff will closely monitor grant expenditures and provide regular budget updates to the school Leadership Team.

The District will expand educational partnerships to help make Knox Central a next generation school. Outside partners will be a vital link to the success of the high school by helping to address gaps and root causes. Further partnerships with Union College, Eastern Kentucky University, and Berea College will provide instruction for our students and professional learning opportunities for our staff. Ultimately, our partnership with the Knox County Chamber of Commerce will make the county a "Work Ready" community, one of the ultimate goals of our emphasis on career readiness.

The District will support sustainable systems for continuous improvement at Knox Central by analyzing current financial and instructional resources that are available and plan for a continuation of grant activities after year three.

The school principal and members of the Leadership Team will meet regularly with the superintendent and district administrators to review progress and plan for additional support strategies. District leaders will regularly meet and participate in school level meetings and PLCs to ensure that there are no barriers to SIG activities being implemented.

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

Knox Central High School is the only priority school in the district.

District Budget Narrative

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

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

- The district will not be withholding funds.

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 currently allocates district professional development funds to each school in the district on an “as needs” basis based on meetings with district and school personnel in collaboration with school councils.
- The district allocates Title II monies to KCHS by funding the salary of one Curriculum Coach’s salary who is assigned to the high school full-time. This Coach serves as a mentor to new teachers, assists with curriculum development, and assists in building teacher capacity. In addition, the KCHS Principal receives a \$2,000 stipend through this fund.
- The District Rural and Low budget is utilized to offset the cost of the salary for a Technology Support para professional assigned full time to KCHS.

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- The Family Youth Service Center budget is currently allocated as \$76,537.04 funded solely by the state. These funds are used to remove barriers faced by KCHS students that enable the learning process to take place.
- ESS funds are currently utilized at KCHS to operate Credit Recovery Night School Program and After School Tutoring. KCHS received an extra share of the district ESS dollars based on a submitted plan that was reviewed and approved by the district committee.
- Title I will set aside money to be used to support Professional Learning which will allow for the continued training in research-based strategies, including the math and literacy initiatives. These funds also pay stipends for LTF and AP training and support travel expenses and substitute expenses for additional trainings. Title I funds also will provide for parent involvement opportunities at the school. Title II funds are set aside to support the ISLN network training, an additional stipend for the PLA principal, and work with the Gear Up PD grant to ensure that math and science staff are supported. Title VI funds 75% of the salary of a paraprofessional technology specialist to assist staff and students with technology needs.
- Federal Perkins funds will pay for teacher training and industry-standard equipment for our career and technical education programs.
- The District will continue to apply for KDE competitive grants for Project Lead the Way Pre-Engineering and Biomedical Sciences to continue adding courses in that curriculum. Grant funds will be used to purchase resources and provide teacher core training.
- Our partnership with Berea College will continue to provide for a Gear Up college coach, Advanced Placement coach, and Partner Corp mentors on-site at Knox Central. Gear Up funds will be used to support student enrichment activities including field trips with emphasis on college/career readiness. Additionally, our Gear Up PD grant is funding coaching for all science teachers and for most Math teachers. This coaching is specific to the needs of students and staff.
- District Professional development funds support the leadership needs of the principals and assistant principals at Knox Central. School level professional development funds are used to address identified staff needs and include state and national conference opportunities.
- Our extended school funds are allocated based on enrollment and need determined by assessment data. Our priority school and focus schools received additional shares of the funds to support their turnaround efforts. KCHS administration will submit a plan to their advisory council for approval before it comes to the district level. The district committee led by the ESS coordinator will review plans to approve or ask for revisions.

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

- A full-time Attendance Officer is assigned to KCHS in addition to their school allocation. He is used to promote and monitor student attendance.
- Two part-time Attendance Officers are assigned to all of the schools in the district, including service to KCHS.
- A district-funded, second Assistant Principal is assigned to KCHS in addition to their allotment to enable the Principal to be the instructional leader of the building.
- The district uses general funds to support the position of an In-school Suspension Teacher at KCHS. This program provides a venue for removal of students from the regular program while keeping them in school.

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

Transformation Model - Permissible Activities

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

NONE

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Year 1 Budget

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

District _____ District Name Here _____

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

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MUNIS Code	Description of Activity	Amount Requested
294		
295		
296		
297		
299		
322		
335		
338		
432		
433		
441		
443		
444		
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521		
531		
541		
542		
552		
553		
580		
581		

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MUNIS Code	Description of Activity	Amount Requested
582		
584		
585		
586		
589		
616		
626		
627		
629		
641		
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734		
735		
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892		
894		

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MUNIS Code	Description of Activity	Amount Requested

Total Amount Requested	\$ 0.00
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Year 2 Budget

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

District _____ District Name Here _____

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113		
120		
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140		
160		
213		
214		
219		
221		
222		
231		
232		
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240		
251		

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MUNIS Code	Description of Activity	Amount Requested
253		
260		
291		
293		
294		
295		
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297		
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521		
531		
541		
542		

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MUNIS Code	Description of Activity	Amount Requested
552		
553		
580		
581		
582		
584		
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734		
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810		

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MUNIS Code	Description of Activity	Amount Requested
892		
894		

Total Amount Requested	\$
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Year 3 Budget

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

District District Name Here

MUNIS Code	Description of Activity	Amount Requested
110		
111		
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MUNIS Code	Description of Activity	Amount Requested
232		
233		
240		
251		
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260		
291		
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MUNIS Code	Description of Activity	Amount Requested
521		
531		
541		
542		
552		
553		
580		
581		
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MUNIS Code	Description of Activity	Amount Requested
734		
735		
738		
810		
892		
894		

Total Amount Requested	\$
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District Knox County **School** Knox Central High School

School Application

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Commitment To Serve

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

Knox Central High School has been designated as a “priority” school based on state and federal criteria. Although KCHS improved from 46.8 (16th percentile) in 2011-2012 to 52.6 (40th percentile) in 2012-2013, the school is still designated as “needing improvement.” Consequently, gaps in student achievement remain and copious work is left to be done.

Math

Comparing Knox Central High School’s 2012-2013 and 2011-2012 NCLB School Report Cards wide-ranging math deficiencies are found:

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Math - Percent Proficient/Distinguished

Math Delivery Target	2012-2013 Actual to Delivery Target Comparison			2011-2012 and 2012-2013 Actual Comparison	
	2012-2013 Actual Score	Delivery Target	Difference	2011-2012 Actual Score	Difference
All Students	11.1	27.5	-16.4	19.4	-8.3
Male	12.5	26.6	-14.1	18.4	-5.9
Female	8.9	28.2	-19.3	20.2	-11.3
Free/Reduced-Price Meals	12.0	25.8	-13.8	17.6	-5.6
Disability-With IEP	15.8	13.6	2.2	4.0	11.8
Gap Group	11.8	25.8	-14	17.6	-5.8

- According to the 2012-2013 School Report Card 4 of 6 categories failed to meet the delivery target with double-digit deficits, and the same categories experienced decreases from prior year performance.
- The disability-with IEP was the only group to exceed the 2012-2013 delivery target and demonstrate growth from 2011-2012 to 2012-2013.
- Female students fell short of the 2012-2013 delivery target by the most significant percentage and had the largest consecutive year decline.
- Male, Free/Reduced-Price Meals, and Gap groups had similar 2012-2013 delivery target deficiencies of approximately 14 percent and declines of about 6 percent from 2011-2012 to 2012-2013.

Assessment- K-Prep End-of-Course - Algebra II- Performance Levels

Algebra II EOC	School	State	Difference
All students	11.5	36.0	-24.5
Male	12.9	36.2	-23.3
Female	9.3	35.8	-26.5
Free/Reduced-Price Meals	12.8	26.2	-13.4
Disability-With IEP	17.6	15.6	2.0
Gap Group	12.5	26.3	-13.8

- The male and female groups both performed approximately 25% below state averages with females again experiencing the largest discrepancy.

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- Free/ Reduced-Price Meals and the Gap Group were 13 percent below average state performance but performed 10% better than all students.
- Disability- with IEP was the only category to score slightly higher than the state average by 2 percent.

ACT Grade 11 Mathematics Average Scores/Percentage Below Benchmark

ACT Grade 11	ACT Grade 11 Mathematics Average Score			ACT Grade 11 Percent Not Meeting Mathematics Benchmark		
	School	State	Difference	School	State	Difference
All Students	17.5	18.9	-1.4	69.8	60.4	9.4
Male	17.6	18.9	-1.3	68.0	60.3	7.7
Female	17.4	18.8	-1.4	72.2	60.5	11.7
Free/Reduced-Price Meals	17.0	17.4	-0.4	74.5	74.3	0.2
Disability-With IEP	14.3	15.4	-1.1	100.0	90.3	9.7
Gap Group	17.0	17.4	-0.4	74.6	74.3	0.3

- Free/Reduced-Price Meals and Gap Group fairly consistent with state performance in both score percent not meeting benchmark.
- Other 4 of 6 categories score consistently 1 point below state average ACT scores.
- All students and Disability-With IEP groups are about 10 percent higher in number of students not achieving benchmark.
- Female students have the largest discrepancy with state averages with about 12 percent more females than the state average not meeting benchmark in mathematics.

PLAN Grade 10 Math Average Scores/Percentage Below Benchmark

PLAN Grade 10	PLAN Grade 10 Mathematics Average Score			PLAN Grade 10 Percent Not Meeting Mathematics Benchmark		
	School	State	Difference	School	State	Difference
All Students	16.1	17.1	-1.0	87.5	74.2	13.3
Male	15.9	17.0	-1.1	87.0	73.9	13.1
Female	16.3	17.2	-0.9	88.1	74.6	13.5
Free/Reduced-Price Meals	15.7	15.4	0.3	92.3	84.9	7.4
Disability-With IEP	12.9	12.4	0.5	100.0	94.3	5.7
Gap Group	15.7	15.4	0.3	92.1	84.9	7.2

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- All Students, Males, and Females scored approximately 1 point below state scores and 13 percent more students did not meet state benchmarks.
- Free/Reduced Price Meals, Disability-With IEP, and Gap group scored consistently with state scores (less than a point above state scores).
- Free/Reduced-Price Meals and Gap Group had 7 percent more students not meeting benchmark that state average performance.
- Disability- with IEP experienced the least discrepancy with state averages of not meeting benchmark with just under a 6 percent increase.

The data clearly evidences that Knox Central High School demonstrates room for growth mathematics. Specifically the data shows that in all categories, except for Disabilities – With IEP, Knox Central is not progressing as desired. While Knox Central did meet its overall AMO for the 2012-2013 school year, a significant improvement over the previous year, math did not have suitable progress and did not meet the delivery target of 27.5. In addition, as Annual Measurable Objectives increase in subsequent years, KCHS must not only demonstrate the ability to produce gains in math but must also grow those gains annually to meet Adequate Yearly Progress. Female students exhibit the greatest disparity with state averages as well as meeting state benchmarks. However, multiple gaps between males, females, free/reduced-price meals, and Disability-with IEP groups require closure before all students will successfully achieve the school’s vision for all students to be college and/or career ready and meet Kentucky’s mathematics benchmarks.

Literacy

After careful consideration of Knox Central High School’s 2012-2013 Kentucky Interim Performance Report and the NCLB report as well as in-school data collection, the following deficiencies were identified in literacy:

Reading- Percent Proficient/Distinguished

Reading Delivery Target	2012-2013 Actual to Delivery Target Comparison			2011-2012 and 2012-2013 Actual Comparison	
	2012-2013 Actual Score	Delivery Target	Difference	2011-2012 Actual Score	Difference
All Students	43.1	59.7	-16.6	55.2	-12.1
Male	36.3	51.8	-15.5	46.4	-10.1
Female	51.3	67.0	-15.7	63.3	-12.0
Free/Reduced-	37.6	59.1	-21.5	54.6	-17.0

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Price Meals					
Disability- With IEP	12.9	22.9	-10.0	14.3	-1.4
Gap Group	37.4	57.3	-19.9	52.5	-15.1

- All students underscored the Proficiency and Gap delivery target of 59.7 by 16.6 percent. Unless further changes are made to instructional procedures and practices, KCHS may be in danger of missing this year's target of 64.2% as well.
- A significant gap of 25 percentage points exists between male and female subsets with scores of 36.3% and 51.3% respectively. Also, both male and female students missed the delivery target scores by more than 15 percentage points.
- Males (36.3%) scored lower than Free/Reduced students (37.6%) by 1.3 percentage points.
- Free/Reduced scores also missed reading target by 21.5% percentage points (59.1%-37.6%).
- When compared to delivery target, gap group showed disproportionate performance from all students' performances by approximately 3 percentage points (all students target: 59.7%-actual: 43.1%=- 16.6%; gap group target 57.3%-actual 37.4%=-19.9%).
- Students with disabilities scored 12.9 percent while all students scored 43.1 percentage points. This results in an alarming disparity of 30.2 percent gap among respective subgroups.

Writing- Percent Proficient/Distinguished

Writing Delivery Target	2012-2013 Actual to Delivery Target Comparison			2011-2012 and 2012-2013 Actual Comparison	
	2012-2013 Actual Score	Delivery Target	Difference	2011-2012 Actual Score	Difference
All Students	39.8	40.0	-0.2	33.3	6.5
Male	29.8	30.5	-0.7	22.8	7
Female	52.6	50.7	1.9	45.2	7.4
Free/Reduced- Price Meals	35.5	36.5	-1.0	29.4	6.1
Disability- With IEP	11.5	23.1	-11.6	14.6	-3.1
Gap Group	31.5	35.4	-3.9	29.4	2.1

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Only the female and African American subgroups met Proficiency and Gap delivery target. All other groups scored significantly below target as well as state performance.

Assessment- K-Prep End-of-Course- English II- Performance Levels

English II EOC	School	State	Difference
All students	44.3	55.8	-11.5
Male	37.4	50.0	-12.6
Female	52.6	61.8	-9.2
Free/Reduced-Price Meals	38.0	43.0	-5.0
Disability-With IEP	12.9	16.2	-3.3
Gap Group	37.9	42.7	-4.8

- Males scored 37.4% proficient/distinguished compared to 50.0% state average (12.6 percentage point discrepancy).
- Females scored 52.6% compared to state average of 61.5% (8.9 percentage point discrepancy).
- Free/Reduced-Price Meals scored 38.0% compared to state average of 43.0% (5 percentage point discrepancy) and 9.6 percentage points below female subgroup.
- Disability- With IEP total scored 12.9%, an overwhelming gap of 31.4 percentage points compared to all students and 24.5 percent gap between next lowest subgroup (males: 37.4%).

ACT Grade 11 Reading Average Scores/ Percentage Below Benchmark

ACT Grade 11	ACT Grade 11 Reading Average Score			ACT Grade 11 Percent <i>Not</i> Meeting Reading Benchmark		
	School	State	Difference	School	State	Difference
All Students	17.8	19.4	-1.6	69.2	55.8	13.4
Male	17.4	18.9	-1.5	69.0	68.9	0.1
Female	18.2	19.9	-1.7	69.4	52.5	16.9
Free/Reduced-Price Meals	17.4	17.7	-0.3	71.6	68.4	3.2
Disability-With IEP	13.2	15.0	-1.8	100.0	85.6	14.4
Gap Group	17.4	17.7	-0.3	71.8	68.5	3.3

- All Students: 17.8 average score; 69.2% not meeting benchmark.
- Free/Reduced Price Meals: 17.4 average score; 71.6% not meeting benchmark.

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- Disability- with IEP total: 13.2 average score; 0.0% meeting benchmark.

PLAN Grade 10 Reading Average Score/ Percentage Below Benchmark

PLAN Grade 10	PLAN Grade 10 Reading Average Score			PLAN Grade 10 Percent Not Meeting Reading Benchmark		
	School	State	Difference	School	State	Difference
All Students	16.0	16.8	-0.8	67.4	56.8	10.6
Male	15.2	16.4	-1.2	74.0	60.8	13.2
Female	17.0	17.2	-0.2	59.4	52.4	7.0
Free/Reduced-Price Meals	15.6	15.6	0.0	73.4	68.4	5.0
Disability-With IEP	12.2	13.8	-1.6	100.0	85.0	15.0
Gap Group	15.6	15.6	0.0	73.6	68.7	4.9

- All Students: 16.0; 67.4% of students below benchmark.
- Free/Reduced Price Meals: 15.6; 73.4% of students below benchmark.
- Disability- with IEP: 12.2; 100% of students below benchmark.

As evidenced from data dissemination, KCHS has much work to do and many gaps to close before all students will show adequate progress and meet expectations needed to establish college and career readiness in literacy. While Knox Central has seen small gains in literacy since 2011-2012, with ACT Reading scores experiencing small increases, there has not be significant growth in literacy, and this has been cause for concern and action.

Current Steps Taken to Rectify Deficiencies and Close Gaps:

In response to academic data collection-

College and Career Readiness Courses- 65 minutes (Read 180) see page (43).

College and Career Readiness Courses- 35 minutes (“skinny” Courses) see page (43).

Standards-Based Grading System: In order to increase students’ awareness and responsibility for their own learning, KCHS has implemented a standards-based grading system. The goal of the system is to report student progress toward the mastery of standards based on content knowledge. In this grading system, all non-cognitive data is separated from assessment. For example, no bonus points are given, attendance and participation is separated from academic achievement, and only standards acquisition is given academic measure. All targets are assessed individually, both formatively and

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summatively, so that each teacher and student understands exactly where skill deficits exist. With this information, a teacher has a targeted knowledge of what remediation is necessary to help the students become college and career ready as do the students themselves. Extended supports are given to the students who don't achieve mastery on a standard through in-class differentiation, after-school tutoring, and retesting opportunities. Student responsibility for his or her own learning and teacher awareness of targeted and needed intervention is being realized.

Data Notebooks:

Research shows that when students become active participants in their own learning and progress, they become more effective goal-setters and become more motivated learners. Therefore, students at KCHS are required to track their own progress toward college and/or career readiness through the use of data notebooks in Advisory/Advisee and core content classes. They use these notebooks as a storehouse for all relevant student data as well as a place for reflection and goal-setting. Through their notebooks, students have easy access to their formative and summative assessment results, goals that they have made for themselves in the past, and progress toward these goals. Teachers also use this data to identify individual as well as group needs to modify daily instruction. Although we have identified areas for improvement in the system including the looping of notebooks from one teacher to another, funding for new notebooks, and developing a systematic process for monitoring, students are accepting responsibility for their own learning.

In response to walkthrough data-

Professional Learning Community Protocol: KCHS administrative and Educational Recovery teams have developed a new PLC protocol to provide an effective way to ensure that rigor and relevance is being addressed in all classes. The goal is to provide all students with sustained opportunities to engage in educational instruction that addresses the evaluative level of Bloom's Taxonomy as well as level 5 learning on the relevance scale (real-world with unpredictable outcomes).

After administrative-led training was conducted and exemplars of rigorous and relevant lesson plans were given, faculty members began focusing, during bi-monthly department PLC meetings, on instructional strategies and activities. In small groups, colleagues share an activity from their lesson log. Through collegial discussion, each activity is evaluated for rigor and relevance. Suggestions are made as to how to increase rigor and/or relevance as needed. Groups then choose one activity to be shared with the whole group. During whole-group discussion, further recommendations are given, and the activities are assessed through the International Center for Leadership in Education's Rigor and Relevance Framework and Application Model Decision Tree.

After department PLC meetings, course-alike PLC members collaborate to improve their shared lesson logs. This process was necessary to warrant quality student instruction, and oversight is always ensured by the presence of at least one administrative team member's presence at all meetings. Further safeguards are provided by having all

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department and course-alike PLC meetings recorded. As a result of this protocol, individual teachers are building a tool box of instructional strategies to increase the level of rigor and relevance within their classrooms.

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

Knox Central High School was designated by the Kentucky Department of Education, as a PLA “Persistently Low Achieving” School in 2012. The following synopsis and attached chart capture the non-cognitive data.

Knox Central High School is in a rural community in southeastern Kentucky located in Barbourville, KY. Coal has served as a main source of income for many generations; however, with recent legislation, many people are out of work and moving to other locations. There are few businesses located in this area and the majority of our students currently work in the fast food and grocery chains after school. There is only one factory (Jackson MSC) that employs approximately 150 personnel. The school system serves as the largest employer in the county with over 800 employees. Through the use of the current SIG funding, we are tailoring a curriculum to prepare students to be successful on the Work Keys assessment. Our goal is for this effort to result in the application to be a Work Ready Community.

Knox Central High School has a current population of 857 students. The student population is made up of 97.2% white, 2.1% black, and .7% Hispanic. 55.6% of the population is male with 44.4% being female. All students currently receive free and reduced lunch due to our district providing the funding for all students to receive this benefit. Should that benefit not be in place, our school typically would average between 75% and 80% free and reduced lunch.

There is no significant change in these numbers from the 2012-13 school year and now.

College and Career Ready is the bulk of Kentucky’s Accountability system and has been for the past two years. In 2011, our school had 50 students that were college ready along with an additional 13 career ready total. Non-duplicated numbers were 57 College and/or Career Ready.

These numbers increased at the end of the 2012-13 school year to 78 college ready and 24 career ready. Non-duplicated numbers were 88 College and/or Career Ready at the end of the 2012-13 school year. We are currently at 46 College Ready and 4

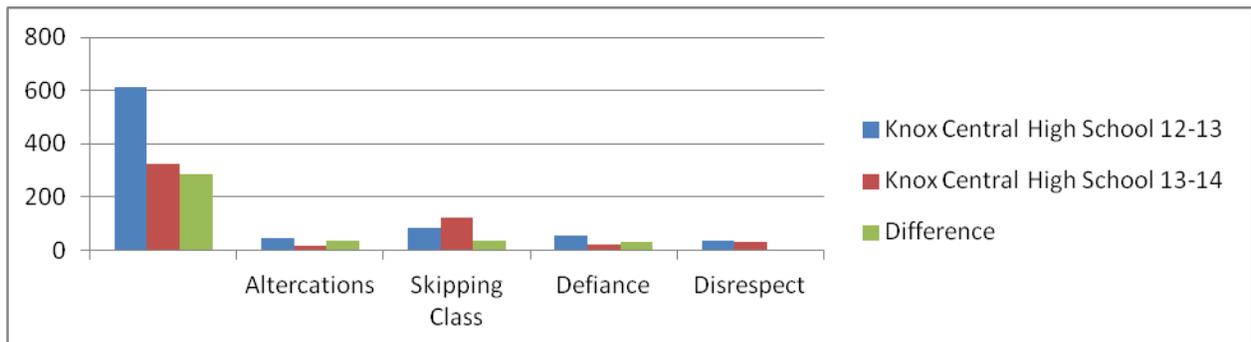
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additional Career Ready students for the 2013-14 school year and expect to exceed our numbers from last year.

