

Lincoln County High School



SIG GRANT "ORIGINAL" APPLICATION

March 2014

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

Cover Page

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District	DISTRICT Mailing Address
Lincoln County	Street Address 1 305 Danville Avenue
Name of District Contact	Street Address 2 P.O. Box 265
Angela Cain	City Stanford ZIP 40484
Position	Phone 606-365-2124
Chief Deputy of Quality Instruction	CONTACT Mailing Address (if different)
Email	Street Address 1 Same as above
Angela.cain@lincoln.kyschools.us	Street Address 2
Submission Date (office use only)	City ZIP
	Phone

	District Name	NCES ID#	Total Awarded
	Lincoln County	2103480	\$
	School Name	NCES ID#	Intervention
1	Lincoln County High School	210348000918	Transformation Model
2			Transformation Model
3			Transformation Model
4			Transformation Model
5			Transformation Model
6			Transformation Model

District Verification

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

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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.

Sarah Matter
Superintendent Signature

March 6, 2014
Date

Deeey L. McGuffey
Notary Public

9-6-14
My commission expires

Notary seal

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.

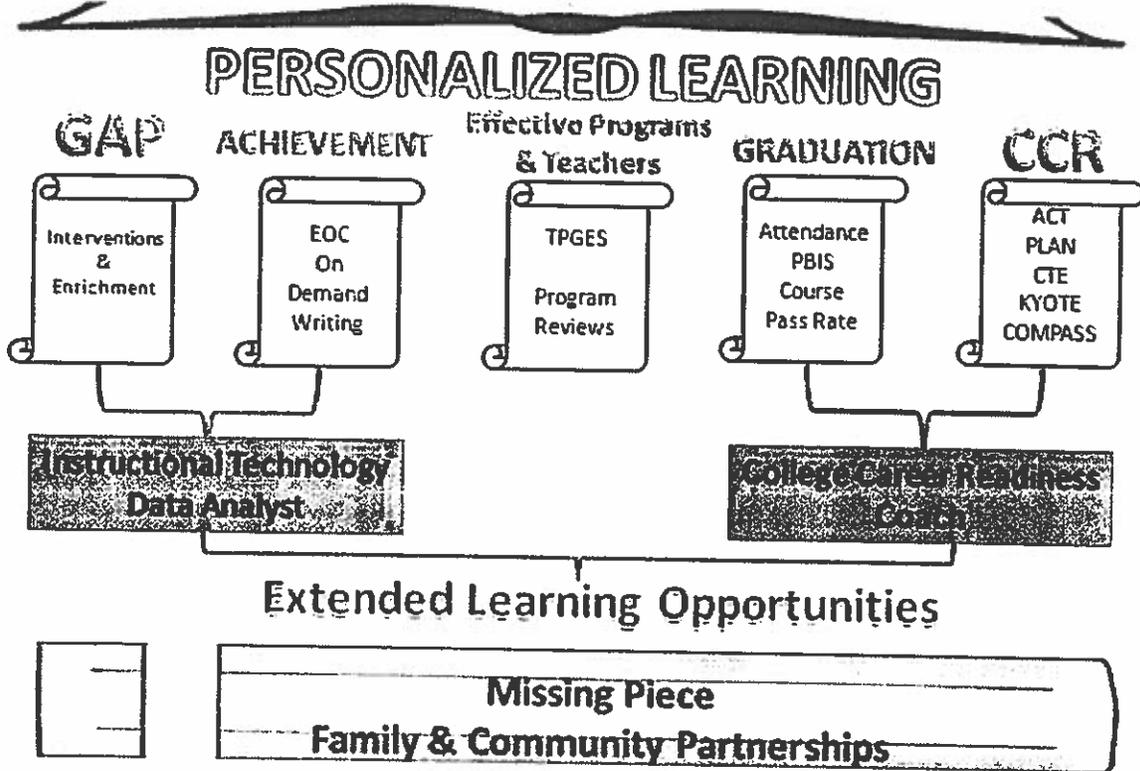
The Lincoln County Public School District's mission, "To empower every student with the knowledge, skills, and attributes necessary to become college/career and citizenship ready by providing high quality education and enriching opportunities in every classroom, every day," articulates our commitment to the realization of our vision of "Every Student, Every Classroom, Every Day: College/Career and Citizenship Ready." As a primary goal of graduating all students equipped with the skills and competencies needed to successfully compete in higher education and the global marketplace, the district is forging partnerships with community stakeholders as we reach beyond being a Proficient School District to become a "District of Proficient Schools." We believe that teaching must provide rigorous and relevant educational opportunities for all students that stress attainment of learning, thinking, and life skills.

As our flagship school, Lincoln County High School's vision, "Every student graduates college and/or career ready, equipped to become a contributing member of the community", embodies the same attributes and aspirations for their students as the district. LCHS will attain this vision through their mission, "LCHS will provide a safe and positive learning environment along with rigorous, intentional instruction in all classrooms and programs through a culture of pride, high expectations, accountability, and involvement by all stakeholders".

While we have made valiant efforts and significant progress toward our goals, there is still a tremendous amount of work left to do. School Improvement Grant (SIG) funds will enable us to provide additional services to our students while building capacity in existing personnel that will sustain the turnaround efforts over time.

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The following graphic represents the overarching scope and intent of how SIG grant funding can expand our efforts and have a significant positive impact on student success.



Our vision will become a reality through the systematic and intentional implementation of personalized learning for every student. Each student will have a unique path to graduating college and/or career ready and we are committed to providing a personalized plan to support every students' success.

The Lincoln County School District will use SIG funds to employ a college/career readiness (CCR) coach whose fundamental purpose is to empower students to make informed decisions about their career and educational plans and to successfully prepare students for college and career pathways. While the CCR Coach will organize and oversee a multitude of intentional activities aimed at graduating every student college/career ready, he/she will work directly with students most at-risk of not graduating to provide connections and services that meet their social, emotional, physical, and cognitive needs.

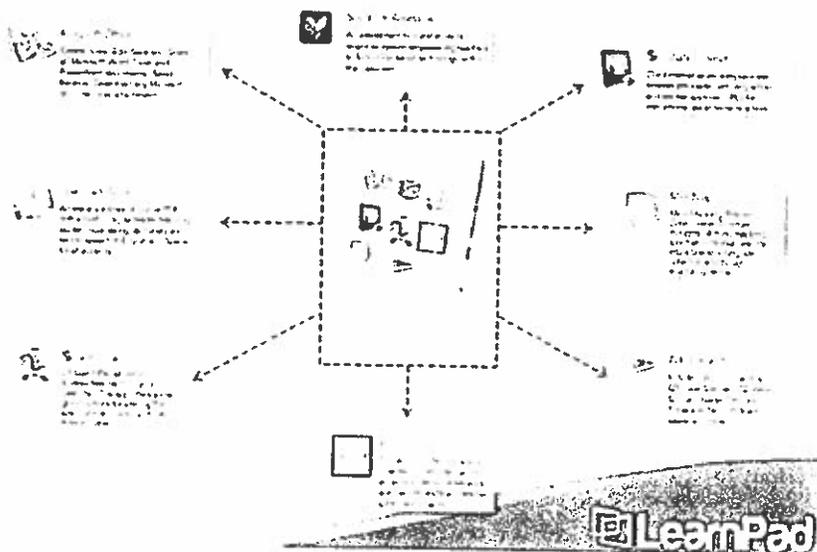
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To achieve our vision, the continuous improvement cycle must be an on-going process which includes the careful analysis of student achievement and non-cognitive data. The unique needs of students in the gap group must be addressed and barriers must be removed. The Lincoln County School District will use SIG funds to employ a data analyst assigned to work directly with school, parent, and community groups. The data analyst will collect, organize and facilitate the analysis of data with all stakeholders. A primary responsibility will be to develop assessment literacy with staff and students to build capacity that will sustain improvement efforts after the grant period ends.

Student achievement will be supported by implementing personalized instruction via innovative instructional technology in core classes. SIG funds will support the purchase of 420 LearnPads to be used in end of course classes to support increased achievement in these content areas. This will provide practical personalized learning opportunities for students and will foster a high level of student interaction and engagement. Differentiated instruction occurs as teachers use QR codes from the same lesson to target different groups of students. Students will be engaged in hands-on, targeted learning that will meet them at their point of need. Teachers can utilize the resources and lessons that they have already developed in collaborative PLCs and cadres by loading it onto the management portal. Content-specific highly qualified teachers can then categorize the resources and develop standards-based, interactive lessons for students. In addition, teachers have ready access to interactive content including interactive activities, templates, presentations, videos and other online resources.

The LearnPad gives students access to the following productivity applications which will motivate them to apply content knowledge and research skills as they collaborate to solve real-world problems:

Productivity Applications



Socrative Assessment: An assessment tool and student response system that empowers teachers to fully utilize formative assessment to immediately respond and adjust instruction to meet the needs of students.

MindMap: This tool enables students to mind map, brainstorm, collect ideas and structure thoughts as they develop projects, presentations and written products.

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KingSoft Office: This allows students to create, view, edit, save and share all Microsoft Word, Excel and PowerPoint documents. Students can also send, receive, download and save documents as attachments.

LearnPad Reader: Students can access any e-book, e-pub, or PDF with this built in digital note-taking, dictionary and text-to-speech in English and Spanish for all students. This will empower students with disabilities and English Language Learners to become more independent learners.

SketchPad: This tool allows students to draw free-hand and offers good options for altering the size, color and opacity of the lines drawn. This is an excellent tool for non-linguistic learners and can serve as individual student response boards to allow for formative assessment opportunities.

EdSafe Browser: This is a safety compliant web browser pre-loaded with only school and teacher approved URLs for instructional use at school or home. Students can access and use any web-based instructional site. Examples include: ALEKS, Study Island, ILP Method ACT prep, Reading Plus, SpringBoard, etc.

Other utilities include: Calculator, camera, QR code scanner, USB viewer, dictionary, thesaurus and a network share viewer.

Teachers can monitor each student's LearnPad in real-time and can intervene immediately to provide guidance, reteach or extend learning for students as needed.

Students who are absent from school can access the previous day's lesson by using the QR code for that lesson. Additionally, students on home or hospital instruction can have access to quality instruction and the regular classroom instructor can continuously monitor progress and provide feedback.

Intelligent software intervention programs will be utilized to provide targeted, personalized instruction to students to ensure that intervention time is efficient and effective. Students will be provided with extended learning opportunities embedded within the school day, before and after the school day, on Saturdays and during a summer academy.

Additionally, in order to ensure that we have highly effective teachers and programs to support student learning in every classroom every day, SIG funds will provide extended learning opportunities for teachers and staff. This will include intentional and dedicated time for collaborative work on curriculum, assessment and instruction including the

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analysis of student work through release time and stipends for work that extends beyond the typical work day. Teachers will also be given the opportunity to learn from renowned experts through the attendance of national conferences and joining national organizations in their respective content areas.

The foundation of our improvement efforts is the partnership between the school and community and parents. This is truly the "Missing Piece" to the proficiency puzzle and we are making significant efforts to strengthen this partnership as we work together to benefit students.

While the 2012 Lincoln County District Leadership Assessment found that the district did not have the capacity to lead the turnaround efforts at the Lincoln County High School, the district has demonstrated the ability to support the high school's transformation efforts by making internal changes and providing an array of support services and resources. The collaborative effort between the school, district and Educational Recovery Specialist staff paid off. The 2010-2011 accountability cycle ranked LCHS at the 15th percentile while the 2012-2013 accountability cycle ranked them at the 83rd percentile.

District personnel attended the Turnaround Training alongside the high school staff participants. The district immediately began to implement the turnaround principles as a way to support the high school as well as every school in the district. In addition, district personnel, including the superintendent and several district supervisors, participated in weekly core team meetings led by the principal and the ER staff at the high school throughout the first year of the intervention. This allowed the central office staff to be intricately involved in the improvement efforts and to provide support as needed.

An immediate response to the district leadership assessment was a complete restructuring of the Central Office to replicate the organizational structure of the Kentucky Department of Education. One of the positions created through this restructuring was a Coordinator of Curriculum, Instruction and Assessment. A major job responsibility of this person is to serve as a district liaison to LCHS by providing direct services and support. The district liaison coordinates the quarterly reports for both the district and the high school. He serves on the school's Turnaround Team. In addition, he has served as a PLC lead, conducts regular walkthroughs and reviews lesson plans and provides feedback to teachers. He participates in school leadership team meetings and works closely with the development, review and revision of 30-60-90 days plans. He also participates as a Red Zone intervention instructor who provides direct support services to students.

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Prior to the 2012 Leadership Audit, the Lincoln County School District's calendar reflected a 165 instructional day and 12 staff training day calendar. The Lincoln County Board of Education chose the Transformation Model for LCHS and supported this decision by changing the school calendar to one that reflects 172 instructional days and 4 staff training days. This change has resulted in increased learning time in all classrooms for all students in the Lincoln County School District.

The superintendent provides direct support services to the principal by meeting with him weekly. Any issues or barriers that are identified can be addressed immediately. This two-way communication fosters the alignment of district and school improvement efforts and results in accelerated attainment of goals. In addition, the superintendent met regularly with various ER leaders to determine needs and interventions to support Lincoln County High School.

The district also provides an academic program consultant (APC) to each school. The APC at the high school is an integral part of the school leadership team and has been instrumental in numerous school improvement activities. She provides job-embedded professional development to teachers as well as modeling and coaching support as needed. She coordinates the Red Zone intervention system and the program review process as well as the communication plan.

The district has also provided a special education liaison who is assigned to the high school half-time. This district level consultant works collaboratively with the school leadership team and staff to address the needs of students with disabilities. She collaborates with ER staff to lead a co-teaching initiative that is strengthening services for students and promoting higher student achievement.

An additional support that the district provided was targeted technology assistance. The purpose of this support was to strengthen the technology infrastructure as well as provide additional hardware and software. This is an ongoing effort.

Additional assessments were purchased to provide real-time data that could be analyzed and used immediately to inform instructional decisions for students. Data was used to create student watch lists, create individualized plans, and to create meaningful interventions or enrichment opportunities for students. These assessments include: Discovery Education Predictive Assessment Series (PAS), EXPLORE, and PLAN. However, with the discontinuation of the EPAS tests, it is our desire to ensure that data, congruent with ACT readiness standards, is available to progress monitor the path of LCHS students from grade to grade and better connect assessment results to teaching

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and learning. SIG grant funds will support the purchase of the ACT Aspire formative/summative assessments for all freshman, sophomore, and junior students.

The district provided additional financial resources to support the high school. The following funds were allocated to be used to support the intervention and turnaround efforts: Title I, Title II, Title VI, additional ESS and general funds. District and school leadership met to develop a budget that would support the turnaround efforts and would provide an immediate impact on student learning and successful attainment of goals. Expenditures to support the intervention efforts included: PD 360 and Observation 360, TI Inspire Calculators to support instruction and EXPLORE and PLAN testing, supplemental curriculum and materials to support core instruction and interventions, and intervention software programs.

The district also helped secure and implement the AdvanceKY AP Initiative that the high school has participated in beginning with the 2012-2013 school year. In addition to the increased offerings of and enrollment in AP courses, we have seen a significant increase in the AP qualifying score rate among our students. In an effort to remove barriers for our students, the Lincoln County Board of Education agreed to pay the test fee for students who are eligible for Free/Reduced lunch. They also pay a \$100 incentive to students who obtain qualifying scores in a social studies related course. This matches the incentive that AdvanceKY provides to students who obtain a qualifying score in a math, science or English related course.

A collaborative effort between the district, school leadership, and teachers at the Lloyd McGuffey Sixth Grade Center, Lincoln County Middle School and Lincoln County High School resulted in the purchase of the 6-12 grades College Board SpringBoard curriculum. The district provided training and implementation support to teachers as they implement this new, more rigorous ELA program. Training included an intensive summer institute the first and second years of implementation as well as a site visit to Russell County Schools who were also implementing the program. Russell County personnel also provided on-site training and support to our teachers.

The district provides a content cadre structure that allows teachers to meet in horizontal and vertical curriculum, assessment and instruction alignment discussions. High school staff meets with middle school staff 3 to 4 times a year. This collaborative structure is supported by the master calendar. These cadres are led by teacher leaders and funding is set-aside to pay for leadership stipends and professional development resources.

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District personnel helped secure and implement a 21st Century Extended School Grant that serves the high school. This grant provides extended learning opportunities for students by offering classes four days a week for three hours daily— one hour before school and two hours after school Monday through Thursday for 30 weeks. Certified teachers and volunteers assist students with homework help, credit recovery, ACT/SAT preparation, or remediation services.

Although we have many systems and structures in place and are seeing some success, we know that we still have much work to do and we will not be satisfied until our vision of Every Student, Every Classroom, Every Day: College/ Career and Citizenship Ready is achieved. We are excited to have the opportunity to secure SIG funding that will enable us to provide personalized learning services so that every student will achieve his/her college and career goal.

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

Lincoln County High School is currently the only priority school in the Lincoln County School 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 Lincoln County School District will use SIG funds to employ a college/career readiness (CCR) coach whose fundamental purpose is to empower students to make informed decisions about their career and educational plans and to successfully prepare students for college and career pathways. While the CCR Coach will organize and oversee a multitude of intentional activities aimed at graduating every student college/career ready, he/she will work directly with the students who are in our Gap group. These are the students who are most at-risk students of not graduating. The

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CCR Coach will provide connections and services that meet these students' social, emotional, physical, and cognitive needs so that students meet their goals of college and career.

The duties of the CCR Coach will include but not be limited to the following:

- Organize the effort to develop, implement and monitor individualized CCR plans for students
- Organize and oversee the following initiatives and activities: Advising sessions for rising students; ILP implementation; Operation Preparation; College visits; College and Career Fair; College Application Day; Recognition and Celebrations for student achievements as they relate to college/career readiness; Financial aid/ FAFSA workshops; ACT workshops; Summer Academy; Saturday School, etc.
- Serve as liaison between Lincoln County High School, Lincoln County Middle School and Fort Logan School to align CCR efforts to support student success
- Oversee the fidelity of the implementation of all aspects of the SIG grant

The CCR Coach will be employed for 224 days at a salary commensurate with his/her rank and years of experience on the Lincoln County School District Salary Schedule. SIG funds will be used to pay the salary and benefits of this person at an approximate cost of \$70,000 per year plus fringe over a three year period. First year SIG grant funds will be used to purchase a laptop computer and technology supplies that will be used to support the performance of the duties outlined in the job description.

With all of the data sources that are available, including academic and non-cognitive data, the Lincoln County School District will use SIG funds to employ a data analyst assigned to work directly with LCHS. The data analyst will assist in the collection, organization, and communication of data results in consistent formats that will speak to all stakeholders. The data analyst will facilitate the analysis of data with appropriate stakeholders. A primary responsibility will be to develop assessment literacy with staff and students in order to build capacity that will sustain improvement efforts after the grant period ends. Having this individual focused primarily on the data analysis piece will enable the principal, APC, and other school leaders more time to respond to this data in real-time, and provide immediate instructional coaching and support to teachers as well as individual assistance to students.

The duties of the Data Analyst will include but not be limited to the following:

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- Collaborate with school leadership, district personnel, community mentors, teachers and staff to analyze data to inform student interventions and enrichment opportunities provided during the Red Zone intervention/enrichment period
- Work collaboratively with the District Analysis Working Group (DAWG) to develop and refine data collection and analysis systems including protocols for administration, collection and analysis of assessment data
- Develop systematic procedures/structures to communicate student achievement results to appropriate stakeholders
- Develop data charts and graphs, extrapolate meaning and communicate results to school leadership and content leads
- Work with PLCs in the data analysis process to build assessment literacy that will sustain the improvement efforts after the grant funding ends

The Data Analyst will be employed for 185 days at a salary commensurate with his/her rank and years of experience on the Lincoln County School District Salary Schedule. SIG funds will be used to pay the salary and benefits of this person at an approximate cost of \$55,000 per year plus fringe over a three year period. First year SIG grant funds will be used to purchase a laptop computer and technology supplies that will be used to support the performance of the duties outlined in the job description.

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.)

Multiple state and federal funds are being utilized to implement the transformation model at LCHS and will support the SIG transformation efforts at LCHS. These include. Title I, Title II, Title VI, IDEA Part B, Professional Development Funds, Extended School Service (ESS) Funds, Family Resource/Youth Service Center (FRYSC) funds, 21st Century Grant funds, Section six instructional funds and the district general fund. See the table below for specific supports provided.

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

When the district and school were deemed to be persistently low achieving, the intervention model chosen was the transformation model. The SIG money provided by this grant will enable us to further the critical service initiatives supported by the local, state and federal monies. In addition to the grant funds provided, the following

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resources and budgets that will be utilized to support the continued transformation efforts at Lincoln County High School:

SERVICES	FUNDING SOURCE
District Liaison	General Fund
Academic Program Consultant	Title II, Title VI, General Fund
Special Education Liaison	IDEA Part B
Additional Assessment (PAS, EXPLORE, PLAN)	General Fund
SpringBoard Training & Support	District Title I, PD
Technology Infrastructure	KETS funding / District Funds
Technology Hardware	KETS Funding / District Funds
Technology Intervention Subscriptions	Title I, Title VI
Technology Training and Support	General Fund (Technology Resource Teacher)
AdvanceKY Training	District Title I
AdvanceKY Materials	Title VI
AP fees and Incentives	General Fund
Intervention Materials	Title VI
PD 360/Observation 360	Title VI
Before and After School Student Support	21 st Century Extended School Grant/ESS
Summer School	21 st Century Extended School Grant/ESS
Calculators for Instruction & Assessment	General Fund
Content Cadre Support & Materials	District Title I
Data Notebook Supplies	Title VI
After School Feeding Program	District Food Service
Liaison Between School & Families- Remove Barriers to Student Learning	FRYSCs
School Nurse(Coordinated School Health)	General Funds / LC Health Department

The district is committed to supporting the intervention efforts at LCHS. If funded, we will continue to provide local, state and federal funding at the current level. Having the SIG funds will enable us to strengthen and refine our processes and systems so that we will ensure sustainability of improvement efforts after the grant ends.

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.

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The Lincoln County School District has chosen not to use school improvement grant funds for permissible activities.

Year 1 Budget

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

District Lincoln County School District

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services Full time Data Analyst \$55,000 Full time CCR Coach \$55,000	110,000
111	39 Extended Days: CCR Coach, \$15,000	15,000
112	Extra Duty	
113	Other Certified	
120	Certified Substitute	
130	Classified Salaries	
140	Overtime	
160	Licensed (For Example: Nurse, PT)	
213	Liability Insurance	
214	Dental Insurance	
219	Other Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	1,616
231	KTRS	20,444
232	County Employees Retirement Systems (CERS)	
233	Other Employer Match	
240	Tuition Reimbursement	
251	State Unemployment	

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MUNIS Code	Description of Activity	Amount Requested
253	KSBA Unemployment	261
260	Workmen's Compensation	1,232
291	Sick Leave Pay	
293	Meal Reimbursements –for travel	
294	Federally Funded Health Care Benefits	14,863
295	Federally Funded Life Insurance Benefits	120
296	Federally Funded State Administration Fee	153
297	Federally Funded Flexible Spending Benefits	
299	Other Employer Paid Benefits	
322	Educational Consultant	
335	Professional Consultant	
338	Registration Fees	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repairs & Maintenance	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation Purchased from Another KY School District (for students)	
513	Bus Token/Public Conveyance (for students)	
514	Contracted Bus Services (Not purchased from a school district)	
519	Other Students Transportation from Other Sources	
521	Pupil Transportation Insurance	
531	Postage for CCR	115
541	Radio and Television Advertising	

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MUNIS Code	Description of Activity	Amount Requested
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel –expenditures for transportation, meals, hotel and other expenses associated with staff travel	
581	Travel In-District	
582	Travel Out-of-District	
584	Travel Out-of-State	
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
616	Food-Non Instructional-snacks for teachers/students	
626	Gasoline-Data Required for Federal Reporting	
627	Diesel Fuel – Data Required for Federal Reporting	
629	Alternative Fuels	
641	Library Books	
642	Periodical and Newspapers	
643	Supplemental Books, Study Guides and Curriculum	
645	Audiovisual Materials	
646	Tests – Data Required for State Reporting	
647	Reference Materials	
649	Bindings and Repairs	
650	Supplies – technology related	300
734	2 laptop computers and 2 wireless printers	1900
735	Technology Software	

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MUNIS Code	Description of Activity	Amount Requested
738	No longer in use	
810	Dues and Fees	
892	Parent Involvement Meeting	
894	Field Trips	
Total Amount Requested:		\$ 166,004.00

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Year 2 Budget

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District Lincoln County School
 District

MUNIS Code	Description of Activity	Amount Requested
110	Salary for: Full time Data Analyst \$55,000 Full time CCR Coach \$55,000	110,000
111	39 Extended Days (contract): \$15,000	15,000
112	Extra Duty (contract)	
113	Other Certified (not part of Contract)	
120	Certified Substitute	
130	Classified Salaries	
140	Overtime	
160	Licensed (For Example: Nurse, PT)	
213	Liability Insurance	
214	Dental Insurance	
219	Other Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	1,616
231	KTRS	20,444
232	County Employees Retirement Systems (CERS)	
233	Other Employer Match	
240	Tuition Reimbursement	
251	State Unemployment	
253	KSBA Unemployment	260
260	Workmen's Compensation	1,232
291	Sick Leave Pay	

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MUNIS Code	Description of Activity	Amount Requested
293	Meal Reimbursements –for travel	
294	Federally Funded Health Care Benefits	14,863
295	Federally Funded Life Insurance Benefits	120
296	Federally Funded State Administration Fee	153
297	Federally Funded Flexible Spending Benefits	
299	Other Employer Paid Benefits	
322	Educational Consultant	
335	Professional Consultant	
338	Registration Fees	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repairs & Maintenance	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation Purchased from Another KY School District (for students)	
513	Bus Token/Public Conveyance (for students)	
514	Contracted Bus Services (Not purchased from a school district)	
519	Other Students Transportation from Other Sources	
521	Pupil Transportation Insurance	
531	Postage for CCR	115
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	

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MUNIS Code	Description of Activity	Amount Requested
580	Travel –expenditures for transportation, meals, hotel and other expenses associated with staff travel	
581	Travel In-District	
582	Travel Out-of-District	
584	Travel Out-of-State	
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
616	Food-Non Instructional-snacks for teachers/students	
626	Gasoline-Data Required for Federal Reporting	
627	Diesel Fuel – Data Required for Federal Reporting	
629	Alternative Fuels	
641	Library Books	
642	Periodical and Newspapers	
643	Supplemental Books, Study Guides and Curriculum	
645	Audiovisual Materials	
646	Tests – Data Required for State Reporting	
647	Reference Materials	
649	Bindings and Repairs	
650	Supplies – technology related	300
734	Technology Related Hardware	
735	Technology Software	
738	No longer in use	
810	Dues and Fees	
892	Parent Involvement Meeting	

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MUNIS Code	Description of Activity	Amount Requested
894	Field Trips	
Total Amount Requested		\$ 164,104.00

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Year 3 Budget

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District Lincoln County School
 District

MUNIS Code	Description of Activity	Amount Requested
110	Salary for: Full time Data Analyst \$55,000 Full time CCR Coach \$55,000	110,000
111	39 Extended Days: \$15,000	15,000
112	Extra Duty (contract)	
113	Other Certified (not part of Contract)	
120	Certified Substitute	
130	Classified Salaries	
140	Overtime	
160	Licensed (For Example: Nurse, PT)	
213	Liability Insurance	
214	Dental Insurance	
219	Other Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	1,616
231	KTRS	20,444
232	County Employees Retirement Systems (CERS)	
233	Other Employer Match	
240	Tuition Reimbursement	
251	State Unemployment	
253	KSBA Unemployment	261
260	Workmen's Compensation	1,232
291	Sick Leave Pay	

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MUNIS Code	Description of Activity	Amount Requested
293	Meal Reimbursements –for travel	
294	Federally Funded Health Care Benefits	14,863
295	Federally Funded Life Insurance Benefits	120
296	Federally Funded State Administration Fee	153
297	Federally Funded Flexible Spending Benefits	
299	Other Employer Paid Benefits	
322	Educational Consultant	
335	Professional Consultant	
338	Registration Fees	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repairs & Maintenance	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation Purchased from Another KY School District (for students)	
513	Bus Token/Public Conveyance (for students)	
514	Contracted Bus Services (Not purchased from a school district)	
519	Other Students Transportation from Other Sources	
521	Pupil Transportation Insurance	
531	Postage for CCR	115
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	

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MUNIS Code	Description of Activity	Amount Requested
580	Travel –expenditures for transportation, meals, hotel and other expenses associated with staff travel	
581	Travel In-District	
582	Travel Out-of-District	
584	Travel Out-of-State	
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
616	Food-Non Instructional-snacks for teachers/students	
626	Gasoline-Data Required for Federal Reporting	
627	Diesel Fuel – Data Required for Federal Reporting	
629	Alternative Fuels	
641	Library Books	
642	Periodical and Newspapers	
643	Supplemental Books, Study Guides and Curriculum	
645	Audiovisual Materials	
646	Tests – Data Required for State Reporting	
647	Reference Materials	
649	Bindings and Repairs	
650	Supplies – technology related	300
734	Technology Related Hardware	
735	Technology Software	
738	No longer in use	
810	Dues and Fees	
892	Parent Involvement Meeting	

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MUNIS Code	Description of Activity	Amount Requested
894	Field Trips	
Total Amount Requested		\$ 164,104.00

District Lincoln County

School

Lincoln 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.

Lincoln County High School reviews and analyzes data on a regular basis. The school leadership team works with the district's Data Analysis Working Group (DAWG) team to review quarterly data. The District Assessment Coordinator, Jim Ward, leads this process each quarter along with a variety of school level stakeholders from 6th-12th grades. The LCHS faculty and staff met on November 4, 2013, to analyze all student achievement data from the 2012-13 school year. Principal Tim Godbey developed a data analysis tool to provide consistent analysis of school report card data, as well as Act Quality Core math and literacy data. The following data is based upon the analysis of these data groups.

What does the data tell us?

Math (EOC): Two Year Trend Results		
	2011-2012 (Percent *P & D)	2012-2013 (Percent* P & D)
All Students	44.5	37.9
Students with Disabilities	17.1	6.5
Students Eligible for F/R Lunch	38.2	29.2

- Only 6.5% of students with disabilities scored at the Proficient or Distinguished level based upon End of Course Exams.
- All students did not meet Proficient or Distinguished level based upon End of Course exams. Only 37.9% of all students met proficiency or higher on the Algebra II EOC.
- Only 29.2% of students receiving free/reduced lunch met proficiency or higher on the Algebra II EOC.

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Math (PLAN/ACT): Two-Year Trend Results

	2012-13 (*PLAN Benchmark)	2012-13 (*ACT Benchmark)
All Students	24.6%	40%
Students with Disabilities	0%	13.6%
Students Eligible for F/R Lunch	21.3%	32.4%

- 40% of all students met the ACT benchmark score in mathematics and 24.6% met the PLAN benchmark score.
- No students with disabilities met the benchmark for PLAN and only 13.6% met the ACT math benchmark.
- 32.4% of students receiving free/reduced lunch met the ACT math benchmark and 21.3% of students receiving free/reduced lunch met the PLAN math benchmark.

Math (DiscoveryEd): Two-Year Trend Results

	Test I (*Benchmark)	Test II (*Benchmark)
Algebra II	37.2%	61.6%
Algebra I	54.9%	52%
Geometry	54.3%	45.6%

- In comparing interim assessment one to assessment two, LCHS experienced increases in student proficiency in Algebra II only. Algebra I and Geometry both experienced decreases in proficiency between test one and test two. In Algebra II, 62% of students are currently meeting benchmark while 52% scored proficient in Algebra I. 46% of students scored proficient in Geometry.

