

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

(Section 1003g)

Cover Page

| | | | |
|--|---|----------------|------------------|
| District Lee County | DISTRICT Mailing Address | | |
| Name of District Contact James Evans, Jr. | Street Address 1 | 242 Lee Avenue | |
| Position Superintendent | Street Address 2 | P.O. Box 668 | |
| Email jim.evans@lee.kyschools.us | City | Beattyville | ZIP 41311 |
| Submission Date (office use only) | Phone | 606.464.5000 | |
| | CONTACT Mailing Address (if different) | | |
| | Street Address 1 | 599 Lee Avenue | |
| | Street Address 2 | | |
| | City | Beattyville | ZIP 41311 |
| | Phone | 606.464.5005 | |

| District Name | | NCES ID# | Total Awarded |
|---------------|------------------------|----------|----------------------|
| Lee County | | 2103270 | \$ |
| | School Name | NCES ID# | Intervention |
| 1 | Lee County High School | 00876 | Transformation Model |
| 2 | | | Transformation Model |
| 3 | | | Transformation Model |
| 4 | | | Transformation Model |
| 5 | | | Transformation Model |
| 6 | | | 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

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 present district staff has served as an integral part of the school improvement process at Lee County High School. The district put in place an experienced principal that has turned around several struggling and low-performing schools. The continued success of Lee County High School will remain a primary goal of the Lee County School District. The district administrators (Instructional Supervisor, Special Programs Coordinator, Director of Pupil Personnel and Superintendent) will ensure, through frequent meetings, trainings and visits with LCHS staff and administrators, that all actions are data driven and maximum flexibility will be afforded the school level administration to meet the immediate needs of the students served in a manner that can be sustained over time. Curriculum development, instructional strategies, staffing, budgets, calendars, time, student success and achievement, attendance, and graduation, Perkins Funding, AT&T Grant, Gear-Up, TEALS Partnership (Microsoft), Family Resource/Youth Service Centers, Professional Development, Title I, Title II, Title III, all of which are and will continue to be used to address identified needs for student success such as active learning, active student engagement, parent involvement, rigor and relevance, professional development, dual credit teacher certification, consistent writing formats, reading across content areas, credit recovery, and research-based instructional programs until the grant is exhausted or renewed. Lee County High School and Lee County District personnel will jointly plan the use of school improvement funds, local, federal and external resources listed above to maximize growth in Lee County High School.

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

There is only one school (Lee County High School) that is identified as a priority school. There are no other Priority schools in the Lee county 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

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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)).

All funds will be placed at the school level with expenditure oversight by the district finance office. The district chooses not to reserve funds at the district level.

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

Perkins Funding, AT&T Grant, Gear-Up, TEALS Partnership (Microsoft), Family Resource/Youth Service Centers, Professional Development, Title I, Title II, and Title III will be used to address identified needs for student success such as active learning, active student engagement, parent involvement, rigor and relevance, professional development, dual credit teacher certification, consistent writing formats, reading across content areas, credit recovery, and research-based instructional programs until the grant is exhausted or renewed.

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

Services, personnel and financial supports provided shall remain within the parameters of the present allocations afforded by the district in support of school success. In addition, the support from within the organizational infrastructure has led to increased success during the first two years of the priority school process/status. Continued assistance from district personnel will assist in the improvement of Lee County High School. There will be no school improvement funds used for district level services.

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

Transformation Model - Permissible Activities

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

The previous two years of Cohort III were in place prior to the grant application process and remains intact with no grant assistance as part of the district-level support.

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Year 1 Budget

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

District Lee County

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 110 | | |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | | |
| 231 | | |
| 232 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | | |
| 338 | | |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-------------------|--------------------------------|-------------------------|
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 616 | | |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | | |
| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-------------------------------|-------------------------|---------------------|
| 810 | | |
| 892 | | |
| 894 | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Total Amount Requested | | \$ |

Year 2 Budget

District Lee County

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 110 | | |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 231 | | |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
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| 322 | | |
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| 338 | | |
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| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 616 | | |
| 626 | | |
| 627 | | |
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| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|------------|-------------------------|------------------|
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| | |
|-------------------------------|-----------|
| Total Amount Requested | \$ |
|-------------------------------|-----------|

Year 3 Budget

District Lee County

| MUNIS Code | Description of Activity | Amount Requested |
|------------|-------------------------|------------------|
| 110 | | |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 221 | | |
| 222 | | |
| 231 | | |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |
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| 299 | | |
| 322 | | |
| 335 | | |
| 338 | | |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
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| 581 | | |
| 582 | | |
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| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| | | |
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| | | |

| | |
|-------------------------------|-------------|
| Total Amount Requested | \$ 0 |
|-------------------------------|-------------|

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District Lee County **School** Lee County High School

School Application

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.

As indicated below, the data indicates minimal growth in mathematics and literacy holding status quo in comparison to years one and two of priority school status. The percentages of students scoring proficient and distinguished were lower than 2011-2012 assessment scores as indicated below. Though disappointed with the percentages, the scores provided staff with the data necessary to address specific student needs in literacy and mathematics.

The College Benchmarks have shown tremendous growth. This is indicative of the student strengths across all indicators which include: ACT, COMPASS, KYOTE, WORKKEYS, KOSSA, ASVAB and Industry Certifications. The growth indicated by all data used in the calculations of school success is also indicated in overall College and Career Readiness and tremendous growth in graduation rates.

The intentionality of addressing curriculum and assessment is reflected in immediate growth. The next steps for continued and sustained growth will be the use of instructional practices that promote rigor and relevance as the Kentucky Academic Core Standards are taught and achieved through actively engaged students.

LEE COUNTY HIGH SCHOOL - DATA SUMMARY - End of Year 2012-13

*indicates current data
(5/13/2013)

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1) **END OF COURSE ASSESSMENTS**

| | 11/12 MC Avg. | 11/12 P/D% | 12/13 MC Avg. | 12/13 P/D % |
|----------------|---------------|---------------|---------------|---------------|
| ENG I | 153.3 | N/A | 152.7 | N/A |
| ENG II | 152.5 | 47.20% | 152.6 | 43.50% |
| ALG I | 143.9 | N/A | 142.5 | N/A |
| GEOM | 143.2 | N/A | 143.7 | N/A |
| ALG II | 145.1 | 35.00% | 145.1 | 24.70% |
| BIO | 148.4 | 25.00% | 149.7 | 29.11% |
| US HIST | 146.1 | 38.20% | 146.4 | 54.02% |

2) **COLLEGE BENCHMARKS (ACT/Compass/KYOTE)**

| | 11/12 Met All 3 | 11/12 % | 12/13 Met All 3 | 12/13 % |
|-------------------|-----------------|---------|-----------------|--------------|
| Benchmarks | 27/76 | 35.50% | 38/83* | 45.8% |

3) **WORKKEYS**

| 11/12 % Passed Before Retakes | 11/12 % Passed After Retakes | 12/13 % Passed Before Retakes | 12/13 % Passed After Retakes |
|-------------------------------|------------------------------|-------------------------------|------------------------------|
| 39 of 76 (51.3%) | 43 of 76 (56.5%) | 52 of 83 (62.7%) | 65 of 83 (78.3%) |

4) **KOSSA**

| 11/12 KOSSA Pass | 11/12 % | 12/13 KOSSA PASS | 12/13 % |
|------------------|---------|------------------|---------------|
| 22 of 77 | 28.57% | 36 of 83 | 43.40% |

5) **INDUSTRY CERTIFICATES**

| 2011-2012 | 2012-2013 |
|-----------|------------|
| 12 | 29* |

6) **COLLEGE and/or CAREER READINESS**

| | College Ready | Career Ready | Non-Duplicated | Score (w/ Bonus) |
|---------|---------------------------|--------------------------|--------------------------|------------------|
| 2010-11 | 5 of 47 (10.6%) | 10 of 47 (21.3%) | 12 of 47 (25.5%) | 29.0 |
| 2011-12 | 27 of 76 (35.5%) | 26 of 76 (34.2%) | 39 of 76 (51.3%) | 62.5 |
| 2012-13 | 37 of 83 (44.6.0%) | 45 of 83 (50.6%)* | 52 of 83 (62.7%)* | 81.3 |

7) **OVERALL ACCOUNTABILITY**

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| | 2011-12 | 20% | 2012-13 | 20% |
|-------------------|---------|-------------|-------------|-------------|
| Achievement | 52.1 | 10.4 | | 10.7 |
| Gap | 31.0 | 6.2 | | 6.2 |
| Growth | 62.8 | 12.6 | | 10.1 |
| CCR | 62.5 | 12.5 | 81.3 | 16.3 |
| Graduation | 68.6 | 13.7 | 89.2 | 18.3 |
| TOTAL | | 55.4 | | 61.5 |