Every student at Knox Central High School understands his/her role in meeting the school's vision of all students college and/or career ready. This is evidenced by the increase in both our attendance rate and graduation rate. Attendance in 2011-12 was 89.82%, 92.26% in 12-13, and is currently at 91.47%. In 2011-12, the Average Freshman Graduation Rate (AFGR) was 69.4%. This percentage increased to 90.4% for the 2013-14 school year. To ensure the continuation of increased attendance rates, personnel and Partner Corps workers meet weekly to identify students with high absenteeism and provide them with targeted interventions.

Behavior trend data indicates that behavior incidents are trending down from 613 in 2012-13 to our current level of 327. Incidents of peer to peer altercations have decreased significantly from 2011-12 with 177 to our current level of 18. This is in part due to the relationships that our teachers are forming with the students, use of the Partner Corps workers, and the implementation of conflict resolution. Currently, the highest incidents of misbehavior are related to skipping class (see figure 1.1). Knowing this, the administration will conduct a process to identify the reason for the skipping (i.e., lack of rigor/relevance, teacher-student relationship).

Figure 1.1



Knox Central High School recognizes the non-cognitive data as imperative to student achievement. In our school improvement plans, goals and strategies are identified and monitored to continue the increase in attendance and graduation rate and to address student misbehavior.

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.

Causes and Contributing Factors

- State accountability, K-Prep, ACT, PLAN, and in-school data show that instructional strategies are ineffective in reaching all learners. The data indicates that we have a large standard deviation suggesting that we have a diverse group of students on multiple levels of achievement. The large gap between learners is difficult to address without specific, individualized strategies. To date, our English and math programs do not have any resources to provide strategic, specific strategies to target students' individual needs.
- Walkthrough documentation shows that 50% or below of instruction practices lack rigor and real-world application.
- Walkthrough data concludes that although a high percentage of instruction is relevant to the content area, it is not often relevant to other content areas. According to educational research, students become more engaged when learning is cross-curricular.
- According to walkthrough documentation, the positive effects of the use of learning targets are not being optimized because the targets are not effectively incorporated into the lesson. Teachers are in compliance with having learning targets posted, and some teachers verbalize expectations through the use of the learning target. The number of teachers who maximize the use of the learning target to facilitate and guide learning is fewer than the number who do.
- Walkthrough data suggests that even though data notebook protocol has been established to encourage student reflection on the students' own learning, few teachers are taking advantage of this useful tool. Data notebooks are a part of all core classes, but the extent to which teachers use them varies greatly. Some teachers are piloting the PDSA model, which demands the use of data notebooks and student analysis of data to guide future instruction and learning. The success with this program varies from teacher to teacher as well. Next year, the entire school will be using the PDSA process.
- According to walkthrough data, engagement through 21st Century learning activities is inconsistent across disciplines.
- According to K-Prep, ACT, PLAN, and in-school data, intervention strategies are not having sustained impact on gap reduction. The intervention model that we currently employ strives to reach individual learning needs, but the model does not include school-wide research-based strategies or programs to assist teachers

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in identifying specific learning needs and then addressing them in an individual manner. To date, the intervention model does not allow students to access remediation or learning tools outside of the skinny classroom (intervention Tier II) or the Tier III intervention classroom.

- Because there are no specific programs that address this specific problem, deficiencies in the male population are not being addressed in a targeted way. The school has promoted the increase of relevancy in classrooms by implanting a walkthrough instrument that focuses primarily on rigor and relevance and by implementing a PLC process that focuses on increasing the rigor and relevance of classroom activities. While this has been a focus, it is evident that the attention has not been specifically given to the male population and its needs in reading and math.
- It is clearly evident from student performance on K-Prep, ACT, PLAN, and in-school data that students with disabilities are being underserved in all areas of accountability. Most of the students with disabilities at Knox Central are served in the regular/collaborative classroom. The school strives to place students in the least restrictive environment, and the regular classroom provides that environment for the majority of students. Many of our special education students have low reading and math skills, including a lack of necessary foundational skills. The lack of these skills creates a larger gap between the highest student in the classroom and the lowest student in the classroom, making it more difficult for the teacher to tailor instruction for each student in the classroom. Since there are no school-wide programs or strategies that are implemented for remediation in the regular classroom, it is difficult to identify where to begin with each student. There are also no available resources for students to use outside of the classroom for remediation purposes, and students who are behind need to have extra resources both inside and outside of the classroom.
- Although formative assessments are being used in the classroom, walkthrough documentation suggests that results are not always used to affect instructional decisions.
- Low performance on state and in-school assessments suggests that differentiation strategies are underutilized in core instruction.
- Non-cognitive data suggests that while most behavior incidents are trending down, skipping is on the rise. This data is not necessarily accurate as the system for tracking down missing students changed this year to allow the administration to know who has been reported as missing and who has checked out of school. This system allows for much more accurate record-keeping, and thus, creates an issue for creating trend data. Skipping, however, is still the highest incident of misbehavior. The learning activities that the students encounter in the classroom must be relevant for students to be engaged. Students who are not engaged in relevant classroom learning are more likely to

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want to “skip” class. While the school has implemented a PLC process that focuses on improving rigor and relevance, the process has only been in place since December and has not had time to show improvement with all activities. Lack of engagement also leads to students’ poor performance, and when students do not feel successful, they do not want to come to class.

- Skipping can lead to poor student achievement, as attendance in class is necessary for learning.
- Knox Central's attendance may also lead to poor student achievement; this year we average 9% absenteeism. Students are absent for a number of different reasons. The Attendance committee has identified high absentee students, and the data indicates that the students with the highest absentee rate are the students who have poor home lives. Parental support is little to non-existent, and the PartnerCorp workers strive to create relationships with these students and their guardians in an effort to increase attendance.
- A large percentage of incoming freshman arrive at Knox Central inadequately prepared to meet grade level expectations in math. The most recent eighth grade math MAP results for the 2014-2015 freshman class articulate this shortcoming. Overall the mean math RIT score of this class was 10.3 points under the norm grade level mean RIT with seventy percent of the class performing below the norm grade level mean RIT. According to the MAP Kentucky Linking Study this class’ mean RIT of 224.2 compares to the 217 cut score required for a fifth grader to be proficient on KPREP assessments. The same linking study shows that 218 is considered the apprentice score for an eighth grader. Results by goal area reveal that these significant deficiencies are consistent across all assessed areas.

Goal Area	Lo	LoAvg	Avg	HiAvg	Hi
Operations & Algebraic Thinking	34%	27%	14%	18%	6%
The Real & Complex Number Systems	42%	22%	20%	10%	5%
Geometry	36%	23%	20%	16%	6%
Statistics & Probability	38%	23%	18%	14%	8%

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Unfortunately these deficiencies are not unique to the 2014-2015 freshman class. The 2013-2014 freshman class arrived at Knox Central with similar deficiencies. MAP assessments were not implemented by the district during their eighth grade year, but their eighth grade EXPLORE data showed that only 16% were able to meet or exceed the benchmark score of 17, while 27% fell one or two points below the benchmark and the remaining 57% were deficient by three or more points.

- Low performance in math can also be attributed to the change in standards from the Kentucky Core Academic Standards to the Common Core State Standards. The incoming freshman class of 2014-2015 would only have had one year of Common Core instruction prior to entering middle school. This change created two basic disparities. First students are being assessed at Common Core grade level with most of their elementary instruction having been aligned to previous Kentucky standards. Naturally these content gaps could not be completely addressed in two years of middle school instruction. To further exacerbate the transitional difficulties all district elementary schools were given a curriculum map to follow with the implementation of Common Core standards but no standard success criteria. Each school developed their own unit lesson plans and utilized the instructional materials of their choice so students arrive at the middle school with greatly varied prior content knowledge.

The following chart represents the findings of periodic walkthroughs of the math department conducted by school administration and Educational Recovery team members that would directly affect achievement of Knox Central students

Expectations	% of Classrooms Meeting Expectations		
	September 2012	February 2013	August 2013
Math Department Walkthrough Data			
Teacher expectations clearly communicated through use of learning target	18	20	33
Intentional engagement of students by teacher	Not addressed	30	33
Teacher uses rigorous instructional activities (use of higher application and critical thinking)	45	30	33
Teacher makes real-world connections	27	40	22
Teacher makes cross-curricular connections	27	10	0
Teacher varies instructional methods to student need	73	30	56
Teacher uses cooperative learning	27	10	11
Teacher requires students to demonstrate 21 st century learner skills	36	10	22

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- The strongest instructional characteristic was differentiation of instructional activities for student need, but the quality was not evident in all classrooms and not consistently documented over time.
- The weakest instructional characteristic was instruction including cross-curricular connections which at first was evidenced in 27 percent of observed math classroom but declined to no classrooms by the next year.
- Only about one-third of classrooms exhibited rigorous instruction that included higher-order thinking skills.
- Other than differentiation no other monitored characteristic of highly-effective instruction was evident in more than half of the math classrooms over time with most only documented in 20 to 30 percent of classrooms.

Expectations	% of Classrooms Meeting Expectations		
English Department Walkthrough Data	September 2012	February 2013	August 2013
Teacher expectations clearly communicated through use of learning target	55	55	67
Intentional engagement of students by teacher	33	33	33
Teacher uses rigorous instructional activities (use of higher application and critical thinking)	55	44	11
Teacher makes real-world connections	55	55	55
Teacher makes cross-curricular connections	44	33	22
Teacher varies instructional methods to student need	33	33	55
Teacher uses cooperative learning	33	33	22
Teacher requires students to demonstrate 21 st century learner skills	33	33	22

- The strongest instructional characteristic was making real-world connections. The walkthrough data instrument that was used at the beginning of the year and that is listed above did not define real-world connections in the same manner that the International Center for Learning does, and the walkthrough instrument has changed to meet that definition. The current walkthrough instrument shows a much lower percentage of instruction making real-world connections. The PLC process is making strides in informing teachers what real-world connections look

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like, but the process is less than one year old and has not shown significant impact to date.

- The weakest instructional characteristic was instruction requiring students to demonstrate 21st century learner skills which at first was evidenced in 33% of observed English classrooms, but declined to 22% of classrooms by the next year.
- Only about 55% of classrooms exhibited rigorous instruction that included higher order thinking skills which declined to 11% the next year. Teachers are spending time trying to address the lack of foundational reading skills for students who are behind. These types of activities do not lend themselves to higher-level thinking activities. The large gap between classroom learners could be addressed through differentiation, but the students are so far apart, they need individual instruction on grade level. Currently, we do not have teacher supports for this.
- Other than differentiation no other monitored characteristic of highly-effective instruction increased over time during walkthroughs.

Progress monitoring data has shown that students do not come to the high school as 9th graders who are fully prepared for the rigor of high school. This is not an excuse but a reality check for baseline scores and for planning intervention. EXPLORE scores, from the 8th grade students, demonstrates this fact as well:

EXPLORE	FALL 2012 Data (This year's freshman)	% Meeting Benchmark
ENGLISH	12.9	48%
MATH	13.8	16%
READING	13.7	32%
SCIENCE	15.9	13%
COMPOSITE	14.2	N/A

GAP GROUPS		
Students with Disabilities	FALL 2012 Data (This year's freshman)	% Meeting Benchmark
ENGLISH	9.3	0%
MATH	10.1	0%
READING	10.2	0%
SCIENCE	12.1	0%
COMPOSITE	10.6	
Free and Reduced Lunch	FALL 2012 Data (This year's freshman)	% Meeting Benchmark
ENGLISH	12.3	40%
MATH	13.1	11%

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READING	13.3	26%
SCIENCE	15.1	12%
COMPOSITE	13.4	

- Students who enter Knox Central as 9th grade students are not coming prepared for high-school level, foundational skills. According to last year's 8th grade EXPLORE scores, only 32% of incoming 9th grade students met benchmark in Reading and only 13% of incoming 9th grade students met the science benchmark which signifies reading skill deficiencies. There is no vertical alignment of curriculum from school to school in the district which creates a disconnect between the content and rigor of material to be mastered in high school and that of the lower levels. Therefore, 68% of students come to the high school not ready for high school curriculum.
- Since the data documents that students are deficient in middle school, middle school intervention strategies may not be effective. Identified students need extra time to develop skills outside of the regular classroom. The students exit the middle school behind and enter the high school where it is even more difficult to provide remediation while learning new content. A support system in reading must be developed that would allow students remediation both inside and outside the classroom. Currently, there are no support systems that address this need at the middle school or high school level. At the high school level, we must address this need early and with multiple strategies including interventions that can be accomplished within the normal classroom setting, interventions in special placement courses, and interventions that students can access on their own.
- The EXPLORE data indicates that students with disabilities are not being reached through current instructional practices at the middle school. NONE of the students with disabilities met benchmark on the 8th grade EXPLORE. The high school staff must find ways to remediate students while teaching current content. Currently, we do not have a remediation program that is strong enough at targeting individual needs. These students will need constant progress monitoring with tailored instruction. Reading Plus, which will be purchased with this money, will provide methods to achieve these tenants for all students.

The academic data above and the non-cognitive data presented in the last question suggest that low student achievement is a combination of culture and educational disparity. While there are multiple initiatives to improve culture and classroom instruction, it appears that the academic improvement does not correspond with improvement in non-cognitive data. While behavior data suggests that strategies are

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working, academic improvement has not seen the same kind of positive trend data. While Knox Central did meet their overall AMO, there are still academic improvements to be made.

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

The School Leadership Assessment for Knox Central High School identified **five priority deficiencies** for next steps based on the audit data:

1. The principal has not created a culture of mutual trust and collegial relationships among stakeholders. Recommendations for next steps are:
 - The principal in collaboration with district leadership should cultivate a professional climate of mutual respect and trust among all stakeholders. The principal will continue to cultivate a professional climate of mutual respect and trust by providing support and monitoring to ensure PLCs, BIG Rock Teams, leadership team and advisory council function at a high level.
 - **The principal** with assistance from district leadership should design activities to **eliminate barriers** resulting in mistrust and dysfunctional relationships among staff and between school staff and district leadership.
 - The principal should use the evaluation process to foster a school culture that is focused on improving student learning and encouraging staff to put students first. The principal will use classroom walkthroughs and observations to identify instructional needs in classrooms.
2. The principal has not maximized the evaluation process to improve student achievement. Recommendations for next steps are:
 - The principal should **maximize the personnel evaluation** process to improve instructional capacity, foster professional working relationships and advance student achievement. **The principal will ensure that all individual professional growth plans for teachers are collaboratively developed to target identified areas of growth and will monitor for progress.**
 - The principal should **fully implement** all aspects of the district **certified personnel evaluation process**, including **corrective action**, when appropriate to improve all aspects of the school culture, teacher instructional capacity and student learning. **The principal will use mid-year plus delta evaluation and the certified evaluation process along with the Teacher Professional Growth and Effectiveness System to initiate and sustain change in teacher behavior in classroom practice.**

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3. The principal has not ensured all teachers use effective instructional practices. Recommendations for next steps are:
 - **The principal** should provide ongoing, **job-embedded professional development** activities that train teachers to identify design and implement a variety of research-based instructional strategies and student learning tasks. (See Page 37-39)
 - The principal should aggressively monitor instructional and assessment practices to ensure that all students are engaged in authentic, meaningful learning tasks. The principal, ER staff, literacy and math coaches will monitor classroom instruction and assessment practices through weekly walkthroughs, PLC agendas and minutes and lesson plans.
 - The principal should develop an ongoing cycle to monitor, evaluate, and provide immediate and meaningful feedback and support to teachers as an integral part of this process. The principal will intentionally schedule time to provide meaningful feedback to teachers immediately following classroom walkthroughs. Cognitive coaches will collaborate with identified teachers to plan, problem-solve and reflect on teaching practices.

4. The school council does not continuously and rigorously evaluate the effectiveness of their decisions. Recommendations for next steps are:
 - The **school council** should **establish requirements** in their policies to rigorously and continually review multiple sources of current and emerging data to determine if their decisions (e.g., financial and human resource allocation, program selections) are positively impacting student achievement at an acceptable pace. **The principal and council will create a systematic process to review and revise policies and evaluate their effect on student achievement.**
 - The school council should review all policies to ensure a focus on increasing parent and family involvement. The principal and council will use “The Missing Piece” as guidance to increase stakeholder involvement.
 - The school council and the principal should develop a comprehensive communication plan to increase two-way communication among all stakeholders. The principal and council will evaluate the current communication plan and make revisions to increase two-way communication among all stakeholders.

5. The principal has not empowered teachers as important decision-makers.
 - The principal should establish effective organizational structures to involve all teachers in decision-making. The principal will continue to utilize the

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team structure (i.e., PLC Lead Team, Leadership Team, Big Rock Teams) to involve teachers in decisions about teaching and learning.

- The school council should require standing committees to adhere to school council policy. The school council and principal will align committee policy to the Big Rock Teams.
- The principal should monitor committee meetings and resulting actions to ensure a focus on issues related to **school improvement. Big Rock Teams will report to the principal and the council.**
- The principal should require committees to adhere to open meeting laws, develop meeting agendas and maintain written meeting minutes. The principal will ensure the Big Rock Teams are monitored.
- The **principal** should establish, when appropriate, **innovative venues for stakeholder involvement.** (See page 52-54)
- The principal should ensure teachers have a voice in decision-making. The principal will continue to utilize the team structure (i.e., PLC Lead Team, Leadership Team, Big Rock Teams) to involve teachers in decisions about teaching and learning.
- The principal should require teachers to be committed to the success of every student in the school rather than just the success of students enrolled in their classes. The principal will continue to reinforce the school's vision of every student college and/or career ready by strengthening the advisor/advisee program and the 2 x 10 student mentoring program to ensure that teachers are committed to the success of all students at Knox Central High School.

Based on these recommendations, resources needed to ensure that these next steps are accomplished are the additions of a math coach. The addition of the math coach along with the literacy coach and ER team can provide guidance and support for student learning through job-embedded professional development, professional learning communities, and cognitive coaching to ensure teachers use high-yield instructional strategies, create authentic assessments, and analyze student data to meet the individual learning needs of all students thus improving student achievement.

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

During the initial School Improvement Grant process the Transformation Model was chosen by the District Transformation Team, in collaboration with the school team, and was approved by the Commissioner as the model for school improvement for Knox

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Central High School. This model is solely appropriate as the nine components of Transformation provide a needed structure to frame the turnaround work of the school. This model will continue as the structure for turnaround as the work of continuous improvement carries forward with the new SIG process.

- **Establishing and orienting the District Transformation Team**

The district formed the **Transformation Team** at KCHS after the audit results were delivered. Team members include school and district representatives who have been focused on beginning the transformation of Knox Central High School. **KASC was used to train and empower the Team** to resume their responsibilities as the SIG process moves forward.

- **Moving Toward School Autonomy**—the work of the Educational Recovery team, in collaboration with the district and school teams, will promote the work of systems that exist within a continuous improvement cycle. As we focus on these systems (e.g. strategic plan, 30-60-90 Day Plan, linkage charts, vision/purpose) and systematically build capacity with all stakeholders, the school improvement work will continue regardless of specific leaders by the end of the three-year period. The sustainability plan, created in conjunction with the Kentucky Department of Education, will be based on the SIG initiatives and will provide a concrete mechanism for continuing all of the work while focusing on the transference of responsibilities to the school and district.
- **Selecting a Principal and Recruiting Teachers**—the previous Leadership Assessment Team determined the need for replacement of the principal. The former principal was removed by the Superintendent and as the hiring process was completed, the current principal, Tim Melton was hired. The state ER team will continue to work with the school team toward recruitment of staff. (See question that references teacher incentives)
- **Working with Stakeholders and Building Support for Transformation**— A parent letter was mailed on January 11, 2012 to explain the selection of KCHS as a “persistently low achieving school”, accountability measures at the high school, how parents can get involved, and plans for the transformation of KCHS. Since then, parents have been surveyed to gauge their perceptions about KCHS, ideas for areas of improvement, and any comments they have about the transformation. This process led to the formation of the Transformation Team. The ER team collaborates with district and school leadership to design and implement an effective system that allows parents and community to have an active role at KCHS.

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- **Contracting with External Providers**—Knox Central has established partnerships with Eastern Kentucky University, the Kentucky Department of Education, Union College, Cumberland College, Southeast Kentucky Community and Technical College and the Barbourville public library. These partnerships are at different stages, with some being in full implementation. These partnerships mainly focus on academic improvement with an intense focus on literacy and math, two areas in need of growth at Knox Central. Knox Central will continue to partner with other stakeholders in order to continue improvement and growth in these areas.

- **Leading Change**—This model allows us to build strong principal and teacher leadership through the addition of Education Recovery staff in the areas of leadership, mathematics, and literacy. The Sustainability Plan will drive the work once the 3-year period ends.

- **Evaluating, Rewarding, and Removing Staff**—This model, in addition to Kentucky’s Professional Growth and Effectiveness System, focuses evaluation on specific teacher criteria with a rating system that allows for individualized teacher feedback and coaching as support for teacher growth. The emphasis, though, is on personalized professional growth and acknowledging students as co-producers of their own learning. A system for collecting and reacting to walk-through data is in place as another venue for teacher instructional coaching and coaching plans, as well as to recognize teacher expertise for the purpose of highlighting.

- **Providing rigorous Staff Development – The Transformation Model** provides that staff receive ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. The ER Team, along with the school leadership team, will offer this type of training within the scope of the work while building teacher efficacy at KCHS to increase student achievement.

After a thorough examination of the Transformation Model, our teams and the Knox County Board of Education have determined that this model is the appropriate model for the continued work.

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.

- The principal will not be replaced as he was hired July 2012 and does not warrant replacement. The current principal, Tim Melton, replaced a former principal who was removed after a leadership assessment team deemed that he did not have the capacity to lead the turnaround process. This decision was approved by the Commissioner of Education, and Mr. Melton was subsequently hired as the principal to lead Knox Central through turnaround. The district has provided and will continue to provide support to the principal. Such support includes the hiring and maintaining of district positions: curriculum, instruction and assessment directors, title one director, director of pupil personal, district assessment coordinator, career and technical director, special education director, and technology director. In addition to district personnel providing support to the school, the Educational Recovery team will continue to collaborate and advise the principal in developing systems that allow for continuous improvement.

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

- The principal will have the flexibility to meet the needs of the individual students. The teachers attend summer trainings to learn about quality instructional strategies. The staff has been given continuous professional development to improve instruction. They work together in PLC's as a department and by subject area. The core teachers have common planning which allows for this collaboration. The schedule is set up with a morning "skinny" period that addresses remediation and enrichment. These courses allow students the opportunity to improve their understanding of the content. The school uses the extended school services funds for both remediation and review. There is tutoring three days a week for the four core subject areas and night school to help students who have fallen behind in their studies.

Describe the rigorous, transparent and equitable evaluation system for teachers and school leaders adopted/implemented by the district. Provide details on how it was designed and developed with teacher and principal involvement. Explain how the system is based on student growth data, multiple observation-based

assessments of performance, formative data collection tied to student achievement and increased high school graduation rates, if applicable.