Literacy (English II EOC): Two-Year Trend Results

	2011-2012 (Percent *P & D)	2012-2013 (Percent* P & D)
All Students	55.1	44.8
Students with Disabilities	18.2	14.3
Students Eligible for F/R Lunch	47.6	38.2

- LCHS saw a decrease in the number of students scoring proficient or higher based upon EOC exams. Only 44.8% of all students scored at the proficient or distinguished levels in 2012-13. This number decreased from the 2011-12 school year when 55.1% of all students scored at proficiency or higher.

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- LCHS saw a decrease in the number of students receiving free/reduced lunch scoring proficient on the English II EOC. Only 38.2% of these students scored proficient or higher in 2012-13 as compared to 47.6% scoring proficient or higher in 2011-12.
- There was a decrease in the number of students with disabilities scoring proficient or higher on the English II EOC. 14.3% of these students scored at the proficient or higher level in 2012-13 as compared to 18.2% in 2011-12.

Literacy (On Demand Writing): Two-Year Trend Results

	2012-2013 (Grade 10 Percent *P & D)	2012-2013 (Grade 11 Percent* P & D)
All Students	22%	59.7%
Students with Disabilities	0%	8.7%
Students Eligible for F/R Lunch	16.3%	52.5%

- Only 22% of all 10th grade students scored at the proficient or higher level in On-Demand Writing. Along with this data, 16.3% of students receiving free/reduced lunch scored at the proficient or higher level in On-Demand Writing, and no student with disabilities scored proficient or higher in On-Demand Writing at the 10th grade level.
- Of all 11th grade students, 59.7% scored at the proficient or higher level in On-Demand Writing. 52.5% of students receiving free/reduced lunch scored at the same level in On-Demand Writing, but only 8.7% of students with disabilities scored at the proficient or higher level on the 11th grade On-Demand Writing Assessment.

Literacy (PLAN/ACT): Two-Year Trend Results

	2012-13 (*PLAN Benchmark)	2012-13 (*ACT Benchmark)
All Students	40.4%	50.4%
Students with Disabilities	15.8%	22.7%
Students Eligible for F/R Lunch	37.4%	43.9%

- 40.4% of students scored at the benchmark level or higher based upon the PLAN exam. 37.4% of students receiving free/reduced lunch scored at the benchmark level and 15.8% of students with disabilities scored at this same benchmark level.

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- 50.4% of students scored at the benchmark level or higher based upon the ACT exam. 43.9% of students receiving free/reduced lunch scored at the benchmark level and 22.7% of students with disabilities scored at this same benchmark level.

Literacy (DiscoveryEd): Two-Year Trend Results

	Test I (*Benchmark)	Test II (*Benchmark)
English I	50%	51%
English II	49%	60%

- 51% of English I students are meeting the proficiency standard based upon interim assessments. However, there has not been a significant increase in the number of students meeting this benchmark from assessment one to assessment two. Test one = 50% met benchmark vs Test two = 51% met benchmark.
- 60 % of English II students are meeting the proficiency standard based upon interim assessments. There has been an eleven percentage point increase from assessment one to assessment two. Test one = 49% met benchmark vs Test two = 60% meeting benchmark.

What does the data not tell us?

MATH

- Data does not indicate specific skill gaps that need to be addressed.
- Data does not reflect the impact of the EOC benchmark increases from the previous year. The Algebra II benchmark score was raised from the previous year so it is not evident if this had an impact on the math EOC data.
- Data does not reflect how the removal of the constructed response accountability requirement from the previous year had an impact on the score comparison.
- Data does not tell us how close the students were to the next level of performance (novice, apprentice, proficient students). How many students were on the bubble of moving up to the next performance level?

LITERACY

- Data does not indicate specific skill gaps that need to be addressed.
- Data does not reflect the impact of the EOC benchmark increases from the previous year. The literacy benchmark score was raised from the previous year so it is not evident if this had an impact on the math EOC data.

- Data does not reflect how the removal of the constructed response accountability requirement from the previous year had an impact on the score comparison.
- Data does not tell us how close the students were to the next level of performance (novice, apprentice, proficient students). How many students were on the bubble of moving up to the next performance level?

What are causes of celebration?

Math

- More students receiving free/reduced lunch achieved benchmark status on PLAN as compared to the previous three years.
- More students met the ACT benchmark score in math as compared to the past three years. This resulted in the overall increase in the number of students achieving college and career ready status as compared to the previous year.
- LCHS had a higher percentage of all students scoring proficient or higher on the Algebra II EOC as compared to the state average.
- Students scored higher on the math portion of the ACT in comparison to the past three years and scored higher than the state average in math on the ACT.

Literacy

- 11th grade On-Demand Writing saw an increase in the number of students scoring proficient or higher as compared to the previous year. (59.7% P/D from 44.5%).
- LCHS experienced a 2.5% increase in the number of students meeting benchmark on the math portion of the ACT.

What are the opportunities for improvement?

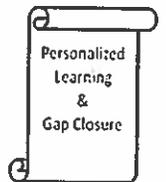
- LCHS must increase the number of students scoring proficient in all academic areas.
- LCHS must increase the number of students meeting benchmark in Math, Reading, and English on PLAN and ACT.
- LCHS must increase the number of students achieving college and career readiness status.

Next Steps

- LCHS must create a school-wide intervention program to address the academic needs of all students.
- All classes must be aligned to Kentucky Common Core Standards along with ACT Quality Core Standards. This will be addressed through common planning times and professional learning community meetings.
- All LCHS faculty will receive professional development training on implementing Literacy Standards into classroom instruction.
- LCHS will develop a comprehensive data analysis system involving all teacher groups and all content areas. This will include a specific system to address student achievement and college and career readiness data.



In order to move students along a path of continuous improvement, data must be consistently managed, organized, and communicated. SIG funding will support the salary of a *Data Analyst* who will develop data structures and processes, as well as build assessment literacy capacity to sustain improvement efforts after grant funding ceases.



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

Student attendance at LCHS during the 2012-2013 school year was 93.2%. As of February 14, 2014, the overall attendance at LCHS is 93.61%. The freshman class has the highest percentage at 94.38. The junior class has the 2nd highest percentage at 93.84% followed closely by the sophomore class at 93.74%. The senior class has the lowest attendance percentage at 92.55%.

Teacher attendance at LCHS for the 2011-2012 school year was 93% with a 7% absence rate. Attendance for teachers during the 2012-2013 school year was 94% compared to 93% as of February 13th for the 2013-2014 school year.

Behavior Data: For the current school year 2013-2014, there have been 1,578 discipline referrals. These referrals include incidents that have occurred on campus, off campus and on the buses. There have been 131 students assigned to In-School Suspension which has resulted in 291 days for students. During the 2012-2013 school

year, 219 students served In-School Suspension, and in the 2011-2012 school year 222 students served ISS.

The number of Out of School Suspension days for students in the 2013-2014 school year is 82 which affected 27 total students. The number of students affected by OSS during the 2012-2013 school year was 72 students compared to 85 students in 2011-2012.

The data demonstrates that many Lincoln County students continue to make negative personal choices. The SIG grant will fund a **College and Career Coach** who will target our most at-risk students and seek to remove whatever social, emotional, physical, and cognitive barriers impede their achievement of college and career readiness.

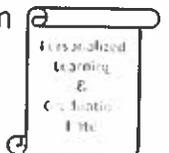
Next Steps based on attendance and behavior data

In collaboration with district leadership, Lincoln County High School conducts an at-risk/coordinated school health committee that meets to review attendance every Monday morning. The agenda each week includes conversations about at-risk students and their attendance rate, home visits that will be conducted weekly, interventions that are occurring at school for the students that are chronically absent and final notices that have been sent along with cases that have been filed in truancy court. LCHS has also implemented "Red Zone" to target students who have had a history of low attendance, are struggling academically and have behavioral concerns. Red Zone is using the "Why Try" a research-based intervention program for addressing disengaged students, in order to target these behaviors and help the students improve in these areas.

Lincoln County High School developed a Positive Behavior Intervention & Support (PBIS) system and is in the process of full implementation. The goal of PBIS is to change the way that students conduct themselves in the building through positive support and encouragement from teachers and administration. A secondary goal is to change how teachers look at and handle discipline situations through positive interactions with students. The goal of PBIS is to cut the number of days students have to serve ISS or OSS so they are in the classroom for instruction.

GRADUATION DATA

The graduation rate increased significantly at Lincoln County High School moving from 69% to 88% over a two year period. Commensurately, the drop-out rate decreased from 1.41% to .63%. These improvements resulted from intentional efforts to implement drop-out prevention activities through individual student advisement and our



coordinated school health program. These activities are developed and implemented quarterly through our 30-60-90 day improvement plan. Again, a **College and Career Coach** will play an integral role in working through these collaborative structures and supporting our at-risk students.

TELL SURVEY DATA

In the spring of 2013, the LCHS Turnaround Team reviewed the annual TELL data survey report. The analysis revealed the following about our school conditions:

Time

- Only 31% of the faculty report that efforts are made to minimize the amount of routine paperwork teachers are required to do.

Next Steps

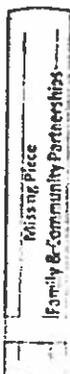
- The addition of a **Data Analyst** will support teachers through providing preliminary work with student performance data that will make for a much more efficient process of data analysis and improvement planning for all teachers in the building. Teachers will be able to spend more time analyzing and responding to data instead of managing data.
- **SIG funds** will support release time for teachers to plan collaboratively and streamline time-consuming processes.

Community Support and Involvement

- Only 46% of faculty reported that parents/guardians support teachers, contributing to their students success.

Next Steps

- The school has established a group called Patriot Club that actively seeks out parent and community involvement. The school has also developed a response to intervention program called Red Zone that looks to partner students with mentors and community support. **SIG grant funds** will incentivize and reward those teachers who assume these additional leadership roles.
- The school reaches out to parents and community at sporting events by establishing welcome booths to inform parents about school information.
- The school has established individual advisement sessions for students as they schedule classes for the upcoming school year. The school also establishes a



night for each student and their parents to meet with teachers and administrators before registering for classes.

Managing Student Conduct

- 50.7% of faculty report that students at our school follow rules of conduct.
- 51.5% of faculty report that administrators consistently enforce rules for student conduct.

Next Steps

- The school will continue to implement positive behavior intervention systems in a more intentional and systematic manner. This system will target specific problem behaviors and will focus on faculty and staff modeling and teaching students appropriate ways to be successful.

Teacher Leadership

- Only 46.2% of faculty reported they can determine the content of in-service professional development services.
- Only 35.4% of faculty reported they have input on how the school budget will be spent.
- Only 35.5% of faculty reported they have input on the selection of teachers new to the school.

Next Steps

- The school developed committees of teachers to address professional development and budget needs. The Advisory Council developed policies on how this process is to occur and who will be involved. It ensures that all stakeholders have input on these decisions regarding professional development and budget.
- The Advisory Council created a hiring policy that mandates that all vacancies be filled through a process that include teacher representation in collaboration with school administration. The school developed content area leaders in all content areas that ensure representation happens when vacancies occur within their department.

School Leadership

- Only 59% of the faculty reported that the school leadership makes a sustained effort to address teacher concerns about the use of time in school.

Next Steps

- The school developed a school turnaround team that includes 12 teachers that review and develop schedules and how the school uses time.
- The school also developed a master schedule that includes common planning time for all math, science, social studies, and ELA teachers.

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.

Causing and Contributing Factors to Achievement Gaps

Curriculum Alignment: Although in previous years, high school teachers developed curriculum maps / pacing guides, participated in district alignment work, and collaborated with a math coach, when identified as a Priority School, the English and mathematics teachers instructed and made instructional decisions in isolation. The first year after being identified, LCHS English teachers taught teacher created units based on the Common Core Standards. Other content areas did not have an aligned curriculum or units of instruction based on the standards. Since being identified as a Priority school, teachers have created curriculum maps and pacing guides through Departmental PLC's and district vertical team meetings. Teachers use these meetings to find and fix curriculum gaps and to address congruency with the Common Core Standards.

Consistent Implementation of High Yield Instructional Strategies: Before being identified as a PLA school, teacher walkthrough observation data showed that teachers were predominantly following a teacher-centered lecture format of instruction, instead of following the research based high-yield instructional strategies. Through professional development sessions during faculty meetings, PLC meetings and Instructional Coaching sessions, the ER team and school leadership trained the LCHS staff on a variety of high yield instructional strategies in the 2012-2013 school year. Teachers received support and feedback through walkthrough observations and conference sessions with the ER and administrative team.

Adequate Interventions: When LCHS received their Diagnostic Review and were named a Priority school, one of the deficiencies stated was that LCHS did not meet the individual learning needs of students. The ER and administrative team worked with teacher leaders to develop and implement Tier 2 and Tier 3 interventions for reading,

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English and math instruction. The ER staff and administrative team provided training to all LCHS staff to implement the interventions. The next step of this process is to develop the Tier 1 intervention for regular classroom instruction.



SIG grant funding will provide multiple resources to extend Tier II and III intervention opportunities. For example, Reading Plus, a research-based online reading intervention uses technology to provide individualized scaffolded silent reading practice for students. Reading Plus further develops and improves students' silent reading fluency and comprehension—transforming how, what, and why students read while broadening interests and building vocabulary. This software is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities; all of these strategies work together to achieve Personalized Learning opportunities for students struggling to meet the benchmarks.

As the data demonstrates, EOC proficiency levels indicate a need for an innovative approach to deliver instruction, engage reluctant students, and differentiate the learning. The SIG grant will enable the purchase of 420 **LearnPads** that will support personalized instruction and support increased achievement in EOC classes. This will provide practical personalized learning opportunities for students and will foster a high level of student interaction and engagement. Differentiated instruction occurs as teachers use QR codes from the same lesson to target different groups of students. Students will be engaged in hands-on, targeted learning that will meet them at their point of need. Teachers can utilize the resources and lessons that they have already developed in collaborative PLCs and cadres by loading it onto the management portal. Content-specific highly qualified teachers can then categorize the resources and develop standards-based, interactive lessons for students. In addition, teachers have ready access to interactive content including interactive activities, templates, presentations, videos and other online resources. Grant monies further supports intensive professional development and follow-up for teachers to utilize this tool effectively.



PBIS Systems: According to the previous leadership assessment audit, high expectations were not the cultural norm. The school reflected a more “reactionary” approach to student behavior and expectations by dealing with just the problems or issues of the day. However, the school turnaround team established an ad hoc committee to address a more “proactive” approach to student expectations and charged

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the committee to develop a positive behavior system within the school. This committee meets monthly to develop and refine this system. The committee collects and analyzes data on student expectation and behavior issues, and then develops action plans to address areas of concern or deficiency. The committee communicates the data and action plans to the faculty on a regular basis. Both the **Data Analyst and the CCR Coach** will perform critical tasks that facilitate the work of this initiative.

Parent/Stakeholder Involvement: The leadership assessment also identified the lack of stakeholder involvement as a major deficiency for Lincoln County High School. No proactive systems or measures were in place to actively seek stakeholder involvement for school improvement. Since the leadership assessment, LCHS developed a group called Patriot Club whose purpose is to create a strong link between school and community. The school also administered, as a part of its school improvement process, regular surveys to various school stakeholders. This was accompanied by parent representation on the school's diagnostic review teams that analyzed the survey data to determine school improvement needs. In addition, parents are active participants in school governance as members of the LCHS advisory council.

Establishment of Effective PLCs: Lori Hollen, the LCHS ER team member, trained administrative personnel in the PLC protocol Brite Ideas in the summer of 2011. When identified as a Priority school, LCHS was at the beginning stages of this PLC structure. Any collegial work that occurred, happened due to teacher initiative. Through professional development sessions, the ER team trained the LCHS staff on the purpose, structure and products of effective PLC's. Teachers began to meet at least weekly with their content like colleagues, and departmental colleagues. Teachers were trained to analyze student data, plan instruction and develop standards based curriculum and assessments. Initially, all PLC meetings were attended by an ER staff member and a school administrator. At this time, an ER staff member or administrator attends a majority of these meetings to monitor progress and output of these PLC's. For the 2013-14 school year, the master schedule was adjusted for like content teachers to have common planning time. This facilitates additional time for PLC groups to meet and plan during the regular school day. To provide additional time for teachers to "work the work," SIG funds will provide collaborative opportunities and extended time to further refine curriculum, instruction, and assessment practices, enhance professionally efficacy and analyze student work / data to inform next steps in the improvement process through the use of stipends and / or release time.

Ineffective and Inefficient Use of Formative Assessment: Lincoln County High School did not have any type of formative assessment system before being identified as a PLA school. Assessment was mostly summative in nature. Teachers utilized state,



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textbook, and teacher made assessments to monitor student progress which were neither congruent to the Common Core standards nor vertically aligned. Since being identified, the ER and administrative teams have provided training to all staff on effective assessments and the use of formative assessment. Teachers have created standards based Learning Checks to monitor student progress. The district adopted DiscoveryEd (PAS) assessments as a progress monitoring tool. The school has developed a Protocol to guide assessment in the building. Now, the teachers regularly analyze student data from formative assessments. However, in the future, teachers need to develop intervention lessons to reteach standards and create additional Learning Checks to retest students after intervention. Teachers will need additional training and worktime to collaborate on their development—which the SIG grant will provide.



Adequate and Appropriate Professional Development: Prior to being designated as a Priority School in 2012, professional development at Lincoln County High School could have been characterized as a "one size fits all" approach. Teachers all participated in the same blanketed presentations of information for hours per session with little to no follow-up or discussion. In 2012, school leadership and the Educational Recovery team began to build a professional learning system that included individual, small group, online and content specific facets. Teachers' Professional Growth Plans, school-wide observation data, PD surveys and PLC plus/deltas were used to begin building the system around stakeholder input. Individual, Professional Learning Community, Content Area and school-wide Professional Learning Goals and action steps were established as part of this system. School leadership also plans to collect on-going data to gauge the level of effectiveness of the school's new Professional Learning System toward achieving the system goals. SIG Grant funds will provide the resources to enable teachers to both belong to their discipline-specific content organizations and broaden their perspective by attending national conferences. These opportunities will enable our teacher to be on the cutting edge of educational reform in their field, network on a state and national level, and be exposed to the latest trends, patterns, and most effective materials and pedagogy in their discipline. Following these growth opportunities, participants will return to share their new knowledge through various collaborative structures. i.e. Instructional coaching sessions, PLCs, cadres, etc.



Inconsistent Leadership Capacity: Leadership continuity has been an issue over the years at Lincoln County High School. The graduating class of 2008 saw a different principal lead the school every year of their enrollment. This continuity issue was reflected in teacher leadership as well. Prior to the Leadership Assessment, there was no structure in place for teacher leaders or teacher involvement in the school improvement planning and implementation process. However, since the Leadership

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Assessment, the school has established a school turnaround team and has developed a system for school improvement which includes the use of multiple school improvement tools such as Plus Deltas, PDSAs, and 30-60-90 day improvement plans. This leadership team is comprised of two teachers per content area who receive a \$2,000 annual stipend for the additional duties they have assumed, i.e. PLC facilitators, district cadre leads, and department content leads. To continue to foster teacher leadership and support new teachers, the SIG grant will provide funding for training and stipends for five new teacher mentors.

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

Overview of Ratings:

Standard 1 Purpose and Direction School

Score 3.3

Summary: The diagnostic review revealed the need to deepen the practice of data analysis, as well as embed assessment literacy practices in a more intentional, systematic manner. Although these practices have increased the last few years, the administrative team realizes that departments collectively and staff members individually must embrace the necessity of using content, class, and student data points to inform instructional next steps that will increase student achievement in math and literacy. The grant funded **Data Analyst** will refine existing data collection tools, further build processes and systems, ensure implementation of data-based action plans, and train staff on research based assessment and progress monitoring practices throughout all LCHS departments.



Standard 2 Governance and Leadership School

Score 3

Summary: The leadership audit team determined that the Site-Based Decision Making Council at Lincoln County High School did not have the capacity to lead the transformation process. Therefore, the SBDM council was dissolved and Dr. Holliday, in the spring of 2012, appointed an Advisory Council which serves only to advise and consult. To guide the work of this newly installed body, Mr. Godbey and the administrative team requested KDE conduct an audit of the existing by-laws and policies. This was completed in the summer of 2013. Based upon the consultant's recommendations, policy review and revisions began in November and continued throughout the 2013-14 school year.

Standard 3 Teaching and Assessing for Learning School

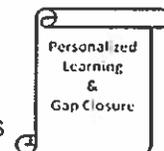
Score 2.67

Summary: Based upon our school's diagnostic review self-study of October 2013, improving Standard 3's processes for "Teaching and Assessing for Learning" was the identified area of greatest need at Lincoln County High School. The data supports evidence, though, that an authentic turnaround process is occurring. The collaborative leadership of the ER, district, and school administrative teams, as well as the dedication and determination of the staff, resulted in enhanced teacher efficacy and an increase in best-practice instructional practices in curriculum, assessment, and instruction.

Subsequently, student progress in ACT and CCR and graduation rates have increased steadily the last two years. EOC student scores, however, have been inconsistent and difficult to monitor due to the change in the cut scores. To target our EOC Tier I instructional program, *LearnPads* will provide engaging personalized learning as described earlier and will help particularly in the areas of math and literacy.

Recognizing the importance of embracing opportunities for celebration, faculty and staff were recognized for this significant accomplishment when scores were released.

However, district and school personnel realize that to reach the goal of becoming a "Top 25" school, there is still much work to be done. After careful analysis of student achievement data in the November Data Analysis Day, scores revealed that students with disabilities continue to score at proficiency rates much lower than the general population. We must find ways to meet these students at their point of need. The *College and Career Readiness Coach* will target this Gap population and work in concert with the special education liaison, administrative team, and special and regular education staff to develop personalized learning plans. The intervention tools of ALEKS and Reading Horizons / Reading Plus will enable staff to better monitor and track the academic success rates of these at-risk students.



Standard 4 Resources and Support Systems
2.86

School Score

Summary: All indicators except 4.5 (technology infrastructure supports) and 4.7 (services which support counseling referral, educational career and planning needs) were rated a 3 or above in the diagnostic self study. The aforementioned 4.5 and 4.7 were rated a 2 indicating the needs as opportunities for improvement. The diagnostic review summary noted several areas of strength. Lincoln County High School has a clearly defined hiring process to recruit and hire only the highest qualified personnel. TalentEd Recruit & Hire, a web-based tool, enables us to post jobs that potential candidates nationwide can view. In addition, school personnel attend regional and state job fairs. We believe this opportunity to interact personally with potential candidates enables us to attract outstanding individuals.

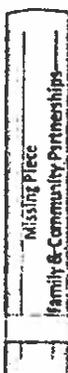
A second area of strength notes was 4.2. The administration at LCHS understands the importance of protecting instructional time and providing extended learning opportunities. As stated previously, this SIG grant will further enable us to meet student needs in a more intentional manner.

In response to needs assessments and diagnostic review results, the district provided additional support services by increasing the number of computer labs and providing all teachers with new personal computers. In anticipation of additional technology needs, district personnel expanded bandwidth and further upgraded the technology infrastructure to accommodate the requirements of multiple instructional technology devices. We are confident that the technology improvements support the personalized instructional technology outlined in this SIG Grant.

Standard 5 Using Results for Continuous Improvement School Score 2.6

Summary:

Diagnostic survey results revealed that 90% of Lincoln County High School staff "Agreed" or "Strongly Agreed" that they have intentionally tracked students for success at the next level for college and career readiness, skill course work, and the work force. However, only 66% of surveyed parents "Agreed" or "Strongly Agreed" that the success of students is tracked to the next level. There is a need for communication focus in this area. If funded, the **College and Career Readiness Coach** will focus on communicating more effectively with our parents. With the increase in the amount of student performance data available for consideration, it is essential that structures are developed that leverage data most effectively. The **Data Analyst** will facilitate efficient analysis of the most pertinent data and communicate those results to the most appropriate stakeholders



Our School Analysis

Data reveals the strengths and weaknesses of the academic program. In order for our students to be successful, the following components must be strengthened. These include:

- Core Instruction to strengthen student achievement
- Interventions to address Gap and at-risk students
- Systems and Processes to increase and monitor student achievement in order to increase graduation and college and career readiness rates

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What were areas in need of improvement? What plans are you making to improve the areas of need?

Core instruction, system of interventions, and data driven decisions are the three areas that are targeted for improvement. Improving core instruction is at the very heart of continuous improvement. LCHS plans to strengthen instruction through coaching sessions with all teachers, through individual teacher coaching sessions with the Educational Recovery Staff and school/district administrators, and carefully monitoring lesson and unit plans. SIG funds supporting the training and support of the Teacher Leadership Initiative will provide critical resources to build sustainable capacity in this area. Teachers meet monthly during planning periods to receive knowledge and understanding of effective instructional practices and receive coaching and support as they implement these strategies.

Improving our system of interventions will provide support structures for our most at-risk students. Intervention options include extended learning time through strategies classes, targeted small group support via Red Zone and instructional technology, and individualized learning plans. The master schedule along with SIG grant funding will enable all of these intervention strategies to be implemented.

Increasing assessment literacy skills to intentionally focus on student achievement data will build the necessary staff capacity to sustain the continuous improvement efforts. SIG funding to hire the *CCR Coach* and *Data Analyst* will enable us to accomplish this goal.

Effective Programs & Teachers

Personalized Learning & Gap Closure

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

In April of 2012, after receiving the Leadership Audit Report and reviewing the potential turnaround options, the Lincoln County Board of Education voted to pursue the Transformation Model as the structure for school turnaround work at Lincoln County High School. Based upon review and analysis of data and through collaboration with the superintendent and the local board of education, it was determined that the transformation model provided the greatest opportunity for student success and faculty support. At that time, the board believed that the Transformation model provided a pathway for Lincoln County High School to become a proficient school through the implementation of this model's required activities—we still believe this to be true.

- 1. Leadership Replacement:** Based upon the leadership audit report, the district retained the current school principal since the audit team found him to have capacity to lead the turnaround effort at Lincoln County High School. However, the principal has participated in over 200 hours of professional development

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regarding school turnaround and will continue to receive professional development to support the leadership efforts at LCHS.

- 2. High Quality Professional Development Aligned to the School Program:** The Transformation model requires the district and school to provide ongoing, job-embedded, high-quality professional learning to all LCHS faculty. These learning opportunities for staff are based upon data from our quarterly reports. Trainings are planned through a collaborative effort between school and district administration, the state Educational Recovery Team, School Turnaround Team, and faculty input.
- 3. Implementing Rewards, Incentives, and Increased Opportunities for Growth:** The Transformation model allows for the development of evaluation systems to address staff performance based upon evaluations conducted in a systematic matter. LCHS uses this system to provide necessary support to address specific teacher needs to improve performance in the classroom.
- 4. Provides Flexibility in Staffing, Time, Calendars, and Budgets:** The removal of the LCHS Site Based Decision Making Council was a result of the Leadership Audit. The SBDM Council was replaced with an Advisory Council appointed by the State Commissioner of Education. Authority over decisions regarding schedules, budgets, and staffing fall upon the principal who uses the council for input along with the school's Turnaround Team.
- 5. Implement Strategies that Provide Students with Expanded Learning:** The LCHS Turnaround Team, along with district representatives, worked together to provide additional learning experiences for students that create more and improved conditions for learning. This element of Transformation has resulted in a change of our master schedule along with the implementation of programs that extend the school day. In addition, the district and board of education added 7 instructional days, increasing from 165 instructional days to 172 instructional days.
- 6. Using Data to Improve the Instructional Program –** This element of the Transformation model requires the school to develop a systematic process for the review of student performance data to make instructional and program decisions to increase student success. Currently, LCHS has implemented several tiers of data review including the District's Data Analysis Working Group (DAWG), the school's Turnaround Team, and departmental PLC's. These three groups review data on a regular and consistent basis. Decisions from these reviews are reflected in the school's 30-60-90 day plan.

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- 7. Engage Community Support:** This model has enabled the school to create partnerships with Eastern Kentucky University and the Kentucky Department of Education. These partnerships have provided support for the continuous improvement of Lincoln County High School. There have also been parent forums held to discuss the mission and vision of Lincoln County High School, and parent/community sessions to review school performance data. LCHS has actively pursued input from all stakeholders through AdvancEd surveys to determine improvement areas of the school. Additionally, the Missing Piece Diagnostic was utilized to identify areas of strength and opportunities for improvement as they relate to meaningful parent and community engagement.
- 8. Evaluation of Staff:** The Kentucky Department of Education is currently piloting a new evaluation system in schools using the Transformation Model. This new system has been accompanied with training for administration and staff to ensure the implementation of a fair, accurate, and supportive evaluation model for all teaching staff.

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.

Based upon the results of the 2012 Leadership Assessment audit, results determined that Mr. Tim Godbey, the current principal, did have the leadership capacity to continue his role and lead the transformation efforts. Mr. Godbey's documentation of employment for the 2012-2013 and 2013-2014 school year are attached to the appendix of this application.

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 Lincoln County Board of Education and the superintendent have and will continue to support Mr. Godbey as he leads the turnaround efforts at LCHS. He has autonomy to make decisions and manage the day-to-day operations that will move his school forward in the continuous improvement process as evidenced in the LCBOE agendas and minutes.

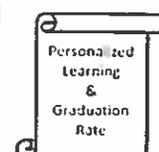
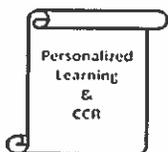
Grant funding of two additional school positions, a College and Career Coach and Data Analyst, will provide invaluable support to the administrative team and provide additional flexibility in the principal's schedule. These individuals will assume many of the time-

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consuming managerial and planning duties that Mr. Godbey and administrative staff currently perform and enable them to focus even more intently upon increasing student achievement and the continued refining of curriculum, instruction, and assessment practices at Lincoln County High School with special emphasis on embedding math and literacy skills in literacy across the content areas.

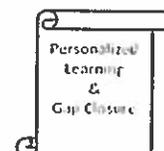
The **College and Career Coach** will plan and manage the expanding college and career activities and work with students in the college and career planning process, as well as act as a liaison between the middle and high school CCR programs. A summary of these duties may include but are not limited to the following:

- Develop a systematic process for development, implementation, and monitoring of student's college and career plans
- Organize and oversee the multiplicity of College and Career activities and school initiatives
- Serve as a liaison between Lincoln County High School, Lincoln County Middle School and Ft. Logan School to align and organize the CCR programs
- Ensure that all SIG grant activities are implemented with fidelity
- Monitors and tracks achievement data of at-risk students and families of at-risk student



The Data Analyst's primary function is to analyze the myriad array of high school data and build assessment literacy capacity at Lincoln County High School. A summary of these duties may include but are not limited to the following:

- Collects, analyzes, and extrapolates data results for the use of individual, class, and department planning
- Writes reports, designs, and conducts data presentations at the school and department level
- Plans and conducts data analysis professional development activities to build the culture of assessment literacy
- Participates in professional learning community group sessions to provide leadership and guidance relating to accurate interpretation of assessment results and proper next-steps planning
- Develops enhanced data collection instruments and analysis systems and protocols



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The addition, these individuals will increase the amount of time the administrative staff at Lincoln County High School can devote to instructional leadership and engage more often and effectively in the following instructional leadership duties that directly impact student achievement and staff professional growth:

- Effectively implement TPGES, the new effectiveness and evaluation system, by frequently meeting with teachers, monitoring their individual student achievement data, providing guidance in setting student growth goals and crafting professional growth plans
- Meeting with and leading department and grade level professional learning communities and providing critical feedback to improve professional practice
- Further developing and overseeing the Red Zone intervention model to close the achievement gap and meet students at their point of need
- Conducting walkthroughs that provide explicit feedback that leads to reflective practice and consistent use of research-based/high-yield instructional strategies.
- Engaging in “Patriot Club” community involvement and outreach activities that facilitate critical partnerships between and among all stakeholders.
- In addition to the aforementioned benefits, the College and Career Coach and Data Analyst will provide Mr. Godbey time to focus upon the leadership and governance processes related to council/advisory policies and procedures, recruitment of exemplary staff, hiring practices and protocols, budget and allocation procedures, and master schedule considerations. Both of these individuals will report directly to Mr. Godbey and the district’s Chief Deputy of Quality Instruction. Job descriptions for these new positions are included in the appendix of the application.