LEE COUNTY HIGH SCHOOL - DATA SUMMARY - End of Year 2013-14

*indicates current data
 (11/15/2013)

1) **END OF COURSE ASSESSMENTS**

| | 12/13 MC Avg. | 12/13 P/D % | 13/14 MC Avg. | 13/14 P/D % |
|----------------|---------------|---------------|---------------|-------------|
| ENG I | 152.7 | N/A | | N/A |
| ENG II | 152.6 | 43.50% | | |
| ALG I | 142.5 | N/A | | N/A |
| GEOM | 143.7 | N/A | | N/A |
| ALG II | 145.1 | 24.70% | | |
| BIO | 149.7 | 29.11% | | |
| US HIST | 146.4 | 54.02% | | |

2) **COLLEGE BENCHMARKS**

(ACT/Compass/KYOTE)

As of 11/15/13

| | 12/13 Met All 3 | 12/13 % | 13/14 Met All 3 | 13/14 % |
|-------------------|-----------------|--------------|-----------------|--------------|
| Benchmarks | 38/83 | 45.8% | 27/79 | 34.1% |

3) **WORKKEYS**

| 12/13 % Passed Before Retakes | 12/13 % Passed After Retakes | 13/14 % Passed Before Retakes | 13/14 % Passed After Retakes |
|-------------------------------|------------------------------|-------------------------------|------------------------------|
| 52 of 83 (62.7%) | 65 of 83 (78.3%) | | |

4) **KOSSA**

| 12/13 KOSSA PASS | 12/13 % | 13/14 KOSSA PASS | 13/14 % |
|------------------|---------------|------------------|---------|
| 36 of 83 | 43.40% | | |

5) **INDUSTRY CERTIFICATES**

| 2012-2013 | 2013-2014 |
|-----------|-----------|
| 29 | 4 |

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6) **COLLEGE and/or CAREER READINESS**

| | College Ready | Career Ready | Non-Duplicated | Score (w/ Bonus) |
|---------|---------------------------|--------------------------|------------------|---------------------|
| 2010-11 | 5 of 47 (10.6%) | 10 of 47 (21.3%) | 12 of 47 (25.5%) | 29.0 |
| 2011-12 | 27 of 76 (35.5%) | 26 of 76 (34.2%) | 39 of 76 (51.3%) | 62.5 |
| | | | 52 of 83 | |
| 2012-13 | 37 of 83 (44.6.0%) | 45 of 83 (50.6%)* | (62.7%)* | 81.3 |
| | | | 27 of 79 | |
| 2013-14 | 27 of 79 (34.1%) | 3 of 79 (3.8%) | (34.1%) | 36.1 |

7) **OVERALL ACCOUNTABILITY**

| | 2012-13 | 2013-14 |
|--------------|---------|-------------|
| Achievement | 55.2 | 11.0 |
| Gap | 31.9 | 6.4 |
| Growth | 50 | 10.0 |
| CCR | 81.3 | 16.3 |
| Graduation | 89.2 | 17.8 |
| | | 90.9 |
| TOTAL | | 61.5 |
| | | 18.2 |

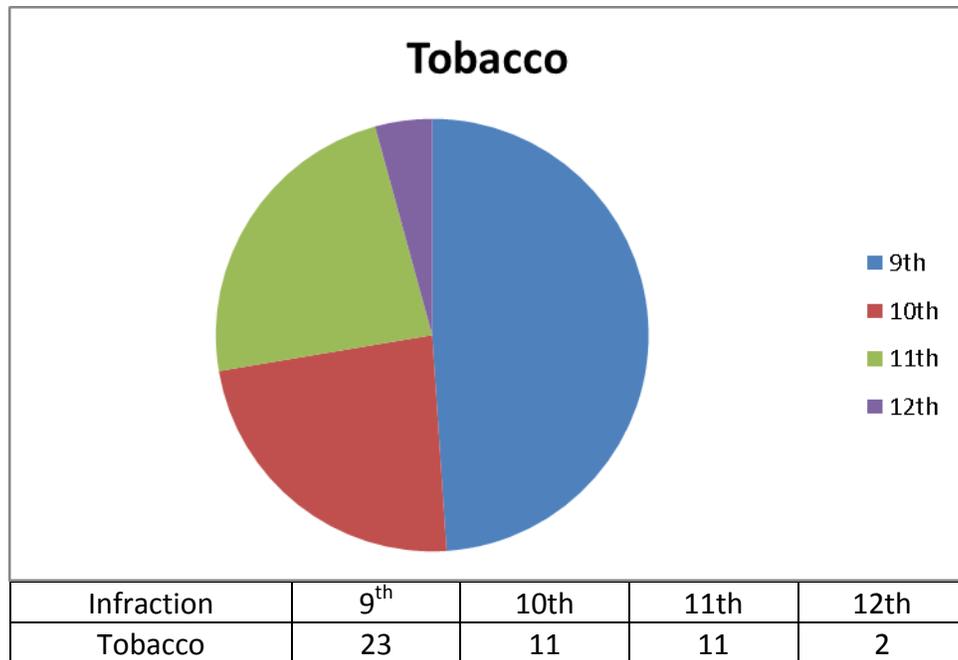
Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspensions and retention rates. Address drop-out and graduation rates, if applicable.

Prior to the PLA evaluation there were significant numbers of suspensions and students placed in the In-School Suspension reducing the amount of active instructional/student engagement. Another issue at the time of the PLA evaluation was teacher attendance (2011-2012 school average teacher absenteeism was an average of 13.89 instructional days or 93,757.5 minutes which was the equivalent to 250.02 days absent or 1.4707 years). The student attendance was another issue at the time of the PLA process during the 2011-2012. There were 339 students enrolled at the time with 279 students that had missed five days or more August 14, 2011 through April 03, 2012. The overall student average of student absenteeism (including suspensions) for 2011-2012 was 12.3 days which led to a grand total of (4,169.7 days absent) 1,563,637.5 minutes of lost instructional time or the equivalence of 24.5276 years lost. Below we have listed the most prevalent behavior infractions for the past year with the top five being graphed in the data windows below. We are addressing the top five identified behaviors. The 9th graders from the 2012-2013 school year are now sophomores and are being addressed at the present time. Retention rates have historically been in the 3.6% range with the dropout rate being approximately 1.5% but our graduation rates have improved as indicated by the data above. Attendance has been in the 91% range historically but has improved over the past two years. However, the 2013-2014 attendance has been most challenging.

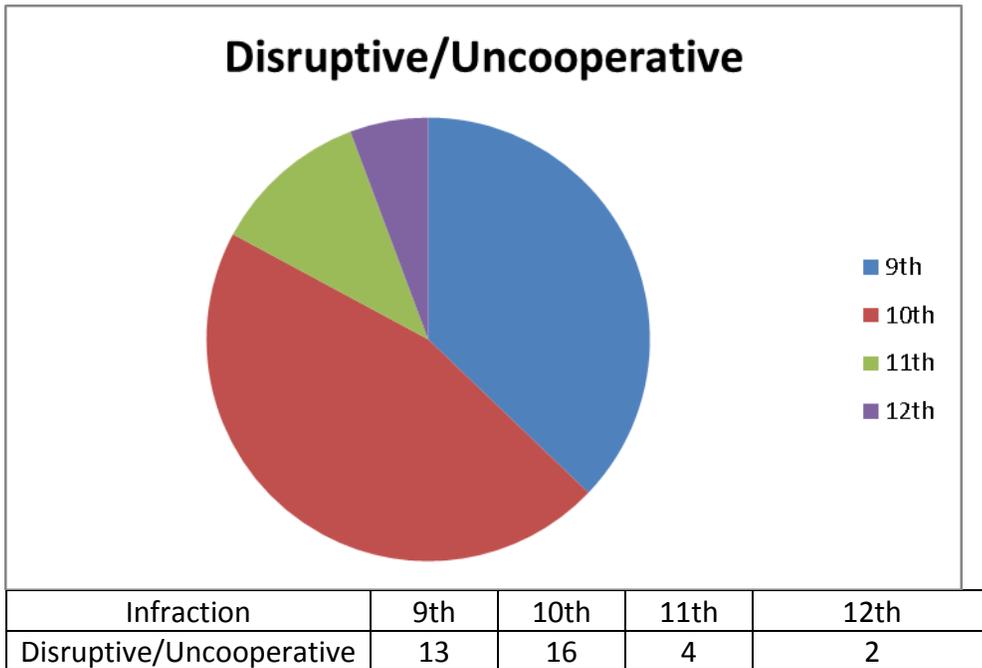
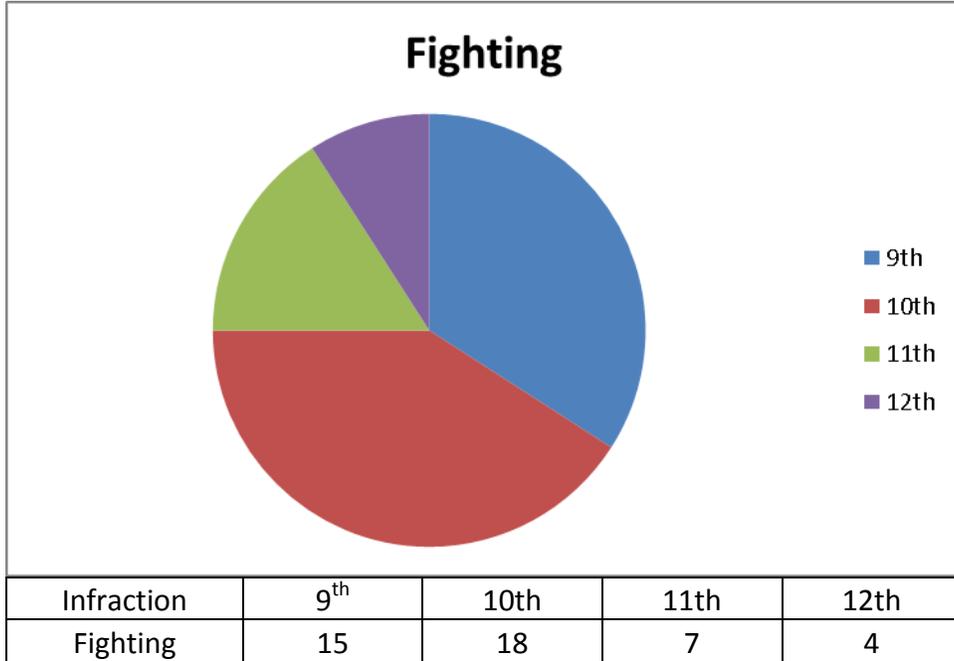
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The result of students losing large amounts of instructional time due to absences, poor teacher attendance, students placed in in-school suspensions led to a lack of academic success in both the classroom and assessments. Classroom management has been addressed to reduce the 1,000 – 1,500 student referrals annually to 265 as indicated by the data below last year (2012-2013).