Knox Central has a tiered system of evaluation that accommodates the needs of the school and its personnel. Through the use of formative evaluation tools and summative evaluation tools, feedback is delivered continuously to staff in regard to their performance. It also allows for the school to make a successful transition to the PGES system. Since the entire state is transitioning to PGES, Knox Central has implemented a pilot PGES program along with the traditional evaluation system.

The components of our evaluation system includes

FORMATIVE EVALUATION

- Walkthroughs to document rigor and relevance
- Debriefing after walkthroughs with teacher and principal
- Coaching based on walkthrough data/evidence

SUMMATIVE EVALUATION

- Pre-observation conference before formal observation with teacher and principal
- Two formal observations for non-tenure staff
- One formal observation using PGES standards for tenure staff not on cycle
- One formal observation using traditional observation tool for tenure staff on cycle
- Post-observation conference after formal observation with teacher and principal

GROWTH PLANS

- Teacher professional growth plans reflect the goals of the district and school and meet the needs of the staff, as based on previous walkthrough data
- Teacher professional growth plans are monitored and revised as needed throughout the school year through collaboration by teacher and principal
- Professional development will be provided to support the needs of teachers' professional growth plans

INDUCTION AND MENTOR PROGRAM

- Inexperienced staff, staff new to the building, and staff who have shown to need assistance will be assigned a mentor teacher and/or mentor administrator. The mentor(s) will assist the mentee teacher in developing skills needed to become an effective teacher.
- Teachers who are consistently not meeting the expectations will be placed on a targeted growth plan or a corrective action plan.

PLUS/DELTA

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- Knox Central is also piloting a PDSA (Plan, Do, Study, Act) Model in which students are actively engaged in each step of the learning process: the planning, the doing, the studying, and the acting. Through this process, teachers are required to use the Plus/Delta evaluation to have students provide immediate feedback on the learning experiences within the classroom. These Plus/Delta evaluations should have a positive impact on teacher instruction and student learning, as students get to evaluate all steps in the process and provide teachers with needed feedback on the degree of impact teacher choices had on student learning. The process demands classroom changes and continuous classroom improvement. All teachers will be using the PDSA Model for continuous classroom improvement beginning 2014-2015 school year.

MID-YEAR REVIEW

- All teachers, in conjunction with principal(s) will engage in a Plus/Delta evaluation of his/her performance to date. The process includes the identification of growth areas to complement Knox Central's belief of continuous improvement. The mid-year review will look at all data that has been collected on each individual teacher through walkthroughs and observations.

Currently, Knox Central High School is piloting the PGES which allows for the inclusion of student growth data and data tied to student achievement. Not all teachers are being evaluated on this system this year; however, they will be evaluated on this system when there is a complete roll-out. Teachers, however, are responsible for evaluating their own classroom data from formative and summative assessments as well as their data from state administered assessments such as the EOC, PLAN, and ACT. The analysis of said data should impact teacher instruction, as teachers are expected to respond to their data and make changes that should serve to have positive classroom results in regards to student achievement.

Teachers and students are fully aware of the school's vision, and each teacher should be working to make sure that each student in his/her classes are college and/or career ready upon graduation. Teachers are tasked with determining where students are (based on formative data from the TCA or Pre-Plan exams) and working individually with students to create growth plans that assist students in becoming college ready. Teachers are also tasked with determining where students are (based on formative data from practice exams) and working individually with students to create growth plans to assist students in becoming career ready. The work that is being completed on an individual student basis should improve student college and/or career readiness numbers, but it should also show a positive correlation with graduation rate, as there are adults who are taking an active interest in making sure students understand the importance of being college and/or career ready. With a slowly increased focus on

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career readiness, the goal is that we can provide 100% of students with a career focus and goal for which they find our school prepares them.

In addition to academic data, teachers are also presented with non-cognitive data such as retention, dropout, truancy, and graduation rates. These data are used to assess whether or not current initiatives (2X10, advisory, Partner Corps) are working. Trends and data are analyzed by the principal and a team of staff; results are then addressed through multiple venues. The advisory program is designed to create a relationship between the student and at least one adult advocate. The 2X10 program is designed to target highly at-risk students and give them two to three more adult advocates who are continuously checking on their progress. Teachers document their progress for these programs and are asked to reflect on their success. Any teacher who does not respond positively to these programs will be addressed on an individual basis by the principal in conferencing and could become a matter of corrective action.

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.

- Knox Central provides opportunities for staff to become school leaders. School leaders have demonstrated the ability to collaborate and counsel while also maintaining a high commitment to continuous improvement in classroom instruction. School leaders will be selected based on criteria including, but not limited to, walkthrough data, student achievement, relevant educational background, observed professionalism, and evidence of effective collaboration. These school leaders are placed as PLC leads and are rewarded with a \$1000 stipend, paid at the end of the service year.
- Other high performing teachers are placed as mentors to inexperienced and/or new staff to help build sustainability and create a positive culture of collaboration and continuous improvement. Since our mentor and induction program is in its infancy, we have not provided monetary rewards; however, Knox Central plans to also provide stipends for mentors next year when the program is fully operational. Mentors will receive a \$750 stipend, paid at the end of the service year.

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

- As part of the continuous improvement process, the staff will be given opportunities for improvement through multiple venues including use of feedback, as well as participation in professional development, mentoring, coaching, and collaboration with colleagues. The administration will regularly observe and

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provide teachers with feedback from walkthrough and observations, including the use of data-driven conversations. The principal and assistant principals will utilize the state board-approved evaluation instrument to monitor and evaluate all personnel including faculty and support staff. The staff will also have professional development opportunities both inside and outside the school building, with the inclusion of continuous professional development within the PLCs. Staff will participate in professional learning communities and have opportunities to collaborate with peers in a way that should allow for ample growth and provide equitable opportunities for students. Support staff and ER staff will work with teachers in a coaching role through using cognitive coaching and consulting strategies to maximize teacher and student learning. High-functioning teachers will be placed as mentors to struggling, new, and/or inexperienced teachers, providing necessary peer support for growth. Target growth plans will be developed for the each staff member who needs continued support. These targeted growth plans can lead to corrective action plans based on lack of teacher improvement. If the teacher does not meet the standards necessary to improve instructional practices, the principal will recommend the teacher for dismissal.

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

Knox Central High School has met its annual measurable objective for the 2012-2013 school year; however, delivery targets in both math and reading were not met.

The Percentage of students scoring proficient/distinguished on the English II end of course exam decreased from 55.6% in 2011-2012 to 44.3% in 2012-2013.

The percentage of students scoring proficient/distinguished on the Algebra II end-of-course exam decreased from 20.2% in 2011-2012 to 11.5% in 2012-2013. Even though there was a decrease in the end-of-course exams for English II and Algebra II, there was an increase in ACT reading from 29.8% meeting benchmark in 2011-2012 to 30.8% meeting benchmark in 2012-2013.

Math saw an increase on the ACT from 25.7% meeting benchmark in 2011-2012 to 30.2% in 2012-2013. The overall composite score increased from 17.4 in 2011-2012 to 17.6 in 2012.2013.

In addition to an analysis of student achievement data, an analysis of a culture audit completed in the fall of 2012 by Dr. Roger Cleveland, and an analysis of school-wide walkthrough data indicates that students are not engaged in rigorous and relevant activities.

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- The educational recovery team and administration provided six hours of professional development focused on Daggett's Rigor and Relevance Framework. After completion of the PD, the PLC leads worked with the leadership team to create a new PLC protocol focused on analyzing the rigor and relevance of activities. During department-wide PLCs, teachers share and analyze instructional activities. Activities not deemed high in rigor and/or relevance are rewritten to a higher level before implemented in the classroom. Administrators, the curriculum coach, and the ER staff will monitor the implementation of these activities through classroom observations. This process allows the professional development the teachers received to reach the students' desks thus increasing rigor and relevance.
- A small group of teachers from Knox Central High School attended the Kagan Cooperative Learning training in late fall of 2012. These teachers have implemented these strategies during the 2013-2014 school year. The use of Kagan cooperative learning strategies has increased the engagement of students in these classes, increased academic achievement, and decreased discipline referrals. Knox Central High School will provide on-site Kagan Cooperative Learning Training to all faculty prior to the beginning of the 2014-2015 school year.
- The Educational Recovery Specialist and the reading interventionist attended the Kentucky Cognitive Literacy Model (KCLM) training. Reading and vocabulary strategies obtained during this training are shared with teachers during course-alike professional learning communities. During the planning process, literacy strategies are shared with teachers and written into lesson plans. Additional training in the use of literacy strategies will occur throughout the school year with all faculty members during course-alike PLCs. The ERS for literacy and the literacy coach will deliver this job-embedded PD and coach teachers to proficiency in implementing these strategies into their content area instruction. Regular monitoring of implementation of completed PD will occur during classroom walkthrough observations conducted by the administration, literacy coach and ER staff, through PLC meeting agendas and minutes, lesson plan review, and feedback from the cognitive coaches' visits.
- Knox Central High School visited Pulaski County High School to observe and obtain information about their intervention program. From this visit, it was determined that Reading Plus would be purchased to provide seniors who do not meet the ACT benchmark in reading the opportunity to meet benchmark. Training will be provided to ensure successful implementation of Reading Plus. The ER staff and literacy coach will monitor and provide support for the implementation of Reading Plus to ensure fidelity.
- READ 180 is the current intervention model used for freshmen and sophomores who have below grade level Lexile scores on the scholastic reading inventory.

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The READ 180 Enterprise Edition was purchased in 2005. Knox Central will use the 2013 READ 180 Next Generation, built for the Common Core, beginning in the fall of 2014. Faculty will attend informational sessions to develop an understanding of Lexile scores and how to use them to choose texts at the appropriate level for classroom use.

- Knox Central High School will also purchase **Assessment and LEarning in Knowledge Spaces (ALEKS)** a Web-based, artificially intelligent assessment and learning system for seniors who have not met ACT benchmark in math to provide intervention for these students. The use of this system was observed during the Pulaski County High School Hub School visit. All math teachers and the math interventionist will be trained to successfully implement ALEKS. The ER staff and the math coach will monitor and provide support to ensure ALEKS is implemented with fidelity.
- Ten groups of cross-curricular teachers will apply for Leaders in Learning Project Based initiative. Participation in this initiative will build teacher efficacy in project-based learning. These teachers will work collaboratively to design and implement the projects. The administration will monitor and provide support to ensure successful implementation of this initiative. Students will benefit from this initiative through the opportunity to engage in collaboration with others and to practice 21st century skills.

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

The administration, in collaboration with the Educational Recovery team, will challenge all teachers to focus on accomplishing the school vision of every student college and/or career ready by setting the expectation that all students will be highly engaged in their learning through the implementation of the continuous classroom improvement system, rigorous and relevant instruction, and strong student-teacher relationships.

Recruitment

Knox County utilizes the Kentucky Educator Placement Services to advertise openings within the district for certified personnel. Knox Central High School has strategically begun posting jobs and interviewing candidates for positions in the spring in order to increase in number and in quality their selection of candidates. The district and school also encourages alternative routes to certification through Alternative Certification for Elementary and Secondary program (ACES), and Teach for America (TFA). Knox Central High School works closely with Teach for America and currently has five TFA teachers on staff.

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To improve recruitment numbers, district representatives attend job fairs at colleges including, but not limited to, Union College, Cumberland College, Eastern Kentucky University, and the University of Kentucky. At these job fairs, Knox County can promote itself and recruit new staff. The district creates an awareness by handing out applications and promotional brochures. In the future, Mr. Melton will be attending the job fairs in an effort to make direct contact with potential candidates for possible vacancies at Knox Central. The intent is to elicit a greater number of applicants and a higher quality of applicants so as to recruit and place highly effective personnel in our school.

Placement

Students at Knox Central High School are hand-scheduled to ensure every student is on the path to college and career readiness. Special education students are placed in classrooms with teachers who have developed relationships with the students previously or whose personality will serve to motivate the students. Teachers are assigned to teach classes which meet the needs of students and not by teacher preference.

Retention

The retention of exceptional teachers ensures the success of any school. Knox Central High School will strive to provide effective teachers with opportunities for growth and leadership in order to maintain next generation professionals within the building. These opportunities include:

- Knox Central is using professional learning communities to create collaborative relationships to build positive rapport among the staff. In addition, the school has implemented an induction and mentoring program to provide struggling, new, and/or inexperienced staff members with a mentor to help them adjust to a new environment, meet building and instructional expectations, and provide them with a high-functioning partner to provide continuous feedback for improvement for student learning. The combination of PLC and mentoring will create a culture of collaboration and collegial respect leading to a higher retention of staff.
- Teachers (in collaboration) will be rewarded as Leaders in Learning with the opportunity to receive 12 hours of professional development and a requested amount of funds up to \$1000 to complete a project-based initiative. Teachers will submit an application to receive the professional development hours and the funds necessary to complete the said collaborative project. A total of 10 Leaders in Learning projects will be accepted each school year, promoting project-based learning to improve student achievement. As noted by walkthrough data and lesson plan review, project-based learning is needed in all areas. A chance to access money to complete a professional collaborative project will work to satisfy teachers' need for autonomy and creativeness, thus improving efficacy of teachers.

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- Teachers will also have the opportunity to receive a Professional Learning Stipend. Walkthrough data has indicated that rigor and relevance is of concern. To create rigorous and relevant activities, teachers must be proficient in their content knowledge. With this professional learning stipend, teachers will be able to gain valuable content knowledge that is required to manipulate that knowledge into rigorous activities. This stipend is reserved for teachers who receive an approved 12 hours of content-related professional development outside of their required 24 hours. This initiative is to promote content-related professional learning to improve teacher and student learning.
- Currently, one curriculum coach and one Educational Recovery Specialist are available to collaborate, consult, and coach staff. Research suggests that coaching is one of the necessary components for teacher growth. In the upcoming years, we plan to add another coach to have one ELA coach and one Math Coach, increasing the number of faculty that can be involved in the coaching process. Coaching, like mentoring, provides continuous feedback for teacher learning and focuses on student learning to modify teacher thinking and promote continuous improvement. Coaching does not act as a catalyst for extrinsic motivation; it acts as a catalyst for intrinsic motivation, a much more important motivation. Coaching will allow teachers to grow through collaborative planning and careful reflection, improving teacher effectiveness and teacher efficacy.
- Teacher leadership positions to enable successful teachers to grow as leaders within their building. Teachers will be encouraged to develop leadership skills in positions such as: PLC Lead, Leadership Team member, and Big Rock Team Lead.

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

Since our last school improvement grant, KCHS has implemented and refined its reading intervention protocol. In the infancy of the program, Discovery Education, Study Island, and Triumph College Admission (TCA) programs were utilized. Students were placed in sixty-five minute reading/math classes based on Discovery Education probe results and TCA outcomes.

After careful consideration of student progress, the intervention program has evolved. It was determined that Discovery Education probes were more closely aligned with KCCT standards rather than CCR standards. Therefore, it was determined that Lexile® scores were a more effective predictor of student achievement gaps, so the decision was made to transition from Discovery Ed. probes to the use of the Scholastic Reading Inventory (SRI) assessment as the universal screener for intervention placement. The SRI scores

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coupled with TCA results are now used to make determinations for intervention placement. In direct alignment with the SRI assessment is the research based Scholastic Read 180 program, which consists of daily, direct instruction of reading strategies in whole group settings, collaborative learning in small group situations, computer-assisted learning in spelling and word recognition, and silent reading time for practice and vocabulary enrichment. This program was subsequently chosen as the most effective reading program for our school. An intense sixty-five minute reading intervention class apart from math was established in an effort to improve reading comprehension, fluency, and spelling.

Results of the intervention program are encouraging, and many students are making significant progress; however, the program being used is much outdated. Read 180 now has a new system that addresses writing skills (a priority area) along with comprehension, vocabulary, and spelling. Also, it is now aligned to the new common core standards as opposed to KCCT standards. Lastly, it addresses 21st Century learning skills as it is more technologically advanced- allowing for the use of iPads, access to at-home use through the internet, and eBooks. Having the improved system would greatly increase the progress being made presently.

College and Career Readiness- “skinny” Classes:

The second leg of reading intervention involved the creation of “skinny” classes that consist of thirty-five minute interventions led by English department representatives and others who show a propensity for and certification to teach reading. The “skinny” classes continue to be utilized but have also progressed over time. Through her work with other schools in high priority status and her in-depth knowledge of KCHS student data, the Educational Recovery Specialist developed a “skinny” routine that relies heavily on the Reading Revisited program, a research-based program developed by Angela Hildebrandt that is being used in many of Kentucky’s high schools with successful outcomes. Data dissemination also determined that reading fluency was a weakness for KCHS students, so fluency exercises were added to the program. TCA and SRI scores are also used as universal screeners for placement in “skinny” classes, but criteria used differs from that of the Read 180 classes and varies as needs change. The Nelson-Denny is also used at the beginning of each trimester to determine grade level and at the end to assure student progress.

Early data based on TCA, SRI and Nelson-Denny results show that the program is having a positive impact on reading outcomes. However, students still lack the ability to read critically, and many students fail to attain proficiency in reading comprehension even after repeated attempts to intervene.

**In response to walkthrough data-
Professional Learning Communities**

KCHS administrative and Educational Recovery teams have developed a new PLC protocol to provide an effective way to ensure that rigor and relevance is being

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addressed in all classes. The goal is to provide all students with sustained opportunities to engage in educational instruction that addresses the evaluative level of Bloom's Taxonomy as well as level 5 learning on the relevance scale (real-world with unpredictable outcomes).

After administrative-led training was conducted and exemplars of rigorous and relevant lesson plans were given, faculty members began focusing, during bi-monthly department PLC meetings, on instructional strategies and activities. In small groups, colleagues share an activity from their lesson log. Through collegial discussion, each activity is evaluated for rigor and relevance. Suggestions are made as to how to increase rigor and/or relevance as needed. Groups then choose one activity to be shared with the whole group. During whole-group discussion, further recommendations are given, and the activities are assessed through the International Center for Leadership in Education's Rigor and Relevance Framework and Application Model Decision Tree.

After department PLC meetings, course-alike PLC members collaborate to improve their shared lesson logs. This process was necessary to warrant quality student instruction, and oversight is always ensured by the presence of at least one administrative team member's presence at all meetings. Further safeguards are provided by having all department and course-alike PLC meetings recorded. As a result of this protocol, individual teachers are building a tool box of instructional strategies to increase the level of rigor and relevance within their classrooms.

Standards-Based Grading System: In order to increase students' awareness and responsibility for their own learning, KCHS has implemented a standards-based grading system. The goal of the system is to report student progress toward the mastery of standards based on content knowledge. In this grading system, all non-cognitive data is separated from assessment. For example, no bonus points are given, attendance and participation is separated from academic achievement, and only standards acquisition is given academic measure. All targets are assessed individually, both formatively and summatively, so that each teacher and student understands exactly where skill deficits exist. With this information, a teacher has a targeted knowledge of what remediation is necessary to help the students become college and career ready as do the students themselves. Extended supports are given to the students who don't achieve mastery on a standard through in-class differentiation, after-school tutoring, and retesting opportunities. Student responsibility for his or her own learning and teacher awareness of targeted and needed intervention is being realized.

Data Notebooks:

Research shows that when students become active participants in their own learning and progress, they become more effective goal-setters and become more motivated learners. Therefore, students at KCHS are required to track their own progress toward college and/or career readiness through the use of data notebooks in Advisory/Advisee and core content classes. They use these notebooks as a storehouse for all relevant student data as well as a place for reflection and goal-setting. Through their notebooks,

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students have easy access to their formative and summative assessment results, goals that they have made for themselves in the past, and progress toward these goals. Teachers also use this data to identify individual as well as group needs to modify daily instruction. Although we have identified areas for improvement in the system including the looping of notebooks from one teacher to another, funding for new notebooks, and developing a systematic process for monitoring, students are accepting responsibility for their own learning.

Math

EKU Math Initiative

The overarching core concept embedded in this model is meeting the needs of the students and advancing students toward college and/or career readiness in mathematics. A rigorous curriculum combined with developmentally appropriate remediation will enable students to advance toward these readiness goals.

Accountability will be evenly and appropriately distributed among students, faculty, administration and parents/guardians.

The school has modified the master schedule to include transition courses in mathematics for seniors and advanced math courses for freshmen. The principal has realigned staffing to meet the needs of all students. The EKU Math Initiative includes the K-9 transition program and secondary transition to college mathematics courses.

K-9Transition Initiative Pilot Program

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

Secondary Transition to College Mathematics Courses

The EKU Mathematics Education team in the Department of Mathematics and Statistics was tasked to assist regional school districts and high schools in designing and implementing 'transition to college' math courses. Meetings were held in late summer of 2009 to develop pilot transition programs at targeted regional schools. The pilot program centered on a framework of content and concepts [T1, T2, and T3, roughly aligned with the Developmental Courses at EKU] that can be adapted to the specific needs and conditions in each high school. Long-term and sustainable change is best attained when the change is embedded, bottom-up, has input from the local stakeholders and is based on sound research and principles. These curricula contain all of these components. Teachers in each school are charged with designing instructional

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plans based on the curricula provided by the ECU Math Education Team. ECU Math Education Team provided materials such as worksheets, class notes, and measurement instruments (quizzes and tests) for teachers. ECU provided entrée into the KYOTE system for pre/post testing, diagnostics and scores for developmental and non-developmental placement. ECU added components for automaticity/numeracy/math fluency, college readiness, and self-directed learning. The Kentucky Commissioner of Education described the initiative as “A Best Practice in Kentucky Schools” [KDE 2009]

K-9 Transition Program Components:

- Diagnostics: Automaticity/Test Regimens
- Grade Level Tests
- Data Analysis
- Automaticity Remediation
- Algorithmic Facility
- Numeracy/Math Fluency
- Intervention/Remediation/Reinforcement/Enrichment
- K-2 Component

Although research shows that automaticity and basic skill remediation has a long-term payoff in measurable results on standardized tests, initial results show that student achievement scores in mathematics are moving upward. In one measure, MAP testing, initial data indicates upward growth in percentile scores [relative position among tested students].

- Phase 1: This meeting is to review/reiterate the program’s goals and procedures and to explain and set up the automaticity diagnostic procedures.
- Phase 2: This meeting is a PD session to review the diagnostic data and help teachers set up initial remediation regimens. The ECU Math Team will provide resources that include the Automaticity Review sheets, and teachers from districts already familiar with and successfully using these sheets to conduct sessions. Additional discussions will take place concerning other transition options currently in place at the original pilot school.
- Phase 3: Individualized remediation with computer assisted programs. Remediation - Reinforcement – Enrichment

Grades 6-12 Math Programs

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

Needs based placement [RTI for all ability groups]

Assessment leading instruction

Dynamic Teaching Model

Dynamic needs-based grouping program with flexible options for Students

Minimum goals of College Readiness. [ACT of 19]

Additional Level goals of College Algebra Readiness [ACT of 22] and Calculus

Readiness [ACT of 27]

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.