The Superintendent meets weekly with Mr. Godbey and provides on-going direction and support, but does not dictate the daily management of operations. She attends advisory council meetings to ensure the proper roles and responsibilities of this advisement body are adhered to. Budget and staffing decisions are applied in a fair, consistent, and equitable manner according to a prescribed mathematical formula that adheres to the district’s staffing and allocation policy. Once SBDM allocations are provided, Mr. Godbey has the leadership prerogative of determining the most appropriate placement of staff in order to ensure student success. Although the

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allocation and staffing process provides sufficient resources to enable the school to succeed in the areas of literacy and math, in 2012-2013, the board did allocate an additional staffing allocation to LCHS.

Describe the rigorous, transparent and equitable evaluation system for teachers and school leaders adopted/implemented by the district. Provide details on how 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.

Schools in Lincoln County currently implement the approved evaluation policies and procedures adopted by the Lincoln County Board of Education. In the spring of 2012 and 2013, the district's 50-50 evaluation committee (comprised of a group of district and building level administrators, teachers, and curriculum specialists) met in a series of six meetings to revise and update the evaluation plan and create job-specific evaluation forms for personnel serving in non-teaching positions. (KDE approval of plan can be reviewed in the appendix of this application.)

Some key components of the evaluation plan include:

Step 1: (August –September)—Within thirty days of the opening of school, provide orientation to all certified and classified staff on the "Plan for Evaluation of Employees."

Step 2: (August –September)—Primary evaluators notify employees who are scheduled to be evaluated summatively. This is further explained in the Teacher Performance Appraisal Process flow chart.

Step 3: (Fall Semester)—Conduct formal and informal (walkthroughs) observations of all non-tenured and tenured employees on:

- (A) An Assistance Growth Plan.
- (B) Teachers who were re-assigned with a change of grade and content placement.
- (C) Intern teachers will follow the KTIP observation guidelines. The KTIP final report will serve as their summative evaluation.
- (D) Before conducting a formal observation, a Pre-Observation conference will be held with employees within five working days prior to the formal observation.
- (E) Following the formal observation, post conferences will be held within five working days. During this conference, the principal and teachers will discuss areas of lesson strength and note areas of concern. Professional Growth Plans will be reviewed and updated at this time.

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Step 4: (Sept. 20—April 15)—(A) Continue formal and informal observations of certified employees when applicable. (B) Continue to review and revise staff professional growth plans—this must be individualized and done annually.

Step 5: (April 20)—Summative Evaluation forms for teachers and librarians due to contact supervisor in the central office.

Step 6: (June 15)—Administrator (including counselor) evaluation reports are due in the central office.

As principals analyze lesson plans, perform walkthroughs, and conduct observations student performance data derived from multiple data points (K-Prep, PAS, EOCs, etc.) will be used to determine teacher efficacy and determine appropriate next steps in the development of the professional growth plan. District administrators are encouraged to consistently reference their teachers' professional growth plans during the course of the year and monitor and revise them as needed. Much like the CSIP, we refer to the PGP as a "Living Breathing Document" that has meaning and purpose—the roadmap which guides the teacher down the path to success. District administrators are expected to use the evaluation process as a tool to continuously improve every teacher. As teachers improve their professional practice, student success will be the result. For this to occur, it is critical that the professional growth plan is implemented with fidelity.

Teacher Quality Program: Mentor Project

Teachers not meeting standard are provided a mentor teacher and lead administrator to provide mentoring services. Data generated through walkthroughs, formal observations, and anecdotal data is used to determine this status. Meant to support and encourage, this team assists the teacher in the development of the skills needed to become an effective teacher and meet the standards of the district evaluation plan. Additional SIG grant funding will provide monies to reimburse an additional five teacher mentors for their expertise, time, and willingness to counsel and guide their struggling colleagues. Teacher mentors will be trained by district personnel on the art of coaching and will keep a log of activities to provide evidence of their work.



Assistance Growth Plan

Teachers that do not improve after a year of mentoring and show no improvement are placed on an assistance growth plan. This decision is determined by multiple data points and artifacts i.e. formative and summative assessment results, lesson plans, team consensus, student work samples, etc., as well as the documentation of the

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mentoring team activities. The purpose of the assistance growth plan is to provide the employee with additional assistance and supervision to make the necessary changes in professional practices and district standards. Although not required, it is recommended that this team be comprised of a mentor teacher, school administrator, and district supervisor. The team, with teacher input, will write a plan with short-term and long-term goals. A time frame to allow the employee sufficient time to improve his job performance will be set, and the evaluator will provide assistance, resources, and opportunity to enable the employee to grow professionally and reach district standards. If the employee makes acceptable progress while on an assistance growth plan, he/she is placed back on an enrichment professional growth plan. If insufficient progress is made, the employee is placed on an intensive assistance plan.

Intensive Assistance Growth Plan

Teachers who do not improve after mentoring and an assistance plan are placed on an intensive assistance growth plan. The purpose of the intensive assistance plan is to provide the employee a final chance to implement whatever corrective action is needed to improve his/her professional practice. If at the end of intensive assistance year, the expected standard is not reached, the employee shall be recommended for non-renewal. Since being identified as a Priority school, four tenured teachers have been placed on intensive assistance growth plans with one of these resulting in non-renewal.

At this writing, the evaluation policies and procedures governing Lincoln County employees have not been revised to reflect the inclusion of student growth data, peer observation, student voice or any component of the additional sources of information.

The district's 50-50 evaluation committee will soon convene to examine existing policies and procedures and make the statutory requirements required to fully implement all aspects of TPGES for the 2014-2015 school year. Lincoln County High School serves as the district's pilot school for implementing the new Teacher Professional Growth and Effectiveness System (TPGES). However, all district principals were TeachScape certified in the summer of 2013, and all district schools are participating in the pilot project. As a result, district teachers have been systematically trained in the KY Framework for two years. As the committee begins their work, the new evaluation and effectiveness system, based upon the work of Charlotte Danielson, will embed the elements of teacher evaluation and growth that result in a fair, accurate assessment of teacher performance with far less room for interpretation and bias. The new evaluation instrument will be based upon the following 4 Domains:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment

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- Domain 3: Instruction
- Domain 4: Professional Responsibilities

The professional attributes inherent within these four domains are further supported by additional evaluation requirements which include three observations from the school administrator, one peer observation, student growth goal setting, professional growth goal setting, and student perception surveys. This will expand existing observation requirements and will add the aforementioned "sources of information." The district evaluation committee will specify various types of achievement data to be used when setting student growth goals. Possible data points for consideration are: DiscoveryEd PAS tests, K-Prep, EPAS (*EXPLORE, *PLAN, ACT), COMPASS, and KYOTE assessments, as well as other content-specific assessments. * If funded, the Aspire testing system will replace EXPLORE and PLAN.



Lincoln County High School has six teachers participating in the current year's pilot program along with all three high school administrators. The high school and district have collaborated to create school-wide, district-wide trainings and learning opportunities for all staff around the new evaluation system. Lincoln County High School, in collaboration with district supervisors, conduct frequent walkthroughs in effective teaching and learning practices that are aligned with the KY Framework for Teaching. This evidence is collected and shared with teachers in order to provide explicit feedback and immediately impact student achievement. Currently our district is working with the Educational Recovery Specialists to implement best-practice evaluation practices. Additionally, district principals and administrators attend the Kentucky Leadership Academy to further extend understanding of TPGES and the effectiveness system.

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.

Lincoln County High School systematically recognizes and rewards outstanding staff who increase student achievement and graduation rates. LCHS participates in the AdvanceKy AP program that incentivizes staff and students who obtain qualifying AP scores in English, Math, Science, and the social sciences. In place since 2012, participation and success in the program have risen significantly. This motivational program pays \$100 to both the teacher and students who score a 3, 4, or 5 in each advanced placement test. Lincoln County High School currently has 330 students enrolled in AP English, AP Math, AP History, and AP Psychology. While AdvanceKy reimburses the performance rate of participating students and teachers, District Title I, District VI, and General Fund all support this initiative.

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To incentivize and reward pedagogical skill, teachers are selected to be “Content Leads” according to a rubric that includes the demonstrated attributes of student achievement, instructional practices, curriculum knowledge, and leadership skill. These individuals organize and lead PLC work sessions, guide the development and implementation of aligned curriculum, best-practice instructional strategies, and rigorous assessments congruent with the depth and intent of the standards. Content leads meet and collaborate with school leadership to ensure that the department will meet their achievement goals and implement the activities of the school improvement plan. In addition, the Content Leaders represent their school and district at the state level teacher leader networks and return to lead the school/district vertical cadre groups during the staff work days. This specialized training builds enhanced professional understanding and leadership capacity for them to confidently facilitate and lead professional development at the school, regional, and state level. The district and school monetary incentive demonstrates an appreciation for the dedication and commitment of our most talented teachers. As compensation for the additional work and expertise, each content lead receives an extra duty stipend of \$2,000 annually.

Finally, district and school leadership encourage all Lincoln County teachers to pursue their national board certification. Teachers who successfully complete all of the requirements, are paid an additional \$2,000 annually, receive an immediate rank change, and are recognized at a board of education meeting where they are awarded a “Patriot Award.”

To further grow school leaders, SIG funding will provide increased opportunity to identify and reward teachers by supporting an expanded teacher quality project, subsidizing multiple conference registrations, and funding organizational memberships. To extend the teacher quality project, selected practitioners will be assigned a “Teacher Mentor” who will guide them in developing best-practice curriculum, assessment, and instruction practices, such as effective lesson design, selecting engaging instructional activities, and assuring student assignments meet the intent and depth of the standard. Additionally, these exemplary teachers will provide critical guidance in developing the critical soft skills of collaboration and relationship building. Grant funding will provide resources to remunerate these teachers \$1,000 annually.

Due to reduced professional development funding, opportunities to attend discipline-specific conferences have diminished greatly in recent years. SIG funds will provide the opportunity for content area teachers to once again attend state and national conferences. This opportunity will provide motivating, challenging experiences for participants. To build capacity and motivate teachers, the school will

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include all teachers by developing a three-year attendance schedule that provides rotating, equitable opportunities for participation. Participating teachers are required to lead school level professional development to share new pedagogical ideas and train their colleagues. Teachers who facilitate training sessions, embrace the concept of life-long learning, and consistently add to their skill set undoubtedly see those efforts translate to increased levels of student achievement that contribute to a school culture of continuous improvement.

Increased SIG grant funding will support membership dues to professional organizations such as the National Council for Teachers of Mathematics, National Council for Teachers of English, the National Council for the Social Studies and other content specific organizations. Access to professional journals and publications will enable teachers in each content area to remain current with the latest trends and emerging ideas in their field. These resources are a vital tool for our teachers as we strive to prepare all students to reach their potential and become college/career and citizenship ready.

Lincoln County participates in the state-wide recognition program sponsored by Campbellsville University. Each year district principals nominate an elementary, middle, and high school exemplary educator. The Campbellsville Teacher Award provides district and regional recognition to outstanding Lincoln County educators who demonstrate exemplary teaching and leadership skills. Annually, a Lincoln County High School teacher attends a banquet ceremony where they are recognized for their accomplishments. The district Celebration and Recognition Committee ensures that the Lincoln County Board of Education recognizes award recipients and district officials collaborate with local media to ensure a celebratory article is published in the paper and on the school and district website.

In the fall of 2013, Mrs. Joanna Stevens, a Lincoln County High School math teacher, was named the 2013 High School Teacher of the Year. From the inception of her hire, Mr. Godbey recognized her outstanding credentials and placed her in immediate leadership opportunities by naming her a content lead specialist, math coach, and professional learning community facilitator. Mrs. Steven's accomplishment was publicly celebrated in recognition of this distinctive honor at the December 2013 board meeting where she was presented a plaque commemorating her accomplishment.

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.

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Lincoln County Public Schools is committed to the precept of continuous improvement and will implement TPGES and Next Generation Professionals in the 2014-2015 school year. Currently, Lincoln County High School adheres to the district evaluation policy governing the evaluation and removal of inefficient, incompetent staff. Teachers who do not demonstrate student achievement scores, improve their pedagogical skill, or demonstrate expected professional growth receive specifically targeted intensive professional growth plans that outline goals and delineate specific improvement strategies and activities. When this occurs, the principal assigns an improvement team comprised of district and school staff. This team frequently observes the teacher (both formally and with walkthroughs) and then meets to offer explicit feedback and provide next-step improvement recommendations. If at the end of the process, the teacher meets expectations, they return to the standard professional growth plan. If improvement does not occur, however, the teacher is placed on an intensive assistance plan where the process begins anew. Teachers along this track are provided multiple opportunities to improve their skill set and obtain mentoring and guidance throughout the process by consulting with their assigned mentor, attending targeted professional development, observing master teachers, and utilizing the skill and expertise of district and school personnel. If the teacher's performance does not improve during this yearly cycle, the team meets and recommends non-renewal of the individual's contract.

Currently, the district evaluation committee is meeting to develop a district evaluation plan that further extends the current one and embeds the new features of TPGES. District staff and principals have completed their Teachscape certification and attended multiple training sessions facilitated by district personnel, regional consultants, and KDE trainers. As administrators implement TPGES, enhanced monitoring and documentation, specifically tied to the Framework for Teaching, will result. In addition, the "other sources of information"—student growth and student voice—will provide critical data to guide the process of setting authentic student growth goals and developing professional growth plans tied to student data. Teachers will be provided many opportunities to engage in the continuous improvement process and increase their skill set. However, dismissal guidelines for those unsuited to the profession and unsuccessful in improvement efforts will be established. Many variables will be considered and professional judgment exercised when making critical personnel decisions. When the 50-50 committee completes their work, and both KDE approve and the board of education passes into policy, all district teachers will be trained in the evaluation instrument within the first thirty days of the school year.

To achieve our vision of "Every Student, Every Teacher, Every Day—College & Career Ready" great leaders must be at the helm of our schools. The superintendent guides the process of holding principals to a high level of accountability. This past year,

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Mrs. Hatter led Mr. Godbey through the improvement process as outlined for a Priority school and developed a professional growth plan which included both a student growth and TELL survey goal. This process occurred with all district principals, as well. Schools will routinely monitor progress of their school improvement plans by developing 30-60-90 day plans, inputting progress notes, and systematically implementing the strategies and activities. To build capacity, the superintendent and district personnel will model best practice and provide additional guidance and support in the process when needed. To communicate plans and demonstrate professional practice, transparency, and public accountability, principals will present their plans publicly to the school board and community in the spring of each year.

District principals will meet annually with the superintendent to develop their professional growth plans and set individual goals. She will then meet with them routinely to provide mentoring, monitor improvement progress, and provide guidance to grow professionally. Identified leadership deficiencies will be addressed in an assistance plan. The superintendent will re-assign school leaders not exhibiting growth or meeting the expected standard. The process of evaluation for both teachers and administrators will include self-reflective practices, setting growth goals, and developing professional growth plans. Multiple forms of data will be considered and multiple opportunities for opportunity provided. The procedures will be systematic, consistent, and include regular monitoring and feedback.

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

Lincoln County High School believes in continuous professional learning for all staff members. This belief is reflected in the school's approach to creating a comprehensive professional development plan connected to the school's comprehensive improvement plan. A needs assessment was conducted in the Spring of 2013 with all staff to determine priorities for growth. The staff worked as departments to analyze school data including the Cycle III Program Review data to determine our school's needs. Representatives from each department that make up the school's Turnaround Team then met with the building principal to discuss the needs assessment and begin prioritizing growth opportunities in literacy and math.

Literacy

- All ELA staff will participate in a summer institute training around Springboard.
- ELA staff will participate in On-Demand Writing training provided by KASC.
- ELA staff will provide On-Demand training to all content area teachers
- Thoughtful Education (Silver and Strong) for effective instructional strategies.
- Instructional Coaching from ER team on High Yield Strategies

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- Deconstructing Standards and Identification of Power Standards by ER team
- Common Core Standards Training by ISLN

Math

- Deconstructing Standards and Identification of Power Standards by ER team
- EKU Math Project by Dr. Robert Thomas
- Common Core Standards Training ISLN
- Collaboration training for math special education and regular education teachers.
- Thoughtful Education (Silver and Strong) for effective instructional strategies.
- Instructional Coaching from ER team on High Yield Strategies

Additionally, the district provides a full-time academic program consultant who provides job-embedded coaching and support to all staff members. The LCHS APC attends monthly district-level meetings that continually build her repertoire of best-practice instructional strategies and leadership skills. She is currently attending a series of intensive cognitive coaching sessions designed to enhance her coaching skills and support teachers to maximize their reflective practice.

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.

Lincoln County High School has partnered with Eastern Kentucky University and Morehead State University to recruit new teacher education graduates to Lincoln County. Each year for the past two years, the building principal served on a principal panel for EKU. This panel discusses professionalism in job searching with current student teachers. These prospective teachers talk with the principal panel about what to expect the first year of teaching. After the panel discussion, the student teachers are able to personally meet with building principals to discuss job opportunities and to conduct informal interviews. LCHS leadership participates in the Morehead State University teacher fair each spring. The principal is assigned several interviews to conduct with potential teaching candidates. This provides an opportunity to promote the district support services and leadership opportunities afforded to potential teacher leaders.

Hiring, recruiting, and screening practices are strengthened via the newly implemented TalentEd Recruit and Hire program. Retention of staff is handled through carefully structured district level and school level induction programs to ensure teacher success. The newly hired staff at LCHS participate in a two year long induction program called "Cracker Jacks". The group is led by veteran LCHS teachers, and the Educational Recovery Specialists and district staff who meet monthly with new teachers to address specific school issues, policies, procedures, and best practices. These same new

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teachers meet quarterly at the district level to receive additional support from district personnel.

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.

LCHS Literacy Program

When Lincoln County High School was identified as a Priority School, slightly over half the student body (50.97%) scored proficient or distinguished in Reading. At this time, the English curriculum consisted of teacher created units following the Common Core standards. In 2012, the College Board Springboard program was adopted for grades 6-12. Immediately following this decision; the teachers met, analyzed, and adjusted their existing units to ensure all the requisite skills and concepts were covered, ensure vertical alignment from middle to high, and ensure congruency and rigor with both the common core and quality core standards.

Springboard is a research-based educational framework which provides differentiated instructional opportunities, as well as formative, summative, and performance based assessments. Teacher created formative Learning Check results guide regular instruction and intervention decisions which allow teachers to track student growth over time.

First year implementation results of the Springboard curriculum at Lincoln County High School are difficult to determine due to the change of cut scores from year to year. Proficiency scores in reading scores dropped to 44.8% in year one—attributable perhaps to both an implementation learning curve and cut score variance. This year on the mid-term PAS assessment, 60.5% of students were showing mastery of content, compared to 49.5% of students showing mastery at the beginning of the school year. The teachers are also closely following the curriculum map / pacing guide set by Springboard and consistently meeting in PLCs to analyze data and review student work.

To ensure implementation fidelity, the district facilitated multiple professional development opportunities. The LCHS English Faculty received initial training for this curriculum for three days in the summer of 2012, and follow up training for two days the summer of 2013. A core group of APCs and the Chief Deputy of Quality Instruction visited Russell County High School to gain insights regarding effective program implementation. Shortly thereafter, Russell County personnel provided a midyear visit to Lincoln County to provide training support for pacing and other implementation issues. Springboard implementation is addressed during vertical cadre sessions which include

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all ELA secondary teachers. These opportunities are made available in our master schedule on dedicated staff work days four times a year. School and district personnel perform regular walkthroughs in all English classes. Central office staff also conducted monitoring walkthroughs of all staff twice last year.

For the 2013-14 school year, LCHS began placing students into core courses using EPAS data results. Students who meet the benchmark take Honors, Advanced Placement and Regular courses. Students not meeting benchmarks are enrolled in additional Intervention Strategies courses. This process led to a significant increase in enrollment in most Honors and Advanced Placement coursework. The use of homogeneous grouping facilitates the intentional instruction needed to help students' master important content.

Student Enrollment in Advanced Courses

	2011-2012**	2012-2013	2013-2014
Acc. Algebra I	39	68	87
Acc. Geometry	92	49	85
Acc. Algebra II	89	64	102
Pre Calculus	62	60	77
Honors English I	31	64	65
Honors English II	36	78	83
Hon/AP English III*	14	56	47
AP English IV	11	39	64

* In 2011-2012 the Honors English III was the only honors level course offered for English III. In 2012-2013, we replaced Honors English III with AP English III

** 2011-2012 was before placement in courses by test scores

For students who do not make adequate progress with the core instruction, reading strategies classes and the Kentucky Department of Education Transitions courses provide additional opportunities to meet Reading and English ACT benchmarks. These courses utilize research based instructional strategies based on Common Core standards. Lincoln County High School administers the Compass test as a progress monitoring tool.

To meet the needs of students with IEPs, Reading Horizons is being utilized by special education teachers. Reading Horizons is an intensive intervention research based program to help beginning and struggling readers learn "the code" of reading. It uses brain research to utilize a multisensory approach to address the alphabet, phonics, and decoding skills. Students receive this intensive intervention in addition to the core.



Grant funding will enable us to provide additional research based instructional tools to students who require this supplemental support in reading. Reading Plus is a technology based program that provides individual and scaffolded reading support for students. (Described in previous sections.)

LCHS Mathematics Program

The core mathematics instruction at Lincoln County High School is teacher created units based on the Common Core Standards. These units have been vertically aligned with the six through eighth grade math departments within the district. Teachers have worked to determine "Power Standards" for each grade sixth through twelve. A variety of research based instructional strategies are utilized throughout all the lessons. These instructional units have Learning Checks to act as formative assessment to guide instruction. The LCHS math teachers use a standards based grading approach with their Learning Checks and Unit Tests to determine their students' standards mastery and intervention needs. Middle and high school math teachers are currently reviewing and evaluating common core aligned programs in an effort to strengthen and align core math instruction for all students. Our goal is to have 80% of our students meeting benchmarks with differentiated Tier I math instruction.

LCHS students not meeting EPAS benchmarks are enrolled in a mathematics strategies course as a math elective. These courses are built around the ALEKS mathematics program. The 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 she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.

The teacher analyzes student data to plan a learning path. Students complete the ALEKS program online with teacher support. To supplement the ALEKS program, the teacher provides small group instruction based on student mastery of math concepts.

Grant funds will allow for the expanded use of ALEKS through the purchase of additional subscriptions to enroll an increased number of students in the program.



The district and ER team have worked to create job embedded professional development for LCHS mathematics teachers. Teachers participated in multiple district cadre sessions to collaborate with middle grade teachers and vertically align their curriculum and pacing guides as well as to determine "Power Standards." Teachers

also received training on data driven instruction, Plan-Do-Study-Act process, standards deconstruction, creating assessment items to address power standards, Formative Assessment Lessons, PLC structures, and high yield instructional strategies.

The following describes the criteria where students are placed in regular, advanced, and intervention courses:

Lincoln County High School Math Placement

SENIORS

Seniors not meeting ACT Benchmarks in mathematics (19) will be enrolled in Math College Readiness. KYOTE OR COMPASS will be offered for college placement and accepted by most public colleges in Kentucky for students in transition courses at no cost.

JUNIORS

Juniors will be placed in math courses based on their 10th grade PLAN scores.

- PLAN 18 and below: Algebra II and Math Strategies
- PLAN 19 and above: Algebra II or Acc. Algebra II

SOPHOMORES

Sophomores will be placed in math courses based on their 9th grade EXPLORE scores.

- EXPLORE 18 and below: Geometry and Strategies
- EXPLORE 19 and above: Geometry or A. Geometry
-

FRESHMEN

Incoming freshman will be enrolled in math courses based on their 8th grade EXPLORE test.

- EXPLORE 17 and below: Algebra I and Strategies
- EXPLORE 18 and above: Algebra I or Acc. Algebra I

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SIG funds supporting the *College and Career Coach* and the *Data Analyst* will collaborate with the middle and high leadership team to ensure that the literacy and math programs are seamless and gap free and are continually refined and revised to meet every student at his/her point of need.



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

The LCHS Data System

Lincoln County High School has worked diligently to improve assessment literacy skills in order to improve the areas of achievement, student growth, teacher growth, and school culture. We are focused on becoming even more data-driven. School leadership believes that more efficient means of data collection, analysis, goal setting and monitoring are the keys leading to continual growth and improvement.

The Lincoln County High School Staff began the establishment of a clearly defined comprehensive assessment system. 2013 Diagnostic Survey Results indicate 95% percent of the LCHS Staff "Agreed" or "Strongly Agreed" that the school had a clearly defined comprehensive assessment system---a system which includes collecting and analyzing data from the multiple assessment measures of K-PREP, EPAS, KOSSA, and ASVAB to determine College and Career Readiness. Interim assessment PAS data and common core assessment results are used to predict EPAS and EOC benchmark attainment, as well as inform teachers, parents, and students on a what specific skills/sub-skills have been mastered and which skills or concepts require additional support. In addition, the PAS and EPAS assessments are also utilized in student intervention placements. The ER, administrative team, and content leads are in the process of developing common assessments that are valid, reliable, and bias free as well as continuing to build critical assessment literacy skills.

To systematically monitor the use of student data to drive instructional decision making, processes and systems are being further refined to monitor and evaluate both the reliability of achievement data and its impact on classroom instructional improvements and individual student learning. Existing structures to support this endeavor are the following: PLCs, walkthrough evaluation process, lesson plan reviews and formal evaluations.

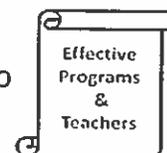
The Educational Recovery Director requires academic and non-academic quarterly reports. The Data Analysis Working Group (DAWG) has worked throughout the year to

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develop a systematic process for collecting, analyzing, and making decisions based on data. This team answers data questions based on several data sources and determines next steps. Additionally, an administration protocol was developed for every assessment given at the high school level. The Lincoln County Cadre and PLC groups placed data analysis within their regular meetings in order to make instructional decisions that impact student learning— such as strengthening curriculum gap areas. During the 2013-2014 school year, the DAWG team charged the Lincoln County High School Building Assessment Coordinator with the task to develop an enhanced protocol to collect and analyze multiple academic and non-cognitive data sources. Information from the DAWG team meetings are communicated with the Turn Around Team and the relayed to the content area PLCs.

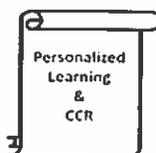
LCCHS has a comprehensive program review process that is regularly monitored. Arts & Humanities, PLCS, and Writing teams were formed and meet monthly to discuss evidence that supports continuous improvement. According to diagnostic survey results, 75% of LCCHS staff “Agreed” or “Strongly agreed” that all staff continuously collect, analyze, and apply learning from a range of data sources that inform them on trends, levels, and comparisons. These data sources include, but are not limited to, student learning, instruction, program review data, and school culture/climate data as indicated by the TELL survey.

The ER Team introduced the Turn Around Team to a problem solving process called Plan, Do, Study, and Act. The TAT adopted this process to pilot within the PLC structure. The Lincoln County High School Staff utilized an analysis tool to drive discussions surrounding PAS data. The staff was trained on how to use the tool and continues to grow within their use of the tool. However additional training is needed for all staff to gain proficiency with organizing and analyzing data and the APC continues to train in large group, small group, and individual settings. If funded, however, the **Data Analyst** will absorb this duty so that the APC can provide increased coaching and support to improving teacher’s pedagogical skills. This will build staff capacity and have an exponential impact on student growth over time.



Staff diagnostic survey results revealed that 63% of all staff “Agreed” or “Strongly agreed” that professional and support staffs are trained in the evaluation, interpretation, and use of data. Additional training and support is needed to improve assessment literacy practices and ensure that it is an embedded cultural practice.

Lincoln County High School is clearly focused and committed to assure that every student is College and or Career Ready (CCR). School leadership now tracks individual progress through a watch list. LCCHS teachers are made aware of which students need



additional coaching in order to meet the CCR benchmark. GRADE and ALEKS data are being used to determine RTI plans for struggling students so that students make continual academic progress. As outlined in the ***College and Career Coach*** job description, this individual will build a highly organized and refined system for developing an intentional and carefully monitored college/career pathway for every student while supporting direct support to our most at-risk students.

The LCHS Intervention System

Tier I Interventions – Classroom Learning System

Lincoln County High School is in the process of creating a comprehensive learning system designed to meet the need of every student. The goal is to have aligned and rigorous Tier I instruction will effectively enable 80% of students to make adequate progress. To accomplish this, we are implementing a system that utilizes a Plan-Do-Study-Act protocol to plan and evaluate instruction based on the continuous use of student data. Lincoln County High School's Turn Around Team teacher members were trained in the summer of 2013 by the Educational Recovery team on Classroom Learning Systems through the use of the Plan Do Study Act cycle. These teachers have piloted this process during the 2013-14 school year with on-going monitoring and feedback from the leadership team. These pilot teachers value the system and are prepared to co-lead the training for full implementation with the entire faculty in the summer of 2014. The following process was included in our piloted system that will be fully implemented in **ALL** LCHS classrooms during the 2014-15 school year. (See Appendix for other supporting documents). In addition to the PDSA implementation protocol, the if funded the ***LearnPad*** will be purchased for all EOC courses to enable teachers to strengthen Tier I instruction, engage students with innovative technology, and personalize learning through intentional differentiation.



PLAN	<p>Engage students in regular formative evaluation and improvement of class learning activities.</p> <p>Plan for frequent cycles of learning by setting short-term learning targets – Identify the specific knowledge or skill(s) that you are going to focus on for a week to ten days that, if mastered will bring your students closer to meeting or achieving the class learning goal. (Learning Targets)</p> <p>Determine how you will know if students are proficient with the learning target? What will be the measure of proficiency? Clearly define this BEFORE the learning processes begin.</p> <p>Post the learning target to be learned and how it will be demonstrated in student-friendly language.</p>
DO	<p>Determine what the teacher and student need to DO to ensure that everyone learns the target: what high-yield strategies will be used? – Engage your students in identifying key learning processes (high-yield strategies, interventions, and supporting activities) that you and your students will use to ensure that all students learn the learning target for this lesson.</p> <p>Post the high-yield strategies, interventions, and supporting activities that you and your students have agreed “to do” so everyone remembers their role in improving class learning results.</p> <p>Focus on the learning target (PLAN) and use (DO) the strategies, interventions, and supporting activities you agreed to use.</p>
STUDY	<p>Study the results of strategies used for the learning cycle. – Work with your students to regularly and frequently check the progress toward the learning target. Chart the results and analyze the data together. What number or percentage of students demonstrated growth? What number or percentage of students demonstrated mastery?</p> <p>Use plus/delta to analyze the results. What helped us learn? What got in the way of our learning?</p>
ACT	<p>Action plan and make adjustment for the next cycle of learning. ACT – What will we do differently? Work with your students to develop and implement a new action plan for the next cycle of learning. What will you and your students do differently when you move to the next learning target? Don’t forget to post your new action plan so everyone remembers their role in improving results.</p>

Tier II—Intervention System

Personalized Learning & Gap Closure

Lincoln County High School developed a Tier II intervention system called Red Zone. Red Zone is designed to provide targeted interventions for students not making adequate progress in Tier I instruction alone. The following tables provide an overview of the Red Zone process:

Personalized Learning & Gap Closure

Intervention Plan Process

Each Friday morning students at LCHS will report to their targeted intervention assignment based upon the dates below. Students will be assigned to one of four categories for interventions and will receive specific instruction around a particular skill for six weeks. Student placement will be predicated upon one of the five targeted need in the following areas: math interventions, reading interventions, cognitive or non-cognitive at-risk factors, or enrichment based upon test score reports or individual gifted student service plans, ACT preparation per student request.