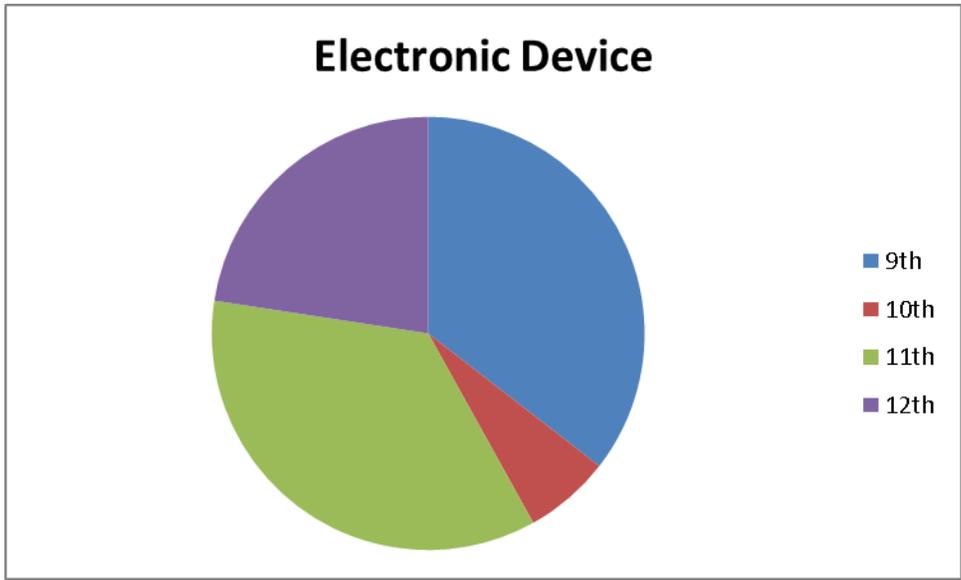
2012-2013 Behavior



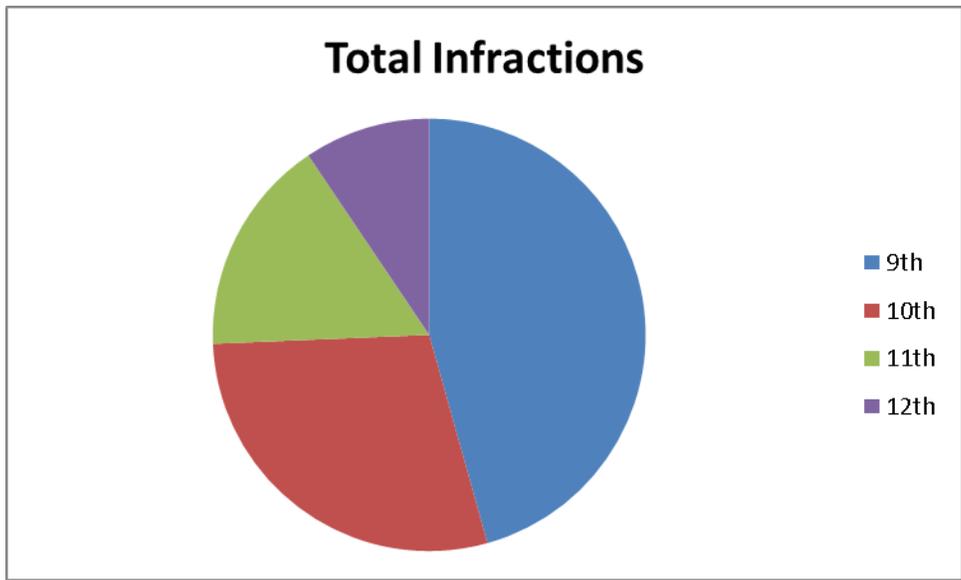
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| Infraction | 9th | 10th | 11th | 12th |
|-------------------|-----|------|------|------|
| Electronic Device | 11 | 2 | 11 | 7 |



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| Infraction | 9th | 10th | 11th | 12th |
|-------------------|------|------|------|------|
| Total Infractions | 121 | 76 | 43 | 25 |
| %/Grade | 45.7 | 28.7 | 16.2 | 9.4 |

2012-13 Discipline Referrals

LCHS

| | 9th | 10 th | 11th | 12th | Totals | Percent Per Infraction |
|---------------------------|-----|------------------|------|------|--------|------------------------|
| Smoking / Tobacco | 23 | 11 | 11 | 2 | 47 | 17.7% |
| Fighting | 15 | 18 | 7 | 4 | 44 | 16.6% |
| Disruptive/ Uncooperative | 13 | 16 | 4 | 2 | 35 | 13.2% |
| Electronic Device | 11 | 2 | 11 | 7 | 31 | 11.7% |
| Foul Language/ Gestures | 4 | 15 | 2 | 1 | 22 | 8.3% |
| Tardies | 17 | 3 | | 1 | 21 | 7.9% |
| Disrespect | 11 | 1 | 1 | 1 | 14 | 5.3% |
| Skipping | 5 | 4 | 2 | 2 | 13 | 4.9% |
| Insubordination | 9 | 2 | 1 | 1 | 13 | 4.9% |
| Bus | 3 | 1 | | 2 | 6 | 2.3% |
| Threats | 3 | 1 | | | 4 | 1.5% |
| Physical Aggression | 3 | | | 1 | 4 | 1.5% |
| Public Display of | 3 | | | 1 | 4 | 1.5% |