I. USE OF DATA AT THE CLASSROOM LEVEL

A. Formative Assessments

Teachers use formative assessments to provide both teachers and students with timely data from which to guide students toward the mastery of standards. Students must score a 2 on a 4 point scale on formative assessments in order to qualify to take the summative exam at the end of a learning cycle. School leadership and the Educational Recovery team monitor this use of formative assessments through teacher planning logs and PLC data analysis.

Continuous Classroom Improvement System:

Educational Recovery Staff, the curriculum coach, a special education teacher and regular education teacher have received training in the Jim Shipley Continuous Classroom Improvement (CCI) System through the Kentucky Department of Education's Co-Teaching 4 Gap Closure (CT4GC) initiative. The CCI consists of eight components. The first four components communicate the direction of the classroom through: learning requirements, class learning goal, chart and analysis of learning results, and a class mission statement. The remaining components of the CCI system are the Plan-Do-Study-Act (PDSA) components. Walkthrough data and observation of the pilot classroom for CT4GC indicates a positive classroom culture shift. The Plan section of PDSA demands the teacher and the co-teacher plan lessons based on state standards, as well as students' needs. In addition, the students have a direct voice in the planning process, allowing them to have ownership of their learning. This process increases student engagement. The teachers also use Data as well as Student Interest Inventories to help plan our lessons, making intentional efforts to reach the learning styles of every student and differentiate based on the needs. The Do section is the section where the activities the students have chosen combined with the congruency of the standards. The Study section is where the students study their Data and analyze their data through Plus/Deltas. The students use the study section as do the teachers to plan next steps. Finally, the Act section is where the students determine what they will do to improve their results and where we as the teacher and co-teacher do the same. The PDSA process has allowed for a new way of thinking and planning and above all it has given ownership of the lessons to the students in return allowing for more Rigorous and Relevant lessons and discussion within the classroom.

B. Interim Assessments

Knox Central High School uses Triumph College Admissions assessments three times a year to identify student progress toward ACT benchmarks. Students who do not reach benchmark are placed in reading and math “skinny” classes. Scholastic reading inventories and the Nelson Denny reading tests are given to students in the reading “skinny” to monitor their grade-level reading comprehension and vocabulary. Authentic common formative assessments based on the KDE transition curriculum are used to monitor student progress in the math “skinny”.

II. THE USE OF SUMMATIVE ASSESSMENTS

Summative assessments are given at the end of each learning cycle. Students who do meet mastery on summative assessments are provided a two-week window in which they are remediated and then given another opportunity to reach mastery.

Course Alike PLC:

The Course Alike PLC is a more structured PLC where teachers who are teaching the same course and content meet to plan out lessons and analyze student and class data. During these PLCs, teachers use student data from formative and summative assessments to plan lessons and determine if re-teaching is necessary. Every other week we have Department PLCs where we use a protocol to help improve the Rigor and Relevance in our lessons. Teachers bring a lesson plan or future lesson plan to this PLC and choose an activity to “bump up.” In other words, teachers select an activity and decide how to make it more Rigorous by using Bloom’s Level of Taxonomy and the Rigor and Relevance Framework.

SCHOOL WIDE RESPONSE TO INTERVENTION

Appendix B shows a visual of our intervention model.

- I. TIER ONE-** KCHS faculty uses the results of formative and summative assessments to modify daily classroom instruction. Daily learning targets aligned to the Common Core Standards provide students with an expectation for learning. Teachers also provide students with success criteria in the form of exemplars and rubrics to guide students to mastery of the targets. Teachers purposely use high-yield instructional strategies to reach individual learning needs of students within the classroom. Differentiation strategies are also used to ensure that content and/or activities are meeting the diverse needs of student. Students track their own progression toward

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mastery of targets in classroom data notebooks and have data-based discussions with their teachers.

II. TIER TWO - KCHS faculty in the areas of reading and math will teach these classes.

A. The KCHS Leadership Team will look at all previous year data from classroom, interim, state, and national assessments in math and reading in order to place students in tier 2 intervention classes at the end of each trimester.

B. Students scoring 1-3 scores below benchmark the previous year in math and/or reading will be assigned to an intervention class:

- Students in these classes will be taught only the skills that they need based on Tier 1 classroom, interim, and state test data from the previous year.
- The assigned intervention teacher will keep a record of individual student performance data.
- Tier 2-progress monitoring of student skills by the intervention teacher will take place several times per week for 12-week intervals (one trimester).
- Intervention teams will meet to discuss student data and other curricular needs.

Reading intervention involved the creation of “skinny” classes that consist of thirty-five minute interventions led by English department representatives and others who show a propensity for and certification to teach reading. The “skinny” classes continue to be utilized but have also progressed over time. Through her work with other schools in high priority status and her in-depth knowledge of KCHS student data, the Educational Recovery Specialist developed a “skinny” routine that relies heavily on the Reading Revisited program, a research-based program developed by Angela Hildebrandt that is being used in many of Kentucky’s high schools with successful outcomes.

Data dissemination also determined that reading fluency was a weakness for KCHS students, so fluency exercises were added to the program. TCA and SRI scores are also used as universal screeners for placement in “skinny” classes, but criteria used differs from that of the Read 180 classes and varies as needs change. The Nelson-Denny is also used at the beginning of each trimester to determine grade level and at the end to assure student progress. Early data based on TCA, SRI and Nelson-Denny results show that the program is having a positive impact on reading outcomes. However, students still lack the ability to read critically, and many students fail to attain proficiency in reading comprehension even after repeated attempts to intervene.

III. TIER THREE

A. Students who fall well below the benchmark in reading will be assigned to a reading intervention class for daily instruction.

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Since our last school improvement grant, KCHS has implemented and refined its reading intervention protocol. In the infancy of the program, Discovery Education, Study Island, and Triumph College Admission (TCA) programs were utilized. Students were placed in sixty-five minute reading/math classes based on Discovery Education probe results and TCA outcomes.

After careful consideration of student progress, the intervention program has evolved. It was determined that Discovery Education probes were more closely aligned with KCCT standards rather than CCR standards. Therefore, it was determined that Lexile® scores were a more effective predictor of student achievement gaps, so the decision was made to transition from Discovery Ed. probes to the use of the Scholastic Reading Inventory (SRI) assessment as the universal screener for intervention placement.

The SRI scores coupled with TCA results are now used to make determinations for intervention placement. In direct alignment with the SRI assessment is the research based Scholastic Read 180 program, which consists of daily, direct instruction of reading strategies in whole group settings, collaborative learning in small group situations, computer-assisted learning in spelling and word recognition, and silent reading time for practice and vocabulary enrichment. This program was subsequently chosen as the most effective reading program for our school. An intense sixty-five minute reading intervention class apart from math was established in an effort to improve reading comprehension, fluency, and spelling. Results of the intervention program are encouraging, and many students are making significant progress; however, the program being used is much outdated. Read 180 now has a new system that addresses writing skills (a priority area) along with comprehension, vocabulary, and spelling. Also, it is now aligned to the new common core standards as opposed to KCCT standards. Lastly, it addresses 21st Century learning skills as it is more technologically advanced- allowing for the use of iPads, access to at-home use through the internet, and eBooks. Having the improved system would greatly increase the progress being made presently.

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

I. **Trimester Scheduling-**

- A. KCHS has a trimester schedule. This type of schedule is a **3 x 5 block**. Each class is **65 minutes long for a 12-week period**. Students can get one full credit by enrolling in a class for two trimesters. This schedule allows for all the benefits of extended instructional time.
1. Requires **no additional staff** while providing more class options for students.
 2. Balancing some students' core classes over three terms allows for **increased time for learning and mastery**.
 3. **Teacher/student ratio is lowered** in order to allow more opportunities for

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individualized instruction.

B. The time structure benefits of the trimester scheduling are:

1. **Three trimesters for Algebra I, Geometry, Algebra II, English II, English III, Pre-AP and AP** courses are essential for college and career readiness. Students have **increased learning time in these courses**. They will receive instruction all three trimesters instead of just two.
2. Time for the “**skinny**” period for tier interventions and tutoring. “skinny” period was implemented during the 2012-2013 school year for 30 minutes daily. This year, the “skinny” period will run for 35 minutes allowing more time for intervention, enrichment and tutoring.

C. **Special Population Scheduling**

At Knox Central High School, students are scheduled considering not only their core classes needed for graduation, but their **IEP needs** as well. In the ARC process, student scheduling is discussed. According to the educational assessment results, students are placed in classes with collaborators that help them even the playing field. These accommodations are specified in a given student's IEP. This is one of the first considerations that is given in scheduling so that we meet both federal, state, and district guidelines in providing students with the Least Restrictive Environment for educational achievement. This is an ongoing effort with collaboration among the guidance office, principals, teachers, students, and parents.

D. **Career Pathway Scheduling**

At Knox Central High School, students are scheduled considering not only their core classes needed for graduation, but their career pathway as well. Every effort is made to schedule students in at least one full credit of classes that are offered in their career pathway of choice. When there is a choice to be made due to intervention or course failures. This is an ongoing effort with collaboration among the guidance office, principals, teachers, students, and parents.

II. **Addition of College and Career Readiness Specialist**

A College and Career Readiness Specialist has been hired to teach a trimester course which intentionally addresses deficits and risk factors that impede college and career readiness success for 9th grade students in the GEAR UP Appalachia and GEAR UP Promise Neighborhood initiatives.

This course addresses multiple needs of first year students, including academic strategies and student success strategies. Academic strategies include the use of ILPs, Method Test Prep, WIN Learning's Career Readiness Courseware, and individual and small-group tutoring as needed. Student Success Strategies include the intentional use of the *Why Try* curriculum, as well as *College for Every Student (CFES)* practices, such as mentoring, college pathways and leadership through service. Students are introduced to, and receive copies of the Center for Student Opportunity's *College Access and Opportunity Guide*. Twenty first century skills are naturally embedded in the course, with the goal of students becoming better prepared to meet the demanding needs of college and careers

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of the 21st Century.

III. Addition of Reading Interventionist

A reading interventionist will be hired to provide Tiered reading intervention during the school day using the *Reading Plus* curriculum. *Reading Plus* is a web-based program that transforms how, what, and why students read.

IV. Addition of Math Interventionist

A math interventionist will be hired to provide Tiered math interventions during the school day using the ALEKS math curriculum. ALEKS is a web-based artificially intelligent assessment and learning system.

V. “SKINNY” Period

A. **“skinny” period** is a unique 35-minute interval of time within the school day designed to give students **extended time to expand and remediate their academic goals.**

B. **“skinny” Period** features, but is not limited, to the following curricula:

1. **Tier 2 interventions in math and reading**
2. **Tutoring** in English, Mathematics, Science, and Social Studies
3. Innovative electives that **extend content, embed literacy, and utilize 21st century skills.**
4. **College and career readiness counseling**
5. **ALEKS is the proposed curriculum to be used in the math “skinny” class.** Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics he/she is most ready to learn.
6. Reading Plus is a **Common Core aligned** reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation—which are the foundation of success.

VI. Transition Reading and Math Classes

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

VII. Extended School Services/Supplemental Educational Programs

- A. KCHS offers **extended school services** after school for students who are determined to need additional tutoring **based on assessment results or teacher recommendation.**
- B. KCHS also proposes to offer two web-based instructional, practice, assessment

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and reporting programs built from Kentucky's state's academic standards:
Triumph College Admission Program (TCA) and Study Island.

- C. Both of these web-based programs **can be accessed from home and have a parent component.**
- D. **TCA is a full-length diagnostic program** that helps provide students with the knowledge to increase their ACT score. It's self-paced and contains lesson and quizzes tailored to individual needs based on individual diagnostic results.
- E. **Study Island** contains rigorous, academic content that is both fun and engaging. It will be used by all teachers to enhance their curriculum.

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.

- Internal and external communication has previously been a weakness of Knox Central, but our team has made conscious efforts to have effective, intentional communications both inside and outside of the building. While internal communications engage our students and our staff, it requires extra time and resources to engage the other stakeholders, and we have worked extensively to improve those lines of communication to increase the transparency. Through the use of the 30-60-90 day plan template, our leadership team always has a constant reminder of how actions are going to be communicated to all stakeholders.
- At Knox Central High School parent and community involvement has always been and continues to be an area of need. Since the Site-Base Decision-Making Council was disbanded, an advisory council has been acting in the same capacity as a site-base council. On this council sits two parents, and they help to make decisions about policies, school vision and mission, and strategies to help Knox Central plough into the 21st century with students who are ready for college and the workforce. These parents also happen to be highly regarded professional members of our community, which provides our council with dual representation. This council, while technically in an advisory capacity, is highly regarded by the administration at Knox Central and does help to make important decisions.
- The administration has created Big Rock Teams to help address the needs of our students. Teams are also creating ways for parents and the community to be actively involved. Currently, we have two organizations that have taken proactive steps to recruit all stakeholders. The KCP3 team is a parent/teacher organization and the literacy team works to promote literacy. The literacy team works to promote literacy across all contents and throughout the community and currently has five community partnerships and one student representative. Other clubs and organizations are required to participate in community service activities to engage the community in our school activities. These clubs and organizations must submit an application to the principal before the activity is held. The desired

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intent is for all stakeholders to become actively involved and engaged in the decision-making process at Knox Central.

- Student-led organizations, such as Beta Club, 1st Priority, and FBLA engage stakeholders as well. The Beta Club has initiated partnerships with several local community organizations including churches and banks, all of which have provided support in the form of space, materials, supplies, and monetary donations to start and continue the BackPack Program for disadvantaged students who may not have sustenance over weekends or long breaks. 1st Priority regularly initiates partnerships with local worship leaders and church leaders to create before school activities for students. Some provide speakers while others offer support with food and/or music. FFA regularly engages local community businesses and individuals to provide students with engaging real-world instructional activities. In the future, other student-led organizations will follow the lead of these three organizations, and each organization will be required to submit a proposal and conduct one community engagement activity each school year.
- To be transparent with what is happening in our building, a staff member designs a “Month in Review” that is sent to all parent with an email address. It is also posted on the website for all stakeholders to view. The information within the month in review can range from celebratory material to invitations to upcoming events. A board staff member also creates a “Week in Review” that covers events and activities from our school and other schools within our district. This is also emailed to parents with email addresses and posted on the website for all stakeholders to view. Also provided to parents and families of students will be information from School Messenger, Parent Portal, Open House events, and other face-to-face events. The district and the school also utilize the local newspapers, radio station, and television station to promote school activities to the community. Future activities will be planned with promotion in mind, with multiple outlets for engaging stakeholders. In the course of planning events, the 30-60-90 day plan template requires the identification of who and how things will be communicated. The 30-60-90 day template has been adopted by all of the sub-groups within the school, so teams (such as the literacy committee) will be using the 30-60-90 day template to create action plans. The use of this template and the effective use of it will make communication to all stakeholders intentional.
- Surveys are conducted bi-annually to gather stakeholder input (i.e., parent, student, staff/faculty, community) to help guide the decision-making process. Knox Central will use multiple venues to gather input, including online surveys and paper surveys. Paper surveys are often collected at Open House. To engage parents further, Open House dates are not just posted on the website and promoted to students, each AA (Advisory) teacher must call his/her caseload and personally invite the parents/families of those students to Open House.

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Parents remarked that they were impressed to receive a personal invitation. While School Messenger is a tool that is widely used for some urgent messages, it is the belief of our school that we must engage parents in any means possible. A personal invitation has shown to yield higher parent numbers at Open House, and we will continue to use this strategy before every Open House. In addition to using the phone communication strategy, we are also going to utilize our email capabilities. Our district has collected email addresses for a large number of parents, and as we continue to gather more email addresses, we will start using email as a major mode of communication.

- The community is engaged in multiple ways throughout the school year. One Open House per year is dedicated to career-readiness while another is dedicated to college-readiness. At Knox Central's last Open House, several colleges set up tables and talked to students and parents about college options. We also sponsor an event called Operation Preparation that is designed to help students pinpoint a career. Community members from all careers are invited to speak with students who have chosen a career in that pathway. This activity is an annual event, and will continue to occur annually, to help our students make informed decisions about their career choices.
- The community, parents included, is also invited to several student-led events each year. There are band and choir concerts, art shows, and coffeehouses that are all celebrations of student work. These provide the opportunity for students to showcase their talents in these respective arts while engaging our community.
- Teachers, individually, also engage parents by using such outlets as email, Remind 101, Edmodo, and other online communication tools. These tools allow parents to not only review school work and assignments, but they also allow for parent-teacher communication. Such communication is not just desired or required, but it is vital. Teachers are learning to use such tools to increase parent involvement, a key ingredient is raising student achievement.
- In addition to all of the things that are previously mentioned, Knox Central is going to strive to provide even more family and community supports to get meaningful input with planning and implementing and engaging partners in the school's improvement plan for the next three years. The principal, a teacher lead, and the Educational Recovery Leader attended a training on the Missing Piece and plan to use this information to improve stakeholder involvement. The first step will be to administer the needs assessment survey to the advisory council, then to KCHS staff, and then to the parents. We will also be using the 30-60-90 improvement plan format with our leadership team to find innovative ways to involve all stakeholders.

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

Knox Central High School was designated by the Kentucky Department of Education, as a PLA “Persistently Low Achieving” School in 2012. Since that time, the Knox County School District has provided extensive technical and monetary assistance to our school through Title 1 Funds, I3 Grants, Gear-Up Grants, and Professional Development funding.

During the summer of 2012, the district assisted Knox Central in purchasing iPads and charging carts for our math teachers. These are currently used in place of books within our math department, incorporating all grade levels from freshmen to seniors.

The District works directly with KEDC to establish bandwidth suitable for Bring Your Own Device (BYOD) policies. KEDC established drops for every classroom, ran additional wiring throughout the building, and mounted wireless routers in key locations throughout the facility. The District technology coordinator is currently working with KEDC to rework the routers and put more of them in high usage areas. District personnel are also working with KDE to establish more bandwidth for this location. This additional bandwidth facilitates our proposed purchases of Chrome Books and additional Tablets.

One district technology person is assigned to Knox Central High School. This person reports daily to our school and repairs any technology issues that we are having. The District initiated a new work order system in 2012. With the new system in place, all technology work orders are submitted through IT Direct. As directed by the Superintendent, all Knox Central High School work orders are a district priority as we are a PLA school. This allows the technician to analyze recurring problems and work to correct those. Systemic problems are elevated to the Technology Director level for recommended methods of repair for sustained operations. The work order system allows us to monitor timeliness of the repairs.

District personnel assist in the disposal and replacement of outdated equipment. This ranges from computers and printers to scanners and projectors. Equipment is disposed of in accordance with local board policy. They further assist in purchase and replacement of new systems.

Missy Evans serves as our contact person for Advance-Ed initiatives and works with our administration and teachers to schedule training such as Laying the Foundation (LTF) for pre-AP courses, and ensuring we receive appropriate reimbursements. She further serves our school as the Gear-Up grant coordinator, I3 grant coordinator, and our contact person for all matters related to Infinite Campus. She accompanies the district team conducting walkthroughs utilizing the ELEOT model. Walkthrough data is shared with administrative staff and conveyed to teachers. She further coordinates PIMSER training for Math and Science within our school.

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Frank Shelton serves as the district Public Relations officer; however, he works extensively with our school. Specifically, he conducts Professional Learning Communities with Community Technical Education (CTE) personnel. In addition, he conducts walkthroughs of CTE personnel, schedules and facilitates WorkKeys and KOSSA testing, works with school administration in writing grant proposals, and works with scheduling CTE courses for the upcoming school year.

Pam Williams is the district Title 1 coordinator. Her assistance through the district to our school includes: approving and tracking teacher/administration professional development hours, assisting school administration in scheduling specific PD for the school, monitoring funding and implementation of the Title 1 school wide project, and conducting district walkthroughs utilizing the eWalk program.

The district provides after school transportation for night school and extended school services. These buses transport students home and provide a necessary benefit for those students behind in either grades or credits. Transportation for this activity consists of 4 buses for 3 days per week (Tuesday-Thursday). This service is provided at no cost to our school.

Gina Sears (District DPP) provides extensive assistance for Knox Central. Two DPP personnel attend our weekly attendance meeting and provide updates related to students that we have identified as high priority or high risk students. Updates include any court actions, home visits conducted, updates on student home circumstances, and new locations of students after their moves. They also conduct home visits as requested by the administrative staff at Knox Central. Ms. Sears also provides guidance for Home Hospital students and assigns certified district staff to work with these students. She manages the FRYSC centers and monitors their activities as well as serving as the drop- out prevention coordinator and KEES money facilitator.

Stacy Imel works with staff on CIITS and the new evaluations system PGES. These initiatives from the state and high school level are now incorporated into the middle and elementary school processes. Mrs. Imel also manages the new teacher induction program at the district level. Further assistance is provided for the Consolidated School Improvement Plan (CSIP) and Consolidated District Improvement Plan (CDIP) to ensure the goals of the district and goals of the school are nested to meet the needs of the students.

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.

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

The Kentucky Department of Education conducted a school leadership assessment of Knox Central High School during the period of 11/27/2011 - 12/2/2011. Pursuant to KRS 160.346, the Leadership Assessment Team then found that the principal does not have the ability to lead the intervention and should not remain as principal of the school to continue his roles and responsibilities as established in KRS 160.345.

The District removed the principal from Knox Central High School and assumed authority over the school. A new principal was named and now collaborates with the Superintendent and district leadership to ensure that systems are in place to implement recommendations by the Leadership Assessment Team and remove barriers to learning. (Principal was replaced with the current Principal.)

The Leadership Team also found School council does not have the ability to lead the intervention and does not have the capability and capacity to continue its roles and responsibilities as established in KRS 160.345. The result was the school's existing SBDM council was abolished and a new council was appointed by the Commissioner to serve in advisory capacity.

Knox Central presently has two Educational Recovery Staff members, one Educational Recovery Leader and one Educational Recovery Specialist, assigned by KDE who work directly with the principal and district leaders to ensure that specific actions on aggressive timelines are planned, implemented, and evaluated to improve student achievement.

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

- Attached is the policy for the transfer of in district staff. In addition, the principal and the superintendent have a plan for improving the staff at Knox Central through a collaborative effort of staffing. Certified staff shall not be transferred to a school identified under No Child Left Behind as a Persistently Low Achieving School without the mutual consent of the teacher and principal. This is a strategy that is included in the district CDIP and school CSIP.

PERSONNEL 03.1311

- CERTIFIED PERSONNEL -

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Transfer

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

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

REQUESTS FOR TRANSFER

Employee preferences may be considered when making transfers and/or changes in assignment. Requests for transfers must be submitted in writing to the Superintendent.

VACANCIES POSTED

Under procedures developed by the Superintendent, a listing of all District job openings shall be posted in each school building on a timely basis and shall refer interested persons to the Central Office job register for additional information.

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

The district will lead the curriculum revisions and will have all curriculum and pacing guides loaded into CIITS. Learning checks and assessments will be administered after each unit through CIITS assessment module. Data analysis will occur at district and school level to monitor progress. If progress is not being made, the district will convene a curriculum team of teachers and administrators together to make adjustments and identify gaps.