Intervention Timeline

Students will receive interventions with the same teacher for a six week time period focused on a particular set of academic skills. The following is a proposed schedule for interventions:

Rotation #1: September 5—October 18

Data Review: Week of October 20 and October 27

Rotation #2: October 31—December 12

Data Review: Week of Dec. 15th and January 5. (Teachers will analyze intervention data to determine intervention effectiveness and determine next Red Zone placement.)

Rotation #3: January 9—February 13

Data Review: Week of Feb. 16th and February 23rd (Teachers will analyze intervention data to determine intervention effectiveness and determine next Red Zone placement.)

Rotation #4: February 27—April 17

Intervention Teams

All certified staff members will be assigned to an intervention team that focuses on one of the 5 specified areas. Teams will be composed of 7-8 teachers depending upon student need. A summary of the specialized intervention groups is as follows:

- **ELA Team** will operate under 3 main skills: Comprehension/Monitoring Reading Progress (Visualizing); Generalizations/Conclusions (asking questions/organizing); Identifying Main Ideas (inferring/synthesizing) Also, in response to our winter data and student plus/deltas, another ELA section was added for ACT preparation (per student request). These Red Zone groups focus on having students work on reading fluency/speed using ACT passages/questions and identifies high leverage reading skills that show up most on ACT.

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- **Math Team** will operate under 3 main skills: Basic Operations; Expressions/Equations/Inequalities; Probability/Statistics/Data Analysis. Also, in response to our winter data and student plus/deltas, another Math section was added for ACT preparation (per student request). These Red Zone groups focus on having students work on math fluency/speed using ACT questions and identifies high leverage math skills that show up most on ACT.
- **At-Risk Teams:** The At-Risk team works with students on goal setting and self-monitoring of academic performance. The group is also working with these students on motivation through a researched based program called "Why Try."
- **Gifted & Talented Teams:** G/T students currently are working with a variety of LCHS staff and community members regarding leadership capabilities and creativity problem solving.
- **ACT Prep Team:** Red Zone groups have students practice fluency and speed using ACT questions and identifies high leverage reading and math skills that show up most often on ACT tests. Grant funding will support the purchase and implementation of ILP Method software to support this aspect of our Red Zone Tier II intervention program. This program provides comprehensive preparation for student success on the ACT and builds key math and English skills that will help students in school, career and life.

Each group of teachers will track data over a six week time period. The two main pieces of data used will be a student Plus/Deltas and Intervention Probes. During the planning process, every team will determine criteria for measuring student success. Weekly formative assessments should be used by all teams (student response boards, checklists, etc.). Teams will implement the Plan, Do, Study, Act process through the intervention system.

Intervention Training

All certified LCHS staff members will be trained during August on the protocol and procedures of this intervention model. Teams will be given time before implementation to (1.) understand the process and logistics of the model and (2.) to prepare strategies to teach to their intervention group.

The proposed training schedule would resemble the following:

- Aug 5th Staff Workday – LCHS Intervention Overview/Meet Your Team
- Aug. 13 Instructional Coaching Session – Making Our Intervention System Work Q & A
- Aug. 20: Instructional Coaching Session – Student Challenges and Academic Difficulties
- Sept. 3 Instructional Coaching Session—How do we Motivate Students?
- Sept. 17 Instructional Coaching Session—How do we Motivate Students? (Follow-Up Session)

Students will be placed into specific interventions groups based upon data from EPAS and

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PAS testing systems. First semester placements following an analysis of strategy effectiveness. Second semester placements will be projected during Christmas break. The following data will be used:

- 9th Grade – EXPLORE and G/T plans
- 10th Grade – EXPLORE, PAS B, and G/T plans
- 11th Grade – PLAN, PAS B, and G/T plans
- 12th Grade – ACT, PAS C, and G/T plans

Intervention Support

Red Zone Teams:

At-Risk: Tim Godbey

G/T: Stacy Story

Reading ACT Prep: Angela Riddell

Math ACT Prep: Lori Hollen

Career Readiness: Amy Tracy, Principal Lincoln County ATC

EOC Areas: Content Leader Teachers

Certified staff will be assigned to one of the teams. These groups will meet on a regular basis to discuss progress within the system and modifications to be made.

Tier III Intervention – Strategies Classes

LCHS has developed specific classes to address student deficiencies in math and reading. These courses target students who are significantly below benchmark based upon EPAS data. LCHS currently offers these courses in math and reading at each grade level and students are enrolled in all strategies classes for at least one semester. The senior level addresses college readiness standards and is designed to prepare students to be successful on the COMPASS exam. All students at the senior level are given the COMPASS at the end of the semester. The senior level courses also include an English Strategies class along with math and reading.

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).

Prior to the 2012 Leadership Audit, the Lincoln County School District operated on a 165 instructional day and 12 staff training day calendar. The Lincoln County Board of Education chose the Transformation Model for LCHS and supported this decision by changing the school calendar to one that reflects 172 instructional days and 4 staff training days. This change has resulted in increased learning time in all classrooms for all students in the Lincoln County School District.

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The further increase student learning time, the master schedule at Lincoln County High School is structured to provide intentional instruction to all students. Students are hand placed in courses based on an established range of scores from EPAS. Additionally, students who are not meeting EPAS benchmarks are placed in strategies or College readiness courses. Underclassmen not meeting the reading and math benchmarks take the corresponding strategy class as an elective. Seniors who did not meet their ACT benchmarks take the corresponding College readiness courses in reading, mathematics and English as electives. It is important to note that these courses provide extended learning opportunities for students because they are taken in addition to their core academic classes.

The following describes the criteria and process utilized for determining student placement into core and intervention courses:

Math Placement:

SENIORS

Seniors not meeting ACT Benchmarks in mathematics (19) will be enrolled in **Math College Readiness**. After completion of the intervention course, KYOTE OR COMPASS will be offered for college placement and accepted by most public colleges in Kentucky for students in transition courses at no cost.

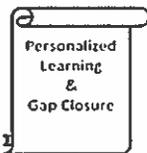


FRESHMEN, SOPHOMORES, & JUNIORS

There are 2 different intervention options for students in grade 9-11 who have not met benchmark on the EXPLORE or the PLAN test. The options are listed below:

- Daily math strategies course for at least one semester
- Weekly Response to Intervention course focusing on math concepts.

Math Strategies courses utilize ALEKS math mastery software program as one component to individualize student instruction. (ALEKS automatically provides differentiated instruction to fill student knowledge gaps.)



Reading Placement:

SENIORS

Seniors not meeting ACT Benchmarks in English and/or Reading will be required to enroll in an English/reading transition course called **English College Readiness** and/or **Reading College Readiness** in addition to their regular English class (English IV or AP English Literature). COMPASS and KYOTE which is accepted by most public colleges

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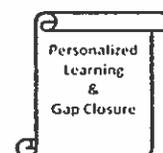
and universities in Kentucky will be given to eligible seniors and they may take the assessment twice (free of charge) if enrolled in a transition course.

FRESHMEN, SOPHOMORES, & JUNIORS

There are 2 different intervention options for students in grade 9-11 who have not met benchmark on the EXPLORE or the PLAN test. The options are listed below:

- Daily math strategies course for at least one semester
- Weekly Response to Intervention course focusing on reading or writing concepts

As described previously, Lincoln County High School implements Red Zone as a Tier 2 intervention and enrichment period. Each Friday, the school follows an alternate schedule to create a 47 minute intervention period. Students who are not meeting EPAS benchmarks receive intervention based on their instructional needs. Students who are meeting benchmarks receive enrichment activities. There is an At-Risk intervention provided for students with behavior, attendance and academic needs. This intervention follows the "Why Try?" curriculum and utilizes a mentorship with community members. These intervention courses are flexibly grouped. Each six weeks student data is reviewed by the intervention teachers and Administrative Team and students are regrouped based on their instructional needs.



ACT BENCHMARKS

Test	EXPLORE Score Grade 8	EXPLORE Score Grade 9	PLAN Score	ACT Score	COMPASS Score*	KYOTE Score
English	13	14	15	18	74	6
Reading	16	17	18	22	85	20
Math	17	18	19	22	36	22
Science	18	19	20	23	NA	NA

In addition to providing supports for students who are not meeting benchmarks, LCHS offers advanced coursework and accelerated learning opportunities to students who require a more rigorous course of study to ensure that they continually grow. This coursework requires certain prerequisite scores on EPAS assessments. Students who have all of the prerequisites but have not met the requisite scores are offered extended learning opportunities.

Honors English Requirements

COURSE NAME	REQUIRED SCORE
Honors English I	EXPLORE Reading (16) :
Honors English II	EXPLORE READING (17):
AP English III	PLAN READING: 20 ACT READING: 22 By request and students with scores on PLAN Reading = 20 or ACT Reading = 22 will strongly be encouraged to enroll in this course
AP English IV	ACT Reading: 24 By request and students with scores on ACT Reading= 24 will strongly be encouraged to enroll in this course.

All Honors and AP courses require a summer reading project.

AP English IV: When students sign up for classes, they will request an Honors English or AP English class. Any student who does not meet the department’s requirement for the class will be sent a letter inviting them to try again to meet the requirement. After complete a specified number of hours of instruction on Study Island specific dates will be set aside to allow a retake of the GRADE Assessment. Ninth and tenth graders need to have a GRADE reading level above 11 and eleven and twelfth graders will need to score a 12+ on the GRADE assessment. Specific practice lessons from Study Island may be suggested to help prepare students to meet the requirements for the class.

Accelerated Math Classes

COURSE NAME	REQUIRED SCORE
Accelerated Algebra I	EXPLORE Math 17
Accelerated Geometry	EXPLORE Math 18
Accelerated Algebra II	PLAN Math 19

Students requesting accelerated math classes, who have not achieved the benchmark score to qualify for the class can attend a math summer academy. In the summer academy, they will work on the ALEKS program to improve their math skills. Students must complete a minimum of 25 hours in the ALEKS program to retake the placement test for Math. Students may wish to spend more time on the ALEKS program to increase their chance of improving their score.

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Extended School Services: 21st Century

Academic assistance and enrichment services are designed around data-established needs, goals, and objectives; thus engaging students in productive after-school activities meeting specific emotional and social needs will increase academic skills, attendance, self-esteem, and teach skills not available elsewhere. Additionally, since research demonstrates that students frequently engage in at-risk behaviors in the hours immediately after school, the opportunity to remain in a safe, secure, supervised environment is of benefit. The program provides classes four days a week for three hours daily—one hour before school and two hours after school Monday through Thursday. Additionally, eight monthly family evenings and a four-week summer school is planned in June for five days a week, five hours daily. The program is available for all high school students but principally for those students exhibiting multiple at-risk markers and students in the GAP group. Activities and classes will be located in the high school or adjacent technology center. Certified teachers and other skilled facilitators assist with homework help, credit recovery, ACT/SAT preparation, or remediation services. Students requiring academic assistance attend an academic support class facilitated by skilled practitioners. Academic enrichment classes are divided into clusters. Each class runs a minimum of six weeks with at least one class within each cluster available weekly. The program director, site coordinator, and administrative team have developed an inclusive referral system providing a coordinated service plan for each student.

An overview of extended learning opportunities is denoted in the table below:

Morning Session - 7:00 a.m. to 8:00 a.m. 21 st Century Academic Assistance Classes (30 weeks)		
Activity	Extent Provided	Description
Tutoring: Math/Science	Monday and Wednesday	Students have access to one on one/small group instruction in math and/or science by certified math and science teachers. Instruction consists of pre-teaching, guided practice, independent work and re-teaching exercises.
Tutoring : Social Studies/ Language Arts	Tuesday and Thursday	Students have access to one on one/small group instruction in social studies and/or lang. arts by teachers certified in the subject area. Instruction consists of pre-teaching, guided practice, independent work and re-teaching exercises.
Homework Help	Monday - Thursday	Students have access to a quiet place to complete homework, study for tests or use the computers, books and periodicals. Certified teachers available if additional assistance is needed
Credit Recovery	Monday - Thursday	Students have access to <i>the Novel Star</i> and <i>APEX</i> computer programs for course mastery and credit recovery.
ACT/SAT Prep	Monday - Thursday Begins in January.	Students using research-based <i>Triumph Learning</i> software prepare for the ACT/SAT and learn test taking strategies. Those who successfully complete the course are offered additional assistance in finding scholarships, applying to schools and obtaining financial aid.
Remediation	Monday -	Special needs students have access to the Reading Horizons,

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Assistance	Thursday	<i>Math'sCool and Algebra'sCool</i> programs. All three programs are research based and provide needed assistance for students currently working below grade level.	
		Afternoon Session - 3:10 p.m. to 5:10 p.m.	
	Activity	Extent Provided	Description
	Snack/Social Time	Monday – Thursday 3:10 -3:30	Whole fruits or vegetables and milk or juice provided for all students who participate in the afternoon program.
Academic Assistance (30 weeks)classes offered are the same as morning session with the addition of peer tutors, ECU mentors and teaching assistants who will assist with the afternoon sessions.			
	Activity	Extent Provided	
	Tutoring: Math/Science	Monday and Wednesday 3:30 – 4:30	
	Tutoring: Social Studies/Language Arts	Tuesday and Thursday 3:30 – 4:30	
	ACT/SAT Prep Begins in January	Monday –Thursday 3:30 – 4:30	
	Credit Recovery	Monday – Thursday 3:30 – 5:10	
	Homework Help	Monday – Thursday 3:30 – 5:10	
	Remediation Assistance	Monday – Thursday 3.30 – 5:10	

Although the 21st Century grant currently funds these classes and intervention opportunities, funding is gradually diminishing making sustainability virtually impossible. SIG grant funds will enable us to retain the full array of extended learning opportunities for our students as we are simultaneously strengthening our core instruction, thus eventually reducing the need for intervention services. In addition, geographical size constitutes a major transportation barrier for those students who need extended learning opportunities the most. If funded, these additional grant funds will enable us to provide critical transportation services to our at-risk students, many of whom constitute a significant portion of our GAP group. SIG funds will provide monies to reimburse the additional teachers who will focus upon the literacy, math, and EOC skill set that these students lack. Also, an additional extended time opportunity that we would like to offer our students is Saturday school. This "Just In Time" instruction provides timely re-teaching of skills and concepts not mastered during the week. Also, weekend instruction provides students who work, participate in sports, or have other after-school obligations an additional option to receive support services.

Personalized Learning & Gap Closure

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.

Building a foundational base of parental support is a crucial factor in moving our school forward and increasing student achievement during the next three years. Our school plan has a twofold process to increase community involvement. First, an intentional effort targets going "out" into the community to discuss school plans and share activities that are ongoing at the high school. The goal is to be transparent about our work at LCHS and seek input on how our school can improve. Secondly, we will bring the

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community "into" our school to showcase student work, to strengthen our planning process, and to encourage active ownership throughout our school and community.

Parents will be involved through several initiatives as our school focuses on strengthening the parental stakeholder link: Through the *Missing Piece*, parents and school staff will evaluate the degree to which our stakeholders are involved in school activities and brainstorm ways to increase this support. This is a feature of our 30-60-90 school plan and is monitored by the Turn Around Team each month.

The following activities summarize how LCHS plans to engage our family and community partners in the improvement process:

- Our Patriot Club, a community based support group, will focus on honoring the school's past traditions, celebrating our current success, and act as a catalyst to initiate plans/processes to sustain student achievement and continue growth in future years. The group has developed organizational structures, bylaws and guidance documents to ensure that their mission can be accomplished by developing a strong link between community and school.
- Town Hall meetings will be held to garner parental/community participation in the areas of academic growth and student programs/services, as well as to foster school/parent conversations.
- Our communication plan details activities and plans for engaging parents and community. This is an intentional effort to share with parents and seek their thoughts and opinions on how we can improve the educational process in our local community.
- We will continue to seek community mentors to work with at-risk high school students through their involvement in an existing structure known as Red Zone. They will also collaborate with school staff to plan and deliver relevant topics to said groups and they will serve as role models for individual students.
- The principal will provide presentations to the local Chamber of Commerce and other community organization which will serve to update community leaders on the progress of Lincoln County High School. These presentations will spotlight specific details on how our improvement plan is working and how community involvement plays an important role in our success.
- Parent surveys will collect perception data thus informing school plans relative to the strengths and opportunities necessary for improvement.
- LCHS will continue to seek and recruit parent and community members to participate on various teams and committee structures. For example, stakeholder input will be an important aspect in the in the Diagnostic Review process.

Parent involvement is pivotal for our success. As we move forward in the continuous improvement process, stakeholder voice and active family and community involvement will be intentional, tightly monitored, and a catalyst to move our organization to the next level.



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

The district provided Lincoln County High School with both technical and financial support immediately upon identification as a PLA school in the fall of 2012. The following support structures summarize the district's commitment to the students, administration and staff as they implement the continuous improvement process:

- **Administrative Personnel:** The superintendent recommended to the board of education immediate assistance be provided to LCHS. Subsequently, Winn Smith, a former, successful high school principal, was hired to provide leadership and guidance to Tim Godbey, principal of LCHS. During the 2011-2012, school year, Mr. Smith worked diligently with the school leadership team to develop structures and ensure that the curriculum was aligned to state standards, walkthroughs conducted, data collected and analyzed, explicit feedback provided, and best practice instructional and assessment strategies implemented. As a result of this collaborative effort, the school moved from the 15% to the 67% in the first year.
- **District Liaison to LCHS:** The superintendent assigned Jim Ward, the Coordinator of Curriculum, and Assessment & Instruction as the district liaison to the high school. Mr. Ward attends and participates in the TAT (turn-around team) meetings, supports the arts and humanities PLC meetings, conducts regular walkthroughs, monitors lesson plans and provides explicit, timely feedback to teachers. Working in concert with the administrative team, Mr. Ward plans, coordinates and collects data for both the school and district quarterly reports. Mr. Ward facilitates Red Zone groups as an intervention instructor and dedicates a substantial amount of his professional expertise to supporting Mr. Godbey and the ER team in their improvement efforts.
- **Leadership Meeting Participation:** District leadership (Karen Hatter, Superintendent; Angela Cain, Chief Deputy of Quality Instruction; Jim Ward, Coordinator of Curriculum, Instruction & Assessment; and Pam Hart; Chief Deputy of Quality Management) participated in Friday morning meetings with the ER and school leadership team in the first year of the intervention. This enabled district personnel to remain abreast of the

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improvement process and assist with turnaround efforts whenever possible and appropriate.

- **Principal Mentoring:** Mrs. Hatter meets weekly with Tim Godbey. This practice began early in the PLA process and is on-going. Mrs. Hatter works closely with Mr. Godbey to monitor the 30-60-90 day plan and ensure LCHS is making progress toward meeting their goals. The primary purpose of “Tuesday With Tim” meetings, though, is to offer positive guidance and support and troubleshoot the weekly issues or barriers that might have arisen since the last meeting. This intentional meeting facilitates on-going communication that promotes collegiality and trust.
- **“Cracker Jacks” Participation:** To provide support to the school-based new teacher training, Pam Hart, Chief Deputy of Quality Management, attends the “Cracker Jacks” PLC at the high school. Working with the ER facilitator, Mrs. Hart serves as a mentor, guide, and facilitator to the new high school teachers. These meetings provide opportunity for new teachers to meet and discuss their challenges and successes—learning from one another and developing strong collegial relationships. District involvement supports this important school-based initiative to encourage and retain highly qualified teachers and improve their professional skill sets in a systematic, intentional manner.
- **Walkthroughs:** District personnel are visible and involved in walkthroughs at the high school. As frequently as possible, supervisors support each of the three school administrators in conducting their scheduled learning walks—aligned with the TPGES Danielson Framework. Additionally, the high school is on a cycle of district walkthroughs designed to monitor district initiatives. District personnel participate in walkthroughs that monitor implementation of the newly adopted Springboard ELA curriculum, as well.
- **New Teacher Training and Support:** In addition to supporting the new teachers at the high school, the district further supports new LCHS teachers by conducting quarterly training at the central office. These sessions led by Pam Hart and Angela Cain reinforce best-practice educational practice and forge a connection between novice teachers throughout the system.

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- **Assistance Team Support:** To provide technical assistance to the high school principal, district supervisors Pam Hart and Angela Cain served on an assistance team and intensive assistance team, respectively, to monitor teacher growth and assure that the assistance plan activities were having the expected outcomes.
- **Grant Writing:** District officials have written multiple grants to undergird and support the efforts of the high school. A 21st Century Community Schools Learning Grant was written, submitted, and subsequently funded. This grant provides both personalized learning and extended learning opportunities for our at-risk and GAP students, specifically. Additionally, many grant activities engage both parents and community stakeholders and provide opportunities to forge relationships and display a welcoming environment. This component of the 21st Century grant strengthens the family and community component of the LCHS school improvement plan. In the 2012-2013, district personnel wrote an AHED grant (Appalachian Center for Higher Education). The AHED grant provides critical resources that support the initiative around college and career readiness and expose our students to the many opportunities beyond the boundaries of Lincoln County. Most recently, district personnel provided technical assistance writing the SIG grant.
- **Budget Resource Allocation:** The superintendent and district supervisors provide financial and technical support to high school personnel in multiple ways: A table clearly delineates this on page 11 of the application. In addition, SEEK funds are equitably distributed to all schools in an equitable manner and the finance director works directly with the principals by providing information and answering questions whenever needed. The superintendent conducts an annual training session to administrative personnel to build financial understanding and enhance leadership skills.
- **AdvanceKy AP Program:** AdvanceKy is a state and national initiative designed to enroll more students in rigorous advanced placement coursework. The district provides significant financial resources to underwrite this initiative. District professional development and Title I funds provide travel reimbursements for teachers involved in training throughout the state and region, and general fund monies provide financial reimbursement for students meeting the benchmark on the social science

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tests. In addition, district personnel provide technical support by managing the AdvanceKy budget and arranging required trainings. District personnel and the Board of Education are greatly supportive of this initiative.

- **Springboard Implementation:** District resources supported the purchase and training of newly adopted Springboard curriculum in 2012-2013. Endorsed by the College Board and a rigorous instructional program, district personnel guided adoption for grades 6-12. Angela Cain, Chief Deputy of Quality Instruction, arranged multiple training opportunities and provided extensive technical support and oversight in the beginning phases of implementation. For continued sustainability, the district will continue to fund the project through Rural & Low funding.
- **Special Education Consultant:** To address the specialized needs of our special needs/gap students, district funds underwrite a special education liaison that is housed at the high school and devotes 50% of her time to tackling the challenges and barriers of students with disabilities. Mrs. Shearer collaborates with school leadership and the ER team to implement best-practice co-teaching and collaboration strategies. This concentrated focus on our students with the most challenging obstacles strengthens services and promotes a culture sensitive to the needs of our high at-risk population.
- **Enhanced Technology:** To enhance 21st Century skills and provide the necessary tools to build College and Career Readiness, a collaborative effort between the district and school resulted in significant updates in both hardware and software. Daren Yaden, the district technology coordinator, worked collaboratively with school administration. Subsequently, LCHS teachers were provided new personal computers, computer labs were updated and expanded, and the infrastructure greatly improved. LCHS is now totally wireless and ready to move to another level of instructional technology capability.
- **ALEKS Licenses:** To further aid the intervention model, the district provided additional monetary assistance to purchase ALEKs licenses for students enrolled in the strategies classes. The purchase of these licenses enabled LCHS to implement a feature of their master calendar that provided individualized learning opportunities for students failing to

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master specific math concepts and meet them at their point of need. We hope to expand this funding through SIG grant funding.

- **Eastern Kentucky University:** Administrative leaders met with Dr. Robert Thomas multiple times to solicit his expertise on improving math achievement. As a result, the district implemented the automaticity project in K-12 and began the practice of banding math students based on their EPAS scores. Dr. Thomas met with district/school leaders and staff multiple times to display assessment results, explain program rationale, and build system implementation capacity.
- **Red Zone Participation:** District personnel support the high school by participating in the Red Zone intervention classes each Friday. The district liaison, Jim Ward, Angela Cain, and Kendra Mitchell, the School/Family Coordinator, all facilitate classes with rotating groups of students weekly. This direct support enables district support staff to directly participate in personalized learning and impact student success.

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

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 Lincoln County High School Leadership Assessment Report was received March 7, 2012. This report stated that the LCHS SBDM Council did not have the ability to lead the intervention and did not have the capability and capacity to continue its roles and responsibilities. The report also recommended that the SBDM Council be placed in an advisory capacity only. The Lincoln County Board of Education acted upon this recommendation from the Kentucky Department of Education and the SBDM was placed in advisory status. A list of new potential members was sent to the Kentucky Commissioner of Education and he appointed the new members of the Advisory Council.

The LCHS Advisory Council meets every third Monday of the month with the building principal. The superintendent attends these meetings. The council works and gives input regarding the improvements of the school's curriculum, instruction, assessment, vision, organization and community involvement. The council receives monthly input and feedback from the school's turnaround team (TAT) about these same items. The

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superintendent monitors the work of both groups to ensure fidelity of improvement planning and to provide accountability regarding implementation of improvement efforts. The Educational Recovery Team members also serve the principal and Advisory Council to assist with improvement planning and efforts to effectively communicate these efforts to all stakeholders.

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

Unlike many larger systems, where in-district transfers are possible, LCHS is the only A-1 high school in the district. As a result, transfers are not possible. Furthermore, it has been the policy of Lincoln County never to transfer teachers without the consent of all the individuals involved. District leadership will not interfere in this manner and place a teacher without the consent of the principal. See attached transfer policy in the appendix.

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

District and school leadership engage in many systematic processes to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

School leadership regularly conduct lesson plan reviews. The district liaison participates in this process. Lesson plans are checked for congruence to the standards and learning targets as outlined in the curriculum.

District and school leaders conduct regular walkthrough cycles in which multiple, 15 minute observations are conducted by a team comprised of district and school leaders. A debriefing meeting occurs immediately following the walkthroughs in which "points of interest" and "points to ponder" are generated based on the brief observations. Angela Cain, the Chief Deputy of Quality Management, prepares a feedback report that includes graphs that depict the data that were collected. Administrators and staff review the feedback and discuss appropriate next steps. There is a section on the district walkthrough instrument that addresses Learning Targets. This is a "look-for" during every walkthrough cycle so that district and school personnel can monitor the implementation of curriculum through the delivery of standards and learning targets.

With guidance from the ER staff, content leads, and the APC, teachers collaborate to create and refine curriculum maps and pacing guides through Departmental PLC's and district vertical cadre meetings. These meetings allow for horizontal and vertical curriculum discussions. Teachers use the PLC and cadre meetings to find and fix curriculum gaps and to address congruency with the Common Core Standards. The

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documents created in cadres are uploaded into a district provided OneDrive space and are available for review and use by district staff.

Interim assessments results are carefully analyzed to determine if there are holes or gaps in the curriculum. Curriculum timelines are consulted to determine if the concept congruent to the missed item is included in the curriculum and has been taught. As a general rule, if fewer than 80% of students are successful on an assessment item, we first consider that there may be an issue with the curriculum or an instructional delivery issue. Curriculum and instruction is adjusted as needed to address identified issues.

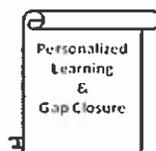
Our district is in the process of training teachers to use the CIITS system for assessment administration and analysis. Assessments items are tied to individual standards and student progress toward standards mastery can be tracked over the course of the year at the school, grade, classroom and individual student levels. When fully implemented, this process will be invaluable in monitoring the implementation of the curriculum. The plan is to eventually input all curriculum, units and lesson plans so that comprehensive monitoring and adjusting of curriculum, instruction and assessment will be seamless and ongoing.

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 has provided additional supports to serve students in the gap group, particularly students with disabilities. A half-time district level special education liaison serves the high school. She provides job-embedded professional development as well as coaching support to teachers. Additionally, teachers receive specialized professional development through attendance at special education cadre sessions. These sessions address the unique needs of students with disabilities

Students who read significantly below grade level receive additional intensive reading intervention with the Reading Horizons program. This program consists of two components: a teacher directed component and a technology component.

The District Special Education consultant collaborates with the ER team to lead a co-teaching initiative that is strengthening services for students and promoting higher student achievement. Co-teaching partners are provided with release time during which they are trained in effective co-teaching models and research-based instructional strategies. This initiative provides them with the planning time necessary to implement an effective collaborative setting for students with and without disabilities. Student data is analyzed to inform instructional next steps that are immediately implemented and that have a positive impact on student achievement.

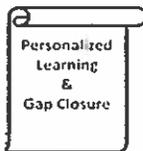


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SIG funds will be utilized to purchase LearnPads for all students in EOC courses. This will provide teachers with the tools needed to deliver personalized instruction to students. Teachers can differentiate lessons to meet students at their point of need. Teachers can adjust core lessons to meet the needs of various individuals and groups of students. Each adjusted lesson generates a unique QR (quality response) code and students can use their LearnPad device to scan it and they will have their personalized lesson available on their own device.

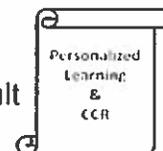


Additionally, text-to-speech software is built-in to the LearnPad device and is readily available to students who may require a reader as an accommodation. Having this assistive technology will provide the opportunity for students to become independent learners and to move forward at their own pace without fear of embarrassment. In addition, the device has built-in software that allows for text to speech in both English and Spanish which will be a valuable instructional tool for English Language Learners.



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.

Lincoln County High School is a participant in AdvanceKentucky's AP initiative whose purpose is to promote and support a school culture of high expectation for rigorous student learning that provides opportunities for all students to participate in advanced placement classes. This is our second year as a participant in this program; as a result we have experienced a 600% increase in the number of students enrolled in AP courses and a 200% increase in the number of students achieving qualifying scores. Because of the success of the program and increased demand for the classes, LCHS offered new AP courses including Government, Computer Science, and Biology. The Lincoln County Board of Education supports this initiative and ensures that financial obstacles are not a barrier for participation. They provide fiscal support by paying the examination fee for all free and reduced students.



Lincoln County High School partners with Eastern Kentucky University to provide dual credit opportunity to juniors and seniors at LCHS. Students can take courses from the EKU Danville Campus during the school day and receive both college and high school credit. EKU representatives meet each semester with LCHS officials to determine courses most appropriate for dual credit and how to involve more students in the program. EKU has now expanded their program to allow LCHS students to enroll in selected on-line courses. This allows students to stay on the LCHS campus and take college courses. The district provides transportation to students that enroll in courses that are not on-line but require campus attendance. Most LCHS students involved in

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the program earn at least 6 college credits per year. Some LCHS students earn as many as 12 college credits per year.

Lincoln County High School has developed a systematic process for scheduling student coursework. The school provides individual advisement sessions with each student in the building. During the spring of each year, school guidance counselors and principals meet with students to review transcripts, career pathways, and test scores. However, the logistical planning is extremely time-consuming and demanding and interferes with the principal's ability to remain focused upon curriculum, instruction, and assessment; a **College and Career Coach** would play a pivotal role in organizing and managing this process. These individual sessions focus on helping students pursue the right courses for graduation and college/career readiness. Students are encouraged to pursue coursework that is challenging and allows them to explore career interests. Upon conclusion of these advisement sessions, parents are invited to come to the school to meet with their student and a school guidance counselor or principal. Parents are able to review the details of the advisement session and give input into their student's coursework. Students are able to register for classes on-line after completing the advisement session.