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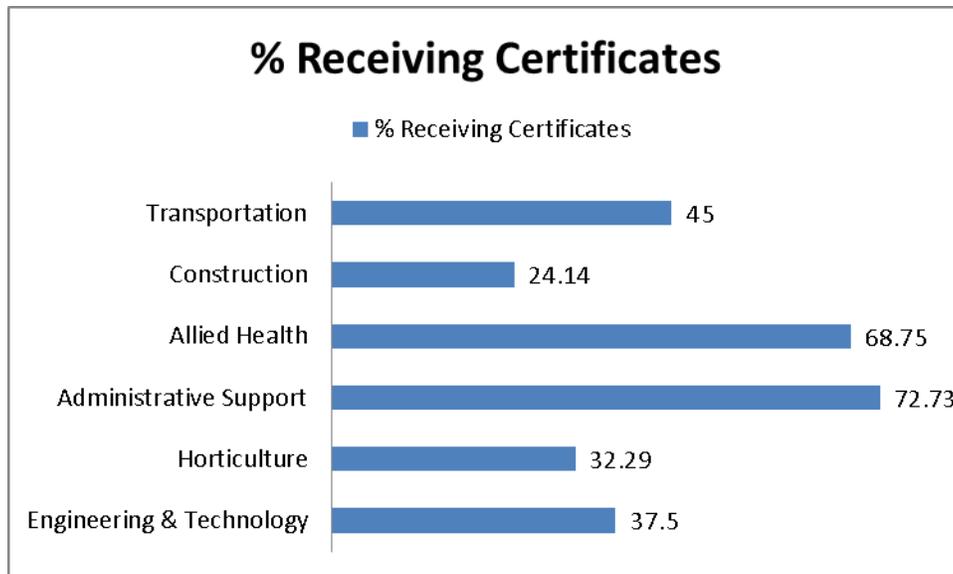
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| | | | | | | |
|------------------------|------------|-----------|-----------|-----------|------------|---------------|
| Affection | | | | | | |
| Dress Code | | | 2 | | 2 | 0.8% |
| Vandalism | | | 1 | | 1 | 0.4% |
| Horseplay | 1 | | | | 1 | 0.4% |
| Alcohol | | 1 | | | 1 | 0.4% |
| Theft | | 1 | | | 1 | 0.4% |
| Leaving w/o Permission | | | 1 | | 1 | 0.4% |
| Grade Totals | 121 | 76 | 43 | 25 | 265 | 100.0% |
| Percent Per Grade | 45.7% | 28.7% | 16.2% | 9.4% | 100.0% | |

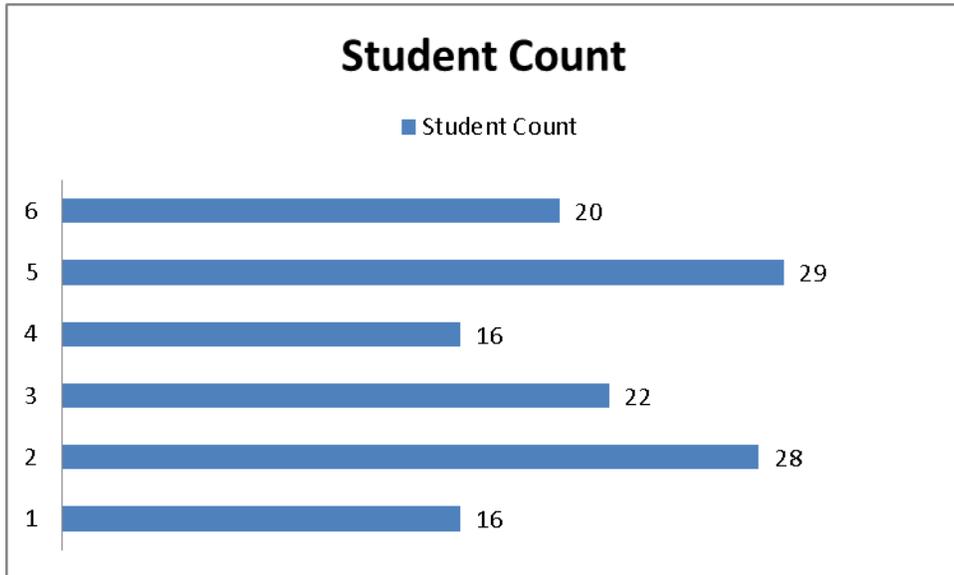
Kentucky Skill Standards Assessment School Report 2012-2013

| Test Name | % Receiving Certificates | Certificates | Student Count | MC Mean | Scenario Mean |
|--------------------------|--------------------------|--------------|---------------|---------|---------------|
| Engineering & Technology | 37.5 | 6 | 16 | 67.25 | 62.5 |
| Horticulture | 32.29 | 11 | 28 | 65.68 | 80.36 |
| Administrative Support | 72.73 | 16 | 22 | 73.27 | 85.23 |
| Allied Health | 68.75 | 11 | 16 | 72.56 | 82.81 |
| Construction | 24.14 | 7 | 29 | 66.83 | 68.97 |
| Transportation | 45 | 9 | 20 | 74.25 | 60.53 |

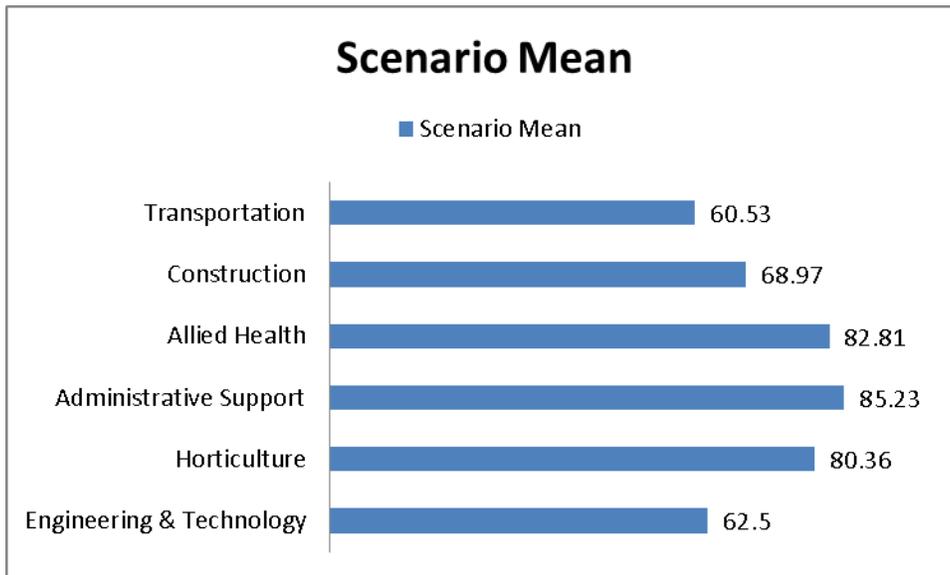
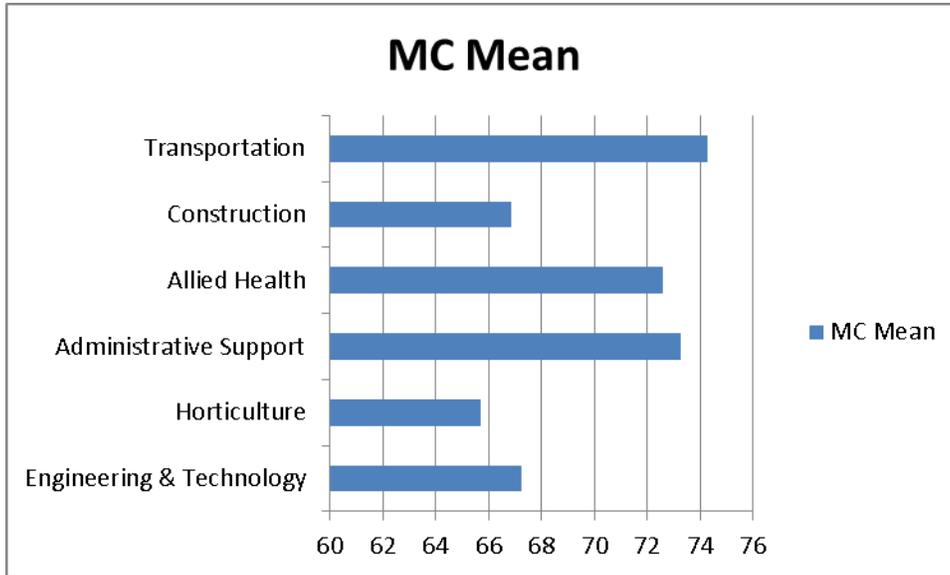
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| LCHS |
| ATC |



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Five Year ACT Trends - Local vs. State Averages

| Year | English | | Mathematics | | Reading | | Science | | Composite | |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-------------|
| | Local | State | Local | State | Local | State | Local | State | Local | State |
| 2009 | 14.8 | 17.3 | 16.8 | 18.2 | 16.3 | 18.4 | 17 | 18.5 | 16.3 | 18.2 |
| 2010 | 15.9 | 17.8 | 16.3 | 18.3 | 17 | 18.9 | 17.3 | 18.7 | 16.8 | 18.5 |
| 2011 | 15.7 | 18 | 16.9 | 18.5 | 16.8 | 19 | 16.8 | 19 | 16.7 | 18.8 |
| 2012 | 17.4 | 18.4 | 17.8 | 18.8 | 18.4 | 19 | 17.8 | 19.2 | 18 | 19 |
| 2013 | 17.3 | 18.4 | 17.8 | 18.9 | 17.9 | 19.4 | 18.2 | 19.5 | 18 | 19.2 |

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Five Year ACT Benchmark Readiness - % Met

| Year | English | | Mathematics | | Reading | | Science | | Met ALL Four (4) | |
|-------------|-----------|-----------|-------------|-----------|-----------|-----------|----------|-----------|------------------|-----------|
| | Local | State | Local | State | Local | State | Local | State | Local | State |
| 2009 | 31 | 45 | 10 | 21 | 17 | 30 | 6 | 16 | 5 | 11 |
| 2010 | 30 | 49 | 8 | 21 | 13 | 35 | 9 | 15 | 4 | 11 |
| 2011 | 30 | 50 | 10 | 24 | 20 | 23 | 4 | 16 | 2 | 11 |
| 2012 | 45 | 52 | 19 | 26 | 31 | 28 | 13 | 18 | 9 | 14 |
| 2013 | 51 | 54 | 21 | 27 | 27 | 40 | 9 | 18 | 9 | 14 |

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.