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

- PLC's to analyze student data, address gaps, and monitor progress toward quarterly goals.
- Quarterly data reviews to monitor progress toward meeting annual SMART goals.

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- Formative assessments will be administered and students not meeting benchmarks will be identified to receive remediation through classroom instruction, extended learning, and tutoring during ESS before they retest. Students must meet benchmarks on formative assessments before they are able to take the summative exam.
- The district liaison Stacy Imel will collaborate with school level leadership team, instructional coaches, and teachers to identify areas for improvement to achieve goals.
- The leadership team, which will include district liaison Stacy Imel, will meet monthly to analyze the progress/status of 30/60/90 day plan and make revisions as needed for growth.
- PLC's will refine curriculum to identify gaps and develop a plan to address these gaps.
- Comparative Walk Through Data will be analyzed to ensure that teachers are effectively implementing the curriculum with fidelity.

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

The district will provide professional development to teachers based upon individual professional growth plans and district and school improvement plans. The district has offered and will continue support to special education teachers through state conferences such as CEC, Kentucky Speech Language Hearing Association, Medicaid Conference, and KECSAC. The district has also supported work through the Southeast/Southcentral Special Education Coop.

On a district level, the district has offered professional development for IEP development and co-teaching. The district special education office has also has sent two special education teachers to the National Teacher of Mathematics Conference and KAGAN professional development.

At Knox Central, one of our most successful professional learning experiences has been the Co-Teaching for Gap Closure (CT4GC) experiences that a special education teacher and the regular education teacher team have participated in since summer 2012. This team has seen increased achievement of our students with disabilities. With this grant, we plan to expand this training to include four additional teams. Additional support for these special education and regular education staff members will be provided by District Special Education Director and Director of Curriculum, Assessment and Instruction. These district staff members will work with Knox Central staff to ensure

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that all staff members participating in this training practice their new learning. Additional support and coaching for co-teaching will be provided to teachers by the Southeast Special Education Cooperative.

Traditionally our district has had a very small percentage of limited English proficiency students. At the present time, our professional learning experiences have been very limited. District staff has attended the TESOL conference. To help support Knox Central, District professional learning funds will fund a school level staff member attending this conference in 2014-2015 and 2016-2017. District and school professional development committees will continue to explore additional ways to address this growing need.

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.

The district has secured two grants to assist with increasing the enrollments and passing rates in AP courses along with using the open enrollment philosophy to ensure all students even low-achieving have the opportunity to participate. The district has partnered with Advance Kentucky to receive additional funding to train all Pre-AP teachers and AP teachers through extensive formal and informal training with a focus on rigor, additional time on task for students, financial incentives based on academic results, cultivation of teachers who provide leadership to the program by mentoring other teachers, and measurement and accountability for results.

The other funding source to assist with increasing enrollments in the AP courses is through a five year I3 grant and partnership with Berea College.

Goals and Objectives:

Goal 1: To increase the academic achievement of students in math, science, and English

Obj 1.1: To increase AP enrollment by 10% each year

Obj 1.2: To increase AP exam passing by 10% each year

Obj 1.3: To increase the number of students at ACT benchmark in math, science, and English by 25% by the end of the project

Obj 1.4: To increase teachers' confidence in their teaching of math, science or English to 75% by the end of the project

Each year of the project, AP enrollment and AP exam qualifying scores will be tracked to document attainment of a 10% increase. Student achievement in reaching ACT

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benchmarks in math, science and English will be tracked over the duration of the five years of the grant by collecting EPAS data each year. Pre-AP teachers including all middle school teachers from grades 6-12 will enroll in Laying the Foundation and will participate in a three year training that will also supply curriculum resources and mentoring over the five year period of the grant. Teachers' confidence in teaching their course areas will be tracked over the course of the grant.

Goal 2: To improve the college-going culture in schools

Obj 2.1: To decrease the high school drop-out rate by 20% by the end of the project

Obj 2.2: To increase college matriculation by 20% by the end of the project

Obj 2.3: To increase college persistence by 20% by the end of the project

An achievement counselor has been hired and will work together to help students and parents understand the importance of enrolling in and successfully completing rigorous course work and AP courses. Achievement Counselor will advise students and parents on college access concerns, including financial aid and literacy. Through the Achievement Counselor, a decrease in the high school drop-out rate and increases in high school graduation rates and college persistence will be realized. More students will be prepared to enter college and fewer students will need remediation before taking college level courses. More students with qualifying AP scores will enter college with several course hours of credit and thus will have a head start on some of their peers entering at the same time. Berea College and the district will track drop-out rate trends, graduation rates, college enrollment and college persistence throughout the five year period of the grant. Progress toward meeting the goal and objectives will be reported yearly.

Required Services of Achievement Counselor

- Meet with the AP Potential students. Then identify a shortlist of students (min of 5% of student body) who have shown the greatest promise for AP Track after the interviews.
- Build a relationship with parents of students on caseload (group/individual meetings, letters)
- Home visits to meet with parents (and students) to discuss AP courses.
- Meet with students who are at risk of failure in AP courses to identify needed supports and recommend services/actions.
- Recommend tutoring and study sessions in AP subjects to AP course enrolled students, as appropriate.
- Discuss high school education requirements: specifically pre-college curriculum and career pathway requirements

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- Familiarize students and parents on college application and financial application, as needed.
- Identify Middle and High School students who show potential for pre-AP and AP course enrollment (based on EXPLORE scores, grades, teacher recommendations).
- Utilize ILP for planning the transition from Middle to High School as appropriate.
- Provide workshops on pre-college curriculum and AP courses (4 workshops must be for parents but can include financial aid and college applications).
- Attend Vertical Team Meetings.
- Disseminate information on school based and regional AP Tutoring and Study Sessions.
- Participate/Speak at school/classroom programs about AP courses.
- Collaborate with other programs, such as Partners For Education grants (PN, GEAR UP, TRIO) and Youth Services, on the role of AP in college enrollment.
- Identify students who show potential for AP track (based on course enrollment, EPAS scores, teacher recommendations, GPA) in Math, Science, and English subjects. (A list of students scoring 2pts below benchmark on Explore and a list for PLAN must be generated)
- Identify a shortlist of AP Potential students for providing more intensive services (must be at least 5% of student body). The Shortlist of AP Potential Students will serve as your Case Management Group. (Complete and submit the roster of students)
- Provide group level attendance data for all students at the high school (e.g. distribution of absences). Also provide data on students considered to be “Chronically Absent”. Utilize the Early Warning System and monitor attendance data on case management group.
- Work closely with the AP Coordinator to identify AP courses, student slots. (Must complete the i3 Designated School AP Data Form)

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

Transition activities begin during the fall of students' eighth grade year. The following are our initiatives to assist eighth graders through their journey to high school:

- The Ambassador Program
- Vocational Studies Exploratory
- Career Pathway Advisory Sessions/Operation Preparation

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- Transition Night

The Ambassador Program is a peer-mentoring initiative. Sophomore and junior students are selected through an application process to serve as mentors. Mentors fill out profiles, highlighting their interests, career pathways, extra-curricular activities, etc. The profiles are then displayed in the middle school hallways for students to "shop" for a mentor. During this process, mentors are trained and given an itinerary in preparation for them to guide their mentee on tours. This visit is a general get-to-know-you day as well as a grand tour of the school from how to take the shortest route to class to the importance of college and career benchmarks to how to turn in an excuse. Mentors also introduce them to staff if available. In the spring, eighth graders return again to attend fourth period and have lunch with their mentors. When they begin high school as freshmen, they are already plugged in with upperclassmen, have already learned how to navigate the building, have met some of their teachers, and have experienced a high school class.

In an effort to keep students interested in school and link them with a pathway of interest early, we also allow eighth graders to attend our local Area Technology Center during the day. Students who are interested in trade skills, tactile learning, and health science careers spend part of their day exploring vocational classes. They rotate through the different opportunities throughout the year. As freshmen, they can choose these options as career pathways and begin working toward a certificate as part of their high school schedule. They have already been exposed to the career and the vocational setting which gives them an advantage.

Throughout the year, students engage bimonthly in a mentoring/advisory period discussing career options and pathways with their faculty mentors. Together, they explore growing job fields and the education and training needed to obtain positions in these careers. This in turn helps them in choosing a career pathway as they begin scheduling for their freshman year. It also guides them in choosing a community mentor for the March state-wide event Operation Preparation where students are afforded a mentoring session with someone from the community who is working in the student's field of interest.

Our final effort to ease transition is our Transition Night in April. Eighth graders and parents are invited to an informational session conducted by guidance staff. Career pathway options are explained in depth and time is given for one-on-one advising concerning the student's interests and needs. Students are then able to schedule classes for the following year having been exposed to informative discussions all year long. They enter with an understanding of what the pathway studies entail.

In addition to making the transition from eighth to ninth grade easier, these initiatives give them year-round exposure to high school and prepare them to make informed decisions concerning freshman year.

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Describe strategies to increase graduation rates.

	08	09	10	11	12
Drop-Out Rate					
KCHS	3.3	3.7	2.8	2.7	1.9
District	3.3	3.7	4.6	2.4	2.8
Retention Rate					
KCHS	9.9	7.8	4.2	3.9	5.6
District	5.1	4.2	4.2	3.4	3.6
Transition Rate					
KCHS	99.5	95.9	100	100	99.5
District	97.4	94.9	96.4	98.3	95.2
Attendance Rate					
KCHS	87.7	89.1	90.1	91.1	90.7
District	91.3	91.8	91.7	92.3	92.4
AFGR					
KCHS	69.2	74.6	68.6	69.4	69.7
District	62.4	67.2	62.3	65.5	67.6

Knox Central High School and the district team strive diligently to increase the graduation rate by continually evaluating goals and objectives related to increasing our number of graduates. The school and district work with several programs to ensure that student's needs are being met. KCHS and the district utilize grant programs from Berea College such as Gear-Up, Partner Corp, and College and Career Readiness to help ensure that our students are receiving the support they need to become college and career ready high school graduates.

The DPP provides KCHS with one full time attendance officer/liaison that is housed on the KCHS campus. There are also 2 other DPP attendance officers that meet with the team on a weekly basis to work with identified or at-risk students. The DPP office provides home visits, student conferences, court updates, and help keeping home hospital students in contact with the school. The DPP office provides attendance updates and to the school and works closely with the attendance clerk and guidance office.

The overall goal is to decrease the drop-out rate by 20% at KCHS. The DPP office will provide grade level attendance data for all students, monitor attendance data, work with KCHS staff to identify at risk students, collaborate to provide services with Partner Corps staff, YSC, achievement counselor, and Gear-Up staff.

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

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Knox Central High School embraces the importance of a safe school environment for students and staff. Knox Central high school has a SRO (School Resource Officer) that works at the school every day. This position is paid by the board, but is not a certified police officer. He opens the building each day, checks entrances, monitors the parking areas and hallways, assists administration in the enforcement of school rules, and monitors student parking pass compliance. He maintains a visible presence throughout the school during the day.

Knox Central High School partnered with the Kentucky State Police to conduct the Operation Ghost Out Program during the 2012-13 school year. This program is conducted every 2 years with Juniors and Seniors to promote safe driving. The emphasis is on drinking/driving and texting/driving and the impacts it can have on a school, community, and family.

The Kentucky Center for School Safety conducted an audit during the early part of the 2013-14 school year. Some of the exemplar items were the Emergency Management Plan (noted as being a model plan), the conduct of drills (Fire, Earthquake, Tornado, Lockdown, and Evacuation), teacher/student/administrator relationships with over 85% of students having a trusted adult in the building, and the incorporation of Fire, EMS, and Police in the initial planning processes.

Administration works closely with the CDW (Court Designated Worker) to assist students who are truant, have charges filed against them, and any other court related issues that may arise. This relationship has fostered positive results over the past two years and continues to grow. The CDW is currently putting together a program for our students on cyber-bullying, bullying, and related consequences as it pertains to the court system.

Quarterly safety meetings are conducted with custodial staff and information is relayed through staff meetings about safe operating procedures. These procedures range from ladder use to excessive use of plugins to monitoring in the hallways. Agendas are kept to document the meetings. These meetings are designed to help lower our Worker's Comp insurance and promote positive safety within our building.

Administration monitors daily duty rosters of all faculty and staff members to ensure ample supervision is provided throughout the school. The cafeteria, high traffic areas, entrances and exits, restrooms, parent drop off, and the bus loop are the focus at the beginning and ending of the school day. During the day, all faculty are required to stand outside their doors during classroom changes to monitor the hallways. Administration monitors the restrooms. All faculty members are required to keep their doors locked during the school day. Cameras are located throughout the building to monitor safety.

Parents are informed of the drop-off and pick-up procedures, including the fact that persons picking up students have to show proof of ID and sign sheets. All students

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have to purchase parking passes, and all employees and students must display parking permits in their front windows. This allows our SRO to

Describe the strategies implemented to improve school climate and discipline.

- The administration works with staff to deter negative behaviors that take away from the learning environment. Using an instructional perspective, social skills will be taught the same as academic skills, thus reducing problem behaviors by teaching functional replacement behaviors. Instruction is focused on defining, teaching, and encouraging expectations in all settings for students and staff. The use of research-validated practices, interventions and strategies, and the core standards to achieve school goals and outcomes will be used. Focus on developing policies, establishing sustainable leadership and implementation through continuous self-assessment and evaluation, and fidelity of practices will be maximized. Professional development opportunities on setting up procedures and setting classroom expectations have been made available, and are observed in the formal observation process.
- Data collection will be used to guide decision-making at multiple levels (i.e. school, classroom and non-classroom areas). Using a functional perspective, in which the factors that cause problem behaviors will be identified directly to build efficient and relevant behavior plans. Plans can be developed for both the school and individual student level so that these behaviors can be addressed immediately to maximize the use of the instructional process. The principals work directly with students to create behavior plans that steer students away from negative behavior and towards positive behavior.
- To foster positive student to student relationships, students are encouraged to visit teachers, staff, and administrators before confrontations erupt. The belief that students can and will behave in positive manners if given adequate direction guides the direction that Knox Central has taken to promote early action. This has promoted a significant reduction in the number of fights. The first year that mediation was used as a means for prevention, there were 177 fights. The second year, which number dropped to 45. This year, that number is currently at 20. Not only has a proactive approach served to create a reduction in fights, over the past two and a half years, it has also reduced the number of mediations each week. During the first year, the principal reported as having up to 15 mediation conferences per week. During the second year, the principal reported

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having up to 10 conferences per week. This year, the principal reports that mediation conferences are down to 1-2 per week.

- Knox Central also has a partnership with the University of Kentucky to promote healthy student to student relationships, teach suicide prevention, and illuminate bullying and cyber bullying through their Green Dot program. Approximately 300 students participate in the actual program, are provided with 6 hours of training per year, and act as Green Dot representatives. The entire student body is given training on suicide prevention and cyberbullying through by the Green Dot staff.
- To improve relationships of incoming freshmen and promote a healthy transition, eighth grade students are paired with ninth to eleventh grade high school student mentors and visit the high school three times per year. These students go to class with the mentors, eat in the cafeteria, and learn traffic patterns. Pairing students with ninth through eleventh grade students allows them to continue to have that mentor at the high school when they arrive as freshmen.
- Knox Central and its faculty and staff have a high regard for student-teacher relationships and the impact that the quality of these relationships have on the behavior and attitude of student. The principal has reported that teachers who foster positive student-teacher relationships have fewer discipline issues than teachers who do not foster positive student-teacher relationships. As the belief of relationships has manifested into our culture, the behavior and attitude of students have seen a paradigm shift.

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

Knox County Schools has supported a full day kindergarten program for more than ten years and plans to continue to do so. The district also offers a full day preschool program to eligible students and has done so for the past four years. Both the preschool and kindergarten programs use a scientifically researched based program by Success For All. The district uses general funds to support the full day program for both kindergarten and preschool.

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

The major source of funding in our District is the Kentucky SEEK funds which are administered by the Kentucky Department of Education. The Kentucky General Assembly establishes a per-pupil amount of funding for each budget cycle and that guaranteed base funding is distributed out to school districts based on average daily

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attendance (ADA), adjusted for growth. The District budgets state and local funds using information about our students, facilities, and staff to meet the student learning needs, priorities, and goals. As a result, schools have varying levels of resources and services dependent upon their individualized needs. Our District allocates Title I, Part A and other federal funds by using the “at-risk” student population which are the students that qualifies for either free or reduced meals. Those amounts allocated to schools will vary depending on that population.

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.

NONE.

Actions

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

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

District administrators, principals, assistant principals, instructional coach and educational recovery staff have been trained in the calibration walkthrough process. Calibration walkthroughs have already been conducted giving the district baseline data to use when continuing walkthrough observations during 2014-2015 school year. The calibration walkthroughs will be used to monitor changes that are being made in classroom instruction related to the professional development the faculty and staffs have been receiving. The KCHS leadership team that includes ER staff has identified rigorous and relevant instruction as an area of need and will continue to monitor teacher growth in this area during each walkthrough observation. Calibration walkthroughs will be conducted by the district once a trimester to provide the Leadership Team and faculty valuable feedback on progress made and next steps needed in the transformation process at KCHS. The District Liaison will utilize district staff to do reviews of 30-60-90 day plans, TCA data and quarterly reports to the Knox County School Board and the Education Recovery Directors to monitor instructional practice changes.

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

The School Administrative Team has already reassigned a variety of current school personnel in order to maximize teaching and learning. In the 2013-14 school year,

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reassignments have occurred in English 1, English 2, Algebra II, Geometry, and Biology. Teachers were reassigned based on their expertise in the subject area, knowledge of intervention work, instructional effectiveness, and positive teacher-student relationships. As part of our revisions, the proposed math coach/interventionist positions have been collapsed into one position requested for next year as part of the current SIG process in order to design and deploy the following work:

- Analyze and build capacity with others to analyze student data and allow it to inform systematic and instructional changes
- Focus on strategic coaching plans (developed from Cognitive Coaching) for teachers based on walkthrough data and Professional Growth and Effectiveness System work
- Build a collaborative of stakeholders (e.g., leadership team members, teacher leaders, advisory members, parent members) to create and maintain a successful tiered intervention system.
- Lead the use of the ALEKS tool with fidelity. This tool, purchased with the SIG dollars will serve as the math intervention curriculum and as a supplemental tool for math individualized instruction. Currently, math intervention curriculum is developed by teachers and randomly utilized. Math data indicates that students have not experienced a systematic program based on longitudinal data.
- Reading Plus is a tool that is imperative for successful tiered intervention and is proposed in our plan. Research with other Priority Schools has been conducted by the Knox Team and has validated the need for this tool based on student results and the fact that all students will be able to access this. Teachers will use this to provide personalization of learning for all students during regular instruction and during intervention. Other reading initiatives have been removed from the grant application.

This Interventionist position will be sustained by the Knox County School District through a portion of one-third of the salary being assumed by the district each consecutive year from SEEK funding, Title II funding, and from appropriate grant funding. The cost for the ALEKS tool and Reading Plus will be assumed completely by the District through the General Fund or through the KETs Offer of Assistance.

The School Administrative Team will analyze quarterly formative, summative and benchmark data to monitor the effectiveness of these changes. If data indicates a needed reassignment, this change will be made. The nonrenewal of non-tenured staff is always a place to re-examine the applicant pool if student data does not

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support effective teaching and learning annually. Occasionally, teacher-student looping has occurred based on need.

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

The primary dedication of existing funds within the allocation of teachers will address math and literacy. These funds will support root causes relating to transition and retention rate of our 9th graders. Allocations for instructional materials will be dedicated for items that are related to college readiness courses, ACT prep, quality core in mathematics and language arts, and will support SMART goals related to literacy, math, and EPAS.

Professional development funds will be committed to protocols for academic performance and will address SMART goals related to math and literacy. The spending of Perkins dollars will be channeled toward appropriate technology for student use during instructional times rather than with traditional trips, etc. As we work toward students being co-producers of their own learning, we must provide them the technology tools and resources to extend and personalize their own learning.

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.)

Upon the recommendation of the Department of Education Leadership Assessment, the SBDM council at Knox Central High School has been replaced by an Advisory Council, with the sole purpose of "practicing" appropriate governance techniques and of reviewing policy that may serve as a barrier to the turnaround process at the school. This council is presently creating and revising school policy that enables its transformation. The policies are reviewed by the Knox County Board of Education and the KCHS Advisory Council annually based on the following proposed policy:

"It is intended that Board policies shall cover matters within the authority and discretion of the Board and not matters otherwise required by law or regulation. Such policies shall be kept up-to-date by filing annual amendments thereto by August 15 and shall be public records.

Except when indicated by an emergency situation, the Board will not enact or revise policy in the same meeting that it is initially introduced. Additional readings shall not be required if the Board amends the policy proposal under consideration at either the first or second reading.

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Exception: Policy exemptions may apply to a participating school of innovation as specified in the District's application for district of innovation status as approved by the Kentucky Board of Education.

All policies are kept up to date and policies in need of updating are done so before August 15th. Policies that may necessitate the review are those that relate to curriculum, graduation requirements, career and technical education and technology policies.

These will be reviewed by the District Curriculum, Instruction and Assessment Directors in collaboration with the school leadership teams and ER staff annually.

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.

The Knox County Board of Education has permitted Knox Central High School to adopt school specific policies that improve student achievement and the overall learning environment. The school has the freedom of adopting policies and practices that are best based on recommendations of the previous Leadership Assessment.

The District has secured grant funding to add additional course offerings at the high school including rigorous Project Lead the Way Pre-Engineering and Biomedical Sciences. A middle school component of the engineering program has been added to help ease transition from the feeder school. Since the Leadership Audit, the District has approved the school's use of a trimester schedule which allows for a "skinny" enrichment and intervention class period added to the school day to help increase school attendance and provide extra opportunities for mastery learning and academic extracurricular involvement.

The District is working with the principal to use the evaluation process to foster a school culture that is focused on improving student learning and encouraging staff to put students first. The District is modeling the ELEOT observation tool adopted by Knox Central as a walkthrough evaluation tool for all schools.

The District has permitted Knox Central High School to operate internally with a zero budget for departments and services. The zero budget allows for the purchase of resources that have the most impact on student achievement while eliminating any waste or purchases of insignificant value. School staff submits requests to the principal for resources before approval is given for purchase.

Leaders from the District regularly meet with school level leadership during weekly and monthly meetings to ensure that staff has the resources needed to implement identified strategies. These meetings include Knox Central's school leadership meeting, advisory

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council meetings, and PLCs. The District receives a copy of the school’s quarterly reports and asks that the principal report to the Board quarterly.

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.