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

Multiple transitional events are provided to rising freshman to ease the transition between middle and high school. In the fall of their 8th grade year, students attend an orientation of the Lincoln County's Area Technology Center where they learn about the five career paths offered at the technology school and tour classes in all career paths. In March, the students return and tour agricultural, business, family and consumer science, and technology education classes. The different career paths available in each department are discussed during the visit.

In April, high school counselors visit students at the middle school to provide planning guidance. Students are advised about the different diplomas offered at LCHS, required courses, elective classes, and the value of career and college readiness. Counselors stress the importance of attendance and starting their freshman year on a positive note. Students receive a Red Book providing a description of all the classes, diplomas, and career paths offered at LCHS as well as a class offering sheet to select their desired classes. Counselors encourage students share this information with their parents and involve them in the decision-making process.

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Later in April, an evening is dedicated to freshmen and their parents to visit the high school, ask questions, and enter student's class requests. Students and their parents review diploma offerings, required and elective classes, and college/career readiness. Administrators provide technical assistance as students and parents enter their class requests and answer individual questions. The following day, counselors provide individual assistance to those students unable to attend parent night. Within the last two weeks of their 8th grade year, incoming freshman are divided into small groups and take a guided tour of the high school led by junior and senior high school students. To gain familiarity with the layout of the campus and school building, the incoming freshman tour vocational classrooms, regular classrooms, the cafeteria, the library, the gym and outside school grounds.



A freshman academy is sponsored by Lincoln County's 21st Century Program and offered to all rising freshman the first two weeks of summer break. During this two week period, students have a variety of programs from which to choose. One program allows students to attend Algebra, English, Science, Social Studies, and foreign language classes to experience the reality of a high school class. To provide intentional targeted support for students not meeting EXPLORE benchmarks, math and English intervention classes are offered in order to provide students an opportunity to re-test and move forward in advanced literacy or math coursework.



Jr. Guard Boot Camp is also offered during Freshman Academy. Rising freshman interested in being part of the Jr. Guard learn marching skills, safety, map reading and participate in physical training. In addition to these activities, a conditioning camp is offered from 6:30 am until 9:00 am for students to improve fitness, coordination and endurance.

The culminating event for rising freshman is freshman orientation, which is held a week before the school year begins. For some at risk students, this is an all day event. Students who demonstrate multiple at-risk markers due to their previous attendance, behavior, and grade are invited to attend the day session. Students attend five classes which include: organizational and study skills; high school credit system and college/career readiness, school expectations, clubs, and attendance; academics and behavior. Students participating in the scavenger hunts receive motivational awards and prizes. That evening, parents attend an informational meeting with administrative personnel while students pick up their schedules, meet their teachers, and find their classes.



Describe strategies to increase graduation rates.



Over the past few years, several different strategies have been used to increase the graduation rate. These strategies range from academic interventions for lower achieving students, new behavior system for all students, to coordinated school health meetings that ensure student needs are being met. LCHS understands that implementing the common and quality cores doesn't guarantee that every student will graduate. It takes individualized planning and targeted support to ensure that every student is going to graduate from Lincoln County High School either college or career ready.

The academic strategies that have been implemented to help our struggling learners consist of the following: reading and math strategies classes, Red Zone, and credit recovery classes. Our reading and math strategies classes are designed to target students who are struggling to meet benchmarks on EPAS assessments. The purpose of these classes is to gain and build skills missed in previous instruction. As described earlier, Red Zone is the structured process for our Tier II intervention services that provides additional supports in math, reading, at-risk behaviors, and classes assessed by End of Course Exams.



In order to increase graduation rates, a proactive intentional freshman monitoring process has been developed. Staff realizes that when 9th grade students fail to master essential skills and concepts, the path to graduation is much more difficult to attain. In other words, with every freshman course failed graduation rates fall commensurately. Therefore, teachers meet weekly to discuss students with failing grades and develop strategies to increase the likelihood of a positive outcome. For failing students, biweekly progress reports are sent home to clearly communicate with and solicit parental involvement and support. Lastly, for those students not on track to graduate, other than staying after school or attending summer school, a credit recovery option is embedded within the master schedule during the day.



To support non-cognitive needs of students at-risk of not graduating, we are in the process of developing a comprehensive positive behavior intervention support system or PBIS. We have started the process by establishing school-wide expectations that we call PRIDE (prepared, respectful, involved, and dependable and engaged). In every classroom and hallway, illustrated Patriot PRIDE posters which outline each expectation are displayed. This system is intentionally taught and revisited throughout the year in order to consistently emphasize expectations and establish a culture of accountability. We have implemented a recognition system where students are spotlighted for attendance, test scores, college and career readiness, good behavior, behavior

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improvements, and for following the five key words of PRIDE. The PBIS team analyzes behavior, attendance, grades, & test scores in order to determine process effectiveness. Students discuss their own progress with their teacher/advisor. Faculty at the school is presented the data and adjustments are made to the plan as needed.

A coordinated school health team meets weekly to focus on student attendance. This team of administrators, counselors, the academic program consultant, nurses, youth service center employees and district personnel gather to discuss student attendance and specific issues that are occurring with individual students. A plan is developed to address the needs of these students and engage in home visits as appropriate. In addition, LCHS implemented a truancy diversion program that meets during the day for habitually truant students. Although involving all truant / at-risk students, there is an intentional focus on our 9th graders so that we can catch them before both attendance rates and class failure rate impact their ability to stay on track for graduation.



Lincoln County High School is making a concerted effort to increase parent and community involvement. Our communication plan emphasizes s parent outreach and community involvement. The staff of Lincoln County High School communicates important information through information booths and written materials at sporting events. The administration presents about upcoming events, school progress, and student issues at community events. Parents/community members are asked to join the Red Zone at-risk group to mentor students about respect and school motivation. LCHS is also working with Eastern Kentucky University to develop a grant proposal to support community/parent involvement within the building.



Finally, in order to increase graduation rates and meet each student's unique needs, LCHS has developed a new and innovative diploma option for the class of 2018—one which truly constitutes a personalized pathway for each student. A Career diploma, requiring a mandatory career pathway focus, will require 22 credits to graduate. The pre-college and advanced diplomas will still require the current 26. When students have difficulty in the beginning and get behind in credits, they are more likely to dropout. The career diploma is to help focus on career readiness, while the other two diplomas focus on college readiness. We believe that in order to accomplish our vision of ensuring that every student graduates college and career ready, it is essential that structures and processes are developed that provide individualized support structures for every student. SIG grant funds will support a **Data Analyst** and **College and Career Coach** to develop and oversee this process and ensure that every student has a personalized learning plan in order to obtain their college and career readiness goal.



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

The Lincoln County High School Advisory Council in collaboration with the school's principal created an adhoc committee to develop a system of School-Wide Positive Behavior Support to be used by all LCHS faculty and staff. This system creates continuity and consistency throughout the building regarding student behavior and expectations. This committee meets monthly to review student non-academic data and develops action steps that are reflected in the school's 30-60-90 day plan.

To ensure a safe and secure school environment, the Lincoln County High School Advisory Council adopted a new Emergency Management Plan developed in collaboration with district personnel, the community emergency response providers (fire department, police department, 911 and hospital personnel, local governance officials, etc.) This plan includes policies and procedures regarding all possible emergency events that could occur within a school environment. This plan will be reviewed and revised annually and communication of the plan will be shared with staff at the beginning of the year and periodically throughout the remainder of the school year.

The Lincoln County Board of Education supports Lincoln County High School by funding an on-site School Resource Officer with general funds. The school and the local Sheriff's department collaborate to ensure the implementation of school drills and the adherence to district policies that address student conduct. Lincoln County Sheriff's department and Stanford City Police department work closely with the school's administration to coordinate campus patrol, supervision at extra-curricular events and lockdowns.

Describe the strategies implemented to improve school climate and discipline.

In January of 2012, the assistant principals, school psychologist, school counselor, and a representation of teachers formed the Positive Behavior Intervention Support team and began to develop a system to improve school climate through positive discipline supports. The team began by determining what we were already doing, as well as what we need to do in order to meet the needs of our students and staff. The team analyzed discipline data, the TELL Survey, and other staff and student surveys (Plus/Deltas) to determine priority needs.

After analyzing and sharing the data with the entire staff, the team solicited input from the staff to further prioritize needs. These were identified to be excessive tardies and an overabundance of public displays of affection. Students participated in the process by creating public service videos and posters about class promptness and not exhibiting



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Public Displays of Affective. With this PBIS mini-pilot program, teachers were given an introductory PBIS training and explicitly taught what it means to be on time to class and what it means to behave without showing undue affection in the hallways. Staff monitored and encouraged appropriate behavior by handing out Hershey Kisses. PDA behavior improved greatly with this focus.

Also, with staff input, the PBIS team developed school-wide expectations and then used the PRIDE acronym to educate students about the expectations.

- P** – Prepared
- R** – Responsible
- I** – Involved
- D** – Dependable
- E** – Engaged

The PBIS school-wide roll out began at the end of the 2012-13 school year and then was reviewed and intentionally taught to all students throughout the first semester of the 2013-14 school year. Teachers dedicated a month to focus on each element of the PRIDE expectations with their students. The PBIS team provided drawings and prizes for students who consistently met the PRIDE focus for that month. All classrooms were provided a PRIDE poster to post for referral, and all staff was expected to teach/review and hold all students accountable for the expectations. PRIDE posters were placed in strategic locations throughout the school as well.



PBIS staff training was then provided again to all teachers at the beginning of the 2013-2014 school year. Staff members learned that students need acknowledgement and support when they do meet the expectations. Staff developed ways to recognize students daily within their classrooms through stickers, candy, praise, pencils, etc. The PBIS committee implemented ways to acknowledge students beyond the classroom through drawings for free passes to athletic events or food coupons.

By January of 2014, the PBIS team developed an acknowledgement system that included Patriot PRIDE slips for teachers to give students in their classroom when they met the expectations with the intention of focusing on students who would benefit from positive incentives. Students who receive PRIDE slips place them in a box in the cafeteria for bi-weekly drawings for prizes. Also, the PBIS team developed a larger scale recognition system with Patriot PRIDE postcards. Staff members are expected to choose a student per week and write an acknowledgement of success for that student. Students are called to the front of the cafeteria during lunch for a "public" recognition to receive their Patriot PRIDE postcard.

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To help address tardy issues, the PBIS team requested an extra minute be added between classes to give students more transition time and thus reduce the possibility of a tardy. The daily schedule was reworked to take one minute from each lunch module and move it to the class passing time. January data indicates that the additional minute, plus the intentional focus with on time behavior, has reduced tardy infractions dramatically.

Additionally, in January 2014, the In-School Suspension program was updated to include Positive Behavior and Academic Supports by implementing a daily log of student academic and behavior ratings for each class period. Students who are rated at the top of the scale consistently throughout the day are acknowledged with a Patriot PRIDE slip. The ISS supervisors received additional training in requiring high academic and behavior expectations for students in the program.

The PBIS team continues to meet to analyze data and plan for staff trainings. The following is the implementation timeline:

Implemented

- PBIS Committee developed
- Initial PBIS teacher training (overview only)
- PRIDE Introduction to Students and Implementation School Wide
- Weekly focus on each segment of PRIDE during 4th pd. / student generated posters describing each segment
- Student prizes for meeting PRIDE expectations
- School wide focus on Public Displays of Affections / student PDA video
- School wide focus on tardies / student tardy video
- Sharing behavior data with staff
- PBIS staff PLUS/DELTA
- Increased passing time from 4 minutes to 5 minutes to help reduce tardies
- Developed new PRIDE slips and PRIDE postcards for teachers to acknowledge targeted students
- New acknowledgment system of PRIDE classroom slips and PRIDE postcards
- PRIDE Box in cafeteria for weekly drawings during lunch modules
- Updating ISS procedures for consistency and to ensure ISS is a deterrent for student misbehavior
- Update ISS program to include focus on improving both academic and behavior through positive acknowledgement of PRIDE slips

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In Progress

- Monitoring and sharing PRIDE data
- Providing support / resources for teachers with high discipline referrals
- Include positive behavior strategies for ISS students
- Developing Tier 3 Behavior Intervention Program
- Pilot Tier 3 Behavior Program (one student for 9 weeks)

2014-15 school year

- Play music one minute before bell rings
- ISS or Community Service for excessive lunch detention (to be served and monitored at school after school hrs)
- Implement Tier 3 Behavior Program
- Separate ISS and Lunch Detention
- Focus on Classroom Disruption and Disrespect

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

Lincoln County funds full-day kindergarten. We have a state funded early childhood program that meets four days a week for qualifying students. Analysis of our Kindergarten Brigance Data reveals that our early childhood program is highly effective in building pre-requisite skills for kindergarten success.

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

Lincoln County uses an equitable and consistently applied SEEK funding formula based upon state law and board policy. Title I and certain other federal funds are allocated according to the free and reduced rate of each school. Certain other state and local funds are allocated through a needs assessment process. These prioritized needs are then funded by the remaining "Section 7" funds. Lincoln County High School received \$32,871 above and beyond their allocation in the 2012-2013 school year and \$10,800 thus far in 2013-2014.

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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.

Content Network Participation: LCHS selected content leaders who attend the Kentucky Content Networks for Math, English, Science and Social Studies. These teachers participate in the Network sessions and then return to train their department. Session topics include creating an understanding of the new Common Core Standards, deconstructing standards, effective and congruent formative and summative assessments and developing units, lessons and assessments which are congruent with the new Common Core Standards. The Math and English Content Networks met from 2010 to 2013. The Science and Social Studies Content Networks began in September 2013 and will continue until 2016.



Local Cooperative Support: A U.S. History teacher participated in the Teaching American History Cadre through the Wilderness Trail Educational Cooperative. This professional development provided additional instruction on American History from the Civil War Reconstruction to the present. Sessions included instructional strategies, creating congruent and rigorous assessments, historical thinking skills, and content literacy strategies.

Local Cooperative Support: The FMD teachers participated in a variety of professional development opportunities from Wilderness Trail Educational Cooperative. FMD teachers attended the FMD cadre on the new Common Core standards for Alternative Assessment. These sessions provided clarification of the new standards and assessment process and provided instructional strategies and resources to teach the new standards. They also participated in Alternative Assessment Professional Development sessions.

Local Cooperative Support: The Program Review Lead Teachers attended Program Review Training through South East South Central Cooperative. This training helped teachers understand what constitutes appropriate evidence Writing, Arts and Humanities and Practical Living/Career Studies Program Reviews.

Turn Around Training: In 2012 and 2013, LCHS sent teacher and administrator representatives to the Turn-Around Conference. This conference provided training on the Turn-Around Process and the Transformation model. In addition different schools

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presented on systems that have brought positive change to their campuses. There were multiple sessions on using student data in decision making and instruction.

Job Embedded Professional Development: Beginning in 2012, LCHS teachers have participated in a variety of job embedded professional development. Once a month, there are Instructional Coaching sessions during planning periods. This is an opportunity for campus staff to share successful strategies and practices with the rest of the faculty. Since teachers are meeting during their planning times, they are meeting across content areas which provide opportunities for teachers to hear different perspectives and ideas. In the 2012-2013 school year, the school leadership and Education Recovery (ER) team facilitated a majority of the sessions. During the 2013-2014 school year, teachers are facilitating most of the sessions. Some of these sessions included: Vocabulary (CODE), Marzano, Plan-Do-Study-Act process, Classroom Systems, Content Alignment, Peer Review and use of Exemplars, Standards Based Grading, Writing Across the Curriculum, Data Analysis, Content Area Literacy Strategies, and Reflection on the Learning Process by Students and Teachers.

Additional content specific professional development occurs during Professional Learning Community (PLC) meetings. In PLC's, teachers complete action research as they test different strategies during instruction. They then meet to discuss their results. Teachers then share how the professional development has been utilized in their instruction. School administrators and ER staff complete walkthrough observations to ensure that teachers are implementing the new strategies. In addition, the SIG grant will provide additional resources to support teacher training opportunities by funding the purchase of teacher resource books and materials that will build their repertoire of evidence-based instructional strategies. The goal is to build a professional library for teachers and staff to use as a resource for many years. This will help sustain the continuous improvement process when the grant period ends

Springboard Training: The English Department implements the College Board pre-AP and AP Springboard instructional framework. To support implementation fidelity, teachers received over 60 hours of professional development. Russell County partnered with Lincoln County High School to provide assistance and feedback on the implementation and answer questions. The district supported the process by setting up and facilitating training opportunities and engaged in walkthrough observations bi-yearly and provided feedback and guidance to the English teachers.

AdvanceKentucky Training and Support: AP teachers have participated in a week-long intensive AP training in the summers of 2012 and 2013. Additionally, pre-AP teachers participated in the three year "Laying the Foundation" professional development program that provides guidance on Advanced Placement coursework,

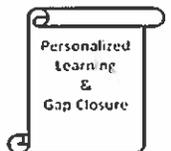


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assessment and instructional strategies. This is a three year program that The AdvancedKentucky leadership team participates in a “Fall Forum” a customized content rich training conducted by experienced AP teachers serving as consultants to guide and support teachers as they implement this curriculum with rigor and fidelity.

Kentucky Leadership Academy: The last two years, the Kentucky Leadership Academy (KLA) has emphasized the Teacher Professional Growth and Effectiveness System (TPGES) and the Principal Professional Growth and Effectiveness System (PPGES). These training sessions addressed the Framework for Teaching, Peer Observations/Mentoring, Teacher Observations, Time Management, Teacher Goal Setting, Growth Plans, Teacher Mentoring and Interventions and Data Driven Evaluations and Growth. These sessions were attended by a team of campus and district administrators and ER team personnel. All principals at LCHS have participated regularly in the Kentucky Leadership Academy.

Co-Teaching Initiative: Upon analysis of student achievement data, specifically the existing achievement gap for students with special needs, school leadership and the ER team began an initiative to increase the effectiveness of co-teaching strategies during the 2013-14 school year. Assistant Principal Billy Harris, Special Education District Consultant Rebecca Shearer and Educational Recovery Specialist Lori Hollen conducted initial observations of all co-teaching partners throughout the school. Data revealed that most co-teaching partners were using the same model, Speak and Add, in which the content teacher delivered the instruction and the strategic teacher added or monitored when appropriate. The co-teaching leadership team planned and delivered a job-embedded Professional Development day with a focus on the other models of co-teaching. Successful co-teaching partners presented on the models they were using in their classes and teacher teams were able to plan collaboratively for upcoming instruction. Participating teachers’ feedback on a plus/delta indicated that teachers valued the time to hear from other teachers and plan collaboratively. The second round of observation data indicated an increase in the use of other co-teaching models. This project will continue throughout the 2014-15 and 2016-17 school years.



Teacher Professional Growth and Effectiveness System: In the 2012-13 school year, the Educational Recovery Team conducted a series of job-embedded Professional Development sessions on the new Kentucky TPGES measures and processes. In the summer of 2013, a group of pilot teachers along with principals and Educational Recovery staff participated in a four-day session on implementing the pilot during the 2013-14 school year. These pilot teachers have actively participated in principal observation, peer observation, student growth goal setting, self-reflection and professional growth planning and student voice. After seeing the significant impact of

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using the system for observations, school leadership along with ER team collaboratively decided to use scripting and the Kentucky Framework in the school's regular weekly walk-throughs. Coaching discussion with scripted notes from the mini-observations has resulted in increased teacher reflection and realizations throughout the school, leading to improved instruction. School leadership developed a scale-up plan, specific to the school's needs through the 2015-2016 school year. As part of this process all LCHS administrators and ER staff have passed the Teachscape Proficiency System.

LearnPad Professional Development: If funded, LearnPad Professional Development will be provided in the summer of 2014 for the entire faculty. Teachers will be shown how to use the basic educational functions of the LearnPad as well as the electronic software and resources provided free of charge. Each LearnPad comes with an array of pre-installed apps and lessons from educational publishers like eChalk, Sherston, Birchfield, Yellow Door and Educationcity.com. Finally, teachers will be equipped to achieve the following:



1. Manage pads and group tablets: For example, a teacher with a mixed ability Algebra I class can create differentiated lessons and send different learning content and profiles to individualized groups of students.

2. Help with instruction: Teachers can send saved content profiles to a student's laptop, allowing them to access web learning, eBooks and other materials the teacher has set up.

3. Save artifacts of student learning: A teacher can save any materials and documents on a student screen into a networked file or hard drive.

4. Help specific students know what to do next: A teacher can access a student's device and launch them into the next program or application should they be confused about what they should be doing next.

5. Hold classroom discussions: The classroom instructor can launch any student's screen or his or her own onto a large whiteboard to discuss projects or next learning steps.

7. Manage the classroom: A teacher can instantly pause all tablets or even put them in lock down, requiring a code to be entered to gain access back. (A teacher could give this code to individual students as they begin to settle down.)



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8. Access content: Teachers can purchase content for the LearnPad that is specifically grouped by topic and for particular age. They may even be able to find free content packs and applications in the store.

Actions

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

In our efforts to provide high quality education and enriching opportunities in every classroom every day, the district has employed Academic Program Consultants in every school to provide coaching and support to our teachers. District leadership and the APCs meet each month and part of every agenda is devoted to research based instructional strategies that our APCs take back to share with teachers through PLCs, staff trainings, instructional coaching sessions, modeling and individual teacher support. Stacy Story, the LCHS academic program consultant, is an active participant and integral part of this group. Last year we had a focus on increasing student engagement practices and discussion among our students. Several teacher leaders and two of our APCs attended training and then trained the APCs on the KAGAN Learning Structures. The district also purchased resource books for every school. Formative assessment strategies are regularly revisited as well as Thoughtful Education strategies, a former three-year district initiative.



The district developed a systematic walkthrough process with the purpose of progress monitoring district-wide instructional practices, curriculum delivery and classroom assessment practices. Data is collected on the essential elements of a lesson, instructional best practices, assessment practices, differentiated instruction, intentional questioning, teacher and student use of technology, grouping patterns and co-teaching practices. The data that is collected across the district is used to determine what type of supports and resources may be needed to ensure that our district initiatives are supporting student achievement. (Examples include Professional Development needs, curriculum and/or instructional resource needs, personnel support, etc.) A team made up of the school's principal, district personnel and a principal from another school conducts regular walkthroughs using a district developed instrument that collects data on district initiatives and best practices. Data is collected on Observation 360 is utilized so data can be tracked at the classroom, school and district level. A short debriefing meeting will occur immediately following each WT cycle. A district team member compiles the WT data and provides a feedback report to the principal along with a listing of Points of Interest and Points to Ponder. The principals distribute and communicate the information to teachers. This could be via PLC's, staff meetings, etc. Teachers are given an opportunity to discuss the data and provide input on next steps or what

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supports may be needed. In addition, The district monitors instructional practices as a result of job-embedded professional development by participating in the LCHS walkthrough process which has incorporated the Danielson Framework and best practices as demonstrated in Domain 2, the Classroom Environment, and Domain 3, Instruction.

LCHS school leaders, teacher leaders and ER staff provide instructional coaching sessions on high-yield strategies, every other Wednesday. Teachers are given an opportunity to implement the strategies and then bring evidence of implementation to the next coaching session, In addition, school and district staff collects evidence on the use of these strategies through lesson plan reviews and regular walkthroughs. Teachers are given feedback and coaching on strategy implementation as needed.

Students who are absent from school can access the previous day's lesson by using the QR code for that lesson. Additionally, students on home or hospital instruction can have access to quality instruction and the regular classroom instructor can continuously monitor progress and provide feedback.

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

Dissatisfied with college readiness rates, PLAN/ACT averages, and EOC scores in the classes of English 2, Algebra I, Algebra II, and Biology; Principal Godbey and the scheduling committee re-designed the master schedule in the spring of 2012, switching from a five period trimester to a seven period day. With the primary focus to maximize student achievement, other essential traits included the ability to track individual performance data and provide the structure that would enable immediate intervention if students were failing to make expected progress. Once the schedule was complete, the school principal reviewed individual teacher strengths and made assignments and changes as deemed appropriate. Teacher assignments were based on proper certification, expertise in the subject area, instructional effectiveness, and the ability to build positive teacher-student relationships. To meet students at their point of need and provide personalized learning opportunities, students not meeting benchmark are required to take math and reading intervention classes taught by pedagogical specialists who received training in appropriate smart technology programs. If funded, **Aspire** assessments will provide critical benchmarking data and provide another data point to inform next-step instructional decisions. These classes will increase the number of students passing the COMPASS and KYOTE tests, thereby increasing the number of students graduating from Lincoln County High School college and career ready.



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

Lincoln County High School will continue using available funds for the purpose of improving student achievement and ensuring that every student graduates college and career ready. The LCHS Advisory Council annually conducts a school-wide needs assessment with all departments. It charges the school budget committee to conduct this process and to report back to the council with recommendations. The budget committee is made up of department representatives and school administration. This group meets together to discuss the process for the needs assessment and what data should be addressed and reviewed. Department representatives then meet with their department members to conduct the assessment and identify priority needs. Once the assessment has occurred, the budget committee meets again to review each department's budgetary needs. This group will make decisions based upon departmental needs and priority areas such as math and ELA. This committee has given 10% increases to math and ELA over the past two years, thus enabling these departments to purchase additional support materials for their courses.

Since being identified as a priority school, Title I A and Rural and Low funds have been allocated to LCHS to support their turn around process. These funds have been used to support many of the research-based intervention programs that are currently being implemented such as ALEKS, NovelStar, and Study Island. Additionally, money from these sources support teachers in professional development by providing additional training and support.

Lincoln County High School will also use school activity funds to support specific student recognition programs and to provide additional learning experiences to students such as field trips, job shadowing, and college visits. All of these monies are non-SEEK funded and go directly for the support and benefit the student.

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 district employs the KSBA policy service to review policy, make recommended revisions, and ensure compliance. In addition, the Board of Education annually reviews, discusses, and approves any changes or recommendations at working board meetings and regularly scheduled board meetings throughout the year. The Educational Recovery Team and the Lincoln County High School Advisory Council collaborated with Kerry Fannin in January and February of 2013 to review and revise all SBDM by-laws

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and policies to ensure that no barriers to the full implementation of the improvement plan existed. Following his recommendation, the council first began reviewing by-laws and then procedures. The council has used resource tools from the Kentucky Association of School Councils to ensure the policies required by law are in place at LCHS and utilized the district SBDM dropbox, as well. At this writing, the newly revised by-laws are in place and the council continues to make progress each month analyzing the policies and making changes as needed. All by-laws and policies will be reviewed and revised by August of 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.

Although no district policies were directly changed, the following instructional practices, structures, and processes have been adjusted and / or implemented to enable Lincoln County High School to implement their improvement plan with fidelity:

District Calendar: Prior to the 2012 Leadership Audit, the Lincoln County School District operated on a 165 instructional day and 12 staff training day calendar. The Lincoln County Board of Education chose the Transformation Model for LCHS and supported this decision by changing the school calendar to one that reflects 172 instructional days and 4 staff training days. This change has resulted in increased learning time in all classrooms for all students in the Lincoln County School District.

School Master Schedule: To further increase student learning time, the master schedule at Lincoln County High School is structured to provide intentional instruction to all students. Students are hand placed in courses based on an established range of EPAS scores. Additionally, students who are not meeting EPAS benchmarks are placed in strategies or College readiness courses. Underclassmen not meeting the reading and math benchmarks take the corresponding strategy class as an elective. Seniors who did not meet their ACT benchmarks take the corresponding College readiness courses in reading, mathematics and English as electives. It is important to note that these courses provide extended learning opportunities for students because they are taken in addition to their core academic classes.



Tier II Intervention Red Zone Process: Lincoln County High School implements Red Zone as a Tier 2 intervention and enrichment period. Each Friday the school follows an alternate schedule to create a 47 minute intervention period. Students who are not meeting EPAS benchmarks receive intervention based on their instructional needs. Students are grouped based on EPAS and PAS scores and their priority content area

need. Students who are meeting benchmarks receive enrichment activities. There is an At-Risk intervention for students with behavior, attendance and academic needs. This intervention follows the "Why Try?" curriculum and utilizes a mentorship with community members. These intervention courses are flexibly grouped. Each six weeks student data is reviewed by the intervention teachers and administrative team and students are regrouped based on their instructional needs.

Springboard Instructional Program Implementation: English teachers at LCHS are now implementing the newly adopted ELA Springboard curriculum. Springboard is a research-based educational framework which provides differentiated instructional opportunities, as well as formative, summative, and performance based assessments. Teacher created formative Learning Check results guide regular instruction and intervention decisions which allow teachers to track student growth over time. First year implementation results of the Springboard curriculum at Lincoln County High School are difficult to determine due to the change of cut scores from year to year. Proficiency scores in reading scores dropped to 44.8% in year one—attributable perhaps to both an implementation learning curve and cut score variance. This year on the mid-term PAS assessment, 60.5% of students were showing mastery of content, compared to 49.5% of students showing mastery at the beginning of the school year. The teachers are also closely following the curriculum map / pacing guide set by Springboard and consistently meeting in PLCs to analyze data and review student work.



Hiring Content Leads: After the school's first year of the official turnaround process, school leadership and ER staff decided to invest funding and time in a group of strong teacher leaders in the school. These teacher leaders had shown their leadership skills either informally and/or formally throughout the first year of turnaround. School leadership with the support of the advisory council created two content leader positions in each content area for the 2013-14 school year. These teachers are active participants in the Turnaround Team and serve in a teacher leader role in their departments. Content Lead Teachers facilitate PLC meetings, provide feedback on PLC products, and serve as a resource for other teachers. These teachers receive a \$2,000 stipend for serving in this critical role.



ER Team : The ER team collaborates with principals and teachers to build systems around the improvement goals of the school and district. Specifically, the ER Team assisted leadership in addressing the areas of deficiency noted in the Leadership Audit in 2011.

TPGES Evaluation System Implementation: Lincoln County High School serves as the district's pilot school for implementing the new Teacher Professional Growth and

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Effectiveness System (TPGES). The new evaluation and effectiveness system, based upon the work of Charlotte Danielson, will embed the elements of teacher evaluation and growth that result in a fair, accurate assessment of teacher performance with far less room for interpretation and bias. The new evaluation instrument will be based upon the following 4 Domains:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities



The professional attributes inherent within these four domains are further supported by additional evaluation requirements which include three observations from the school administrator, one peer observation, student growth goal setting, professional growth goal setting, and student perception surveys. This will expand existing observation requirements and will add the aforementioned "sources of information." The district setting student growth goals. Possible data points for consideration are: DiscoveryEd PAS tests, K-Prep, EPAS (*EXPLORE, *PLAN, ACT), COMPASS, and KYOTE assessments, as well as other content-specific assessments. * If funded, the Aspire testing system will replace EXPLORE and PLAN.

Lincoln County High School has six teachers participating in the current year's pilot program along with all three high school administrators. The high school and district have collaborated to create school-wide, district-wide trainings and learning opportunities for all staff around the new evaluation system. Lincoln County High School, in collaboration with district supervisors, conduct frequent walkthroughs in effective teaching and learning practices that are aligned with the KY Framework for Teaching. This evidence is collected and shared with teachers in order to provide explicit feedback and immediately impact student achievement.

System of Incentives: PBIS: To support non-cognitive needs of students at-risk of not graduating, we are in the process of developing a comprehensive positive behavior intervention support system or PBIS. We have started the process by establishing school-wide expectations that we call PRIDE (prepared, respectful, involved, and dependable and engaged). In every classroom and hallway, illustrated Patriot PRIDE posters which outline each expectation are displayed. This system is intentionally taught and revisited throughout the year in order to consistently emphasize expectations and establish a culture of accountability. We have implemented a recognition system where students are spotlighted for attendance, test scores, college and career readiness, good behavior, behavior improvements, and for following the five key words of PRIDE. The PBIS team analyzes behavior, attendance, grades, & test scores in

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order to determine process effectiveness. Students discuss their own progress with their teacher/advisor. Faculty at the school is presented the data and adjustments are made to the plan as needed.