Based upon the data analysis gaps continue to occur between males and female in reading and language arts. The students have grown consistently in English, but at a much slower rate than the rest of the state in the areas of reading and mathematics. In order to be successful in all areas the reading and mathematics must be bolstered by using research-based strategies that will have the greatest impact on student learning while encouraging a more rigorous and relevant curriculum. A greater emphasis must be placed on the student strengths as well as their areas of growth to achieve consistent growth over time.

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

The Diagnostic Review (2014) was conducted February 25, 2014. Therefore, the results from the review have not been forwarded to the school level to further initiate school-level improvement programs. Upon the return of the Diagnostic Review Report a more focused school improvement process shall ensue.

The original Professional Leadership Assessment (2011) at Lee County High School focused upon use of the **certified evaluation process**, an **aligned curriculum** to guide instruction, **communication** between the school and stakeholders, the principal and council had not developed a **systematic process for monitoring and evaluating** the impact of resources, the principal and council had not provided a **vision or plan to ensure continuous school improvement**, and the principal and council had not **adopted and implemented policies and procedures needed to sustain continuous improvement**. The immediate address of the identified deficiencies has led to a quick turn-around of student performance and an increased focus by the teachers.

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The District Leadership Assessment (2011) listed the following deficiencies as areas of address: The B. O. E., superintendent, district and school leadership, and staff have not accepted their responsibility for student, achievement. The superintendent, district and school leadership, and school staff members have not modeled a professional work environment that continuously develops positive relationships and promotes collaborative decision-making. The B. O. E., superintendent, and district leadership does not use the CDIP as a basis of decision-making in Lee County Schools. District Leadership does not communicate expectations for developing a fully aligned curriculum, designing rigorous, authentic assessments, and delivering differentiated instructional strategies with high school leadership and staff. By supporting the staff and receiving support from the central office we have reduced many barriers.

The present student performance improvements that have been achieved can be attributed to the present job-imbedded use of professional development provided by the Gates Foundation. Both content areas, literacy and mathematics; have led to greater success for students as a result of the processes used to elicit student thought at a much higher level.

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

This transformation model was chosen as a result of the Professional Leadership Assessment of 2011. The superintendent chose the transformation model as means of addressing identified deficiencies and school improvement needs.

Transformation Model Required Activities

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

Present principal was hired January 17, 2012 to replace the previous principal based upon the recommendation of Commissioner of Education as a result of the Professional Leadership Assessment of 2011. Prior to principal selection the previous SBDM council was removed and replaced with an advisory council to serve in the place of the previous SBDM Council in an advisory capacity only to the Superintendent of Schools. The present status of the advisory council is duly noted in council minutes and the schools quarterly reports. The school has been provided support by KASC, KASA, KEA, KDE, and LEA .

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.

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Flexibility has been provided to make all necessary adjustments needed to promote academic growth and success. The principal has been provided the latitude to address all operational and organizational facets to make positive changes resulting in student and school success in all content areas. The superintendent's implementation of the transformational model has provided the principal, in collaboration with the school staff, the ability to implement decisions that will move the school forward. The principal can approve all necessary professional development, investigate appropriate research-based programs and practices that will spur student success, and develop instructional capacity within the school's personnel infrastructure.

By providing the principal flexibility to address staffing, calendars/time, and budgeting Lee County High School has been able to provide the following programs through grants and job-imbedded professional development activities within the instructional program such as the following which will need additional funding to carry the projects forward during the next few years and allowing the board of education the time to plan for continuation after funding ceases:

- Transition Courses for Benchmark attainment
- Lab Classes for mathematics and language arts/English
- The Drop-In Program is a project intended to encompass as many interventions and recovery opportunities as possible within the parameters of our schools responsibility as a change agent within the community. The funding requested for this venture embraces a **seven point emphasis** of intercessions to ensure that every prospective candidate, in or out of school, will be provided additional educational support at all grade levels and after their cohort group has graduated by including the following Drop-In components:

1. Second Chance
2. Early Start
3. Credit Recovery
4. Benchmark Boot Camp
5. Saturday Amnesty
6. Evening Drop-In School
7. Diploma Recovery

❖ ALL students and past students have the opportunity to participate at any level due to dropping out, at-risk factors that includes any of the following: academic disadvantages, socio-economic status, attendance, behavioral issues, sibling or adult care situations, and living on their own due to circumstances beyond their control to name a few. The support staff for this program will be community volunteers, college students, instructional staff and student peers.

- IXL Mathematics site license

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- Funding for teachers to acquire necessary hours for certification to teach Dual Credit classes
- TCA site license
- Universal Screener – ThinkLink purchase
- State and National Professional Development Conferences for Teachers & Administration
- Implementation of KYCID/PBIS – Conferences and Professional Development
- Research-based instructional programs with job-imbedded professional development

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.

Teachers have been an integral part in the development of various systems that address the teacher evaluation system. There is constant two-way, transparent communication between the principal and staff in the evaluation process. The use of committees, A-Team, PLC's, staff meetings, and the Principal's Cabinet has created a collegial environment where all stakeholders know the expectations of the evaluation system. The staff has been challenged to think outside the box using personal initiative and creativity to take all students to the next level. The administrative support team from the central office has been very supportive, participated in walk-throughs and provided immediate feedback to the staff. In conjunction with the Kentucky Valley Educational Cooperative (KVEC), there has been great support through the implementation of the PETLL Process and the immediate feedback from an external observation source.

As a part of the evaluation system, the principal formally observes all staff annually with immediate feedback prior to exiting classrooms. During pre and post observation conferences the teachers address components of the CSIP and District-wide Strategic Plan and how they are utilizing data. Overall growth has been noted in the aforementioned data above. Student Growth Data, (observations via formal district evaluation process, walk-throughs, TPGES, ELEOT, peer observations, and use of classroom cameras for teacher self-evaluation and self-reflection have been used in conjunction with all available student data to improve student performance and increase

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student graduation rates as evidenced in previous data. The use of student growth data and graduation rates or the progress toward student graduation has been addressed and is ongoing.

This collective growth of our students and staff has been the result of teacher and administrative staff addressing the needs of our school as they relate to a highly successful school. The data collected from surveys and various instructional focus groups and student focus groups have also been used intentionally to drive professional development and instructional practices.

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

The identification of the leaders, teachers, and staff will be done so through the success of students on all assessment measures required by the state of Kentucky and College and Career Readiness Benchmarks.

There have been multiple celebrations for teacher and administration success. Dinners, breakfasts, board of education recognition, recognition in local newspapers, and recognition on the school and school district websites are among the many ways that the staff and administration are recognized. The students have also been and will continue to be the focal point of our continuous gravitation toward the “Next Level” of success.

Our staff never asks for monetary rewards, but they ask for supplies, materials and equipment for student use that will help increase the rigor and relevance of the content taught. They realize with the reward of supplies, materials, and equipment their students will be ready for a 21st Century World. Teachers willing to teach Dual Credit are assisted through allowable district program funds to pay for the costs of necessary coursework and required textbooks

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

The school will use the due process and procedures set forth in the Policies and Procedure Manual established by the Lee county Board of Education.

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

The staff has worked diligently to use the professional development received in their classrooms on a daily basis. The staff identifies the professional development needed based upon the disaggregation of student data from all available sources possible. The principal allows the the staff to identify and prioritize the professional development that will have the most impact on student growth. The result of the data analysis drives the curricular adjustment and performance goals in order to meet the desired outcomes identified in the Kentucky Academic Core Standards.

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 financial incentives, opportunities for promotion and flexible working conditions have been been addressed through the AT&T Grant, Gear-Up, TEALS Partnership (Microsoft), Family Resource/Youth Service Centers, Professional Development, Title I, Title II, Title III all of which are being used to address indirect monetary rewards such as instructional resources, resource books, teacher guides, or extra supplies. To retain present effective staff and/or recruit future staff some further consideration may need to be given to the ideas mentioned through alternate source of funding. In addition, we will also visit universities during Teacher Recruitment Days (e.g. Morehead State University, Eastern Kentucky University, etc.).