Outside District Supports	How selected?	How Evaluated?
Berea College <ul style="list-style-type: none"> • Gear Up • Partner Corp • College and Career Readiness 	Each are grants to address college or career readiness.	<ul style="list-style-type: none"> • Caseload • Explore scores • ILP’s • Student Grades • Resilience Strategies
Union College <ul style="list-style-type: none"> • Early College Program 	Higher Education Establishment	<ul style="list-style-type: none"> • Number of students applying for admission • Number of students participating in the program from freshman to senior year; retention for all four years • ACT score of participating juniors and seniors compared to AP-and other college-bound students. Includes looking at increases from EXPLORE and PLAN to ACT that could be contributed to the program. • Number of hours student spends in

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		tutoring offered by the college
Southeast Community & Technical College <ul style="list-style-type: none"> • Dual Credit English 101 and 102 • Dual credit College Algebra 	Higher Education Establishment	<ul style="list-style-type: none"> • Number of students participating • Student's grade in college course compared to students in similar course at the high school • Number of hours student spends in tutoring offered by the college • Number of credit hours earned
Eastern Kentucky University <ul style="list-style-type: none"> • EKU Now 	Higher Education Establishment	<ul style="list-style-type: none"> • Same as UNION COLLEGE
University of Kentucky <ul style="list-style-type: none"> • PIMSER • IES 	Selected based on walkthrough data and input from principals and a history of teachers' recommendations supporting PIMSER. Addresses rigor and relevance	<ul style="list-style-type: none"> • Student achievement data
Morehead State University <ul style="list-style-type: none"> • AHED 	Selection was based upon the need for increased "college access" for our students. This partnership provides monies to cover transportation costs associated with college visits for high school students.	<ul style="list-style-type: none"> • Evaluation of program is based on how money is spent to assure college awareness.
Southeast/South Central Coop <ul style="list-style-type: none"> • Greg Smith • Brenda Hammons • Sarah Evans 	This Coop provides instructional support to districts in our regional area.	<ul style="list-style-type: none"> • Teacher knowledge in CIITS, PGES • Assessment results: Formative and Summative • Walkthrough data.
Kentucky Educational Development Corporation (KEDC)	This Coop provides instructional support to districts in our regional area.	<ul style="list-style-type: none"> • Assessment results: Formative and

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		Summative • Walkthrough data
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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.

- A full-time Attendance Officer is assigned to KCHS in addition to their school allocation. He is used to promote and monitor student attendance.
- Two part-time Attendance Officers are assigned to all of the schools in the district, including service to KCSH.
- A district-funded, second Assistant Principal is assigned to KCHS in addition to their allotment to enable the Principal to be the instructional leader of the building.
- The district uses general funds to support the position of an In-school Suspension Teacher at KCHS. This program provides a venue for removal of students from the regular program while keeping them in 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.

The School Administrative Team has already reassigned a variety of current school personnel in order to maximize teaching and learning. In the 2013-14 school year, reassignments have occurred in English 1, English 2, Algebra II, Geometry, and Biology. Teachers were reassigned based on their expertise in the subject area, knowledge of intervention work, instructional effectiveness, and positive teacher-student relationships. A proposed math coach and a proposed literacy coach are requested for next year as part of the current SIG process in order to build capacity with students and teachers and to focus on strategic coaching plans for teachers based on data. A proposed math interventionist is requested for next year in order to build a successful tiered intervention system. We have a current reading interventionist, and her work has

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proven results. In regard to math, our proposal to purchase ALEKS will help us achieve the same results that we have been seeing in reading. ALEKS is a tool that is instrumental for a successful tiered intervention and is proposed in our plan. With respect to reading and to continue our previous success, we seek to purchase Reading Plus, a tool that is imperative for successful tiered intervention and is proposed in our plan. Teachers will use this to provide personalization of learning for all students. The School Administrative Team will analyze quarterly formative, summative and benchmark data to monitor the effectiveness of these changes. If data indicates a needed reassignment, this change will be made. The nonrenewal of nontenured staff is always a place to re-examine the applicant pool if student data does not support effective teaching and learning annually. Occasionally, teacher-student looping has occurred based on need.

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.

Month	2014-2015	2015-2016	2016-2017
July			
	The instructional supplies and technology to guide the work of the grant are ordered.	The instructional supplies and technology to guide the work of the grant are ordered.	The instructional supplies and technology to guide the work of the grant are ordered.
	The SIG grant is reviewed with the ER team, administrative team, superintendent, and district liaison so that the stakeholders are focused on their role in transforming KCHS.	The SIG grant is reviewed with the ER team, administrative team, superintendent, and district liaison so that the stakeholders are focused on their role in transforming KCHS.	The SIG grant is reviewed with the ER team, administrative team, superintendent, and district liaison so that the stakeholders are focused on their role in transforming KCHS.
	The ER team, administrative team, and district collaborate on an instructional plan for KCHS. Training	The ER team, administrative team, and district collaborate on an instructional plan for KCHS. Training	The ER team, administrative team, and district collaborate on an instructional plan for KCHS. Training

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	will begin for the PGES and Teacher Evaluation system that occur throughout the year.	will begin for the PGES that occur throughout the year.	will begin for the PGES that occur throughout the year.
	Leadership Team develops the 30 day plan.	Leadership Team develops the 30 day plan.	Leadership Team develops the 30 day plan.
	The administrative team and PLC Leads will review and refine effective systems for the PLC process. They will review and refine the process for data analysis at KCHS.	The administrative team and PLC Leads will review and refine effective systems for the PLC process. They will review and refine the process for data analysis at KCHS.	The administrative team and PLC Leads will review and refine effective systems for the PLC process. They will review and refine the process for data analysis at KCHS.
	Intervention team will review and refine intervention plan.	Intervention team will review and refine intervention plan.	Intervention team will review and refine intervention plan.
	ILP timeline will be developed by guidance counselors and teachers will be trained on the process.	ILP timeline will be refined by guidance counselors and teachers will be trained on the process.	ILP timeline will be refined by guidance counselors and teachers will be trained on the process.
	CTE teachers will be trained in an industry certificate field in their content area.	CTE teachers will be trained in an industry certificate field in their content area.	CTE teachers will be trained in an industry certificate field in their content area.
	Mentors will have their initial meeting to plan activities and develop a timeline for the year.	Mentors will have their initial meeting to plan activities and develop a timeline for the year.	Mentors will have their initial meeting to plan activities and develop a timeline for the year.
	Advisory Council will meet July 15th. Agenda will include first or second readings for created or amended policies.	Advisory Council will meet July 21st. Agenda will include first or second readings for created or amended policies.	Advisory Council will meet July 19th. Agenda will include first or second readings for created or amended policies.
	AP training for AP	AP training for AP	AP training for AP

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	teachers with a related growth need.	teachers with a related growth need.	teachers with a related growth need.
	LTF training for teachers with a related growth need.	LTF training for teachers with a related growth need.	LTF training for teachers with a related growth need.
	KAGAN training for all core teachers.	KAGAN training for core teacher leaders.	
	ALEKS training for all math teachers, and math coach/interventionist.	Refresher training for ALEKS, including all math teachers, and math coach/interventionist.	Refresher training for ALEKS, including all math teachers, and math coach/interventionist.
	Reading Plus training for all English certified teachers, reading interventionist, one English-certified faculty, and literacy coach.	Refresher training for Reading Plus for all English certified teachers, reading interventionist and literacy coach.	Refresher training for Reading Plus for all English certified teachers, reading interventionist, and literacy coach.
	History Alive training will be conducted for U.S. History teachers.	Refresher training for History Alive for U.S. History teachers.	Refresher training for History Alive for U.S. History teachers.
August			
	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.
	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.
	Back to School Bash	Back to School Bash	Back to School Bash
	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.
	Administrators will attend cognitive coaching training. (2 days)	Administrators will attend cognitive coaching training. (2 days)	Teacher leaders will attend cognitive coaching training. (2 days)
	Establish program	Establish program	Establish program

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	review teams, along with team leader. Timeline will be established for submission of evidence.	review teams, along with team leader. Timeline will be established for submission of evidence.	review teams, along with team leader. Timeline will be established for submission of evidence.
	Faculty will begin submitting evidence for program review.	Faculty will begin submitting evidence for program review.	Faculty will begin submitting evidence for program review.
	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.
	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	Staff training for school-wide processes: AA data notebooks, classroom data notebooks, continuous classroom improvement, and PLC processes.	Staff training for school-wide processes: AA data notebooks, classroom data notebooks, continuous classroom improvement, and PLC processes.	Staff training for school-wide processes: AA data notebooks, classroom data notebooks, continuous classroom improvement, and PLC processes.
	Advisors meet with students to set yearly goals and to plan for upcoming assessments. 10 th grade advisory groups will focus on upcoming PLAN.	Advisors meet with 10 th grade students to set yearly goals based on MAP data focusing on results of longitudinal data.	Advisors meet with 10 th grade students to set yearly goals based on MAP data focusing on results of longitudinal data.
	Leadership Team reviews and updates 30 day plan.	Leadership Team reviews and updates 30 day plan.	Leadership Team reviews and updates 30 day plan.
	Mentors and mentees will meet to	Mentors and mentees will meet to	Mentors and mentees will meet to

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	build rapport.	build rapport.	build rapport.
	ASSIST Surveys for all stakeholders	ASSIST Surveys for all stakeholders	ASSIST Surveys for all stakeholders
	Advisory Council will meet August 19 th .	Advisory Council will meet August 18 th .	Advisory Council will meet August 15 th .
September			
	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.
	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.
	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.
	Administration will review the Professional Growth Plan with each certified staff.	Administration will review the Professional Growth Plan with each certified staff.	Administration will review the Professional Growth Plan with each certified staff.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	MAP given to 9 th graders, PLAN for 10 th graders, and TCA for 11 th graders.	MAP given to 9 th and 10 th graders and TCA for 11 th graders.	MAP given to 9 th and 10 th graders and TCA for 11 th graders.
	Leadership Team reviews and updates 30 day plan. The team develops the 60 day plan.	Leadership Team reviews and updates 30 day plan. The team develops the 60 day plan.	Leadership Team reviews and updates 30 day plan. The team develops the 60 day plan.
	Mentors and mentees and keep record of time spent in and out of the classroom. Each will get release time to observe each	Mentors and mentees and keep record of time spent in and out of the classroom. Each will get release time to observe each	Mentors and mentees and keep record of time spent in and out of the classroom. Each will get release time to observe each

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	other.	other.	other.
	Advisory Council will meet September 16 th .	Advisory Council will meet September 15 th .	Advisory Council will meet September 20 th .
	Administrators will attend cognitive coaching training. (2 days)	Administrators will attend cognitive coaching training. (2 days)	Teacher leaders will attend cognitive coaching training. (2 days)
	Advisory and Data Notebook Checks for monitoring of student data notebook use.	Advisory and Data Notebook Checks for monitoring of student data	Advisory and Data Notebook Checks for monitoring of student data
	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.
	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.
	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.
	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.
	Open House (end of September)	Open House (end of September)	Open House (end of September)
	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.
October			
	Department PLC's	Department PLC's	Department PLC's

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	meet twice a month during planning period.	meet twice a month during planning period.	meet twice a month during planning period.
	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	Advisors meet with all 9 th graders on MAP, 10 th graders on PLAN scores and with 11 th graders on TCA scores.	Advisors meet with all 9 th and 10 th graders on MAP and with 11 th graders on TCA scores.	Advisors meet with all 9 th and 10 th graders on MAP and with 11 th graders on TCA scores.
	Mentors and mentees and keep record of time spent in and out of the classroom.	Mentors and mentees and keep record of time spent in and out of the classroom.	Mentors and mentees and keep record of time spent in and out of the classroom.
	Advisory Council will meet October 21 st .	Advisory Council will meet October 20 th .	Advisory Council will meet October 18 th .
	Administrators will attend cognitive coaching training. (2 days)	Administrators will attend cognitive coaching training. (2 days)	Teacher leaders will attend cognitive coaching training. (2 days)
	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.
	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.
	Program Review Team will conduct a formative evaluation of programs.	Program Review Team will conduct a formative evaluation of programs.	Program Review Team will conduct a formative evaluation of programs.
	Continuous Classroom Improvement system will receive monitoring to	Continuous Classroom Improvement system will receive monitoring to	Continuous Classroom Improvement system will receive monitoring to

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	ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.
	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.
	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.
	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.
	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.
November			
	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.
	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	Leadership Team reviews and updates 60 day plan and creates the 90 day plan.	Leadership Team reviews and updates 60 day plan and creates the 90 day plan.	Leadership Team reviews and updates 60 day plan and creates the 90 day plan.
	Mentors and mentees and keep record of time spent in and out of the	Mentors and mentees and keep record of time spent in and out of the	Mentors and mentees and keep record of time spent in and out of the

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	classroom. Each will get release time to observe each other.	classroom. Each will get release time to observe each other.	classroom. Each will get release time to observe each other.
	Advisory Council will meet November 18 th .	Advisory Council will meet November 17 th .	Advisory Council will meet November 15 th .
	Advisory and Data Notebook Checks for monitoring of student data notebook use.	Advisory and Data Notebook Checks for monitoring of student data notebook use.	Advisory and Data Notebook Checks for monitoring of student data
	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.
	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.
	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.
	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.
	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.
	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.
	AP teachers and	AP teachers and	AP teachers and

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	administration will attend AP Fall Forum.	administration will attend AP Fall Forum.	administration will attend AP Fall Forum.
	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.
December			
	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.
	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	MAP given to 9 th graders and TCA to 10 th and 11th graders.	MAP given to 9 th and 10th graders and TCA to 11th graders.	MAP given to 9 th and 10th graders and TCA to 11th graders.
	Leadership Team reviews and updates 30 day plan. The team develops the 60 day plan.	Leadership Team reviews and updates 30 day plan. The team develops the 60 day plan.	Leadership Team reviews and updates 30 day plan. The team develops the 60 day plan.
	Mentors and mentees and keep record of time spent in and out of the classroom.	Mentors and mentees and keep record of time spent in and out of the classroom.	Mentors and mentees and keep record of time spent in and out of the classroom.
	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.
	Advisory Council will meet December 16 th .	Advisory Council will meet December 15 th .	Advisory Council will meet December 20 th .
	The Administration team will review all systems for effectiveness and revise based on data.	The Administration team will review all systems for effectiveness and revise based on data.	The Administration team will review all systems for effectiveness and revise based on data.

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	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.
	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.
	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.
	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.
	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.
	ASSIST Surveys for all stakeholders	ASSIST Surveys for all stakeholders	ASSIST Surveys for all stakeholders
	Mid-Year Evaluation meeting and updating individual Professional Growth Plans of staff.	Mid-Year Evaluation meeting and updating individual Professional Growth Plans of staff.	Mid-Year Evaluation meeting and updating individual Professional Growth Plans of staff.
	Develop the CSIP	Develop the CSIP	Develop the CSIP
	Open House	Open House	Open House
	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.
January			
	Department PLC's meet twice a month during planning	Department PLC's meet twice a month during planning	Department PLC's meet twice a month during planning

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	period.	period.	period.
	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	Leadership Team reviews and updates 90 day plan. The team develops the 120 day plan.	Leadership Team reviews and updates 90 day plan. The team develops the 120 day plan.	Leadership Team reviews and updates 90 day plan. The team develops the 120 day plan.
	Mentors and mentees and keep record of time spent in and out of the classroom. Each will get release time to observe each other.	Mentors and mentees and keep record of time spent in and out of the classroom. Each will get release time to observe each other.	Mentors and mentees and keep record of time spent in and out of the classroom. Each will get release time to observe each other.
	Advisory Council will meet January 20 th .	Advisory Council will meet January 19 th .	Advisory Council will meet January 17 th .
	Advisory and Data Notebook Checks for monitoring of student data notebook use.	Advisory and Data Notebook Checks for monitoring of student data notebook use.	Advisory and Data Notebook Checks for monitoring of student data notebook use.
	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.
	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.
	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.
	Continuous Classroom Improvement system will receive monitoring to	Continuous Classroom Improvement system will receive monitoring to	Continuous Classroom Improvement system will receive monitoring to

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	ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.
	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.
	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.
	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.
February			
	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.
	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	Leadership Team reviews and updates 120 day plan. The team develops the 150 day plan.	Leadership Team reviews and updates 120 day plan. The team develops the 150 day plan.	Leadership Team reviews and updates 120 day plan. The team develops the 150 day plan.
	Mentors and mentees and keep record of time spent in and out of the classroom.	Mentors and mentees and keep record of time spent in and out of the classroom.	Mentors and mentees and keep record of time spent in and out of the classroom.
	COMPASS and KYOTE testing for	COMPASS and KYOTE testing for	COMPASS and KYOTE testing for

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	seniors.	seniors.	seniors.
	Advisory Council will meet February 17 th .	Advisory Council will meet February 16 th .	Advisory Council will meet February 21 st .
	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.
	KOSSA and Work Keys administered to preparatory seniors.	KOSSA and Work Keys administered to preparatory seniors.	KOSSA and Work Keys administered to preparatory seniors.
	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.
	Program Review Team will conduct the second formative evaluation of the programs.	Program Review Team will conduct the second formative evaluation of the programs.	Program Review Team will conduct the second formative evaluation of the programs.
	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.
	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.
	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.
	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.
March			

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	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.
	Open House	Open House	Open House
	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.
	State-administered ACT to all juniors.	State-administered ACT to all juniors.	State-administered ACT to all juniors.
	Mentors and mentees and keep record of time spent in and out of the classroom. Each will get release time to observe each other.	Mentors and mentees and keep record of time spent in and out of the classroom. Each will get release time to observe each other.	Mentors and mentees and keep record of time spent in and out of the classroom. Each will get release time to observe each other.
	Operation Preparation for all 10 th graders	Operation Preparation for all 10 th graders	Operation Preparation for all 10 th graders
	Advisory Council will meet March 17 th .	Advisory Council will meet September 15 th .	Advisory Council will meet September 21 st .
	Advisory and Data Notebook Checks for monitoring of student data notebook use.	Advisory and Data Notebook Checks for monitoring of student data notebook use.	Advisory and Data Notebook Checks for monitoring of student data notebook use.
	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.
	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.
	Continuous	Continuous	Continuous

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	Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.
	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.
	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.
	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.	Literacy Committee Monthly meeting.
April			
	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.
	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	Leadership Team reviews and updates 120 day plan. The team develops the 150 day plan.	Leadership Team reviews and updates 120 day plan. The team develops the 150 day plan.	Leadership Team reviews and updates 120 day plan. The team develops the 150 day plan.
	Mentors and mentees and keep record of time spent	Mentors and mentees and keep record of time spent	Mentors and mentees and keep record of time spent

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	in and out of the classroom.	in and out of the classroom.	in and out of the classroom.
	Advisors meet with 11 th graders to discuss ACT results.	Advisors meet with 11 th graders to discuss ACT results.	Advisors meet with 11 th graders to discuss ACT results.
	Advisory Council will meet April 21 st .	Advisory Council will meet April 19 th .	Advisory Council will meet April 18 th .
	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.
	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.
	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.
	Program Review Team will conduct summative evaluation of programs.	Program Review Team will conduct summative evaluation of programs.	Program Review Team will conduct summative evaluation of programs.
	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	Continuous Classroom Improvement system will receive monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.
	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.
	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.
	Literacy Committee	Literacy Committee	Literacy Committee

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	Monthly meeting.	Monthly meeting.	Monthly meeting.
	MAP will be given to 9 th graders, TCA will be for 10 th graders.	MAP will be given to 9 th and 10 th graders.	MAP will be given to 9 th and 10 th graders.
May			
	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.	Department PLC's meet twice a month during planning period.
	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.	Big Rock Teams meet once a month and follow set protocol.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.	COMPASS and KYOTE testing for seniors.
	Leadership Team reviews and updates 30 day plan. The team develops the 60 day plan.	Leadership Team reviews and updates 30 day plan. The team develops the 60 day plan.	Leadership Team reviews and updates 30 day plan. The team develops the 60 day plan.
	Mentors and mentees and keep record of time spent in and out of the classroom.	Mentors and mentees and keep record of time spent in and out of the classroom.	Mentors and mentees and keep record of time spent in and out of the classroom.
	Advisory Council will meet May 19 th .	Advisory Council will meet May 17 th .	Advisory Council will meet May 16 th .
	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.	Course alike PLC's will meet to plan each cycle.
	Honors Night	Honors Night	Honors Night
	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.	Teachers will submit evidence for program review.
	Continuous Classroom Improvement system will receive	Continuous Classroom Improvement system will receive	Continuous Classroom Improvement system will receive

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	monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.	monitoring to ensure PDSA (Plan, Do, Study, Act) is occurring in every classroom.
	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.	CT4GC (Co-teaching for Gap Closure) initiative will receive monitoring to ensure the co-teaching model is being implemented successfully.
	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.	Identified teachers will work with coaches on a weekly basis.
	Literacy Committee meets to evaluate and revise Literacy Plan.	Literacy Committee meets to evaluate and revise Literacy Plan.	Literacy Committee meets to evaluate and revise Literacy Plan.
June			
	Summer School	Summer School	Summer School
	Program Review submitted in ASSIST	Program Review submitted in ASSIST	Program Review submitted in ASSIST
	Updating the CSIP	Updating the CSIP	Updating the CSIP
	Advisory Council will meet June 16 th .	Advisory Council will meet June 21 st .	Advisory Council will meet June 20 th .

Annual Goals

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

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

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Knox Central High School will reach proficiency in subject areas of literacy within the three-year cycle of SIG funding.				
SMART Goals		2014-2015	2015-2016	2016-2017
Literacy Goals	9 th Baseline 39.4%	By June of 2015, 44% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By June of 2016, 49% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By June of 2017, 54% of freshmen will perform at or above the norm grade level mean RIT score in reading.
	10 th Baseline 42%	By June of 2015, 44% of sophomores will achieve benchmark in reading on the PLAN assessment.	By June of 2016, 49% of sophomores will perform at or above the norm grade level mean RIT score in reading.	By June of 2017, 54% of sophomores will perform at or above the norm grade level mean RIT score in reading.
	11 th Baseline 30.8%	By June of 2015, 35% of juniors will achieve benchmark in reading on the ACT assessment.	By June of 2016, 40% of juniors will achieve benchmark in reading on the ACT assessment.	By June of 2017, 45% of juniors will achieve benchmark in reading on the ACT assessment.
	12 th Baseline Will be set in 2013-2014	By June of 2015, 55% of seniors will achieve benchmark in reading on the ACT assessment, Compass, or KYOTE.	By June of 2016, 60% of seniors will achieve benchmark in reading on the ACT assessment, Compass, or KYOTE.	By June of 2017, 65% of seniors will achieve benchmark in reading on the ACT assessment, Compass, or KYOTE.
Knox Central High School will reach proficiency in subject areas of math within the three-year cycle of SIG funding.				
SMART Goals		2014-2015	2015-2016	2016-2017
Mathematics Goals	9 th Baseline 30% performing at or above	By June of 2015, 35% of freshmen will perform at or above the norm grade level mean RIT score in mathematics.	By June of 2016, 40% of freshmen will perform at or above the norm grade level mean RIT score in mathematics.	By June of 2017, 45% of freshmen will perform at or above the norm grade level mean RIT score in mathematics.
	10 th Baseline 21%	By June of 2015, 25% of sophomores will achieve benchmark in math on the PLAN assessment.	By June of 2016, 40% of sophomores will perform at or above the norm grade level mean RIT score in mathematics.	By June of 2017, 45% of sophomores will perform at or above the norm grade level mean RIT score in mathematics.
	11 th Baseline 24%	By June of 2015, 26% of juniors will achieve benchmark in math on the ACT assessment.	By June of 2016, 28% of juniors will achieve benchmark in math on the ACT assessment.	By June of 2017, 31% of juniors will achieve benchmark in math on the ACT assessment.
	12 th Baseline Will be set in 2013-2014	By June of 2015, 40% of seniors will achieve benchmark in math on the ACT assessment, Compass, or KYOTE.	By June of 2016, 45% of seniors will achieve benchmark in math on the ACT assessment, Compass, or KYOTE.	By June of 2017, 50% of seniors will achieve benchmark in math on the ACT assessment, Compass, or KYOTE.

