

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

(Section 1003g)

District Verification

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

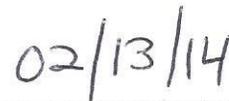
Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

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



Superintendent Signature

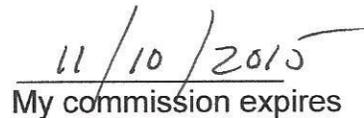


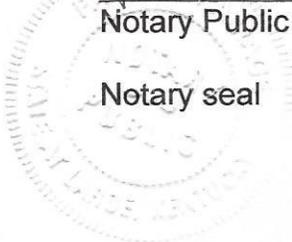
Date



Notary Public

Notary seal


My commission expires



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District Actions

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

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

The Livingston County School District has experience sustaining and supporting grant funded programs. Currently, the district operates four 21st Century Community Learning Centers (21st CCLC), Family Resource and Youth Services Centers (FRYSC), Read to Achieve grant, Mathematics Achievement grant, Vocational Education and Perkins funds, and Race to the Top funds.

The building principal will collaborate with the 21st CCLC program and FRYSC to further develop services specific to the high school and the identified needs. These efforts will assist in providing additional support programs and alleviate the possibility of duplication of services. In addition, the principal will meet regularly with the superintendent and other district administrators to review progress and plan for additional support strategies.

ESS funds are utilized during the regular school day through a waiver and focuses on Response to Intervention (Rtl) Behavior efforts.

The district will support the efforts of Livingston Central High School (LCHS) to provide resources that will fully and effectively implement the required activities described in this application. Each district-level administrator will offer his/her expertise to assist in addressing identified needs and SMART goals as outlined in this SIG application.

- The Superintendent will lead recruitment and retention efforts to assure next generation professionals are employed at LCHS.
- The Instructional Supervisor (IS) will focus on assessment data and coordinate professional learning activities for staff, assigning professional development funds to SIG related activities. She will assist with determining the success of literacy and math SMART goals identified in the SIG application utilizing Measures of Academic Progress (MAP) testing data as a resource. The IS will serve as the district contact for school-wide improvement/innovation efforts. She will oversee evaluation policies/procedures and provide training for LCHS administrators in proper evaluation.
- The Rtl Coordinator will oversee the implementation of the district's plan to: a) utilize a universal screener to identify students in need of intervention services; b) progress monitor students; c) provide tiered service delivery; d) use data to support decision making; e) involve parents; f) determine fidelity of implementation; and g) provide professional learning opportunities. Assessments include MAP, EPAS, EOC, K-PREP, and school-level formative/summative

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assessments. As a resource, the high school utilizes **Assessment and LEarning in Knowledge Spaces (ALEKS)**, a web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics he/she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. LCHS also uses Reading Plus, a web-based program that is also common core aligned and designed to transform how, what, and why students read while broadening interests and building knowledge.

- The DPP will also continue efforts to increase attendance and graduation rates.
- The District Finance Officer will review federal and state funding allocations to focus support strategies at LCHS and allow for fiscal sustainability of SIG initiatives.
- The Director of Special Education (DoSE) will provide professional learning opportunities to address identified gaps, be utilized as a resource in scheduling, collaborate with WKSEC to provide co-teaching instructional support for teachers, support Academic and Behavior Response to Intervention (ABRI), support Positive Behavioral Interventions and Support (PBIS) and any additional training regarding instructional strategies for students identified for Special Education.
- The IT staff can provide assistance regarding technical support and recommendations.

Other Resources:

- FRYSC will facilitate services to families and the community, expand existing programs that address barriers to a student's education, and collaborate to provide additional programming.
- The 21st CCLC program will offer services during the school year on Monday through Thursday from 3:00 PM until 6:00 PM. A focus will be given to students: 1) identified as free/reduced lunch status; 2) at-risk of failure; and/or 3) identified as not performing at grade-level. Services will include tutoring, homework help, academic skill enhancement, and enrichment activities. This program will proactively link with the regular school-day to offer after-school services designed to assist students identified at-risk of failure and negate the need for credit recovery programs typically hosted during the summer. Summer activities promoting career/college readiness and service learning will be offered in accordance to grant guidelines for at least 20 days for no less than 6 hours daily.