Personalized Learning System: In order to implement personalized learning as a strategy to increase student achievement, SIG funds will enable us to purchase innovative, creative, and cutting edge tablet technology for each student in an EOC class. The LearnPad gives students access to the following productivity applications which will motivate them to apply content knowledge and research skills as they collaborate to solve real-world problems:



Socrative Assessment: An assessment tool and student response system that empowers teachers to fully utilize formative assessment to immediately respond and adjust instruction to meet the needs of students.

MindMap: This tool enables students to mind map, brainstorm, collect ideas and structure thoughts as they develop projects, presentations and written products.

KingSoft Office: This allows students to create, view, edit, save and share all Microsoft Word, Excel and PowerPoint documents. Students can also send, receive, download and save documents as attachments.

LearnPad Reader: Students can access any e-book, e-pub, or PDF with this built in digital note-taking, dictionary and text-to-speech in English and Spanish for all students. This will empower students with disabilities and English Language Learners to become more independent learners.

SketchPad: This tool allows students to draw free-hand and offers good options for altering the size, color and opacity of the lines drawn. This is an excellent tool for non-linguistic learners and can serve as individual student response boards to allow for formative assessment opportunities.

EdSafe Browser: This is a safety compliant web browser pre-loaded with only school and teacher approved URLs for instructional use at school or home. Students can access and use any web-based instructional site. Examples include: ALEKS, Study Island, ILP Method ACT prep, Reading Plus, SpringBoard, etc.

Other utilities include: Calculator, camera, QR code scanner, USB viewer, dictionary, thesaurus and a network share viewer.

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Teachers can monitor each student's LearnPad in real-time and can intervene immediately to provide guidance, reteach or extend learning for students as needed. Students who are absent from school can access the previous day's lesson by using the QR code for that lesson. Additionally, students on home or hospital instruction can have access to quality instruction and the regular classroom instructor can continuously monitor progress and provide feedback.

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.

Lincoln County High School and district collaborate with multiple outside entities to provide additional support services and expertise. These educational organizations and agencies provide high-quality affordable resources.

South East South Central Cooperative: The Lincoln County School District is a collaborative partner with the Southeast South Central Education Cooperative. This organization provides the district with trainings regarding SB 1, College and Career Readiness, Program Reviews, TPGES, SBMD, CIITS, and Special Education. District leaders attend these meetings and bring back information to share with principals during monthly principal meetings. SESC Cooperative also provides consultants and professional development opportunities to the Lincoln County School District.

Kentucky Association for School Councils: The district and Lincoln County High School are members of KASC and as a result use both their SBDM materials and trainers on a frequent basis. This organization provides expertise and guidance in the development and oversight of council / advisory by-laws and policies. The last two years, LCHS personnel have been trained on the new accountability system and the advanced accountability system, and on-demand writing.

Kentucky Association for School Administrators: Lincoln County High School principals were trained in the new effectiveness system through the Teachscape platform facilitated by KASA.

Educational Recovery Team: This team collaborates with principals and teachers to build systems around the improvement goals of the school and district. The ER Team's effectiveness is measured by the school's level of achievement, plus/deltas, and monthly monitoring visits from KDE leadership.

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Eastern Kentucky University: Lincoln County High School has collaborated with various personnel from Eastern Kentucky University. The high school works intimately with Cindy Peck and Chris Bogie concerning the school's Dual Credit Program. The math department collaborates with Dr. Robert Thomas to implement elements of a research-based program to increase automaticity in students. ECU also sends a liaison to the school on a quarterly basis to meet with the principal to discuss how ECU can support the improvement efforts at the school level. In addition, we collaborate with Becca Morrision who oversees the federally funded Upward Bound Trio program serving low income and first generation high school students (grades 9-12). The goal of Upward Bound is to prepare these students to be successful in and graduate from colleges and universities.

Kentucky Leadership Academy: The three Lincoln County High School principals attended quarterly and summer sessions hosted by KLA. These meetings provide training over the new Teacher Professional Growth and Effectiveness System. The district along with individual schools use this training to develop and implement the TPGES roll-out plan for Lincoln County. This information is used to train and develop faculty and staff on the critical components of this new evaluation system.

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

The purpose of SIG grant monies is to build the systems and processes necessary and the internal capacity needed to sustain the turnaround efforts and continuous improvement process at Lincoln County High School. This will be accomplished through the wise and creative use of the following federal and state funding sources: Title I, II, VI, Carl Perkins, Professional Development, and Extended School Service funding.

The resources provided in the SIG grant will enable school leaders to build internal capacity among the instructional staff and internalize best practices in the areas of curriculum, instruction, formative and summative assessment, interventions, and data analysis. The increased teacher efficacy resulting in three years of efficient school, district, and ER leadership will become embedded practice and a lasting legacy of their work. The SIG grant will fund two critical positions—a College and Career Coach and Data Analyst. The primary responsibility of these individuals is to develop enduring processes and structures in the areas of assessment literacy, data analysis, and CCR awareness and practice. Once these fundamental pieces are developed and implemented, these individuals will build capacity throughout the staff and will in essence work themselves out of a job. If necessary, the job duties of the two assistant

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principals will be reorganized to assume additional responsibilities; and district rural and low, Title II, and general funds will continue to fund the Academic Program Consultant.

Annual goals will be analyzed to reflect the current needs of students and allocations will address the identified areas of needs. The following sources of funds will continue to support a sustainability model:

Title I: These federal funds will continue to fund Springboard implementation, ALEKS and Reading Plus intervention software and content cadre supplies and materials.

IDEA: Part B funds will be used to support the special education liaison to continue to develop strategies to close the achievement gap, provide professional development, and purchase reading intervention materials and progress monitoring tools.

Professional Development: Both district funds and technical expertise will be provided to ensure that the progress is sustained. Emphasis will be around best-practice literacy and math practices.

21st Century Community Learning Center Grant: District personnel will apply for a continuation grant to further support the CCR strategies and provide opportunities to enhance parent and community involvement.

AHED Grant: District personnel will apply for a yearly extension of this grant which provides funding to support college and career readiness.

Title II: District Title II monies will support a full-time academic program consultant who will assume many of the responsibilities of the data analyst and CCR coach after the grant ceases.

KETS Funding: District personnel will continue to make LCHS a priority in funding and services. As technology acumen and practice increase among students and teachers, district technology staff will provide in-kind technical support.

Title VI: Federal Title VI funds will continue to fund the AdvanceKy AP initiative, Observation 360 Observation, and Intervention materials and supplies.

General fund: District general fund monies will continue to fund the district liaison to provide technical and professional support. General funds will continue to fund a full and additional part-time nurse at Lincoln County High School. Also, these funds will support AdvanceKy social science reimbursements and AP exam fee support for students.

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Youth Service Center funding will continue to support and expand initiatives that reduce non-cognitive barriers through parent and community service projects, transition activities, etc.

Carl Perkins: Carl Perkins monies will continue to support vocational and technical strategies and activities at Lincoln County High School.

District and school leadership will work in a collegial, collaborative manner to provide the requisite resources to build instructional and leadership capacity and sustain the improvement efforts. At the end of this process, the goal is to ensure that the culture of high expectations is deeply embedded at Lincoln County High 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.

In order to implement the components of the Transformation Model, continue to increase student improvement, and ensure that Lincoln County High School continues the process of continuous improvement, the following actions and strategies will occur:

1. **Appropriate training of key personnel:** LCHS will use the additional personnel support over the next three years to train and support existing personnel in key school improvement initiatives. These include instructional coaching, data management, and developing systems to ensure that every student graduates college and career ready. This type of training over the three year period will allow for those hired through SIG monies to create an environment that is self-sufficient and self-sustaining. The district will continue to fund an Academic Program Consultant (APC) to assist the school with instructional coaching.
2. **Systems-building:** There are two major aspects to this sustainability piece. First, the additional SIG funded personnel will provide the faculty and staff with systems building support that will build internal capacity throughout the school. The LCHS turnaround team will continue to monitor, analyze, and revise those systems to ensure the work of school improvement continues. The district assigned liaison will continue to assist implementation and continuation of the practices and procedures that the school has developed and to support new adjustments to the established systems.
3. **Title I and Rural/Low Funds:** Finally, there are several programs that will be funded by SIG that will need to be renewed or purchased yearly. These items are intended to provide needed interventions for students not meeting

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benchmark or not being successful. This financial obligation will be met after the three year time period through annual Title I and Rural/Low Federal funding. These monies will be used to continue the programs and support services originally purchased through the SIG grant. Many of these purchases can also be supported by Section 6 and Section 7 monies that are allocated to the school each year.

4. **Personalized Learning System (LearnPad):** Careful consideration was given to the selection of LearnPad, a personalized learning system that does not require an annual subscription or fee per student. In addition, all the supports and services are included with the initial purchase of the tablet.

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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.

STRATEGIES/ACTIVITIES & DESCRIPTIONS	RESPONSIBLE PERSON	TIMELINE
		Month / Year
Technology Scan: Pre-implementation activity to ensure high school possesses requisite infrastructure to support additional technology.	District Technology Personnel	February 2014
April 2014		
Develop Job Descriptions for Data Analyst & College/Career Readiness Coach	District Personnel	April 2014
Post Data Analyst and CCR Job Positions	District Personnel	April 2014
July 2014		
Interview & Hiring of Data Analyst and College and Career Coach	District Personnel School Principal	July 2014
Purchase of ILP Method Software: Purchase and implementation of this web-based companion software to our current ILP platform. This program provides comprehensive preparation for student success on the ACT and builds key math and English skills that will help students in school, career, and life.	District Personnel	July 2014
Purchase LearnPad Student Tablets: Latest generation award winning tablet designed specifically for educational purposes. These devices will enable us to provide personalized learning opportunities for our students.	District Personnel	July 2014
Purchase ASPIRE: A standards-based, longitudinal system of assessments that monitor progress toward college and career readiness throughout the high school: connecting each grade level to the next.	District Personnel	July 2014
Establish 5 Mentoring Positions for Selected Teachers: Select and hire teacher mentors chosen to assist teachers requiring additional support.	School Personnel	July 2014

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<p>Summer Institute: Turnaround Summer TPGES training attended by 12 Member District Team: Stipends and travel expenses for five teachers included.</p>	<p>School Leadership Team District Liaison ER Team</p>	<p>July 2014</p>
August 2014		
<p>LearnPad and Related Technology Professional Development: Provide training to teachers and students in how to use the tablet most effectively and efficiently.</p>	<p>District Personnel</p>	<p>August 2014</p>
<p>Establish Mentor-Mentee Partnerships to Provide Support to New/Struggling Teachers</p>	<p>School Personnel</p>	<p>August 2014</p>
<p>ASPIRE Professional Development: Provide training to effectively administer and leverage assessment data to build assessment literacy skills among all staff members.</p>	<p>Academic Performance Specialist</p>	<p>August 2014</p>
August of Each Year		
<p>Freshman Orientation: Principal facilitated orientation to cast vision/mission of LCIS and introduce students and parents to high school community and expectations.</p>	<p>Head Principal School Leadership Team</p>	<p>August of Each Year</p>
September of Each Year		
<p>Student/Parent Interest & Barriers Survey; Conducted annually each September to help identify student future college/career interest and obstacles that might deter them from achieving their goals. Results are used to provide meaningful support services.</p>	<p><i>College & Career Coach</i></p>	<p>September Each year</p>
October of Each Year		
<p>College and Career Fair: Annual event providing a singular venue which enables students to speak with multiple colleges and career path institutions.</p>	<p><i>College & Career Coach</i> District Personnel School Leadership</p>	<p>October of Each year</p>
<p>College Application Day: All LCIS seniors select a minimum of one post-secondary institution to formally submit an application.</p>	<p><i>College & Career Coach</i></p>	<p>October/Nov Each Year</p>
<p>Parent Forum: Bi-annual meeting designed to facilitate two-way communication between parents and school, and build meaningful partnerships that facilitate student success.</p>	<p>Head Principal School Leadership Team</p>	<p>October / March Each Year</p>

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November of Each Year		
<p>Recognition & Celebration Ceremony: Formal recognition for those seniors who successfully completed and submitted their post-secondary application.</p>	<i>College & Career Coach</i>	November of Each Year
<p>KHEA Workshop—(Kentucky Higher Education Authority): Grade level presentations that provide information about financial aid: Including KEES money and other financial aid opportunities. i.e. grants, scholarships, loans, etc.</p>	<i>College & Career Coach</i>	November / December Each Year
December of Each Year		
<p>Winter Showcase: A collaborative effort showing student work, talent, artifacts, and performance events.</p>	<i>Academic Program Consultant</i>	December of Each Year
January of Each Year		
<p>FAFSA Workshop: Hands-on interactive workshop where parents and students complete their college application mandatory financial aid form.</p>	<i>College & Career Coach</i>	January Each Year
February of Each Year		
<p>8th Grade CTE Transition Activity: Make 8th Grade Students Aware of Possible Career Pathways.</p>	PLCS Lead, District Personnel, Middle/High School Leadership Teams	February of Each Year
<p>Business Field Trips: Community partner collaboration project that provides students with exposure to area businesses and career opportunities.</p>	<i>College & Career Readiness Coach</i>	Feb/March Each Year
April of Each Year		
<p>Advising Sessions for Rising Freshman, Sophomores, Juniors, Seniors: Sessions provide individualized counseling sessions in order to develop intentional schedules to put onto the path of student chosen Academic & Career Pathways.</p>	<i>College & Career Readiness Coach</i> LCHS Leadership Team	April of each year
<p>Operation Preparation: Utilizing individual assessment data and ILPs, this collaborative partnership between school and community provides individual advisement to all sophomores.</p>	<i>College & Career Coach</i>	April of Each Year
<p>Mock Senior Interviews: Annual community event where all seniors participate in the development of a complete</p>	Academic Program Consultant Senior English Teachers	April of Each Year

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<p>interview application and resume and engage in a formalized interview process. Students receive feedback via a meaningful rubric.</p>		
May / June of Each Year		
<p>Annual Review and Reflection: Leadership reflects upon the implemented strategies and activities. Adjust plan based upon results. Summer Academy: Extended learning opportunities for students requiring support to meet benchmarks and /or who require additional time to receive credits necessary for graduation: Transportation and meals are provided to participating students and stipends to instructional staff.</p>	<p>School Leadership Team ER Team District Personnel</p> <p><i>College and Career Coach</i> 8 Highly Qualified Staff Members</p>	<p>May/June of Each Year</p> <p>2 Weeks Each June</p>
Annual Events and / or Tasks		
<p>Purchase ALEX Math: Purchase and implement intervention/intelligent software to support math strategies classes and provide personalized learning opportunities. Purchase Reading Plus Software: Purchase and implement intervention reading software to support ELA strategies classes and provide personalized learning opportunities. Purchase Study Island Subscriptions: Purchase study island software to extend and strengthen student knowledge and skills across the grade and content disciplines. Adjust Master Schedule: Build master schedule around student needs considering teacher skill sets and strengths. Needs for both interventions and extended learning opportunities considered. i.e. AP courses, strategies classes, Dual Credit, etc. Adjust master schedule to reflect achievement data and student need Organizational Membership Fees: Purchase discipline specific membership licenses to content Leads and teacher leaders. Content Specific National Conferences: Provide opportunities for content leads to attend a national conference to increase pedagogical knowledge, stay current in the field, and increase student achievement</p>	<p>District Personnel</p> <p>District Personnel</p> <p>District Personnel</p> <p>School Leadership Team ER Team</p> <p>District Personnel School Leadership Team School Personnel</p> <p>District Personnel School Leadership Team Content Leads</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>

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levels. Registration, Travel, and Lodging Fees provided.		
Bi-Annual Events and / or Tasks		
ACT Workshops: Two four day workshops providing intensive training in effective test-taking strategies.	<i>College & Career Coach</i>	Bi-Annually
Mid-Term Parent-Teacher Conferences: Conduct face-to-face conversations to allow two-way communication to enhance parent partnerships that contribute to student success.	School Leadership Team All Staff	Bi-Annually (October & February) Each Year
College Visits: Regional college site visits based on the specific interests of students.	<i>College & Career Coach</i>	Spring & Fall Each Year
Quarterly Events and / or Tasks		
Develop Quarterly Reports: Complete quarterly assessment reports that include formative, summative, and non-cognitive data that monitor and report student progress toward quarterly SMART goals.	District Liaison District Data Team	Quarterly Each Year
Public Reporting: Formal presentation of the quarterly report provided to the Board of Education.	School Leadership District Liaison	Quarterly Each Year
Patriot Club Groups: School and community partnership initiative led by community members who use four committees to organize different projects. Two of the groups are devoted to recognizing accomplishments of current/former students. The other two committees participate in various service learning projects.	School Leadership Community Leaders	Quarterly
6 Week Events and / or Tasks		
Red Zone Intervention / Enrichment Cycles: Designed to meet students at their point of need. Based upon EXPLORE, PLAN, & ACT benchmark results, formative/summative test results, EOC course data, and other specific information meet the differentiated needs of students. i.e. gifted, career path interest, etc.	<i>Data Analyst</i> School Leadership Team District Personnel Community Mentors Teachers & Staff	6 Week Cycles

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Monthly Events and / or Tasks		
<p>Program Review Teams: Teams collect Program Review evidence and provide rationales to determine ratings and identify areas of strength and opportunities for improvement. Comprised of teachers representing each content area.</p>	Academic Program Consultant School Leadership Team Teacher Representatives	Monthly
<p>District Administrative Meetings: Superintendent facilitated leadership meetings designed to build enhanced leadership skills and abilities for school principals and district supervisors.</p>	Superintendent District Personnel	Monthly
<p>District Academic Program Consultant Meetings: District facilitated meetings which address curriculum, instruction, assessment and coaching topics.</p>	District Personnel Chief Deputy of Quality Instruction Director of Curriculum, Instruction, & Assessment <i>Data Analyst</i>	Monthly
<p>DAWG (Data Analysis Working Group): Meets Monthly to Analyze and respond to school and district data. Team reviews and develops assessment and data analysis protocols, and reviews related school/district policies & procedures/</p>	School Leadership ER Team District Liaison: DAC Counselors Academic Performance Consultant	Monthly
Bi-Monthly Events and / or Tasks		
<p>Instructional Coaching Sessions: Provide instructional coaching sessions to colleagues during planning time. Data from walkthroughs, assessment results, and student work samples are analyzed. Job-embedded training is provided on high-yield instructional strategies that have an immediate impact on student achievement.</p>	School Leadership Team ER Team Teacher Leaders	Bi Weekly Bi-Monthly
<p>Turn-Around Team Meetings: Review and revision of 30-60-90 day plans to inform next steps in the continuous improvement process.</p>	School Leadership Team District Liaison ER Team Teacher Leaders	Bi-Weekly Bi-Monthly
Weekly Events and / or Tasks		
<p>PLC Meetings: Content PLC's meet weekly to analyze data in order to further develop, refine, and adjust curriculum, instruction, and assessment strategies that promote continuous student learning.</p>	Academic Program Consultant PLC Leads	Weekly

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<p>Sub-PLC Meetings: Common department collaborative planning meetings that develop and design lesson plans.</p> <p>District & School Leadership Activities: Monday morning leadership team meetings facilitated by head principal: Outlines weekly goals, objectives, and expectations.</p> <p>PCL Assessment Workgroups: Content area PLC workgroups meet during or after school to provide extended dedicated time to further analyze data and refine curriculum, instruction, & assessment. Participating staff will receive a stipend or release time.</p> <p>Coordinated School Health / At-Risk Meetings: Team members will conduct an analysis of non-cognitive and persistence to graduation tool data. i.e. Attendance, Behavior, Course Pass Rate, etc. Individualized plans are developed to remove identified barriers and provide opportunities for student success.</p> <p>Truancy Diversion Program Meetings: Weekly meetings of various personnel designed to identify and mitigate barriers of identified truant students, as well as involve parents and community.</p> <p>Saturday School: Extended learning opportunities for students requiring support to meet benchmarks and /or who require additional time to receive credits necessary for graduation: Transportation and meals are provided to participating students and stipends to instructional staff.</p>	<p>School Leadership / Content Leads</p> <p>School Leadership Team ER Team District Liaison</p> <p>School Leadership Academic Program Consultant</p> <p>District & School Leadership: Attendance Clerks, Counselors, Nurses, <i>CCR Coach</i> APC, PE Teachers, FRYSC Staff, SRO, School Psychologist</p> <p>District & School Leadership Community Leaders: County Attorney, Public Advocacy, Social Services, Youth Service Center etc.</p> <p><i>College and Career Coach</i> 4 Highly Qualified Staff Members</p>	<p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>Weekly</p>
On-Going Events and / or Tasks		
<p>District Walkthrough and School TPGES Learning Walks: Routinely conducted school walkthrough observations whose purpose is to collect evidence that monitors curriculum delivery and instructional/assessment best-practices. Feedback is explicit and timely.</p> <p>Collect & Analyze Assessment Data: Consistent collection of multiple data points. data analyst develop data charts/graphs, extrapolate meaning, & communicates</p>	<p>School Leadership Team District Personnel</p> <p><i>Data Analyst</i></p>	<p>Ongoing</p> <p>Ongoing</p>

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results to school leadership & content leads. Send 5 Mentors to Teacher Leader Workshop	School Personnel	Ongoing
Develop Systematic Procedures/Structures: Further develop systematic procedures and structures to communicate student achievement results to appropriate stakeholders.	<i>Data Analyst</i> Academic Program Consultant	Ongoing
ASSESSMENT SCHEDULE		
ACT Assessment Window	District Liaison/DAC	March of Each Year
PAS Assessment Windows: Interim Benchmark Assessment to track and individualize student Achievement.	Data Analyst in Collaboration with Counselor & District Instructional Technology Coordinator	August December March Each Year
EOC Assessment Window	District Liaison/DAC	May of Each Year
AP Assessment Window	District Liaison/DAC	May of Each Year
PLAN Assessment Window *	District Liaison/DAC	Sept. of Each Year
EXPLORE Assessment Window *	District Liaison/DAC	May of Each Year
ASPIRE Assessment Window	District Liaison/DAC	Multiple Dates
CTE Assessment Window	LCATC Principal Counselors	Multiple Dates

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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.

LCHS has established annual SMART goals for literacy and mathematics from Baseline Discovery Education Assessment (PAS) data from the 2012-2013 school year.

Annual Literacy Goals

Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade
2013-14	By June 2014, 54 1% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By June 2014, 64 1% of sophomores will score proficient or distinguished on the English II EOC assessment as determined by the state established cut scores	By June 2014, 60 5% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By June 2014, 56 2% of seniors will meet the English and reading benchmarks as measured by their performance on the ACT or COMPASS assessment
2014-15	By June 2015, 64 1% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By June 2015, 68 6% of sophomores will score proficient or distinguished on the English II EOC assessment as determined by the state established cut scores	By June 2015, 65 5% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By June 2015, 61 2% of seniors will meet the English and reading benchmarks as measured by their performance on the ACT or COMPASS assessment
2015-16	By June 2016, 72 4% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By June 2016, 73 1% of sophomores will score proficient or distinguished on the English II EOC assessment as determined by the state established cut scores	By June 2016, 70.5% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By June 2016, 66 2% of seniors will meet the English and reading benchmarks as measured by their performance on the ACT or COMPASS assessment.

Annual Math Goals

Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade
2013-14	By June 2014, 56 9% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores	By June 2014, 58 6% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores	By June 2014, 55 6% of juniors will score proficient or distinguished on the Algebra II EOC assessment as determined by the state established cut scores	By June 2014, 45% of seniors will meet the Math benchmarks as measured by their performance on the ACT, COMPASS or KYOTE assessment
2014-15	By June 2015, 65 6% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state	By June 2015, 71 5% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state	By June 2015, 61 2% of juniors will score proficient or distinguished on the Algebra II EOC assessment as determined by the established cut scores	By June 2015, 50% of seniors will meet the math benchmarks as measured by their performance on the ACT, COMPASS or KYOTE assessment

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2015-16	and nationally established cut scores By June 2016, 74.3% of freshmen will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores	and nationally established cut scores By June 2016, 84.4% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores	By June 2016, 66.8% of juniors will score proficient or distinguished on the Algebra II EOC assessment as determined by the state established cut scores	By June 2016, 55% of seniors will meet the math benchmarks as measured by their performance on the ACT, COMPASS or KYOTE assessment.
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End of Course Goals (Percent of Students Meeting Benchmark)

Year	English II	US History	Biology	Algebra II
2013-14	By June 2014, 64.1% of students enrolled in English II will meet the benchmark on the EOC assessment as determined by the state established cut scores	By June 2014, 58.4% of students enrolled in US History will meet the benchmark on the EOC assessment as determined by the state established cut scores	By June 2014, 34.4% of students enrolled in US Biology will meet the benchmark on the EOC assessment as determined by the state established cut scores	By June 2014, 55.6% of students enrolled in US Algebra II will meet the benchmark on the EOC assessment as determined by the state established cut scores
2014-15	By June 2015, 68.6% of students enrolled in English II will meet the benchmark on the EOC assessment as determined by the state established cut scores	By June 2015, 63.6% of students enrolled in US History will meet the benchmark on the EOC assessment as determined by the state established cut scores	By June 2015, 42.6% of students enrolled in US Biology will meet the benchmark on the EOC assessment as determined by the state established cut scores	By June 2015, 61.2% of students enrolled in US Algebra II will meet the benchmark on the EOC assessment as determined by the state established cut scores
2015-16	By June 2016, 73.1% of students enrolled in English II will meet the benchmark on the EOC assessment as determined by the state established cut scores	By June 2016, 68.8% of students enrolled in US History will meet the benchmark on the EOC assessment as determined by the state established cut scores	By June 2016, 50.8% of students enrolled in US Biology will meet the benchmark on the EOC assessment as determined by the state established cut scores	By June 2016, 66.8% of students enrolled in US Algebra II will meet the benchmark on the EOC assessment as determined by the state established cut scores

Attendance Goals

Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade
2013-14	By June 2014, 9 th graders will increase attendance from 92.8% in 2013 to 95% by June 2014 as measured by the ADA/ADM attendance report	By June 2014, 10 th graders will increase attendance from 93.7% in 2013 to 95% by June 2014 as measured by the ADA/ADM attendance report	By June 2014, 11 th graders will increase attendance from 92.7% in 2013 to 95% by June 2014 as measured by the ADA/ADM attendance report	By June 2014, 12 th graders will increase attendance from 91.3% in 2013 to 95% by June 2014 as measured by the ADA/ADM attendance report
2014-15	By June 2015, 9 th graders will increase attendance to 96% by June 2014 as measured by the ADA/ADM attendance report	By June 2015, 10 th graders will increase attendance to 96% by June 2014 as measured by the ADA/ADM attendance report	By June 2015, 11 th graders will increase attendance to 96% by June 2014 as measured by the ADA/ADM attendance report	By June 2015, 12 th graders will increase attendance to 96% by June 2014 as measured by the ADA/ADM attendance report
2015-16	By June 2016, 9 th graders will increase attendance to 96% by June 2014 as measured by the ADA/ADM attendance report	By June 2016, 10 th graders will increase attendance to 96% by June 2014 as measured by the ADA/ADM attendance report	By June 2016, 11 th graders will increase attendance to 96% by June 2014 as measured by the ADA/ADM attendance report	By June 2016, 12 th graders will increase attendance to 96% by June 2014 as measured by the ADA/ADM attendance report

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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 (We are using Discovery Ed PAS Interim Assessments Given 3 x's per year to 9-11 graders)

	Baseline	Oct 13 Actual	Dec 13 Actual	Mar 14 Goal	Jun 14 *K-PREP Goal
9 th Grade	English I (No baseline data available – This is the first year we have given this assessment)	By Oct 2013, 51 1% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By Dec 2013, 51 6% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By March 2014, 52 1% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By June 2014, 54 1% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores
10 th Grade	English II 46.6%	By Oct 2013, 49 5% of sophomores will score proficient or distinguished on the English II PAS assessment as determined by the state and nationally established cut scores	By Dec 2013, 60 5% of sophomores will score proficient or distinguished on the English II PAS assessment as determined by the state and nationally established cut scores	By March 2014, 62 1% of sophomores will score proficient or distinguished on the English II PAS assessment as determined by the state and nationally established cut scores	By June 2014, 64 1% of sophomores will score proficient or distinguished on the English II EOC assessment as determined by the state established cut scores
11 th Grade	CCR	By Oct 2013, 41 6% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By Dec 2013, 54 2% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By March 2014, 58 5% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By June 2014, 60 5% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores
*12 th Grade	*Students who did not meet the benchmark on ACT are in strategies courses and take the COMPASS as they are ready.				By June 2014, 56 2% of seniors will meet the English and reading benchmarks as measured by their performance on the ACT or COMPASS assessment

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2014-15					
9 th Grade	54.1%	By Oct 2014, 56.6% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By Dec 2014, 59.5% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By March 2015, 62% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By June 2015, 64.1% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores
10 th Grade	64.1%	By Oct 2014, 65.2% of sophomores will score proficient or distinguished on the English II PAS assessment as determined by the state and nationally established cut scores	By Dec 2014, 66.3% of sophomores will score proficient or distinguished on the English II PAS assessment as determined by the state and nationally established cut scores	By March 2015, 67.4% of sophomores will score proficient or distinguished on the English II PAS assessment as determined by the state and nationally established cut scores.	By June 2015, 68.6% of sophomores will score proficient or distinguished on the English II EOC assessment as determined by the state established cut scores
11 th Grade	60.5%	By Oct 2014, 61.6% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By Dec 2014, 62.7% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By March 2015, 63.9% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By June 2015, 65.5% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores
12 th Grade		*Students who did not meet the benchmark on ACT are in strategies courses and take the COMPASS as they are ready			By June 2015, 61.2% of seniors will meet the English and reading benchmarks as measured by their performance on the ACT or COMPASS assessment
2015-16					
9 th Grade	64.1%	By Oct 2015, 66.1% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By Dec 2015, 68.1% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By March 2016, 70.4% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores	By June 2016, 72.4% of freshman will score proficient or distinguished on the English I PAS assessment as determined by the state and nationally established cut scores

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10 th Grade	68.6%	By Oct 2015, 69.7% of sophomores will score proficient or distinguished on the English II PAS assessment as determined by the state and nationally established cut scores	By Dec 2015, 70.8% of sophomores will score proficient or distinguished on the English II PAS assessment as determined by the state and nationally established cut scores	By March 2016, 71.9% of sophomores will score proficient or distinguished on the English II PAS assessment as determined by the state and nationally established cut scores	*By June 2016, 73.1% of sophomores will score proficient or distinguished on the English II EOC assessment as determined by the state established cut scores
11 th Grade	65.5%	By Oct 2015, 66.6% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By Dec 2015, 67.7% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By March 2016, 69% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores	By June 2016, 70.5% of juniors will score proficient or distinguished on the English and reading portions of the CCR PAS assessment as determined by the state and nationally established cut scores
12 th Grade	*Students who did not meet the benchmark on ACT are in strategies courses and take the COMPASS as they are ready				By June 2016, 66.2% of seniors will meet the English and reading benchmarks as measured by their performance on the ACT or COMPASS assessment

Math Quarterly Goals (We are using Discovery Ed PAS Interim Assessments Given 3 x's per year to 9-11 graders)

	Baseline	Oct 13 Actual 2013-14	Dec 13 Actual	Mar 14 Goal	Jun 14 *K-PREP Goal
9 th Grade	Algebra I (No baseline data available – This is the first year we have given this assessment)	By Oct 2013, 54.9% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores.	By Dec 2013, 52.0% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores.	By March 2014, 56.9% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores.	By June 2014, 56.9% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores
10 th Grade	Geometry (No baseline data available – This is the first year we have given this assessment)	By Oct 2013, 54.3% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores	By Dec 2013, 45.6% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores	By March 2014, 58.6% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores	By June 2014, 58.6% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores

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11 th Grade	Algebra II 45.6%	By Oct 2013, 37.2% of juniors will score proficient or distinguished on the Algebra II PAS assessment as determined by the state and nationally established cut scores	By Dec 2013, 61.6% of juniors will score proficient or distinguished on the Algebra II PAS assessment as determined by the state and nationally established cut scores	By March 2014, 66.7% of juniors will score proficient or distinguished on the Algebra II PAS assessment as determined by the state and nationally established cut scores	*By June 2014, 55.6% of juniors will score proficient or distinguished on the Algebra II EOC assessment as determined by the state established cut scores
12 th Grade	*Students who did not meet the benchmark on ACT are in strategies courses and take the COMPASS or KYOTE as they are ready				By June 2014, 45% of seniors will meet the Math benchmarks as measured by their performance on the ACT, COMPASS or KYOTE assessment
2014-15					
9 th Grade	56.9%	By Oct 2014 59.9% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores	By Dec 2014, 62% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores	By March 2015, 65.6% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores	By June 2015, 65.6% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores
10 th Grade	58.6%	By Oct 2014, 62.9% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores	By Dec 2014, 67.2% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores	By March 2015, 71.5% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores	By June 2015, 71.5% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores
11 th Grade	55.6%	By Oct 2014, 57% of juniors will score proficient or distinguished on the Algebra II PAS assessment as determined by the state and nationally established cut scores	By Dec 2014, 58.4% of juniors will score proficient or distinguished on the Algebra II PAS assessment as determined by the state and nationally established cut scores	By March 2015, 59.8% of juniors will score proficient or distinguished on the Algebra II PAS assessment as determined by the state and nationally established cut scores	*By June 2015, 61.2% of juniors will score proficient or distinguished on the Algebra II EOC assessment as determined by the state established cut scores
12 th Grade	*Students who did not meet the benchmark on ACT are in strategies courses and take the COMPASS or KYOTE as they				By June 2015, 50% of seniors will meet the math benchmarks as measured by their performance on the ACT, COMPASS or KYOTE assessment

Kentucky Department of Education
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	are ready		2015-16		
9 th Grade	65.5%	By Oct 2015, 68.8% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores	By Dec 2015, 71.8% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores	By March 2016, 74.3% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores	By June 2016, 74.3% of freshman will score proficient or distinguished on the Algebra I PAS assessment as determined by the state and nationally established cut scores
10 th Grade	71.5%	By Oct 2015, 75.8% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores	By Dec 2015, 80.1% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores	By March 2016, 84.4% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores	By June 2016, 84.4% of sophomores will score proficient or distinguished on the Geometry PAS assessment as determined by the state and nationally established cut scores
11 th Grade	61.2%	By Oct 2015, 62.9% of juniors will score proficient or distinguished on the Algebra II PAS assessment as determined by the state and nationally established cut scores	By Dec 2015, 64.3% of juniors will score proficient or distinguished on the Algebra II PAS assessment as determined by the state and nationally established cut scores	By March 2016, 65.7% of juniors will score proficient or distinguished on the Algebra II PAS assessment as determined by the state and nationally established cut scores	By June 2016, 66.8% of juniors will score proficient or distinguished on the EOC assessment as determined by the state established cut scores
12 th Grade		*Students who did not meet the benchmark on ACT are in strategies courses and take the COMPASS or KYOTE as they are ready.			By June 2016, 55% of seniors will meet the math benchmarks as measured by their performance on the ACT, COMPASS or KYOTE assessment

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

The Lincoln County School District worked with multiple school stakeholders and developed a systematic process to monitor progress on school goals. This group will continue to respond to this data analysis through its school improvement planning process and through the use of a 30-60-90 day improvement plan. This Data Analysis Working Group (DAWG) evaluates the overall instructional effectiveness of Lincoln County High School and its support school (Lincoln County Middle School). Data is reviewed in October, December, March, of each school year.