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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.

LITERACY QUARTERLY GOALS for each year of the SIG Grant:

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Knox Central High School will reach proficiency in subject area of literacy within the three-year cycle.					
2014-2015 SMART Goals		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals	9 th Baseline 39.4%	By the end of the first quarter, at least 41% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 2nd quarter, at least 42% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 3rd quarter, at least 43% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 4th quarter, at least 44% of freshmen will perform at or above the norm grade level mean RIT score in reading.
	10 th Baseline 42%	By the end of the first quarter, at least 42.5 % of sophomores will achieve benchmark and proficiency in reading on the PLAN and the TCA practice exam.	By the end of the 2nd quarter, at least 43% of sophomores will achieve benchmark and proficiency in reading on the PLAN and the TCA practice exam.	By the end of the 3rd quarter, at least 43.5% of sophomores will achieve benchmark and proficiency in reading on the PLAN and the TCA practice exam.	By the end of the 4th quarter, at least 44% of sophomores will achieve benchmark and proficiency in reading on the PLAN and the TCA practice exam.
	11th Baseline 30.8%	By the end of the first quarter, at least 31.5% of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam	By the end of the 2nd quarter, at least 32 % of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam	By the end of the 3rd quarter, at least 34% of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam	By the end of the 4th quarter, at least 35% of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam
	12 th Baseline Will be set in June June 2014	By the end of the first quarter, at least 52% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 2nd quarter, at least 53% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 3rd quarter, at least 54% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 4th quarter, at least 55% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.

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2015-2016 SMART Goals		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals	9 th Baseline 39.4%	By the end of the first quarter, at least 45% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 2nd quarter, at least 46.5% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 3rd quarter, at least 48% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 4th quarter, at least 49% of freshmen will perform at or above the norm grade level mean RIT score in reading.
	10 th Baseline 44%	By the end of the first quarter, at least 45% of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 2nd quarter, at least 46.5% of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 3rd quarter, at least 48 % of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 4th quarter, at least 49% of sophomores will perform at or above the norm grade level mean RIT score in reading.
	11 th Baseline 35%	By the end of the first quarter, at least 36% of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam	By the end of the 2nd quarter, at least 37.5% of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam	By the end of the 3rd quarter, at least 38.5% of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam	By the end of the 4th quarter, at least 40% of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam
	12 th Baseline 55%	By the end of the first quarter, at least 56.5% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 2nd quarter, at least 58% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 3rd quarter, at least 59% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 4th quarter, at least 60% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.
2016-2017 SMART Goals		First Quarter	Second Quarter	Third Quarter	Fourth Quarter

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Quarterly Literacy Goals	9 th Baseline 39.4%	By the end of the first quarter, at least 51% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 2nd quarter, at least 52% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 3rd quarter, at least 53% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 4th quarter, at least 54 % of freshmen will perform at or above the norm grade level mean RIT score in reading.
	10 th Baseline 47%	By the end of the first quarter, at least 51% of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 2nd quarter, at least 52% of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 3rd quarter, at least 53 % of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 4th quarter, at least 54% of sophomores will perform at or above the norm grade level mean RIT score in reading.
	11 th Baseline 40%	By the end of the first quarter, at least 41% of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam	By the end of the 2nd quarter, at least 42.5% of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam	By the end of the 3rd quarter, at least 44% of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam	By the end of the 4th quarter, at least 45% of juniors will achieve benchmark and proficiency in reading on the ACT and TCA practice exam
	12 th Baseline 60%	By the end of the first quarter, at least 61% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 2nd quarter, at least 62% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 3rd quarter, at least 64% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 4th quarter, at least 65% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.

MATH QUARTERLY GOALS for each year of the SIG Grant:

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Knox Central High School will reach proficiency in subject area of math within the three-year cycle.					
2014-2015 SMART Goals		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Math Goals	9 th Baseline 30%	By the end of the first quarter, at least 31% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 2nd quarter, at least 32.5% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 3rd quarter, at least 34% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 4th quarter, at least 35% of freshmen will perform at or above the norm grade level mean RIT score in reading.
	10 th Baseline 21%	By the end of the first quarter, at least 22% of sophomores will achieve benchmark and proficiency in math on the PLAN and the TCA practice exam.	By the end of the 2nd quarter, at least 23% of sophomores will achieve benchmark and proficiency in math on the PLAN and the TCA practice exam.	By the end of the 3rd quarter, at least 24% of sophomores will achieve benchmark and proficiency in math on the PLAN and the TCA practice exam.	By the end of the 4th quarter, at least 25% of sophomores will achieve benchmark and proficiency in math on the PLAN and the TCA practice exam.
	11 th Baseline 24%	By the end of the first quarter, at least 24.5% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam	By the end of the 2nd quarter, at least 25% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam	By the end of the 3rd quarter, at least 25.5% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam	By the end of the 4th quarter, at least 26% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam
	12 th Baseline Will be set in June 2014	By the end of the first quarter, at least 37% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 2nd quarter, at least 38% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 3rd quarter, at least 39% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 4th quarter, at least 40% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.

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2015-2016 SMART Goals		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Math Goals	9 th Baseline 30%	By the end of the first quarter, at least 36% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 2nd quarter, at least 37.5% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 3rd quarter, at least 39% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 4th quarter, at least 40% of freshmen will perform at or above the norm grade level mean RIT score in reading.
	10 th Baseline 25%	By the end of the first quarter, at least 36% of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 2nd quarter, at least 37.5% of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 3rd quarter, at least 39% of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 4th quarter, at least 40% of sophomores will perform at or above the norm grade level mean RIT score in reading.
	11 th Baseline 26%	By the end of the first quarter, at least 26.5% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam	By the end of the 2nd quarter, at least 27% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam	By the end of the 3rd quarter, at least 27.5% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam	By the end of the 4th quarter, at least 28% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam
	12 th Baseline 40%	By the end of the first quarter, at least 41% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 2nd quarter, at least 42.5% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 3rd quarter, at least 43.5% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 4th quarter, at least 45% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.

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2016-2017 SMART Goals		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Math Goals	9 th Baseline 30%	By the end of the first quarter, at least 41% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 2nd quarter, at least 42.5% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 3rd quarter, at least 44% of freshmen will perform at or above the norm grade level mean RIT score in reading.	By the end of the 4th quarter, at least 45% of freshmen will perform at or above the norm grade level mean RIT score in reading.
	10 th Baseline 28%	By the end of the first quarter, at least 41% of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 2nd quarter, at least 42.5% of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 3rd quarter, at least 44% of sophomores will perform at or above the norm grade level mean RIT score in reading.	By the end of the 4th quarter, at least 45% of sophomores will perform at or above the norm grade level mean RIT score in reading.
	11 th Baseline 28%	By the end of the first quarter, at least 28.5% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam	By the end of the 2nd quarter, at least 29% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam	By the end of the 3rd quarter, at least 30% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam	By the end of the 4th quarter, at least 31% of juniors will achieve benchmark and proficiency in math on the ACT and TCA practice exam
	12 th Baseline 45%	By the end of the first quarter, at least 46% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 2nd quarter, at least 47.5% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 3rd quarter, at least 49% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.	By the end of the 4th quarter, at least 50% of seniors will meet ACT, Compass, KYOTE, and WorkKeys assessment.

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.

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A systematic process for monitoring achievement will be developed and implemented in order for the district to address lack of progress at Knox Central High School on annual and quarterly SMART goals. Data analysis through Triumph College Admissions (TCA) in reading and math will be reported on the Quarterly Report which is due October, December, March and June. 30/60/90 day plan will constantly be reviewed and revised in order to meet goals and growth. Appropriate strategies will be supported in the District CDIP.

Professional Learning Communities will analyze the data from TCA and common assessments in order to find gaps and overlaps in curriculum and instruction. PLCs will also analyze data to determine progress made towards annual and quarterly goals. The administrative team both at the high school and district will conduct walkthroughs, interviews, and perception surveys in order to gauge progress on goals. Teachers and staff will analyze TCA scores for individual students in each content area. This analysis will help identify specific learning needs and curriculum needs. Tutoring/mentoring after school will be used as corrective measures for these identified students. Change in “skinny” schedules will also be utilized for those individual students who are not meeting goals. Transition courses for grades 9-12 will be implemented based on analysis of PLAN and ACT data.

The District Liaison will collaborate with administrative team and teachers to help identify areas needed for improvement in order to achieve the goals. Extensive job embedded Professional Development and monitoring pertaining to gaps and barriers will be provided.

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.

Knox Central High School did not retain the SBDM Council as a governing body per the prior Leadership Assessment. Currently, an advisory council is in place to promote collaborative decision-making. This Council has actively reviewed the SIG planning process during their regular meetings. A Student Focus Group was formed, in addition to a Community Partner Focus Group. Participants were asked to visualize schools where 21st century learning occurs and to determine what

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infrastructures exist to promote learning. These results were coagulated into a next step plan based on acquisition of the requested items in this proposal. The majority of the results from the focus groups depended upon the technology tenants found on the budget pages.

Knox Central has been intentional in its processes to create pathways that would benefit every student. The creation of these career pathways has allowed our students to start planning for their futures earlier than they have been able to in previous years, but to be successful in those programs and to ensure that students are using resources that are up-to-date and represent those that they would encounter in a real-world situation, new technology needs to be purchased and maintained. Much of the requested technology started as ideas from the student and community focus groups. The student group indicated that they, as 21st century students, need to be exposed to the same types of resources that they would use in their desired career fields. In addition to being very intentional in the creation of pathways that would best benefit our students, our school has also been very intentional in its focus to create rigorous and relevant instruction in every content area and every career pathway. The inclusion of the desired technology would allow career pathways to increase the relevancy of the courses within these pathways. The career pathways that were deemed as severely lacking in resources to effectively prepare students for the future were Biomedical, Pre-Engineering, Marketing, Financial, and Communications.

The students and teachers of the Biomedical and Pre-Engineering pathways indicate that, to be truly enriched by the program, they would need to be using the resources that would be found in the careers of these two fields. Both of these programs are relatively new to the school. The instruction for biomedical and pre-engineering has been strong but the link to the real world has been a missing component. The requested biomedical and pre-engineering equipment would allow students to develop real-world skills by undertaking hands-on activities directly related to the career field. The students of the Biomedical pathway will be receiving an EKG Industry Certificate, and the students of the Engineering pathway will be receiving an Autodesk Industry Certificate, allowing both of these programs to send these students into the world with employability skills.

The marketing and financial services pathways have both been long-standing programs at Knox Central, but the students of these pathways are not exposed to up-to-date programs that business persons would use. The requested technology

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would allow these programs to expand the students' understanding of relevant technology that they will be using in the workplace. The students in the marketing pathway will be receiving an Industry Certificate in Adobe, and the students in the financial services pathway will be receiving a QuickBooks Industry Certificate.

The communications pathway is a brand new pathway that will meet two needs of our school. The students will be gaining employability skills in communications and public relations while building the communication between the school, parents, and community. The students in the communications pathway will be receiving an Adobe Industry Certificate.

Each of these pathways is going to offer our students a chance to earn an Industry Certificate that students at our institution have never been able to earn; however, without the necessary technology, we will not be able to offer students the opportunity to gain these employability skills and Industry Certificates.

To meet the needs of students who require intervention to meet academic standards on the ACT, WorkKeys, Compass, or KYOTE, Knox Central has requested the purchase of three main programs: TCA (Triumph College Admissions), ALEKS (Assessment and Learning in Knowledge Spaces), and Reading Plus. These programs will not be the sole instruction for intervention needs, but they will accompany instruction and allow teachers to effectively differentiate instruction based on student needs.

ALEKS and Reading Plus will both be used school-wide for Tier I intervention as well as in Tier II and Tier III intervention courses. ALEKS and Reading Plus will assist teachers in providing individual instruction to the large population of students who need it, allow teachers to progress monitor more frequently, and provide a rationale for teachers to change instruction based on data.

TCA provides students with the ability to self-monitor and work both inside and outside of the classroom on their non-mastered college-readiness skills. It allows teachers to progress monitor in English, Reading, Math, and Science, using school-wide data to inform instruction across content areas.

The goal at Knox Central is for students to collect their own data, understand that data, be able to communicate that data, and to work toward continuous growth. While the integration of data notebooks has created an awareness of the need for

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students to self-monitor, self-assess, set goals, and work toward them. ALEKS, Reading Plus, and TCA will provide students with more information about their achievement. In addition to being able to self-monitor and self-assess, students will be able to access these programs both inside and outside of the classroom to allow students to work at their own pace and at their own level.

There is no substitute for the classroom teacher and quality instruction, and these programs will be used to accompany quality classroom instruction and to guide instruction through progress monitoring. It is the goal that students will also be able to self-monitor, set goals for themselves based on their own data, and then move toward those goals.

In September 2013, a school level team (the principal, ERL and an advisory council parent representative) attended the Governor's Commonwealth Institute for Parent Leadership meeting which guided our team through the Missing Piece to the Proficiency Puzzle document. This document provides leadership training that gives parents, caregivers, mentors and school personnel the skills and tools necessary to become more involved in enhancing the academic achievement of all students in the school. During this session, we provided ratings for each of the 6 indicators within the document. Along with the ratings, we drafted ideas and have formed next steps to involve more parents/guardians in meaningful ways with the school. This document, the Missing Piece Diagnostic, became part of our school's self-assessment that was submitted in October, 2014 in the ASSIST platform. Our stakeholder group created a goal for community involvement: Knox Central High School will show a 75% increase in school and community involvement through parent training participation and authentic parent involvement as monitored by the advisory council over three consecutive terms.

Other efforts include the creation of a new Facebook page and Twitter account to keep parents abreast of happenings, both academic and athletic, of the school. Additionally, other involvement strategies include: parent Open Houses are scheduled twice per year; 9th grade orientation prior to beginning of school, Infinite Campus parent portal, and.

The appropriate best practices and research-based strategies being used at KCHS were chosen based on teacher growth plans needs,

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disaggregated walk-through data, relevant state initiatives, and student growth data.

The existing Turnaround Model, Transformation Model (approved by the Commissioner), continues to be the best frame for our work. The culmination of work from the district team, school leadership team, and the Focus Groups appears in this document. The Transformation Stakeholder Team will meet quarterly to review the progress of the SIG work throughout its existence.

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School Budget Narrative

Please Note: You may only type in the gray areas

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

The district has chosen the Transformation Model to address the causes and contributing factors to low student achievement at Knox Central High School. SIG funds, along with other funds, will be used to implement the following strands of this model:

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Transformation Model	Evidence
<p>Establishing and orienting the schools transformation team</p>	<p>The school has established a transformation team that consists of a Literacy Coach, PLC Leads, and a leadership team. These persons have been integral in guiding staff through the transformation process, but the addition of a Math Coach would allow the school to be more targeted in its approach, especially in improving math achievement. The underlying belief at Knox Central is that quality instruction is the driving force behind improvement. Currently, math scores have not seen significant improvement, suggesting that instruction is not meeting the needs of students despite current efforts. A math coach will lead the charge for transformation within the math department, promoting the use of research-based strategies and providing feedback to teachers about quality instructional practices.</p> <p>The Math and Literacy coaches will work together to assist in improving instruction through the district and school initiatives, specifically in math and literacy while the PLC leads will be champions and models for the systems that are in place for success.</p> <p>These coaching positions are invaluable at the classroom level, as research has proven that coaching lends itself to greater positive changes in classroom instruction and will allow the transformation initiatives to reach the students quickly and efficiently. The coaches, along with the PLC leads, will be able to create sustainability at the school level and district level, giving Knox Central the necessary capacity to sustain the necessary improvement after the SIG funding ends. These positions will allow our district and school to have a laser focus on continuous school improvement with the successful implementation of the transformation model. The math coach, in particular, will provide a laser focus on quality math instruction.</p> <p>***The Math Coach/Interventionist position will be funded as follows: Year 1—SIG dollars fund 80% with the district providing 20% Year 2—SIG dollars fund 60% with the district providing 40%</p>

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	<p>Year 3—SIG dollars fund 40% with the district providing 60%.</p>
<p>Moving toward school autonomy</p>	<p>Knox Central and the Knox County School District are working toward autonomy. The addition of a math coach, along with the current literacy coach, teacher mentors, Big Rock Team Leads, and the advisory council, will allow our school to build the capacity to develop and implement systems that will enable the school to return to governing itself at the end of the SIG grant period.</p> <p>The systems that these teams are building, and will continue to build, will provide school leadership the capacity to sustain the improvements in curriculum, instruction, and leadership at the school. None of these groups will work independently, but rather they will all work in a collaborative effort. This will help further establish a culture of mutual trust and camaraderie, leading to collaborative decision-making in the best interest of every child. This culture will create sustainability, capacity, and efficacy for being autonomous.</p> <p>The coaching of the math coach, literacy coach, and teacher leaders will allow this culture to trickle down to the classroom level. This allows teachers to use their own resources and abilities to make classroom-level decisions based on their classroom data. This coaching model being used seeks to build efficacy of teachers thus creating a professionals who are changing instruction to meet the needs of their students, are pulling from their own resources and those of their colleagues, and are making decisions that are in the best interest of students.</p> <p>With the implementation of the continuous classroom improvement system, highly effective teachers will foster autonomy in students as they become decision-makers in their own learning. The math coach will be integral in implementing and monitoring of the continuous classroom improvement system in the math and science departments while the literacy coach will do the same in the English and social studies departments.</p>
<p>Selecting a principal and recruiting teachers</p>	<p>The previous principal was removed by the recommendation of the leadership assessment team with the approval of the commissioner after the 2011-2012 diagnostic review. The</p>

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	<p>current principal was hired to lead Knox Central through the turnaround process and has been in his position for the past year and a half.</p> <p>The district will collaborate with school leadership to create and implement a system for recruiting and retaining effective teachers at Knox Central. The collaboration of the ER staff, administration, literacy and math coaches, PLC Leads, Teacher Mentors, and Big Rock Team Leads will be a significant powerhouse for turnaround and for recruiting and retaining quality staff. The systems, like the mentoring program and the coaching protocol, will help in the retention of staff.</p> <p>In addition, the opportunities that teachers will have for growth at Knox Central are positive recruiting tools; AP, LTF, and KAGAN training (both requested with SIG monies), and other professional development opportunities. The school will take a personalized approach to professional development that will allow teachers to maximize growth and support continuous improvement in the context of their roles.</p>
<p>Working with stakeholders and building support for transformation</p>	<p>Several of the positions, including the literacy coach (currently hired) and the math coach (included in this grant), will focus on stakeholders who have vital roles in the turnaround process at Knox Central. The literacy coach and math coach will allow us to effectively provide support to teachers to improve student learning. In addition, the school will provide one part-time math interventionist (included in this grant) and one part-time reading interventionist (not included in this grant) who will provided planned and focused interventions for students who are performing below benchmarks in the respective areas.</p> <p>A variety of professional development- including AP training, LTF, and KAGAN- will be provided with SIG monies. LTF will focus on the subjects of math, English, and science. AP training will encompass all contents. KAGAN will be offered to all content teachers. These professional development opportunities will allow staff to improve the rigor and relevance of their lessons while increasing student engagement. Walkthrough data suggests that rigor, relevance and student engagement are areas of growth for staff members. These activities are in addition to the job-embedded professional development that will provide by the</p>

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	<p>ER staff, administration, and math/literacy coaches. The costs for these professional developments represent registration fees, where applicable, and travel expenses.</p> <p>Not included in this grant, but meeting this strand of the turnaround model, is also professional development from PIMSER for math and science teachers.</p> <p>Funds from SIG are also being allocated to provide students and teachers with the resources they need to increase student achievement in the areas of reading and math. Resources will provide intervention tools for students to work toward benchmarks on the ACT. TCA (Triumph College Admissions) Prep will be purchased with these funds. TCA practice exams (not paid for with grant funds) will be given quarterly, providing feedback to students and teachers regarding progress and achievement. Decisions regarding placement and intervention services will also be made from collected benchmark data in combination with MAP data (not paid for with grant funds). ALEKS, which supports the primary remediation/reinforcement and enrichment portion of RTI for math, will be used to meet individual student need in math. It will allow students and teachers to monitor progress, set goals and work toward these goals. Ongoing support and progress monitoring of this program will occur through the coaching system with our math coach (requested through this grant). Currently, READ 180 serves as the primary remediation/reinforcement for students who are severely behind in grade level reading. This program has documented success, but our current READ 180 system has not been updated since 2005, so it is not aligned to current common core standards. Thus, Reading Plus will be purchased to provide remediation to students who need Tier I, Tier II and Tier III intervention. This program will allow teachers and students to monitor progress while allowing students to work on non-mastered skills. Monitoring of this program will occur through the coaching system with our literacy coach (currently hired).</p>
<p>Contracting with external providers</p>	<p>Knox Central High School will continue to form additional partnerships to allow for greater student success. Currently many partnerships exist to promote successful student transition to college. New initiatives are being planned to promote successful transition into the workforce.</p>