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

The curriculum alignment has taken place both vertically and horizontally to meet the needs of students in mathematics and literacy. **The continued implementation of MDC and LDC as part of the Gates Foundation** Grant has addressed the issues of student performance in all academic areas. At the present time this research-based project has initial implications of increased student performance. It addresses mathematics and literacy (English and Reading) but it is highly adaptable to all courses. This project will assist us with the re-aligned required course framework for mathematics and the necessary professional development to improve student performance

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it

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will be integrated with the implementation of school-wide response to intervention.

Data will be disaggregated each time new data arrives. Teachers will be able to look at student work together as well as all other data sources in PLC's. The students will continue to be afforded the school-wide response to intervention by being placed in mathematics labs, English labs, transition courses, benchmark reading labs, and benchmark math labs. Students in those classes will be provided individual instruction in identified growth areas in order for the students to achieve greater success. Students will take the ThinkLink Assessment three times a year to identify strengths and areas of growth.

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).

Learning time for mathematics, literacy, and transition classes have already been placed in the master schedule to meet the needs of those students needing additional instruction and support. The transition courses are designed for students to exit upon achieving benchmarks. The mathematics and literacy courses are additional content specific courses where students receive intense remediation (RTI) in addition to the regular core mathematics and literacy courses.

In order for the students to receive additional one-on-one instruction the LCHS staff stays after school to revisit previous concepts taught. They also review student assessments with the students as well as discuss goal setting with their students.

The following summer, day-time programs furnish extended learning opportunities for all students such as: Second Chance - Additional instruction at LCHS for students who ended the year with 50%-64% in a class – 15 hours additional instruction/remediation during the summer and the possibility of earning the credit instead of failing the course. Credit Recovery – is driven by internet coursework to help a student make up a credit that they have failed. Students use Edgenuity, ALEKS, IXL and Win Learn software to learn content, pass assessments, and improve classroom performance. Students must pass the online assessments to receive credit for the course. Facilitated at the ATC (Before, During, and After School and after the regular school-year during the summer). Benchmark Boot Camp - For recently graduated seniors and juniors that did not meet benchmarks – additional instruction through the Lee Adult Education Center to help graduates meet college benchmarks before June 30 for graduated seniors. This is for graduates and upcoming seniors that need to meet ACT college benchmarks. LCHS Early Start - For all eighth grade students entering LCHS in the fall – 9 day course using LCHS and ATC staff in *Workplace Principles* – students earn ½ of a LCHS credit. Several benefits: Course will count in ALL career pathways, Effective transition to LCHS from LCMS, Familiarity with LCHS and ATC teachers, funded by Gear-UP and AT&T, Food, Transportation provided. Evening Drop-In School - Opportunities for high school students to recover credit from classes they have failed during the previous semester, to provide students with extenuating circumstances optional class times to keep their

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course work current while moving toward high school completion. Diploma Recovery - additional option for students who have already dropped out and are within 8-10 Mandatory Credits for graduation (may include a combination of Project-based learning, on-line academic opportunities, and utilization of tutorials, work-place activities, and optional assessments for credit if successful).

In addition, teachers will continue to conduct team meetings and cross-curricular initiatives during the summer and before/after school hours to address the areas of differentiation, rigor, active student engagement, and curriculum document completion. Professional Development will continue in the areas of teacher growth, writing and communication (LDC), mathematics (MDC), and increased opportunities in the Arts and Humanities.

All students working on the other end of the spectrum have the opportunity to take dual credit classes. Our goal over the next three years is for any student wishing to take college courses can leave us with up to thirty-six hours if they so choose. As we progress we intend to provide additional opportunities for a greater number of college credits. We now have common planning for all core teachers where they can plan collaboratively and work in professional learning communities. Wednesdays of each week are used to conduct professional development and planning activities in addition to the PLC's. We also use the Principal's Cabinet as the instructional advisory team for the principal.

The benefits of the year-round opportunities (before school, after school, and during the summer) for all students and opportunities afforded students and staff includes: Bringing dropout students back to school so they can graduate and receive their diploma, students can return to grade level status with their cohort group, improve transition to the world of work, improve student transition from grades eight to nine, increased student performance on major assessment pieces (PLAN, ACT, EOC's, Think Link, COMPASS, KYOTE, KOSA, Skill Standards, MOS Certification, Industry Certifications, etc.).

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.

The school will continue to encourage parents to be involved in the various academic and athletic endeavors of the school by utilizing the parent contact log process. Parents have been invited to participate on committees, work in ad-hoc committees regarding the master schedule, and completing a variety of school and state surveys during parent nights. The support of the local civic organization has been greatly appreciated and we will continue to encourage their involvement in the schools. The community plays an integral role in career activities sponsored by the school. Parents will be further encouraged to be involved in their students scheduling of classes, establishing a sound individualized learning plan, and preparing for their post-secondary education.

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

The district and school has provided additional computer labs and distance learning-based academic opportunities. The IT staff along with all district and building level employees have worked collaboratively to meet the needs of all students and staff. Examples would include: dual credit courses, area technology school courses, TEALS (Microsoft Project), computer availability for staff (Surface Tablets), computer lab on wheels, implementation of WIN Learn, blackboard classes, Gear-Up computers for individual student learning, etc. The district and school staff continuously look for materials and programs that will help Lee County High School achieve the highest level possible.

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

Transformation Model - Permissible Activities

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

Actions

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

The district and school level administrators have and will continue to be trained in multiple processes to identify quality instruction as a result of of job-embedded professional development. Teachers will monitor student work and all available data sources as appropriate and use this information to drive the PLC process where teachers can ensure that professional development is intentionally addressed in the curriculum and in instructional practices.

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

Teacher assignments will be based upon their certification and strengths to better meet the needs of all students within the master schedule. Teachers have been reassigned to meet the needs of students within the present schedule.

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

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Presently, the use of all available funds have been specifically ear-marked to address the goals of school success such as mentoring programs, transition activities, and monitoring student success.

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

The superintendent and school principal have led the review of policies and practices at the school level to make sure that policies are being put in place to ensure the sustained success of the school. The policies of the school council were approved in their entirety in April 2013. Each policy is being reviewed in committee and forwarded to the Advisory Council for consideration of any changes (2014).

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 principal, with guidance and assistance from district personnel, has been given full discretion and oversight when it comes to the administration of practices and policies. Since his arrival the scheidung has been change to meet the needs of all students. The curriculum has been fully aligned and vertical alignment is in the final stages. Several transition classes, dual credit classes (for which the principal has heavily recruited), TEALS/Microsoft courses, and grants have been established or acquired to meet student needs. The budget is designed to specifically address the needs identified by performance data.

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

The following groups will serve as support providers:

- Kentucky Valley Education Cooperative (KVEC)
- Kentucky Educational Development Corporation (KEDC)
- Kentucky Department of Education (KDE) – Educational Recovery Team
- Gear-Up
- University of Kentucky Student Motivational Research Project

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The support providers were selected based upon their specific area of expertise that will lead to school improvement and they will be evaluated based upon their ability to provide specific services and student performance upon state assessment measures.

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.

Data analysis will drive all decisions that lead to the achievement of student performance goals. Adjustments will be made in general fund monies, all available grant monies, youth service center monies, professional development funds, IDEA funds, Title I, and Gear-Up funds.

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 continuous monitoring of the results of student performance and the activities necessary to achieve success will be checked quarterly through the Quarterly Report, 30/60/90 Plan, and weekly as part of the A-Team process. These reports and feedback to the instructional staff will keep everyone well informed of the impact of instructional practices and decisions regarding student success.