The district will respond in the following manner if progress is not being made toward the annual goals:

- Adjustments will be made in the 30-60-90 day plan to include more or different high yield instructional strategies to be implemented in classrooms.
- The ER team, school administration, and the Academic Program Consultant will conduct more targeted classroom walkthroughs to identify specific teaching and learning issues within the school.
- The ER team, school administration, and the academic program consultant, along with district level support, will provide additional differentiated instructional coaching to faculty and staff.
- LCHS administration will use the district approved evaluation system to determine teacher effectiveness and to identify specific growth opportunities for all teachers.
- The ER team will use plus-deltas with students and parents to pinpoint what underlying causes and contributing factors may be contributing to low performance.
- The superintendent will use the PPGES to monitor the effectiveness and provide support to district leadership as appropriate.

Professional Learning Communities will allocate time to review formative and summative assessment student work/ results to determine causes for low student performance. Teachers will identify action steps to be taken to address identified student needs

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. :

- **School and district leadership** collaborated to analyze data and determine priority needs. Based upon this needs assessment, the following model was created to move Lincoln County High School in the continuous improvement process.
- **The Lincoln County Board of Education** approved the submission of the application at its February 13, 2014, meeting. The SIG grant was written in collaboration with the school and district leaders and in consultation with the following groups:
 - **Board of Education:** Approved submission and will monitor effectiveness through quarterly reports that determine the progress toward the attainment of the goals.
 - **LCHS Advisory Council:** Apprised and consulted with regarding the grant application and will receive monthly progress reports.
 - **Turn Around Team:** Provided input into the application and will be integral to the implementation of the goals and objectives of the grant program as they look at data and adjust the 30-60-90 day plan as appropriate.
 - **ER Team:** Participated in the writing of the SIG Grant application. They will support the grant initiatives.
 - **Patriot Club Members:** Apprised and consulted with regarding the grant application and will receive monthly progress reports.
 - **District Leadership:** Provided technical support and assistance in the SIG grant application process. District personnel will provide support and guidance in order to implement the grant with fidelity.

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 purpose of the SIG application is to ensure that Lincoln County High School remains on the path of continuous improvement, improves student achievement, and builds sustainable capacity among the staff. LCHS will use SIG funds to support three specific areas of need:

(1) Effective Programs and Teachers

SIG funds will be used to provide mentorship training and yearly stipends for teachers requiring additional support services. This might be either a new teacher or a teacher struggling to meet the expected performance standard. Highly skilled teachers will be selected as "Mentors" who will guide new and struggling teachers in developing best-practice curriculum, assessments, and instructional strategies. Each of these five mentor teachers will be reimbursed annually.

A stipend will be paid to lead teachers attending the District 180 TPGES summer workshop in June 2014. This third round of intensive turn-around training is required for the high school leadership team.

As staff continues to align curriculum to the rigor and depth of the common and quality core standards, attend professional development sessions, or refine existing assessments, grant funding will be used to stipend these teachers and / or fund release time.

SIG grant funds will provide opportunities to build staff and leadership capacity by funding a plethora of strategies and activities. For example, to increase content specific knowledge and skills, grant monies will fund membership dues to professional organizations such as the National Council for Teachers of Mathematics, National Council for Teachers of English, the National Council for the Social Studies and other content specific organizations. For staff members to remain current in their respective fields of study, SIG funds will enable department heads to attend national conferences and content leads other appropriate Professional Development opportunities. Additionally, to build pedagogical knowledge and skill, these monies will support the building of a professional library.

(2) Missing Piece: Family and Community Partnerships

SIG funds will be used to pay a yearly stipend to four "Patriot Club" lead teachers who facilitate each of the Patriot Club community groups. These individuals develop meeting agendas and minutes and facilitate Patriot Club activities, i.e. arranging bus transportation for community service projects, supervising and facilitating student/community projects, inviting community members and parents to take part in volunteer activities, etc. The addition of lead teachers who are responsible for this time-consuming logistical planning will motivate parents and community members to participate in group projects and activities.

(3) Personalized Learning to Address Gap, Achievement, CCR and Graduation

Extended learning opportunities including Saturday School and the Summer Academy will be supported by the SIG grant funding. Credit recovery, college/career readiness intervention classes, and professional ACT workshops will provide extended learning opportunities for at-risk and Gap students by providing intervention and academic support structures to personalize learning, meet each student at their point of need, and increase the college and career readiness and graduation rates.

The Summer Academy transition days are designed to transition at-risk rising freshmen into the high school environment. In order to reduce barriers and provide equitable opportunities to all students, irrespective of their financial status, transportation to all elementary schools in the district will be provided for both Saturday school and the Summer Academy

"Personalized Learning" is the overarching component of the SIG grant vision. To support EOC classes and strengthen Tier I instruction, grant funding will support the purchase of LearnPads, a technology tablet. This device will enable teachers to differentiate for individual or groups of students and meet the needs of both ELL students and students with disabilities through the feature of Text-to-speech software. In addition, students can create and share documents and access web learning and eBooks. Specifically designed for the educational consumer, this innovative product enables teachers to manage and control either individual or whole-class student screens or launch a student's screen onto a whiteboard to discuss projects or next steps in a group setting. The grant will further support the purchase of printers, charging carts, and accessories to expand LearnPad versatility. These devices are a onetime purchase that will assist our students for years to come with a variety of academic, intervention, and enrichment activities.

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To further support personalized learning and meet each student at their point of need, additional licenses for ALEKs, Reading Plus, Study Island and ILP Method will be purchased to support interventions and enrichments for students. If funded, the Aspire assessment program will replace EXPLORE and PLAN and provide benchmarking and summative achievement data. The goal of all SIG fund purchases is to increase both the graduation and CCR rate at Lincoln County High School.

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 SIG required activities in the Transformation Model will be addressed through a variety of funding sources. The school aligned the following state and federal funds to create a successful foundation for the continued implementation of the required model elements:

Title I: These federal funds will continue to fund Springboard implementation, ALEKS, intervention software, and content cadre supplies and materials.

IDEA: Part B funds will be used to support the special education liaison to continue to develop strategies to close the achievement gap, provide professional development, and purchase reading intervention materials and progress monitoring tools.

Professional Development: Both district and school funding will be allocated to ensure that continuous progress is sustained. Emphasis will be around research-based literacy and math to support the delivery of a rigorous curriculum and job-embedded, high quality teacher training.

21st Century Community Learning Center Grant: Grant services will continue to support the goals of the Transformation model and provide extended learning opportunities as well as enhance parent and community involvement and support structures.

AHED Grant: Grant funds will continue to provide partial funding and support of the college and career initiative and graduation initiative.

Title II: District Title II monies will continue to support a full-time academic program consultant who provides job-embedded coaching and support to teachers.

KETS Funding: District personnel will continue to make LCHS a priority in funding and services and will support technical assistance and support for the LearnPad personalized learning system.

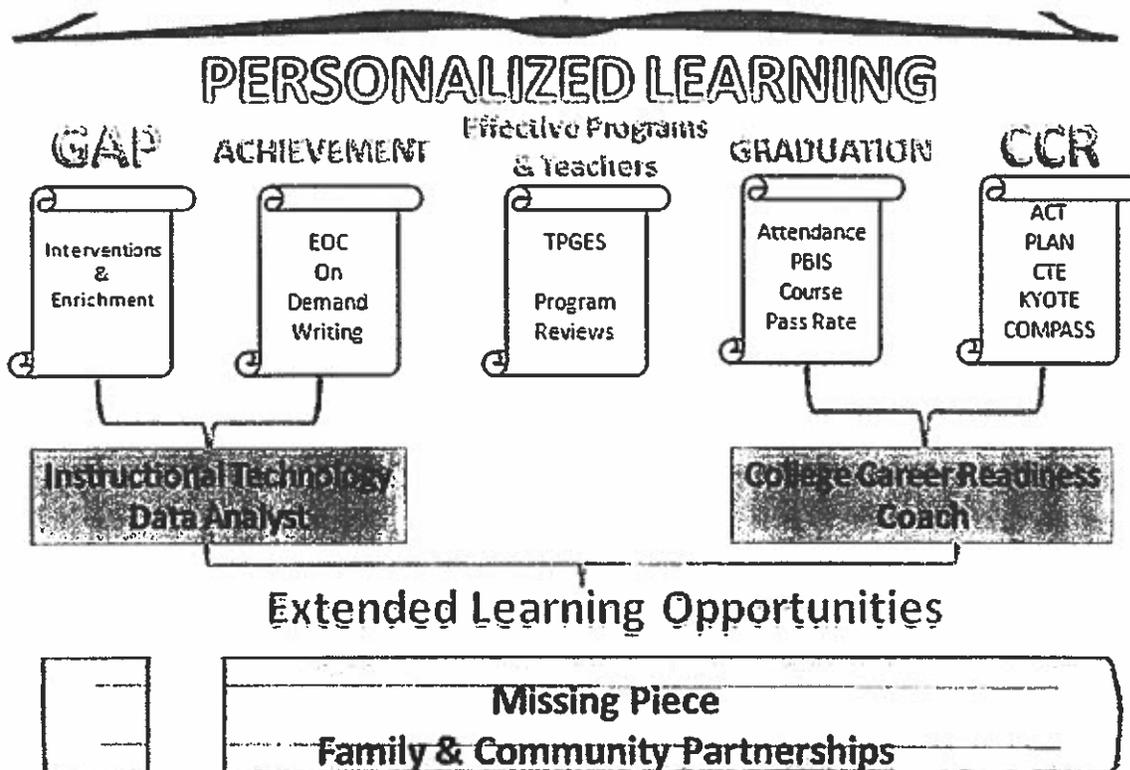
Kentucky Department of Education
 District Application for School Improvement Funds
 (Section 1003g) Transformation Model

Title VI / Rural and Low: Federal Title VI funds will continue to fund the AdvanceKy AP initiative, Observation 360, and Intervention materials and supplies.

General fund: District general fund monies will continue to fund the district liaison to provide technical and professional support to LCHS. Also, these funds will support AdvanceKy social science reimbursements and AP exam fee support for students.

Youth Service Center funding will continue to support and expand initiatives that reduce non-cognitive barriers through parent and community service projects, transition activities, etc.

This funding will enable Lincoln County High School to implement the required components of the Transformation Model with fidelity.



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 District Application for School Improvement Funds

(Section 1003g) **Transformation Model**

District Lincoln County School District **School** Lincoln County High School

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 Lincoln County High School **District** Lincoln County School District

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	
111	Extended Days Extra Duty	
112	Stipend for 4 Patriot Club Teachers \$4,000 Stipend for 5 Teacher Mentors \$5,000 Stipend for PD all certified (PLC's, assessment, workgroups) \$78,120 Stipend for 5 teachers District 180 TPGES training \$720 Stipend for 4 Saturday School Teachers \$6,720	94,560
113	Other Certified 8 teachers for Summer Academy	12,480
120	Certified Substitute for teacher PD (50 days of release time)	5,000
130	Classified Salaries	
140	Overtime	
160	Licensed (For Example: Nurse, PT)	
213	Liability Insurance	
214	Dental Insurance	
219	Other Insurance	
221	Employer FICA Contribution	

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
222	Employer Medicare Contribution	1,384
231	Kentucky Teachers Retirement Systems (KTRS)	17,507
232	County Employees Retirement Systems (CERS)	
233	Other Employer Match	
240	Tuition Reimbursement	
251	State Unemployment	
253	KSBA Unemployment	1,000
260	Workmen's Compensation	1,055
291	Sick Leave Pay	
293	Meal Reimbursement-for travel	
294	Federally Funded Health Care Benefits	800
295	Federally Funded Life Insurance Benefits	20
296	Federally Funded State Administration Fee	51
297	Federally Funded Flexible Spending Benefits	
299	Other Employer Paid Benefits	
322	Educational Consultant 2 (4 day) ACT Workshops	7,760
335	Professional Consultant	
	Registration Fees	
	Professional Organization fees for 12 teachers (2 teachers from each dept.) \$2000	
338	National Organization fees for 6 dept. heads \$3000	6,750
	Teacher Mentor Workshop Fees for 5 mentors \$1750	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repairs &	

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
	Maintenance	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation Purchased from Another KY School District (for students)	
513	Bus Token/Public Conveyance (for students)	
514	Contracted Bus Services (Not purchased from a school district)	
519	Other Students Transportation from Other Sources	
521	Pupil Transportation Insurance	
531	Postage and Box Rent	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel –transportation, meals, hotel Estimated cost for hotel, food and mileage to Teacher Leader Workshops for 5 new teacher- mentors \$3500	15,500
	Estimated cost of flight, hotel and food for 6 Dept. heads to National Conference \$12,000	
581	Travel In-District	
582	Travel Out-of-District	
584	Travel Out-of-State	
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
616	Food-Non Instructional-snacks for teachers/students	
626	Gasoline	
627	Diesel Fuel	
629	Alternative Fuels	
641	Library Books	
642	Periodical and Newspapers	
643	Supplemental Books, Study Guides and Curriculum to support Red Zone Tier 2 intervention activities \$5,000	\$5,600
	Professional Book studies for staff development \$600	
645	Audiovisual Materials	
646	Tests ASPIRE (or other state test) for Freshmen and Sophomores \$31/student x605 students	18,755
647	Reference Materials	
649	Bindings and Repairs	
650	Supplies – Technology Related Purchase licenses for ALEX \$17,500 Reading Plus \$17,500 Study Island \$7,500 Software for ILP Method \$9,000 necessary Technology supplies \$3,900 One time activation fee for LearnPads \$3,540	58,940
	Technology Related Hardware	
734	420 LearnPad tablets @399.95/each \$167,979 14 charging carts @ 1599.00/each \$22,386 420 headphones @19.95/each \$8,379 420 LearnPad stylus @ 2.00/each \$840 420 Micro SD cards @ 1895.00/each \$7,959 420 Bluetooth Keyboards @ 42.95/each \$18,039 14 wireless printers @200.00/each \$2800	228,382

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 District Application for School Improvement Funds

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MUNIS Code	Description of Activity	Amount Requested
735	Technology Software	
738	No longer in use	
810	Dues and Fees	
892	Parent Involvement Meeting	
894	Field Trips Mileage for Saturday School \$6,000 Drivers/fringe for Saturday School \$3,600 Mileage for Summer Academy \$3,000 Drivers/fringe for Summer Academy \$1,800	\$14,400
Total Amount Requested		\$ 489,944.00

Kentucky Department of Education
 District Application for School Improvement Funds

(Section 1003g) **Transformation Model**

Year 2 Budget

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

School Lincoln County High School **District** Lincoln County School District

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	
111	Extended Days	
	Extra Duty	
112	Stipend for 4 Patriot Club Teachers \$4,000 Stipend for 5 Teacher Mentors \$5,000 Stipend for PD all certified (PLC's, assessment, workgroups) \$78,120 Stipend for 5 teachers District 180 TPGES training \$720 Stipend for 4 Saturday School Teachers \$6,720	94,560
113	Other Certified 8 teachers for Summer Academy	12,480
120	Certified Substitute for teacher PD (50 days of release time)	5,000
130	Classified Salaries	
140	Overtime	
160	Licensed (For Example: Nurse, PT)	
213	Liability Insurance	
214	Dental Insurance	
219	Other Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	1,384
231	Kentucky Teachers Retirement Systems (KTRS)	17,507
232	County Employees Retirement Systems (CERS)	

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
233	Other Employer Match	
240	Tuition Reimbursement	
251	State Unemployment	
253	KSBA Unemployment	1,000
260	Workmen's Compensation	1,055
291	Sick Leave Pay	
293	Meal Reimbursement-for travel	
294	Federally Funded Health Care Benefits	800
295	Federally Funded Life Insurance Benefits	20
296	Federally Funded State Administration Fee	51
297	Federally Funded Flexible Spending Benefits	
299	Other Employer Paid Benefits	
322	Educational Consultant 2 (4 day) ACT Workshops	7,760
335	Professional Consultant	
	Registration Fees	
	Professional Organization fees for 12 teachers (2 teachers from each dept.) \$2000	
338	National Organization fees for 6 dept. heads \$3000	6,750
	Teacher Mentor Workshop Fees for 5 mentors \$1750	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repairs & Maintenance	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
511	Transportation Purchased from Another KY School District (for students)	
513	Bus Token/Public Conveyance (for students)	
514	Contracted Bus Services (Not purchased from a school district)	
519	Other Students Transportation from Other Sources	
521	Pupil Transportation Insurance	
531	Postage and Box Rent	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel –transportation, meals, hotel Estimated cost for hotel, food and mileage to Teacher Leader Workshops for 5 new teacher-mentors \$3500	15,500
581	Travel In-District	
582	Travel Out-of-District	
584	Travel Out-of-State	
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
616	Food-Non Instructional-snacks for teachers/students	
626	Gasoline	
627	Diesel Fuel	
629	Alternative Fuels	

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
641	Library Books	
642	Periodical and Newspapers	
643	Supplemental Books, Study Guides and Curriculum to support Red Zone Tier 2 intervention activities \$5,000	\$5,500
	Professional Book studies for staff development \$500	
645	Audiovisual Materials	
646	Tests ASPIRE (or other state test) for Freshmen and Sophomores \$31/student x605 students	18,755
647	Reference Materials	
649	Bindings and Repairs	
650	Supplies – Technology Related Purchase licenses for ALEX \$17,500 Reading Plus \$17,500 Study Island \$7,500 Software for ILP Method \$9,000 necessary Technology supplies \$3,900	55,400
734	Technology Related Hardware	
735	Technology Software	
738	No longer in use	
810	Dues and Fees	
892	Parent Involvement Meeting	
894	Field Trips Mileage for Saturday School \$6,000 Drivers/fringe for Saturday School \$3,600 Mileage for Summer Academy \$3,000 Drivers/fringe for Summer Academy \$1,800	\$14,400

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Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
Total Amount Requested:		\$ 257,922

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

Year 3 Budget

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

School Lincoln County High School District Lincoln County School District

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	
111	Extended Days	
	Extra Duty	
112	Stipend for 4 Patriot Club Teachers \$4,000 Stipend for 5 Teacher Mentors \$5,000 Stipend for PD all certified (PLC's, assessment, workgroups) \$78,120 Stipend for 5 teachers District 180 TPGES training \$720 Stipend for 4 Saturday School Teachers \$6,720	94,560
113	Other Certified	
	8 teachers for Summer Academy	12,480
120	Certified Substitute for teacher PD (50 days of release time)	5,000
130	Classified Salaries	
140	Overtime	
160	Licensed (For Example: Nurse, PT)	
213	Liability Insurance	
214	Dental Insurance	
219	Other Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	1,384
231	Kentucky Teachers Retirement Systems (KTRS)	17,507
232	County Employees Retirement Systems (CERS)	

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
233	Other Employer Match	
240	Tuition Reimbursement	
251	State Unemployment	
253	KSBA Unemployment	1,000
260	Workmen's Compensation	1,055
291	Sick Leave Pay	
293	Meal Reimbursement-for travel	
294	Federally Funded Health Care Benefits	800
295	Federally Funded Life Insurance Benefits	20
296	Federally Funded State Administration Fee	51
297	Federally Funded Flexible Spending Benefits	
299	Other Employer Paid Benefits	
322	Educational Consultant 2 (4 day) ACT Workshops	7,760
335	Professional Consultant Registration Fees	
338	Professional Organization fees for 12 teachers (2 teachers from each dept.) \$2000 National Organization fees for 6 dept. heads \$3000 Teacher Mentor Workshop Fees for 5 mentors \$1750	6,750
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repairs & Maintenance	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
511	Transportation Purchased from Another KY School District (for students)	
513	Bus Token/Public Conveyance (for students)	
514	Contracted Bus Services (Not purchased from a school district)	
519	Other Students Transportation from Other Sources	
521	Pupil Transportation Insurance	
531	Postage and Box Rent	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel –transportation, meals, hotel Estimated cost for hotel, food and mileage to Teacher Leader Workshops for 5 new teacher-mentors \$3500	15,500
581	Travel In-District	
582	Travel Out-of-District	
584	Travel Out-of-State	
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
616	Food-Non Instructional-snacks for teachers/students	
626	Gasoline-Data Required for Federal Reporting	
627	Diesel Fuel – Data Required for Federal Reporting	
629	Alternative Fuels	

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
641	Library Books	
642	Periodical and Newspapers	
643	Supplemental Books, Study Guides and Curriculum to support Red Zone Tier 2 intervention activities \$5,000	\$5,500
	Professional Book studies for staff development \$500	
645	Audiovisual Materials	
646	Tests ASPIRE (or other state test) for Freshmen and Sophomores \$31/student x605 students	18,755
647	Reference Materials	
649	Bindings and Repairs	
650	Supplies – Technology Related Purchase licenses for ALEX \$17,500 Reading Plus \$17,500 Study Island \$7,500 Software for ILP Method \$9,000 necessary Technology supplies \$3,900	55,400
734	Technology Related Hardware	
735	Technology Software	
738	No longer in use	
810	Dues and Fees	
892	Parent Involvement Meeting	
894	Field Trips Mileage for Saturday School \$6,000 Drivers/fringe for Saturday School \$3,600 Mileage for Summer Academy \$3,000 Drivers/fringe for Summer Academy \$1,800	\$14,400

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

MUNIS Code	Description of Activity	Amount Requested
Total Amount Requested		\$ 257,922
----- End of School Application -----		

Appendix



Documents

College & Career Coach Job Description

Data Analyst Job Description

2012 Evaluation Policy KDE Approval

2013 Evaluation Policy KDE Approval

Principal Hire Letter

Principal Continuing Contract

Transfer Policy

Job Description

Title: COLLEGE and CAREER READINESS COACH

Qualifications:

1. Holds a valid certification in Education or Counseling
2. Preference given to Master's Degree in Education or Counseling
3. Possesses the understanding of college readiness requirements, CTE Career Pathways, and the use of the ILP process
4. At least 3 years of working at the high school level
5. Experienced in providing or coordinating Response to Intervention services

Reports to: High School Principal and the Chief Deputy of Quality Instruction

Salary: As established by the salary schedule determined by the Board of Education

General Description: The job of College and Career Readiness Coach is to empower students to make informed decisions about their career and educational plans and to successfully prepare students for college and career pathways. While the CCR Coach will organize and oversee a multitude of intentional activities aimed at graduating every student college/career ready, he/she will work directly with the most at-risk students of not graduating to provide connections and services that meet their social, emotional, physical, and cognitive needs so that students meet their goals of college and career.

Performance Responsibilities and Duties: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily and with minimum guidance and oversight. The requirements listed below, although not exhaustive, are representative of the knowledge, skill and/or ability required to perform this job:*

The CCR Coach will perform the following duties:

1. Monitors student attendance and works closely with the at-risk student and family to ensure the student attends school every day
2. Monitors and works closely with the student and families to remove barriers
3. Serves as an integral part of the school Positive Behavior Instructional Supports Team (PBIS)
4. Supports administration and instructional staff in the implementation of Response to Intervention(RtI) and to coach students in career planning
5. Possesses understanding of the tree-tiered model of instruction/intervention delivery and of universal screening measures, progress monitoring and data based decision making
6. Uses the student's ILP to guide students through successful intervention plans to help them meet their individual goals in career planning
7. Organizes the effort to develop, implement and monitor individualized CCR plans for students
8. Works with and supports the classroom teacher in providing appropriate intervention strategies and monitoring effectiveness
9. Collects and provides student data and progress monitoring information of the at-risk students for review and discussion at PBIS meetings and weekly at-risk/Coordinated School Health meetings
10. Connects students to early college programs such as Tech Prep and Dual-enrollment classes

11. Provides workshops on career and college information to parents
12. Assists with college/career development events (Advising sessions for rising students; ILP implementation; Operation Preparation; College visits; College and Career Fair; College Application Day; Recognition and Celebrations for student achievements as they relate to college/career readiness; Financial aid/ FAFSA workshops; ACT workshops; Summer Academy; Saturday School, etc.)
13. Serves as liaison between Lincoln County High School, Lincoln County Middle School and Fort Logan School to align CCR efforts to support student success
14. Provides student individual or small group career coaching services
15. Plans and coordinates field trips to career sites and post-secondary sites
16. Oversees the fidelity of the implementation of all aspects of the SIG grant
17. Follows District policies and procedures
18. Performs other duties as assigned

Other Desired Skills and Capabilities:

1. Carries out duties and responsibilities (both personal and professional) with honesty, credibility, and integrity.
2. Thorough knowledge of the Commonwealth of Kentucky's education laws and regulations; Kentucky Education Department standards, and the policies of the Lincoln County Board of Education.
3. Familiarity and knowledge of technology as it applies in an educational setting.
4. Excellent organizational, promptness and adaptation skills, verbal and written communication skills, and human relation skills.
5. Capacity and ability to adapt to changing priorities, unexpected circumstances, and sudden changes in work assignments.
6. Ability to work as a contributing member of a professional learning community and respond constructive criticism with capacity to implement improvement recommendations.
7. Thorough knowledge and understanding of scope of authority and ability to work within the boundaries of said scope of authority.

Job Description

Title: DATA ANALYST

Qualifications:

1. Holds a Master's Degree and a valid certification in Education or Instructional Technology.
2. Possesses general knowledge of the high school curriculum and accountability system.
3. Possesses knowledge of data analysis techniques and strategies sufficient for analyzing student data to assess the impact of specific instructional strategies on the continuous improvement of teaching and learning.
4. Possesses strong written and oral presentation skills.
5. Proficient in the use of computer applications
6. At least 3 years of educational work experience.

Reports to: High School Principal and the District Assessment Coordinator

Salary: As established by the salary schedule determined by the Board of Education for 185 days

General Description: At the direction of school and district administrators, the data analyst will assist in the collection, organization, and communication of data results in consistent formats that will speak to all stakeholders. The data analyst will analyze data and develop spreadsheets, reports and presentations that provide formative and summative data useful in evaluating and improving instruction. The data analyst will facilitate the analysis of data with appropriate stakeholders. The data analyst will develop assessment literacy with staff and students.

Performance Responsibilities and Duties: *To perform this job successfully, an individual must be able to carry out each essential duty satisfactorily and with minimum guidance and oversight. The requirements listed below, although not exhaustive, are representative of the knowledge, skill and/or ability required to perform this job:*

The Data Analyst will perform the following duties:

1. Collaborates with school leadership, district personnel, community mentors, teachers and staff to analyze data to inform student interventions and enrichment opportunities provided during the Red Zone intervention/enrichment period
2. Works collaboratively with the District Analysis Working Group (DAWG) to develop and refine data collection and analysis systems including protocols for administration, collection and analysis of assessment data
3. Develops data charts and graphs, extrapolates meaning and communicates results to school leadership and content leads
4. Develops systematic procedures/structures to communicate student achievement results to appropriate stakeholders
5. Works with PLCs in the data analysis process to build assessment literacy for staff
6. Inputs, downloads, organizes, and analyzes student data used for instructional purposes using shared accountability and local school databases

7. Designs and conducts presentations of data and associated data analysis to school, school system and community groups.
8. Develops and prints reports on student data.
9. Suggests relationships between data trends, curriculum, instruction, and assessment.
10. Presents information to administration, staff, students, and community.
11. Responds to data requests from administrators and teachers.
12. Maintains and updates class lists and rosters & assists with placement of students.
13. Provides training to administration, staff, students, and community.
14. Participates in training to remain current on data sources, data analysis techniques and strategies for developing and conducting presentations.
15. Serves on/interacts with school leadership teams to promote the continuous improvement of instruction.
16. Follows District policies and procedures
17. Performs other duties as assigned

Other Desired Skills and Capabilities:

1. Carries out duties and responsibilities (both personal and professional) with honesty, credibility, and integrity.
2. Thorough knowledge of the Commonwealth of Kentucky's education laws and regulations; Kentucky Education Department standards, and the policies of the Lincoln County Board of Education.
3. Familiarity and knowledge of technology as it applies in an educational setting.
4. Excellent organizational, promptness and adaptation skills, verbal and written communication skills, and human relation skills.
5. Capacity and ability to adapt to changing priorities, unexpected circumstances, and sudden changes in work assignments.
6. Ability to work as a contributing member of a professional learning community and respond constructive criticism with capacity to implement improvement recommendations.
7. Thorough knowledge and understanding of scope of authority and ability to work within the boundaries of said scope of authority.



Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

August 14, 2012

Karen Hatter, Superintendent
Lincoln County Schools
305 Danville Ave.
Stanford, KY 40484

Lincoln County Schools' certified personnel evaluation plan that was approved by the local board of education on **August 9, 2012**, was reviewed and approved by the Kentucky Department of Education as of **July 23, 2012**.

704 KAR 3:345 states "the evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year."

KDE commends your district for the continued efforts to provide an evaluation system that promotes professional growth among staff, improves classroom instruction, and contributes to student success.

Sincerely,

Handwritten signature of David M. Simpson in cursive.

David M. Simpson, Manager
Professional Growth Branch

Cc: Pam Hart, Chief Deputy of Quality Management

CPE Approval

Steven L. Beshear
Governor



Terry Holliday, Ph.D.
Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

April 24, 2013

Karen Hatter, Superintendent
Lincoln County Schools
305 Danville Ave.
Stanford, KY 40484

Lincoln County Schools' certified personnel evaluation plan that was approved by the local board of education on **April 16, 2013**, was reviewed and approved by the Kentucky Department of Education as of **April 24, 2013**.

704 KAR 3:345 states "the evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year."

KDE commends your district for the continued efforts to provide an evaluation system that promotes professional growth among staff, improves classroom instruction, and contributes to student success.

Sincerely,

A handwritten signature in black ink that reads "David M. Simpson".

David M. Simpson, Manager
Professional Growth Branch

Cc: Pam Hart, Chief Deputy of Quality Management

CPE Approval

LINCOLN COUNTY BOARD OF EDUCATION

POST OFFICE BOX 205
STANFORD, KENTUCKY 40484
(606) 365-2124

July 22, 2008

Mr. Tim Godbey
100 Cold Springs
Stanford, KY 40484

Dear Mr. Godbey:

I am writing this letter to inform you of your employment on a one year limited contract as Head Principal at Lincoln County High School effective July 28, 2008 and pending receipt of a clean drug screening report, clean criminal records check, physical form, official transcripts and official teaching certification. You will be contacted by the nurses' office as to time and place of the drug screening. Please contact Dolly McGuffey (606-365-2124) to finish any other employment requirements.

I look forward to having you as an employee of our school district in this capacity.

Sincerely,



Larry Woods
Superintendent

LW/pw

LINCOLN COUNTY BOARD OF EDUCATION

CONTRACT FOR EMPLOYMENT
CERTIFIED EMPLOYEE
CONTINUING CONTRACT OF EMPLOYMENT

Pursuant to KRS 161.730, this contract is entered into this 1st day of July 2009, by the Lincoln County School District of Stanford, Kentucky, (hereinafter called the District), and TIMOTHY GODBEY (hereinafter called the Teacher), a teacher holding a valid teacher's certificate issued in accordance with the laws of Kentucky and now in force.

WHEREAS, the Superintendent of the district did appoint the teacher for continuing employment at a salary to be determined annually by the teacher's qualifications and by a salary schedule to be adopted by the district and approved by the Kentucky Board of Education, and

WHEREAS, KRS 161.730, 161.720, and 161.810 provide for continuing contracts with each district for teachers who are qualified by the terms of those laws;

Pursuant to this appointment and in consideration of the salary to be paid in the manner and at the times prescribed by law, and of the salary for any and all subsequent school terms to be fixed annually by the district according to law and to be paid in the manner and at the times prescribed by law, the teacher agrees to perform in a thorough and professional manner all of the duties of the position and employment under the direction of the Superintendent of the district, and further agrees to observe faithfully and enforce the rules and regulations lawfully prescribed.

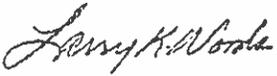
THE PARTIES MUTUALLY AGREE:

1. The services to be performed by the teacher shall be those that are required by law and by the policies of the district, and those duties assigned by the Superintendent and the teacher's supervisor.
2. The duties to be performed are to commence on the first day required by the school calendar adopted or amended by the district and approved by the Kentucky Department of Education for the school year, for the number of days required by the school calendar, to end no later than June 30 of the school year.
3. The services to be performed under this contract shall begin on the dates herein specified and shall be continued from year to year for the respective school terms prescribed from year to year by the district.
4. This continuing contract of employment shall remain in effect, except as modified or terminated by mutual consent, in writing, of the Board or local Superintendent, as applicable, and the teacher, or until terminated with written notice, stating cause or causes, to the teacher under KRS 161.790, or by written resignation of the teacher. The expression "cause or causes" as used in this paragraph, in addition to those contained in KRS 161.790, shall mean failure on the part of the teacher to fulfill this contract.
5. The power of the district to transfer, suspend or dismiss the teacher as provided in KRS 160.380, 161.760, and 161.790, or other applicable statutes, is in no manner impaired or affected by this contract.
6. This contract shall not operate to prevent the suspension of the services of the teacher based upon the lack of a need for said services. In case of the suspension of the teacher on account of the lack of need of the services of the teacher, it shall be done pursuant to the provisions of law relating to suspension of teachers' contracts as provided in KRS 161.800.

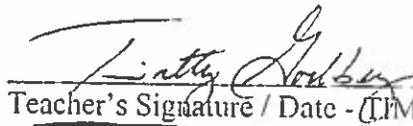
7. The teacher shall receive from year to year the benefit of all provisions of law relating to increase of teachers' salaries in accordance with the lawful salary schedule of the district and amount of experience or by reason of certificate or degree issued or conferred by an approved institution of learning.
8. The salary shall be payable no later than the end of each month during the period of employment or in accordance with a plan adopted by the district in compliance with state law.
9. The teacher shall be at all times subject to any and all laws now existing, or that may later be lawfully enacted related to the fixing of salaries of teachers, the increase or decrease of salaries, and the length of the school term.
10. The teacher shall be entitled to sick leave days, both current and accumulated, which come within the conditions enacted by the district pursuant to KRS 161.155.
11. This contract shall terminate if, at the beginning of any school term, the teacher does not hold a valid teacher's certificate covering the period of such term. However, if at the end of the preceding school term the teacher shall have been the holder of a certificate then in effect, but which thereafter expires, and if the certificate is eligible for renewal but renewal is prevented by personal illness of the teacher, or by other just cause beyond the control of the teacher, the teacher shall be allowed to pursue renewal with the Education Professional Standards Board, and the operation of this contract shall be suspended until the certification is renewed.
12. The teacher shall keep records and reports and furnish them to the district Superintendent at regular periods designated by the Superintendent, state law, and district policies.
13. This contract shall go into effect only if the teacher assumes his or her duties for the 2009-2010 school year.

Agreed to as of the date written above:

Lincoln County Board of Education



Larry K. Woods
Superintendent


Teacher's Signature / Date - 5/26/09 - TIMOTHY GODBEY

Teacher's Social Security #

- CERTIFIED PERSONNEL -**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

Transfers must be approved by the receiving school principal after consultation with the school council unless the Superintendent is making the transfer under the provisions of KRS 161.760.

TRANSFER OF EMPLOYEES CHARGED WITH A FELONY

Notwithstanding any other policy provision, the Superintendent may transfer an employee charged with a felony offense as permitted under KRS 160.380.

REFERENCES:

¹KRS 161.760; OAG 78-266
KRS 160.380; OAG 76-360
OAG 91-149
OAG 92-1
OAG 91-115
OAG 92-135
OAG 92-78

RELATED POLICY:

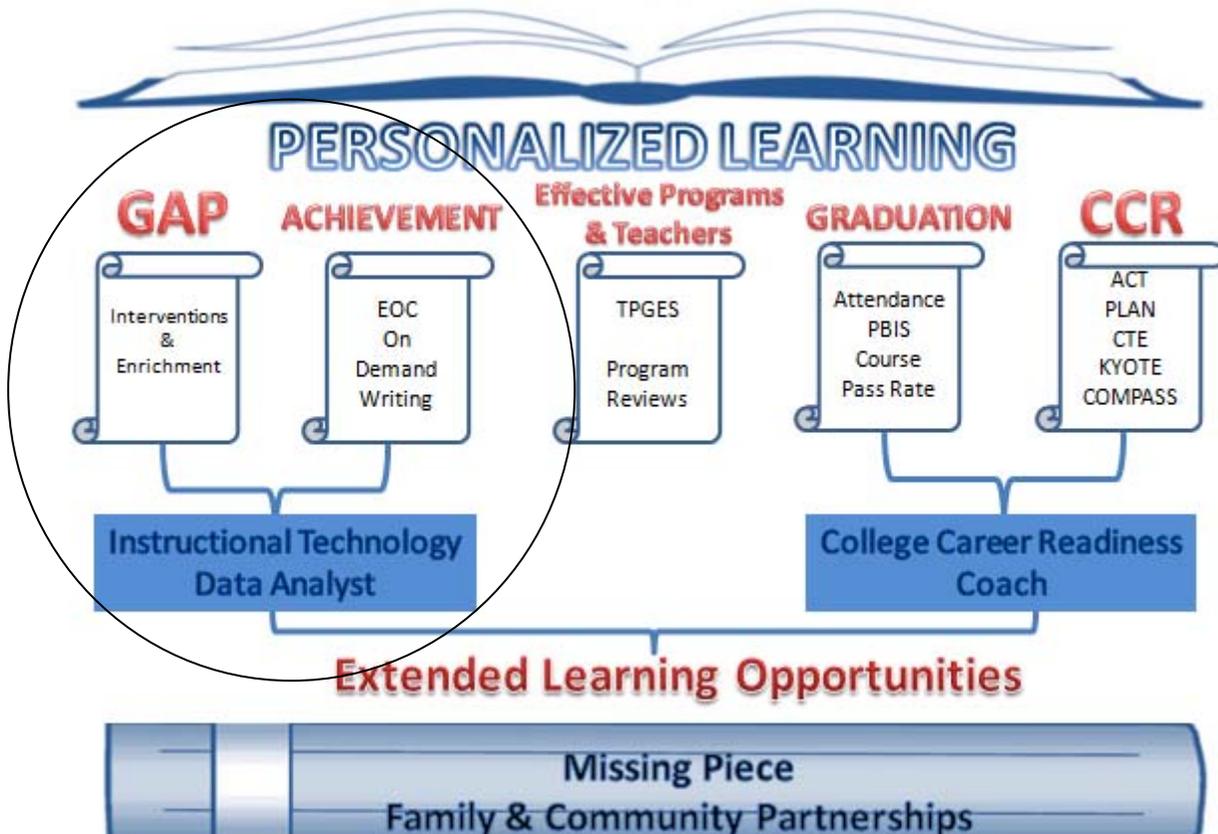
02.4244

Adopted/Amended: 08/09/2012

Order #: 48

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

As described in our original grant, the following graphic depicts our comprehensive approach to building sustainable, systemic structures that will enable us to meet the needs of our students and achieve our goal of becoming a top 25 high school in Kentucky. Our revised SIG grant will support the structures that are encircled in the graphic.



Commitment to Serve – Additional Information

Based on a thorough analysis of our data as described in the original grant application, the following opportunities for improvement were identified:

- LCHS must increase the number of students scoring proficient in all academic areas.
- LCHS must increase the number of students meeting benchmark in Math, Reading, and English on PLAN and ACT.
- LCHS must increase the number of students achieving college and career readiness status.

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

An analysis of the causes and contributing factors revealed the following:

- **Shift in Standards** - There has been a shift in standards from Core Content 4.1 to Common Core State Standards in English Language Arts and Mathematics over the past three years. This shift has created holes and gaps in our students' development which has created a need to provide intensive interventions in these areas while we are simultaneously strengthening our core program. This has created a need for Personalized Learning Opportunities that can address students at their individual point of need.
- **Increased Expectations** - In addition, there has been an intentional and dramatic shift in expectation for student achievement across all content areas and courses. This has created a chasm between our students' current level of performance and where they need to be in order to meet the benchmarks on PLAN, ACT, and career readiness measures as well as course level expectations.
- **Need for Improved Data Usage and Assessment Literacy** - Our teachers need further guidance and development in using interim and classroom formative and summative data more effectively and efficiently so teachers can identify specific skills and concepts that need to be addressed at the course, class, subgroup and individual levels. This will guide curriculum, instruction and assessment revisions as well as provide information that will ensure that intervention and enrichment opportunities are targeted to provide optimal growth for every student.
- **Non-Cognitive Barriers** - Additionally, non-cognitive data reveals that many of our students face barriers to learning that must be intentionally addressed. In collaboration with district leadership, Lincoln County High School conducts an at-risk/coordinated school health committee that meets to review attendance every Monday morning. The agenda each week includes conversations about at-risk students and their attendance rate, home visits that will be conducted weekly, interventions that are occurring at school for the students that are chronically absent and final notices that have been sent along with cases that have been filed in truancy court.

Next Steps

- LCHS will develop a comprehensive data analysis system involving all teacher groups and all content areas. This will include a specific system to address student achievement and college and career readiness data.

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

(Section 1003g)

- LCHS must create a school-wide intervention program to address the academic and behavioral needs of all students.

These causes and contributing factors point to a need to use data even more strategically so that our school-wide intervention program can be optimally effective which will lead to sustained school improvement efforts that meet students' at their point of need. To achieve our vision, the continuous improvement cycle must be an on-going process which includes the careful analysis of student achievement and non-cognitive data. The unique needs of students in the gap group must be addressed and barriers must be removed.

Personalized
Learning
&
Achievement

Personalized
Learning
&
Gap Closure

Lincoln County High School will use SIG funds to employ a **Data Analyst** assigned to work directly with school, parent, and community groups. The **Data Analyst** will collect, organize and facilitate the analysis of data with all stakeholders. A primary responsibility will be to develop and refine assessment literacy with staff and students to build capacity that will sustain continuous improvement efforts after the grant period ends. While using data is an integral part of our culture, there is a need to develop our teachers' and students' skills in using data effectively to inform the continuous improvement process. (See Job Description for further details.)

Actions – Additional Information on Sustainability

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

The purpose of SIG grant monies is to build the systems and processes necessary and the internal capacity needed to sustain the turnaround efforts and continuous improvement process at Lincoln County High School. This will be accomplished through the wise and creative use of the following federal and state funding sources: Title I, II, VI, Carl Perkins, Professional Development, and Extended School Service funding.

The resources provided in the SIG grant will enable school leaders to build internal capacity among the instructional staff and internalize best practices in the areas of curriculum, instruction, formative and summative assessment, interventions, and data analysis. The increased teacher efficacy resulting in three years of efficient school, district, and ER leadership will become embedded practice and a lasting legacy of their work. The SIG grant will fund a **Data Analyst**. This position has become even more

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

critical since we have recently learned that we will lose an ER position next year. This strategic position will enable us to determine root causes and create systems, structures and individualized plans to address them. The primary responsibility of this individual is to develop enduring processes and structures in the areas of assessment literacy, data analysis, and the continuous improvement process. The **Data Analyst** will facilitate this work and will develop capacity so that the work will continue and become an integrated practice across the entire school. SIG monies will partially support stipends and/or release time for teachers so they can collaborate in their efforts to use data in order to implement the continuous improvement process.

Annual goals will be analyzed to reflect the current needs of students and allocations will address the identified areas of needs. The following sources of funds will continue to support a sustainability model:

Title I: These federal funds will continue to fund Springboard implementation, ALEKS and Reading Plus intervention software and content cadre supplies and materials.

IDEA: Part B funds will be used to support the special education liaison to continue to develop strategies to close the achievement gap, provide professional development, and purchase reading intervention materials and progress monitoring tools.

Professional Development: Both district funds and technical expertise will be provided to ensure that the progress is sustained. Emphasis will be around best-practice literacy and math practices.

21st Century Community Learning Center Grant: District personnel will apply for a continuation grant to further support the CCR strategies and provide opportunities to enhance parent and community involvement.

AHED Grant: District personnel will apply for a yearly extension of this grant which provides funding to support college and career readiness.

Title II: District Title II monies will support a full-time academic program consultant who will assume many of the responsibilities of the data analyst after the grant ceases.

KETS Funding: District personnel will continue to make LCHS a priority in funding and services. As technology acumen and practice increase among students and teachers, district technology staff will provide in-kind technical support.

Title VI: Federal Title VI funds will continue to fund the AdvanceKy AP initiative, Observation 360, and Intervention materials and supplies.

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District Application for School Improvement Funds
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General fund: District general fund monies will continue to fund the district liaison to provide technical and professional support. General funds will continue to fund a full and additional part-time nurse at Lincoln County High School. Also, these funds will support AdvanceKy social science reimbursements and AP exam fee support for students.

Youth Service Center funding will continue to support and expand initiatives that reduce non-cognitive barriers through parent and community service projects, transition activities, etc.

Carl Perkins: Carl Perkins monies will continue to support vocational and technical strategies and activities at Lincoln County High School.

District and school leadership will work in a collegial, collaborative manner to provide the requisite resources to build instructional and leadership capacity and sustain the improvement efforts. At the end of this process, the goal is to ensure that the culture of high expectations is deeply embedded at Lincoln County High 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.

In order to implement the components of the Transformation Model, continue to increase student improvement, and ensure that Lincoln County High School continues the process of continuous improvement, the following actions and strategies will occur:

1. **Appropriate training of key personnel:** LCHS will use the additional personnel support over the next three years to train and support existing personnel in key school improvement initiatives. These include the implementation of the continuous improvement process, using data effectively and developing systems to ensure that every student graduates college and career ready. This type of training over the three year period will create an environment that is self-sufficient and self-sustaining. The district will continue to fund an Academic Program Consultant (APC) to assist the school with instructional coaching.
2. **Systems-building:** The additional SIG funded personnel will provide the faculty and staff with systems building support that will build internal capacity throughout the school. The LCHS turnaround team will continue to monitor, analyze, and revise those systems to ensure the work of school improvement continues. The district assigned liaison will continue to assist implementation and continuation of



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

the practices and procedures that the school has developed and to support new adjustments to the established systems. PLC and content cadre structures, facilitated by administrators and teacher leaders, will provide the time and tools necessary to sustain the improvement efforts over time.

3. **Intervention and Enrichment System:** As described in our original grant, SIG funds will support our “Red Zone” intervention and enrichment system that is designed to provide targeted interventions and enrichments to students. It is designed to promote optimal growth for every student. SIG grant funds will enable us to build an inventory of appropriate materials that will serve our students well beyond the grant funding period. In addition, as we strengthen our core instruction for all students, the need to provide interventions to students who are below benchmark will decrease.



4. **Personalized Learning System (DELL Latitude Mobile Labs):** SIG grant funds will fund 3 DELL Latitude Mobile Labs over the course of the 3 year grant period. Each lab will provide digital access to 210 students per day (30 laptops each period @ 7 periods per day). Students will use this technology to access personalized learning opportunities including the following: Intelligent software interventions such as ILP Method software, Reading Plus, ALEKS, Study Island, and core academic programs including Springboard Digital or Glencoe Math digital tools.) The district technology department will support these labs during and after the grant period ends.

School Budget Narrative – Revised to Reflect the Reduced Amount of Funding

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 purpose of the SIG application is to ensure that Lincoln County High School remains on the path of continuous improvement, improves student achievement, and builds sustainable capacity among the staff. LCHS will use SIG funds to support three specific areas of need:

Data Analyst - Lincoln County High School will use SIG funds to employ a **Data Analyst** assigned to work directly with school, parent, and community groups. The **Data Analyst** will collect, organize and facilitate the analysis of data with all stakeholders. A primary responsibility will be to develop and refine assessment literacy with staff and students to build capacity that will sustain continuous improvement efforts after the grant period ends. While using data is an integral part of our culture, there is a need to develop our teachers' and students' skills in using data effectively to inform the continuous improvement process. (See Job Description for further details.)

Teacher Stipends &/or Release Time - SIG funds will be used to provide stipends and/or release time for teachers to collaborate as they analyze data and use the continuous improvement process. This will include activities that relate to curriculum, instruction and assessment and improving learning outcomes for students.

Tier II Red Zone Support - SIG funds will support the purchase of supplementary books, study guides and curriculum materials to implement the Tier II Red Zone Intervention and Enrichment Process at Lincoln County High School. Each Friday the school follows an alternate schedule to create a 47 minute intervention period. Students who are not meeting EPAS benchmarks receive intervention based on their instructional needs. Students are grouped based on EPAS and PAS scores and their priority content area need. Students who are meeting benchmarks receive enrichment activities. There is an At-Risk intervention for students with behavior, attendance and academic needs. This intervention follows the "Why Try?" curriculum and utilizes a mentorship with community members. These intervention courses are flexibly grouped. Each six weeks student data is reviewed by the intervention teachers and administrative team and students are regrouped based on their instructional needs.



Personalized Learning & Gap Closure

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ILP Method Program - SIG funds will support the purchase of the ILP Method program to develop students' skills so they can achieve their college readiness benchmarks.

DELL Latitude Mobile Labs - SIG grant funds will fund 3 DELL Latitude Mobile Labs over the course of the 3 year grant period. Each lab will provide digital access to 210 students per day (30 laptops each period @ 7 periods per day). Over the three year period, 630 students will be able to use this added technology each day. Students will use this technology to access personalized learning opportunities including the following: Intelligent software interventions such as ILP Method software, Reading Plus, ALEKS, Study Island, and core academic programs including Springboard Digital or Glencoe Math digital tools.)

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 SIG required activities in the Transformation Model will be addressed through a variety of funding sources. The school aligned the following state and federal funds to create a successful foundation for the continued implementation of the required model elements:

Title I: These federal funds will continue to fund Springboard implementation, ALEKS, intervention software, and content cadre supplies and materials.

IDEA: Part B funds will be used to support the special education liaison to continue to develop strategies to close the achievement gap, provide professional development, and purchase reading intervention materials and progress monitoring tools.

Professional Development: Both district and school funding will be allocated to ensure that continuous progress is sustained. Emphasis will be around research-based literacy and math to support the delivery of a rigorous curriculum and job-embedded, high quality teacher training.

21st Century Community Learning Center Grant: Grant services will continue to support the goals of the Transformation model and provide extended learning opportunities as well as enhance parent and community involvement and support structures.

AHED Grant: Grant funds will continue to provide partial funding and support of the college and career initiative and graduation initiative.

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Title II: District Title II monies will continue to support a full-time academic program consultant who provides job-embedded coaching and support to teachers.

KETS Funding: District personnel will continue to make LCHS a priority in funding and services and will support technical assistance and support for the DELL Latitude Mobile labs.

Title VI / Rural and Low: Federal Title VI funds will continue to fund the AdvanceKy AP initiative, Observation 360, and Intervention materials and supplies.

General fund: District general fund monies will continue to fund the district liaison to provide technical and professional support to LCHS. Also, these funds will support AdvanceKy social science reimbursements and AP exam fee support for students.

Youth Service Center funding will continue to support and expand initiatives that reduce non-cognitive barriers through parent and community service projects, transition activities, etc.

This funding will enable Lincoln County High School to implement the required components of the Transformation Model with fidelity.

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

(Section 1003g)

District Lincoln County School District **School** Lincoln County High School

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 Lincoln County High School **District** Lincoln County School District

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services Full-time Data Analyst	55,700
111	Extended Days Data Analyst 15 days	4,515
112	Extra Duty	
113	Other Certified Stipend for PD (PLCs, workshops, cadres etc.)	1,500
120	Certified Substitute Release time for teachers to work on curriculum, assessment and instruction initiatives	2,000
130	Classified Salaries	
140	Overtime	
160	Licensed (For Example: Nurse, PT)	
213	Liability Insurance	
214	Dental Insurance	
219	Other Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	808
231	Kentucky Teachers Retirement Systems (KTRS)	9,847
232	County Employees Retirement Systems (CERS)	

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
233	Other Employer Match	
240	Tuition Reimbursement	
251	State Unemployment	
253	KSBA Unemployment	130
260	Workmen's Compensation	616
291	Sick Leave Pay	
293	Meal Reimbursement-for travel	
294	Federally Funded Health Care Benefits	7,432
295	Federally Funded Life Insurance Benefits	60
296	Federally Funded State Administration Fee	77
297	Federally Funded Flexible Spending Benefits	
299	Other Employer Paid Benefits	
322	Educational Consultant	
335	Professional Consultant	
338	Registration Fees	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repairs & Maintenance	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation Purchased from Another KY School District (for students)	
513	Bus Token/Public Conveyance (for students)	
514	Contracted Bus Services (Not purchased from a school district)	

Kentucky Department of Education
 District Application for School Improvement Funds
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MUNIS Code	Description of Activity	Amount Requested
519	Other Students Transportation from Other Sources	
521	Pupil Transportation Insurance	
531	Postage and Box Rent	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel –transportation, meals, hotel	
581	Travel In-District	
582	Travel Out-of-District	
584	Travel Out-of-State	
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
616	Food-Non Instructional-snacks for teachers/students	
626	Gasoline	
627	Diesel Fuel	
629	Alternative Fuels	
641	Library Books	
642	Periodical and Newspapers	
643	Supplemental Books, Study Guides and Curriculum to support Red Zone Tier 2 intervention activities	4, 945
645	Audiovisual Materials	
646	Tests	

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

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MUNIS Code	Description of Activity	Amount Requested
647	Reference Materials	
649	Bindings and Repairs	
650	Software for ILP Method	1,500
734	Technology Related Hardware 30 DELL Latitude 3340 @ \$425 each = \$12,750 Charging Cart - \$2,000	14,750
735	Technology Software	
738	No longer in use	
810	Dues and Fees	
892	Parent Involvement Meeting	
894	Field Trips	
Total Amount Requested		\$ 103,880.00

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 District Application for School Improvement Funds
Transformation Model

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Year 2 Budget

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

School Lincoln County High School **District** Lincoln County School District

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	55,700
111	Extended Days	4,515
112	Extra Duty	
113	Other Certified Stipend for PD (PLCs, workshops, cadres etc.)	1,500
120	Certified Substitute Release time for teachers to work on curriculum, assessment and instruction initiatives	2,000
130	Classified Salaries	
140	Overtime	
160	Licensed (For Example: Nurse, PT)	
213	Liability Insurance	
214	Dental Insurance	
219	Other Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	808
231	Kentucky Teachers Retirement Systems (KTRS)	9,847
232	County Employees Retirement Systems (CERS)	
233	Other Employer Match	
240	Tuition Reimbursement	
251	State Unemployment	
253	KSBA Unemployment	130
260	Workmen's Compensation	616

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
291	Sick Leave Pay	
293	Meal Reimbursement-for travel	
294	Federally Funded Health Care Benefits	7,432
295	Federally Funded Life Insurance Benefits	60
296	Federally Funded State Administration Fee	77
297	Federally Funded Flexible Spending Benefits	
299	Other Employer Paid Benefits	
322	Educational Consultant	
335	Professional Consultant	
338	Registration Fees	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repairs & Maintenance	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation Purchased from Another KY School District (for students)	
513	Bus Token/Public Conveyance (for students)	
514	Contracted Bus Services (Not purchased from a school district)	
519	Other Students Transportation from Other Sources	
521	Pupil Transportation Insurance	
531	Postage and Box Rent	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	

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 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
553	Publications	
580	Travel	
581	Travel In-District	
582	Travel Out-of-District	
584	Travel Out-of-State	
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
616	Food-Non Instructional-snacks for teachers/students	
626	Gasoline	
627	Diesel Fuel	
629	Alternative Fuels	
641	Library Books	
642	Periodical and Newspapers	
643	Supplemental Books, Study Guides and Curriculum to support Red Zone Tier 2 intervention activities	4,944
645	Audiovisual Materials	
646	Tests	
647	Reference Materials	
649	Bindings and Repairs	
650	Supplies – Technology Related Purchase Software for ILP Method	1,500
734	Technology Related Hardware 30 DELL Latitude 3340 @ \$425 each = \$12,750 Charging Cart - \$2,000	14,750
735	Technology Software	

Kentucky Department of Education
 District Application for School Improvement Funds
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MUNIS Code	Description of Activity	Amount Requested
738	No longer in use	
810	Dues and Fees	
892	Parent Involvement Meeting	
894	Field Trips	
Total Amount Requested		\$ 103,879

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

(Section 1003g)

Year 3 Budget

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

School Lincoln County High School **District** Lincoln County School District

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services Full-time Data Analyst	55,700
111	Extended Days Data Analyst 15 Days	4,515
112	Extra Duty	
113	Other Certified Stipend for PD (PLCs, workshops, cadres etc.)	1,500
120	Certified Substitute Release time for teachers to work on curriculum, assessment and instruction initiatives	2,000
130	Classified Salaries	
140	Overtime	
160	Licensed (For Example: Nurse, PT)	
213	Liability Insurance	
214	Dental Insurance	
219	Other Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	808
231	Kentucky Teachers Retirement Systems (KTRS)	9,847
232	County Employees Retirement Systems (CERS)	
233	Other Employer Match	
240	Tuition Reimbursement	
251	State Unemployment	
253	KSBA Unemployment	130

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 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
260	Workmen's Compensation	616
291	Sick Leave Pay	
293	Meal Reimbursement-for travel	
294	Federally Funded Health Care Benefits	7,432
295	Federally Funded Life Insurance Benefits	60
296	Federally Funded State Administration Fee	77
297	Federally Funded Flexible Spending Benefits	
299	Other Employer Paid Benefits	
322	Educational Consultant	
335	Professional Consultant	
338	Registration Fees	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repairs & Maintenance	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation Purchased from Another KY School District (for students)	
513	Bus Token/Public Conveyance (for students)	
514	Contracted Bus Services (Not purchased from a school district)	
519	Other Students Transportation from Other Sources	
521	Pupil Transportation Insurance	
531	Postage and Box Rent	
541	Radio and Television Advertising	
542	Newspaper Advertising	

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 District Application for School Improvement Funds
Transformation Model

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MUNIS Code	Description of Activity	Amount Requested
552	Posters	
553	Publications	
580	Travel	
581	Travel In-District	
582	Travel Out-of-District	
584	Travel Out-of-State	
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
616	Food-Non Instructional-snacks for teachers/students	
626	Gasoline-Data Required for Federal Reporting	
627	Diesel Fuel – Data Required for Federal Reporting	
629	Alternative Fuels	
641	Library Books	
642	Periodical and Newspapers	
643	Supplemental Books, Study Guides and Curriculum to support Red Zone Tier 2 intervention activities	\$4,944
645	Audiovisual Materials	
646	Tests	
647	Reference Materials	
649	Bindings and Repairs	
650	Supplies – Technology Related Purchase Software for ILP Method	1,500
734	Technology Related Hardware 30 DELL Latitude 3340 @ \$425 each = \$12,750	14,750

Kentucky Department of Education
 District Application for School Improvement Funds
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MUNIS Code	Description of Activity	Amount Requested
	Charging Cart - \$2,000	
735	Technology Software	
738	No longer in use	
810	Dues and Fees	
892	Parent Involvement Meeting	
894	Field Trips	

Total Amount Requested	\$ 103,879
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----- End of School Application -----