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	<p>Knox Central currently partners with Eastern Kentucky University with implementation of a researched-based English and math program designed to help students meet benchmarks on the ACT and/or Compass. These courses, called transition courses, are designed to help college-bound students meet benchmark and become successful college students.</p> <p>EKU also offers the students at Knox Central the opportunity to take dual credit courses through the ECU Now program. Currently, students have to take these courses at one of the ECU campuses. In the future, the school hopes to offer these dual credit courses on the high school campus. There are no funds required for this partnership. ECU also provides Knox Central with free mentor training for its induction and mentor program. This training creates a strong, intentional focus on continuous improvement and student learning.</p> <p>Knox Central also has partnerships with the Southeast-South Central Cooperative to offer training, mentorship, and guidance in the implementation of the CT4GC (Co-teaching for Gap Closure) initiative. The district allocates funds for this partnership and no funds from the SIG grant are necessary to continue this partnership.</p> <p>Union College and Knox Central have a unique collaborative enterprise where Knox Central students are allowed the opportunity to take college courses while still enrolled in high school. This enterprise, Union College Early Start program, currently serves 14 of our students. Eastern Kentucky University and Knox Central have also created an Early Start program that will begin in the fall of 2014. This program is based on the same principles as the Early Start Program that they already have with Union College.</p> <p>Southeast Kentucky Technical and Community College offers dual credit courses within our building taught by our current personnel to offer courses that students take to earn high school and college credit simultaneously. No funds are necessary to maintain this partnership.</p> <p>One initiative, provided by the SIG grant, is CTE certification for teachers. We will be partnering with different organizations to get certifications for teachers so Knox Central will be able to offer courses that will allow our</p>
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	<p>students to become career-ready. Along with these certifications, we are proposing to earmark specified SIG monies for materials and technology that prepare students for real-world opportunities. Students will work with equipment that is used in the workforce. Our goal, as a school and district, is-through partnerships and collaboration- to provide opportunities for our students to learn the necessary skills that will create a successful transition into the real world.</p>
<p>Leading Change</p>	<p>The SIG grant proposes one major position that will focus on coaching instructional issues in mathematics. This position, a part-time math coach, (Appendix A) would require extended days to design and plan professional development and address curriculum changes within specific content areas. This person, with administrative support, will lead instructional decisions in mathematics for improved student growth and achievement.</p> <p>Our ER team, along with our administration team, will assist the principal in his role as a change agent, allowing him to communicate the message of turnaround at Knox Central High School. This team will seek quick wins, while collecting and acting on data to provide optimum conditions for the school as they continue their work in the turnaround process. The teacher leaders in the building will filter these messages, advocating for positive change; continuous improvement; and engaging, rigorous student learning.</p>
<p>Evaluating, rewarding, and removing staff</p>	<p>Staff incentives at Knox Central High School shall include, through SIG funds, opportunities for professional growth through KAGAN training, AP training, and LTF training. These initiatives reward and incentivize staff.</p>
<p>Increasing learning time</p>	<p>Curriculum, resources, software and continuous assessment will be provided through the SIG grant. These resources will increase learning time and provide specialized instruction in the areas of reading and math. Reading Plus is a research-proven resource to increase reading comprehension. ALEKS is a research-proven, online resource to individualize learning based on skill deficits. To maximize the effectiveness of these resources, all staff will be trained in implementing these with fidelity.</p> <p>In addition to the resources listed, Knox Central proposes to hire (with SIG monies) a part-time Math Interventionist who will be paired with our current Reading Interventionist to spearhead the use of Reading Plus and ALEKS. The two</p>

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	<p>interventionists will also serve as resources for the other teachers who will be using the resources and software, ensuring fidelity in implementation.</p>
<p>Reforming instruction</p>	<p>One of the ways that Knox Central is seeking to reform instruction is through the use of 21st century skills to teach content. Each of the strands of 21st century strands will be used to develop students' understanding of how the real world operates in a global economy. This includes the study of the 21st century skills with intentional implementation and the purchasing of technology to improve instruction and prepare students for a 21st century world. The resources needed to change the way our students learn are included in the SIG budget and encompass areas across career spectra: History Alive, PCs for marketing, Printers, iMacs for visual arts and video studio, Adobe software, Quick Books Software, Bio-Medical/Health Science Supplies, 2/4 Stroke Engine materials, Chrome books, Visual Arts Supplies, and Photography Supplies.</p> <p>The Diagnostic Review Report and ELEOT results reveal that digital learning is an opportunity for improvement. Many classrooms tend to rely on direct instruction and there needs to be some instruction reform in the way that students are presented and work with information.</p> <p>History Alive! by TCI seeks to revolutionize the way that history is taught by incorporating interdisciplinary studies and interactive scenarios. It allows teachers to make the move away from lecture-based classrooms to student-centered classrooms, as well as incorporate technology. This curriculum will be accessible to all students, with the hopes that it will engage students in relevant activities and 21st century applications. The curriculum boasts that it is interactive, engaging, and collaborative, as well as aligned to state standards. The curriculum will help increase student engagement, provide teachers with an effective way to differentiate instruction, and promote 21st century skills. Students interact in pairs and in groups and spend time reflecting and processing. All of the TCI curriculum is online, allowing teachers to plan from anywhere at any time. In addition, students can utilize the online resources to benefit their learning.</p>

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	<p>To prepare students to become career ready, the learning activities that the students encounter in the classroom must be relevant and model those of post-secondary education and of the workplace. Knox Central High School will create a health sciences laboratory to be used by biology, biomedical, and health science classes. All students, through the science classes, will have access to the laboratory and the opportunities it will afford. The laboratory will be equipped with industry standard equipment to expose all students to the growing field of healthcare, whether it be through a specific pathway course or our biology core class. The laboratory experience will increase math and literacy skills as students use equipment that will require measurement, graphing of information, and analyzing data using real life information and critical problem solving.</p> <p>Science laboratories will be equipped with Samsung tablets that will allow students to utilize virtual lab projects that would otherwise be impossible in the school setting. The tablets will allow collaboration among students as they read and analyze directions to dissect and explore the new science standards. Assessments will be administered through Exam View and CIITS utilizing the tablets. The tablets can also be utilized in other content areas as needed.</p> <p>Within the math and pre-engineering spectrum, students need to be presented with hands-on activities that will empower them to use math in real-world activities. Students will be challenged to utilize innovation and problem-solving skills to perform basic and higher level math operations through additional equipment that will be purchased for our math and pre-engineering departments. Learning resources such as a structural stress analyzer will allow students to utilize geometry skills in a real world setting as they create buildings, structures, and other items and test their ability to withstand wind and other elements that would cause the structure to weaken. These projects will create a rigorous and relevant learning opportunity for students across our math classes and our pre-engineering program, allowing all students to experience strong inquiry-based applications of the content.</p> <p>Digital literacy will be incorporated into our English courses and career pathways as students utilize photography and videography to tell their story visually. The purchase of an</p>
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	<p>Adobe software suite to equip an iMac learning lab will allow students to demonstrate the ability to write clearly and concisely using industry specific terminology and software. The projects will be featured throughout the school and on-line as students demonstrate their English and writing skills utilizing the latest technology. Students will also have access to the software to create promotional materials for open house, student activities, parental involvement events, and other needed items for the school.</p> <p>In order to prepare students for college and/or career, early exposure to various computer platforms is a necessity for the 21st century learner. By equipping an iMac laboratory, students will gain much needed experience of the Mac operating system while utilizing Adobe software that is used by professionals in the trade. While learning the new operating system, students will be challenged to read technical manuals and instructions that will increase industry specific terminology and problem solving skills. Across the English department and communication pathway, all students will be utilizing the most relevant software used in the real world.</p> <p>The purchase of Chromebooks (with carts) and tablets (with carts) will allow for mobile learning classrooms to be utilized by all students in all content areas. This mobile technology will allow for learning, anywhere within our building, as they are immediately accessible once turned on and can save to the cloud to allow students to work on their projects from any classroom or from home. Instructional time will be protected as the prior need to log in, save to flash drives, and move documents back and forth will be eliminated. This promotes digital learning as well as provides students with the opportunity to show extended learning and progress over time. The laptops currently in use at Knox Central are outdated and are unusable.</p> <p>The addition of new computer towers loaded with Windows will allow our students to complete Individual Learning Plans, complete ACT assessments such as WorkKeys, and other assessments such as MAP and KOSSA. As more and more assessments and learning tools, such as History Alive, WinLearn, etc. become computer based, the need for relevant and updated computers is vital to student learning and success.</p>
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	<p style="color: red;">These materials, software, and supplies will be used by students and will allow our teachers to create situations and activities that will mimic encounters these students will experience in the real world and complement Knox Central's goal that all students will be college and/or career ready when they graduate.</p>
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Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

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

- Title I funds will be used to pay for certified instructional positions
- Title I funds will be used to pay for MAP testing in the elementary and middle schools in order to create continuity in data and process (Supplementary)
- State Career and Technical funds will be used for K-12 Career Summer Camps
- Extended School Service funds will be support the credit recovery teacher (night school teacher).
- Funding from the Youth Service Center will flow to student activities (i.e., parent programs, community service projects, mentoring programs, transition activities, etc.)
- Professional Development funds will be used to help support implementation of a rigorous curriculum district-wide.
- Professional Development funds will be committed to the Continuous Classroom Improvement System (PDSA), and teacher responsibilities will adapt to the need for a comprehensive program of student support.

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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 Knox Central High School **District** Knox County

MUNIS Code	Description of Activity	Amount Requested
110	Mathematics Curriculum/Interventionist Specialist	\$43,870.61
111	Literacy Curriculum Specialist Mathematics Curriculum Specialist	\$2,948.29
112		
113		
120		
130		
140		
160		
213		
214		
219		
221		
222	Medicare	\$559.12
231		
232	KTRS	\$6,736.33
233		
240		
251	Unemployment	\$112.00
253		
260	Workers Compensation	\$109.68

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MUNIS Code	Description of Activity	Amount Requested
291		
293		
294	Federal Funded Health Insurance	\$10,000.00
295	Federal Funded Life Insurance	\$67.20
296	Federal Funded State Admin Fee	\$24.00
297	Federal Funded Flex Spending	\$560.00
299		
322		
335	Kagan Training	\$10,000.00
338	AP Fall Forum Registration	\$1,600.00
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		

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MUNIS Code	Description of Activity	Amount Requested
580		
581		
582	Advance Placement Fall Forum	\$350.00
584		
585	Advance Placement Fall Forum	\$500.00
586	Advance Placement Fall Forum	\$600.00
589		
616		
626		
627		
629		
641		
642		
643	History Alive (U.S. History & World Civilization)	\$16,200.00
645		
646		
647		
649		
650	Chromebook Carts ANATOMY IN CLAY® Learning System WARD'S Sherlock Bones: Identification of Skeletal Remains Lab Human Eye Model Carolina™ Visual Perception Kit BR-2000 Vortexer Cloning and Sequencing Explorer Series WARD's Cancer Lab Activity Kit	\$7,100.00
734	PC Computer Towers iMac Computers Chrome Books	\$53,686.52

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MUNIS Code	Description of Activity	Amount Requested
735	Reading Plus ALEKS History Alive (U.S. History & World Civilization) Adobe Software TCA Prep Lab View	\$126,420.00
738		
810		
892		
894		
Total Amount Requested		\$ 281,443.75

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Year 2 Budget

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

School Knox Central High School **District** Knox County

MUNIS Code	Description of Activity	Amount Requested
110	Mathematics Curriculum/Interventionist Specialist	\$32,902.96
111	Mathematics Curriculum/Intervention Specialist	\$2,948.29
112		
113		
120		
130		
140		
160		
213		
214		
219		
221		
222	Medicare	\$419.34
231		
232	KTRS	\$5,052.25
233		
240		
251	Unemployment	\$84.00
253		
260	Workers Compensation	\$82.26
291		
293		

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MUNIS Code	Description of Activity	Amount Requested
294	Federal Funded Health Insurance	\$7,500.00
295	Federal Funded Life Insurance	\$50.40
296	Federal Funded State Admin Fee	\$18.00
297	Federal Funded Flex Spending	\$420.00
299		
322		
335	Kagan Training	\$6,400.00
338	Laying the Foundations Registration Advance Placement Registration AP Fall Forum Registration	\$6,000.00
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		

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MUNIS Code	Description of Activity	Amount Requested
581		
582	Laying the Foundations Institute Advance Placement Institute Advance Placement Fall Forum	\$950.00
584		
585	Laying the Foundations Institute Advance Placement Institute Advance Placement Fall Forum	\$1,400.00
586	Laying the Foundations Institute Advance Placement Institute Advance Placement Fall Forum	\$3,300.00
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647		
649		
650	Saniclave Sterilizer Cloning and Sequencing Explorer Series Protein Electrophoresis Chamber Using a Single Nucleotide Polymorphism (SNP) to Predict Bitter Tasting Kit – Lab	\$2,700.00
734	PC Computer Towers	\$43,200.00

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MUNIS Code	Description of Activity	Amount Requested
	Chrome Books PLTW Jet Stream 500 Wind Tunnel Pkg. Structural Stress Analyzer 1000 (Complete with Tensile Test Adapter, 15 test samples)	
735	Reading Plus ALEKS TCA Prep	\$63,550.00
738		
810		
892		
894		

Total Amount Requested	\$ 176,977.50
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Year 3 Budget

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

School Knox Central High School **District** Knox County

MUNIS Code	Description of Activity	Amount Requested
110	Literacy Curriculum Specialist Mathematics Curriculum Specialist Mathematics Interventionist Specialist	\$21,935.30
111	Literacy Curriculum Specialist Mathematics Curriculum Specialist	\$2,948.29
112		
113		
120		
130		

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MUNIS Code	Description of Activity	Amount Requested
140		
160		
213		
214		
219		
221		
222	Medicare	\$279.56
231		
232	KTRS	\$3,368.16
233		
240		
251	Unemployment	\$56.00
253		
260	Workers Compensation	\$54.84
291		
293		
294	Federal Funded Health Insurance	\$5,000.00
295	Federal Funded Life Insurance	\$33.60
296	Federal Funded State Admin Fee	\$12.00
297	Federal Funded Flex Spending	\$280.00
299		
322	Training for Adobe Certificate	\$2,000.00
335		
338	Laying the Foundations Registration Advance Placement Registration AP Fall Forum Registration	\$6,000.00

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MUNIS Code	Description of Activity	Amount Requested
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582	Laying the Foundations Institute Advance Placement Institute Advance Placement Fall Forum	\$950.00
584		
585	Laying the Foundations Institute Advance Placement Institute Advance Placement Fall Forum	\$1,400.00
586	Laying the Foundations Institute Advance Placement Institute Advance Placement Fall Forum	\$3,300.00
589		
616		

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MUNIS Code	Description of Activity	Amount Requested
626		
627		
629		
641		
642		
643		
645		
646		
647		
649		
650	Chromebook Cart	\$3,600.00
734	Samsung Tablets Chromebooks	\$46,500.00
735	Reading Plus ALEKS TCA Prep	\$63,550.00
738		
810		
892		
894		

Total Amount Requested	\$ 161,267.75
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----- End of School Application -----

Appendix A



Literacy Coach Knox Central High School



The Literacy coach will be responsible for working with staff to improve literacy outcomes for all students.

Duties and Responsibilities:

- Curriculum (ensures curriculum is aligned with state and local standards and implemented through a systematic process.)
- Assessment (work with staff to ensure rigorous and authentic assessments inform and improve instruction to meet the needs of all students)
- Instruction (assist teachers in developing and implementing effective and varied, literacy strategies to be used in all classrooms)
- Work with principals, classroom teachers, related service providers, instructional para-educators and district level personnel in planning, implementing and coordinating instructional programs effectively.
- Attend PLC's to assist facilitators in the implementation of the current collegial model adopted by our school.
- Attend appropriate seminars, workshops, and conferences at the discretion of the building principal (s).
- Assist teachers in the analysis of benchmark data
- Identify and coordinate materials to promote active learning, critical thinking and problem solving
- Locate innovative instructional materials and resources designed to improve literacy skills and utilize appropriate district resources in making these available to staff
- Assist administrators, teachers, and program facilitators in implementation of literacy strategies and programs related to Tier 1-3 Response to Intervention (RTI or KIS).
- Assist with the disaggregation and analysis of test data and with the formulation of appropriate needs assessment tools and interpretation of resulting data.

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- Assist in the development and implementation of the school's 30-60-90 day plan
- Assist teachers in analyzing planning logs that reflect clearly defined goals and expected outcomes and that include appropriate accommodation and extensions for diverse learning populations.
- Conduct and/or schedule workshops as needed to demonstrate new techniques, disseminate information, or provide teacher training. Model classroom instruction integrating learned innovative techniques to see these methodologies being implemented.
- Perform other duties as assigned by the building principal.



Appendix A
Math Coach
Knox Central High School



The Math coach will be responsible for working with staff to improve math skills for all students.

Duties and Responsibilities:

- Curriculum (ensures curriculum is aligned with state and local standards and implemented through a systematic process.)
- Assessment (work with staff to ensure rigorous and authentic assessments inform and improve instruction to meet the needs of all students)
- Instruction (assist teachers in developing and implementing effective and varied, math strategies to be used in all classrooms)
- Work with principals, classroom teachers, related service providers, instructional para-educators and district level personnel in planning, implementing and coordinating instructional programs effectively.
- Attend PLC's to assist facilitators in the implementation of the current collegial model adopted by our school.
- Attend appropriate seminars, workshops, and conferences at the discretion of the building principal (s).
- Assist teachers in the analysis of benchmark data
- Identify and coordinate materials to promote active learning, critical thinking and problem solving
- Locate innovative instructional materials and resources designed to improve math skills and utilize appropriate district resources in making these available to staff
- Assist administrators, teachers, and program facilitators in implementation of math strategies and programs related to Tier 1-3 Response to Intervention (RTI or KIS).
- Assist with the disaggregation and analysis of test data and with the formulation of appropriate needs assessment tools and interpretation of resulting data.

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- Assist in the development and implementation of the school's 30-60-90 day plan
- Assist teachers in analyzing planning logs that reflect clearly defined goals and expected outcomes and that include appropriate accommodations for diverse learning populations.
- Conduct and/or schedule workshops as needed to demonstrate new techniques, disseminate information, or provide teacher training. Model classroom instruction integrating learned innovative techniques to see these methodologies being implemented.



Perform other duties as assigned by the building principal.

Appendix A

Math Interventionist Knox Central High School

The math interventionist will be responsible for overseeing the implementation of the RtI process.

Duties and Responsibilities:

- Interpret assessment data to drive instruction
- Review data to make instructional decisions to address student weaknesses
- Prepare and deliver focused math intervention instruction in small group setting
- Implement math intervention strategies
- Collaborate with math teachers for instructional planning and delivery
- Monitor and maintain accurate records on student achievement, articulating the progress and success
- Provide research-based instruction to small groups of students
- Assist in the scheduling and assignment of students to the program.
- Implement the assigned program of study
- Foster a classroom conducive to student learning

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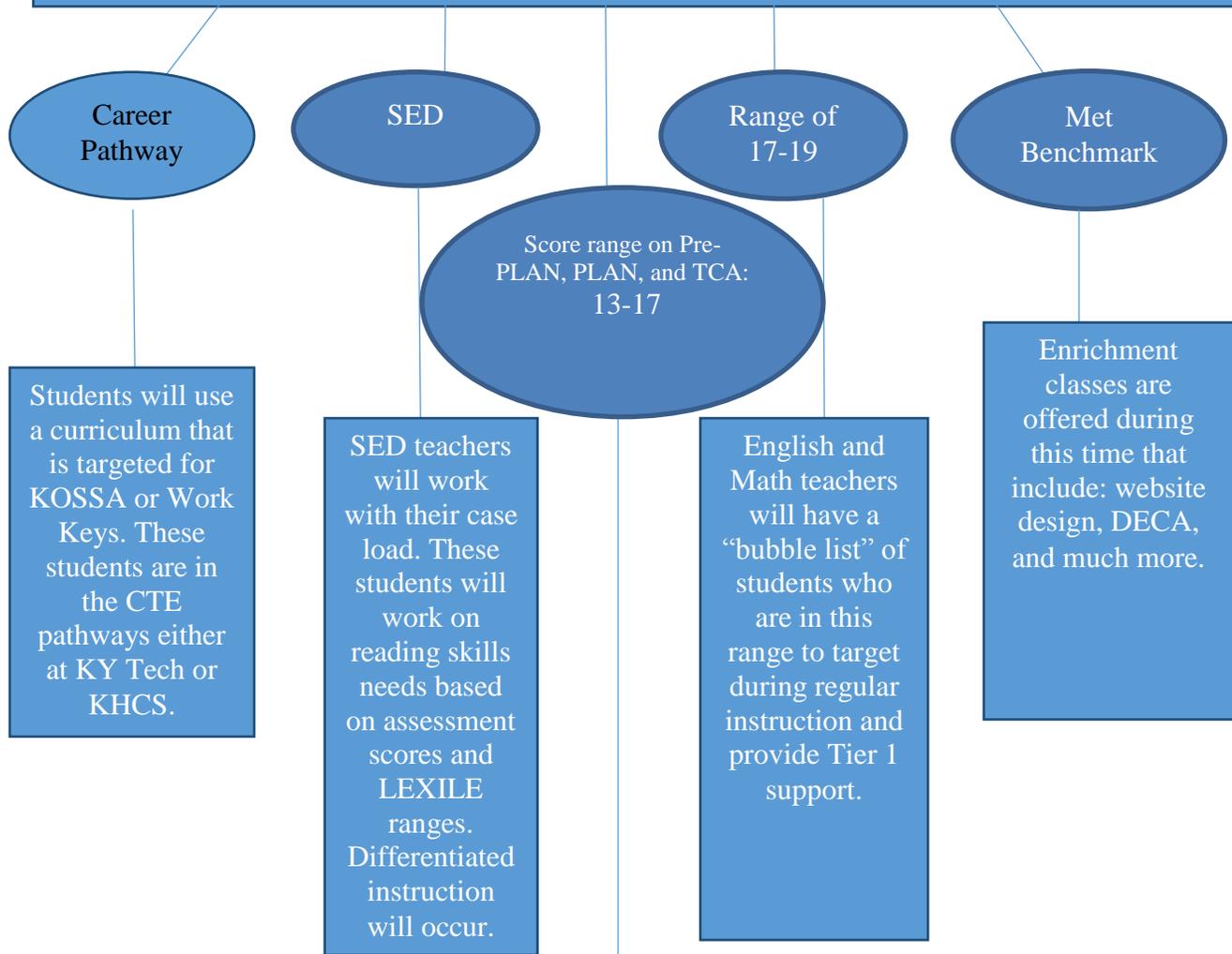
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- Attend appropriate seminars, workshops, and conferences at the discretion of the building principal (s).
- Identify and coordinate materials to promote active learning, critical thinking and problem solving
- Locate innovative instructional materials and resources designed to improve math skills and utilize appropriate district resources in making these available to staff
- Perform other duties as assigned by the building principal.

Appendix B

KCHS Intervention (skinny) protocol for reading and math

The purpose of our intervention classes is to provide a prescriptive curriculum to students based on score range on Pre-PLAN, PLAN, and TCA. Students who are near the benchmark will be provided Tier 1 intervention in regular English and Math classes. Teachers will have a skills list for those students. We will also offer a Career focus pathway for KOSSA and Work Keys to ensure a student has the opportunity to be Career Ready.



Students are placed in a prescriptive skinny class (M, T, Th., and F) in a 35 minute block. These teachers are skilled in reading and mathematics. Students are grouped based on score range and needed skills. The skill buckets contain targeting areas of growth needed based on ACT sub skills. 9th grade students who also score in a low Lexile reading range and in this targeted score range are placed in Read 180 for a 65 minute block daily. A total of 60 students are receiving Tier 3 intervention throughout the day.