Timeline

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

Timeline

| Month | 2014-2015 | 2015-2016 | 2016-2017 |
|---------------|---|---|--|
| July | <ul style="list-style-type: none"> • Administrative Retreat • Operational Calendar Developed • PGES Training – Teachers • PGES Calibration - Administration | <ul style="list-style-type: none"> • Administrative Retreat • Operational Calendar Developed • PGES Calibration – Administration | <ul style="list-style-type: none"> • Administrative Retreat • Operational Calendar Developed • PGES Recertification |
| August | <ul style="list-style-type: none"> • Freshman Orientation • Instructional Walk-throughs • Establish KCID | <ul style="list-style-type: none"> • Freshman Orientation • Instructional Walk-throughs • Intentional Student | <ul style="list-style-type: none"> • Freshman Orientation • Instructional Walk-throughs • Intentional Student |

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| | <ul style="list-style-type: none"> Intentional Student Relationships Parent Contact Logs Open House PLC's Weekly Monthly Report to BOE Teacher Growth Plans A-Team (Weekly) | <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> Parent Contact Logs Open House PLC's Weekly Monthly Report to BOE Teacher Growth Plans A-Team (Weekly) | <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> Parent Contact Logs Open House PLC's Weekly Monthly Report to BOE Teacher Growth Plans A-Team (Weekly) |
| September | <ul style="list-style-type: none"> PLAN Test ThinkLink Test #1/Data Review Instructional Walk-throughs PLC's Weekly Monthly Report to BOE Data Disaggregation - EOC's A-Team (Weekly) Review Attendance | <ul style="list-style-type: none"> PLAN Test ThinkLink Test #1/Data Review Instructional Walk-throughs PLC's Weekly Monthly Report to BOE Data Disaggregation - EOC's A-Team (Weekly) Review Attendance | <ul style="list-style-type: none"> PLAN Test ThinkLink Test #1/Data Review Instructional Walk-throughs PLC's Weekly Monthly Report to BOE Data Disaggregation - EOC's A-Team (Weekly) Review Attendance |
| October | <ul style="list-style-type: none"> Open House Quarterly Report Instructional Walk-throughs PLC's Weekly | <ul style="list-style-type: none"> Open House Quarterly Report Instructional Walk-throughs PLC's Weekly | <ul style="list-style-type: none"> Open House Quarterly Report Instructional Walk-throughs PLC's Weekly |
| | <ul style="list-style-type: none"> Monthly Report to BOE Data Disaggregation - EOC's A-Team (Weekly) Review KCID Initiative Review Attendance Calculate Success Rates - 1st 9 | <ul style="list-style-type: none"> Monthly Report to BOE Data Disaggregation - EOC's A-Team (Weekly) Review KCID Initiative Review Attendance Calculate Success Rates - 1st 9 | <ul style="list-style-type: none"> Monthly Report to BOE Data Disaggregation - EOC's A-Team (Weekly) Review KCID Initiative Review Attendance Calculate Success Rates - 1st 9 |
| November | <ul style="list-style-type: none"> Instructional Walk-throughs PLC's Weekly Monthly Report to BOE A-Team (Weekly) | <ul style="list-style-type: none"> Instructional Walk-throughs PLC's Weekly Monthly Report to BOE A-Team (Weekly) | <ul style="list-style-type: none"> Instructional Walk-throughs PLC's Weekly Monthly Report to BOE A-Team (Weekly) |

| Month | 2014-2015 | 2015-2016 | 2016-2017 |
|-----------------|---|---|---|
| December | <ul style="list-style-type: none"> Instructional Walk- | <ul style="list-style-type: none"> Instructional Walk- | <ul style="list-style-type: none"> Instructional Walk- |

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| | | | |
|-----------------|---|---|---|
| | <ul style="list-style-type: none"> throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Growth Plans • Quarterly Report • ThinkLink #2 & Data Analysis | <ul style="list-style-type: none"> throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Growth Plans • Quarterly Report • ThinkLink #2 & Data Analysis | <ul style="list-style-type: none"> throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Growth Plans • Quarterly Report • ThinkLink #2 & Data Analysis |
| January | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment • Calculate Success Rates - 2nd 9 | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment • Calculate Success Rates - 2nd 9 | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment • Calculate Success Rates - 2nd 9 |
| February | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment |
| | <ul style="list-style-type: none"> • ThinkLink #3 & Data Analysis | <ul style="list-style-type: none"> • ThinkLink #3 & Data Analysis | <ul style="list-style-type: none"> • ThinkLink #3 & Data Analysis |
| March | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment • SBDM Council Policy Reviews • Teacher Evaluations Completed • ACT Assessment • Review KCID Initiative • Calculate Success Rates - 3rd 9 | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment • SBDM Council Policy Reviews • Teacher Evaluations Completed • ACT Assessment • Review KCID Initiative • Calculate Success Rates - 3rd 9 | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment • SBDM Council Policy Reviews • Teacher Evaluations Completed • ACT Assessment • Review KCID Initiative • Calculate Success Rates - 3rd 9 |
| April | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum |

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| | | | |
|--------------|--|--|--|
| | Alignment <ul style="list-style-type: none"> • SBDM Council Policy Reviews • Open House | Alignment <ul style="list-style-type: none"> • SBDM Council Policy Reviews • Open House | Alignment <ul style="list-style-type: none"> • SBDM Council Policy Reviews • Open House |
| May | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment • SBDM Council Policy Reviews • EOC Assessments | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment • SBDM Council Policy Reviews • EOC Assessments | <ul style="list-style-type: none"> • Instructional Walk-throughs • PLC's Weekly • Monthly Report to BOE • A-Team (Weekly) • Review Curriculum Alignment • SBDM Council Policy Reviews • EOC Assessments |
| | | | |
| Month | 2014-2015 | 2015-2016 | 2016-2017 |
| June | <ul style="list-style-type: none"> • Summer School • Quarterly Report • Monthly Report to BOE • A-Team (TBD) • Review Curriculum Alignment • Early Start Transition Class - 9th | <ul style="list-style-type: none"> • Summer School • Quarterly Report • Monthly Report to BOE • A-Team (TBD) • Review Curriculum Alignment • Early Start Transition Class - 9th | <ul style="list-style-type: none"> • Summer School • Quarterly Report • Monthly Report to BOE • A-Team (TBD) • Review Curriculum Alignment • Early Start Transition Class - 9th |

Annual Goals

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

NOTE: Each grade level shares the same goals.

The attendance rates, graduation rates, and dropout rates directly affect the achievement of the annual S. M. A. R. T goals listed for mathematics and literacy found for **2015-2017** in this section.

Attendance Rate S. M. A. R. T goals

By the spring of **2015**, Lee County High School will have a 92.50% average attendance rate for all students.

By the spring of **2016**, Lee County High School will have a 93.00% average attendance rate for all students.

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By the spring of **2017**, Lee County High School will have a 93.50% average attendance rate for all students.

Graduation Rate S. M. A. R. T goals

By the spring of **2015**, Lee County High School will have a 92.00% average cohort graduation rate for all students.

By the spring of **2016**, Lee County High School will have a 92.50% average cohort graduation rate for all students.

By the spring of **2017**, Lee County High School will have a 93.00% average cohort graduation rate for all students.

Drop-out Rate S. M. A. R. T goals

By the spring of **2015**, Lee County High School will have less than a 1.5% dropout rate for all students.

By the spring of **2016**, Lee County High School will have less than a 1.25% dropout rate for all students.

By the spring of **2017**, Lee County High School will have less than a 1.00% dropout rate for all students.

Mathematics S. M. A. R. T. goals

By the spring of **2015**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 10% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the spring of **2016**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 7.5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the spring of **2017**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

Literacy S. M. A. R. T. goals

By the spring of **2015**, Lee County High School end-of-course assessment performance in literacy (English) will show an improvement of 10% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the spring of **2016**, Lee County High School end-of-course assessment performance in literacy (English) will show an improvement of 7.5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the spring of **2017**, Lee County High School end-of-course assessment performance in literacy (English) will show an improvement of 5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

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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.

NOTE: Each grade level shares the same goals.

Please note that the spring 2014 data will drive the quarterly adjustments during each year of the life of the grant 2015-2017.

MATHEMATICS

Quarterly Mathematics S. M. A. R. T. goals

By the 1st Quarter of **2014-2015**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 10% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the 2nd Quarter of **2014-2015**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 10% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the 3rd Quarter of **2014-2015**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 10% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the 4th Quarter of **2014-2015**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 10% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

Quarterly Mathematics S. M. A. R. T. goals

By the 1st Quarter of **2015-2016**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 7.5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the 2nd Quarter of **2015-2016**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 7.5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the 3rd Quarter of **2015-2016**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 7.5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the 4th Quarter of **2015-2016**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 7.5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

Quarterly Mathematics S. M. A. R. T. goals

By the 1st Quarter of **2016-2017**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

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By the 2nd Quarter of **2016-2017**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)
By the 3rd Quarter of **2016-2017**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)
By the 4th Quarter of **2016-2017**, Lee County High School end-of-course assessment performance in mathematics (Algebra II) will show an improvement of 5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

LITERACY

Literacy S. M. A. R. T. goals

By the 1st Quarter of **2014-2015**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 10% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)
By the 2nd Quarter of **2014-2015**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 10% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)
By the 3rd Quarter of **2014-2015**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 10% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)
By the 4th Quarter of **2014-2015**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 10% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

Quarterly Mathematics S. M. A. R. T. goals

By the 1st Quarter of **2015-2016**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 7.5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)
By the 2nd Quarter of **2015-2016**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 7.5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)
By the 3rd Quarter of **2015-2016**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 7.5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)
By the 4th Quarter of **2015-2016**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 7.5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

Quarterly Mathematics S. M. A. R. T. goals

By the 1st Quarter of **2016-2017**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

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By the 2nd Quarter of **2016-2017**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the 3rd Quarter of **2016-2017**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

By the 4th Quarter of **2016-2017**, Lee County High School end-of-course assessment performance in literacy (English II) will show an improvement of 5% additional proficient students as measured by the end-of-course assessments. (9th/10th/11th/12th)

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.

District and school administration, ER Team, and staff will work together to identify the contributing factors to the lack of success during a quarter if that were to happen. PLC's will be asked to review all available data and conduct a Plan/Do/Study/Act (PDSA) process to ascertain the reason goals were not met relating to group and individual growth of students.. The district and school administration and ER Team will meet with PLC's, initiate purposeful walk-throughs, conduct interviews, ensure there is follow-through on needed professional development, provide coaching, mentoring, and modeling where necessary. The primary function of the PLC process will be that of student growth and achievement. District and school administrators will provide necessary supports when sufficient progress toward goals is not being met as evidenced by data.

Consultation

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

After several meetings with the Superintendent, his advisory staff, and KDE the district chose the Transformation Model. It was determined that the SBDM Council nor the principal possessed capability or capacity to continue in their roles (11/2011). The principal was dismissed and the SBDM Council dissolved.

An experienced principal with school improvement and turn-around experience was hired January 17, 2012 and an Advisory Council (advisory capacity only to the Superintendent of Schools) was established.

The staff met with by the Educational Recovery Director and the various turn-around models were discussed with the Transformation Model discussed in-depth. The inclusion of parent and community involvement was discussed. All stakeholders will

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continue to be involved in strategic planning, ad-hoc committees, parent/teacher conferences, committee input, home visits, state and local surveys, and the parent contact log process.

The process over the next three years will include the implementation of a rigorous and transparent evaluation system, rewarding success, conducting on-going, high quality, job-imbedded professional development based upon identified needs, recruiting and maintaining effective staff, using data to drive decisions, and increasing learning opportunities.

School Budget Narrative

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

The A-Team (All District and School Level Administration) and school instructional staff has analyzed all available data during the past two years of the Priority School Status as aligned with the Transformation Model. The primary areas of need include the following resources and strategies:

Address the deficiencies within the math/science department.

The calculators and science equipment are outdated and in many instances archaic or non-existent. Items such as microscopes, probes, digital scales, scientific calculators, computers, etc. to replace outdated items are needed to create more rigorous and relevant learning experiences.

Instructional materials and text resources are needed for all content areas. These costs will be supplemented with in-kind grant monies. The funding for the TCA, Edgenuity (Credit Recovery), Second Chance, Early Start, Benchmark Boot Camp, Saturday Amnesty, Evening Drop-In School, and Diploma Recovery will expire this year (2014). Other items that we will be losing funding for at the end of the 2013-2014 school year will be IXL Mathematics site license, funding for teachers to acquire necessary hours for certification to teach Dual Credit classes, and our Universal Screener – ThinkLink. Professional Development money is virtually non-existent; therefore, funding to attend State and National Professional Development Conferences for Teachers & Administration does not occur. Our staff needs to be exposed to new ideas and new instructional strategies. Funding is also needed to send staff to KCID Training.

The items within the budget are essential to continued academic growth in a long-term systemic manner. Funding will be designated annually over a three-year cycle and reviewed for effectiveness to determine if continued funding is necessary. Sustainability for school improvement efforts will be addressed through the support of multiple state, federal and local funds.

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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.)

Data analysis will drive all decisions that lead to the achievement of student performance goals. Adjustments will be made in general fund monies, all available grant monies (e.g. Gear-up, AT&T, and Dollar General) Title I, youth service center monies, professional development funds, IDEA funds, Perkins funds, and Gear-Up funds. All available funds at this point have been spent on student needs based upon performance data.

Year 1 Budget

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 Lee County High School **District** Lee County

| MUNIS Code | Description of Activity | Amount Requested |
|-------------------|---|-------------------------|
| 110 | | |
| 111 | | |
| 112 | | |
| 113 | Professional Development Stipends for extended hours beyond PD requirements (curriculum, assessment, and instructional mapping) 12 hours x 20 staff @ \$20/hr. = \$4,800 Tutoring and Mentoring Staff for the following: Second Chance – 4 staff x 5 days @ \$120 = \$2,400 | \$14,120 |

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| MUNIS Code | Description of Activity | Amount Requested |
|---------------|---|---------------------|
| | Early Start – 2 staff x 14 days @ \$120 = 3,360 Summer Credit Recovery – 1 staff x 10 days @ \$120 = \$1,200 Saturday Amnesty – 1 staff x 9 days @ \$120 = \$1,080 Evening Drop-In School – 1 staff x 64 days @ \$20 = \$1,280 | |
| 120 | Certified Substitutes – state conferences in content area \$84.00 x 10 days = \$840 | \$840 |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | Medicare – Match | \$180 |
| 231 | KTRS - Match | \$318 |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|---|-----------------------------|
| 335 | | |
| 338 | Registration Fees – Professional Development – Conferences, Trainings, Etc. | \$8,800 |
| 432 | | |
| 433 | | |
| 441 | Library Books for STEM | \$2,000 |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | Travel for Professional Development (Mileage, Meals, Lodging) | \$7,120 |
| 581 | | |
| 582 | | |
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 616 | | |
| 626 | | |

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Year 2 Budget

School Lee County High School **District** Lee County

| MUNIS Code | Description of Activity | Amount Requested |
|-------------------|---|-------------------------|
| 110 | | |
| 111 | | |
| 112 | | |
| 113 | Professional Development Stipends for extended hours beyond PD requirements (curriculum, assessment, and instructional mapping) 12 hours x 20 staff @ \$20/hr. = \$4,800 Tutoring and Mentoring Staff for the following: Second Chance – 4 staff x 5 days @ \$120 = \$2,400 Early Start – 2 staff x 14 days @ \$120 = 3,360 Summer Credit Recovery – 1 staff x 10 days @ \$120 = \$1,200 Saturday Amnesty – 1 staff x 9 days @ \$120 = \$1,080 Evening Drop-In School – 1 staff x 64 days @ \$20 = \$1,280 | \$14,120 |
| 120 | Certified Substitutes – state conferences in content area \$84.00 x 10 days = \$840 | \$840 |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | Medicare - Match | \$180 |
| 231 | Teacher Retirement - Match | \$318 |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|---------------|--|---------------------|
| 293 | | |
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | | |
| 338 | Registration Fees for Professional Development | \$9,600 |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | Travel for Professional Development (Mileage, Meals, Lodging) | \$10,120 |
| 581 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|---------------|--|---------------------|
| 582 | | |
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 616 | | |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | Library Books | \$2,000 |
| 642 | | |
| 643 | Supplemental books, materials, and supplies for PLC.s, professional development and classroom incentives | \$9,182 |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | Supplies, Technology Related – Paper, Ink, etc. for student motivation and school/parent communication | \$2,000 |
| 734 | Math/Science Equipment for STEM activities | \$8,000 |
| 735 | Software support: Discovery Ed – ThinkLink Testing – School-wide @ \$3,120 TCA – School-wide @ \$1,410 Purchase of IXL to Implement Math and Literacy Support Program – 30 students x \$200/unit (math) x 4 units = \$800 30 students x \$200/unit (literacy) x units = \$800 | \$6,130 |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| | | |
| | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-------------------------------|-------------------------|------------------|
| | | |
| | | |
| | | |
| Total Amount Requested | | \$ 62,490 |

Year 3 Budget

| School | Lee County High School | District | Lee County |
|-------------------|--|----------|-------------------------|
| MUNIS Code | Description of Activity | | Amount Requested |
| 110 | | | |
| 111 | | | |
| 112 | | | |
| 113 | | | |
| 120 | Certified Substitutes – state conferences in content area \$84 x 10 days = \$840 | | \$840 |
| 130 | | | |
| 140 | | | |
| 160 | | | |
| 213 | | | |
| 214 | | | |
| 219 | | | |
| 221 | | | |
| 222 | | | |
| 231 | | | |
| 232 | | | |
| 233 | | | |
| 240 | | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|---------------|--|---------------------|
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | | |
| 338 | Registration Fees for Professional Development – Kentucky Academic Conferences | \$9,000 |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|---------------|--|---------------------|
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |
| 584 | | |
| 585 | | |
| 586 | Travel for Professional Development (Mileage, Meals, Lodging) | \$5,160 |
| 589 | | |
| 616 | | |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | Library Books | \$2,000 |
| 642 | | |
| 643 | Supplemental books, materials, and supplies for PLC.s, professional development, student enrichment | \$6,800 |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | Supplies, Technology Related – Poster Paper, Ink, etc. for student motivation and school communication | \$2,364 |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 894 | | |
| | | |
| | | |
| | | |

| | |
|-------------------------------|------------------|
| Total Amount Requested | \$ 26,164 |
|-------------------------------|------------------|

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