The district will develop new partnerships and expand existing relationships in an effort to make LCHS a successful school. These partnerships are a vital link to the success of the high school and will assist in identifying gaps and needs. Also, these partnerships will directly involve community members with the decision making process

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and be a vital force in educational decisions at LCHS. Services will be designed and implemented with a focus on the SMART goals identified in this application.

An example of existing community involvement/partnerships includes, but is not limited to, local scholarships offered to our students:

- American Legion Auxiliary Scholarships
- Delmer Mitchell Memorial Scholarship
- American Legion Post 217 Scholarships
- BB&T Scholarship
- Grand Rivers Chamber of Commerce Scholarship
- Lake Realty Scholarship
- Leva Collins Memorial Scholarship
- Livingston County Conservation Scholarships (4)
- Robert and Margaret Shelby Scholarship
- Roger Lynch Memorial Scholarship
- Livingston County Hospital Auxiliary
- Marie Moodie Memorial Incentive Awards
- J .Preston Dabney Scholarship
- George and Opal Pullen Memorial Scholarship
- Lillian Boswell Scholarship
- Dallas & Emma Maxfield Scholarship
- Julia Thompson McIntyre Scholarship
- G A Carroll Scholarship
- Cody Cooper Scholarship
- Stephanie Peek Kirk Scholarship
- Keira Holt Scholarship
- J.C. Joiner Scholarship
- Hazel Demery Scholarship

Other community partners donate funds to LCHS to support various programs:

Vulcan Materials
Warren Paving
Lafarge
Farmers Bank
C-Plant Credit Union
Woodmen of the World
Masonic Lodge
National Wild Turkey Federation
Ducks Unlimited
Livingston County Historical Society
Relay for Life

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In collaboration with the Public Relations Director, the principal will develop open, two-way communication and networking with major stakeholders within the community. Additionally, the Leadership Team will generate feedback from groups involved in the development of policies and programs utilizing ad hoc committees, teachers' meetings, SBDM meetings, parent/teacher conferences, and Livingston County Board of Education meetings. Bi-annually, events will be planned and open to the public to showcase SIG initiatives.

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

LCHS is the only school in the district identified as a Priority School.

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 Livingston County School District is choosing not to use SIG funds for district level services.

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.)

District funds have been allocated to pay for:

- 9.8 extra certified employee positions (above the allocation formula) including an alternative classroom educator;
- Measures of Academic Progress (MAP) program in grades K-12 and APEX Learning (digital curriculum);
- Open Campus, a drop-out prevention program; and
- District CIITS Coach.

The district will coordinate additional district, state and federal funding to support the implementation of the transformational model and improve student achievement:

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- Title VI funds will assist to support efforts at LCHS for payment of substitute teachers, registration fees for professional learning opportunities, etc.
- Youth Services Center funding will expand initiatives that support next generation learners (parent programs, community service projects, mentoring programs, transition activities, etc.).
- 21st CCLC funds, in accordance to grant guidelines, will collaborate with LCHS to provide afterschool services during the regular school year and summer activities.
- Professional Development funds will allow for the continued training in research-based strategies.

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

The district not only supports the school financially and with staff assignments aligned to school needs, but the district also has committed personnel to assist with observational walkthroughs and data gathering on teacher/student behaviors. The district has committed resources to disaggregate results of the TELL survey and train administrators to utilize data to influence decision making. District personnel assisted with vertical and horizontal alignment to core standards in ELA and mathematics across all grade levels. Staff worked on pacing guides, curriculum maps, and units of study and will continue these efforts, adding other core content courses as they become available. Science educators worked on newly released National Science Standards this year including ELA and math standards. Social Studies teachers are in the beginning process of deconstructing the Social Studies standards. Training opportunities regarding core standards were provided during the summer and embedded during the regular school year.

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

Transformation Model - Permissible Activities

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

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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Year 1 Budget

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

District Livingston County

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	\$0.00
111	Extended Days	\$0.00
112	Extra Duty	\$0.00
113	Other Certified	\$0.00
120	Certified Substitute	\$0.00
130	Classified Salaries	\$0.00
140	Overtime	\$0.00
160	Licensed	\$0.00
213	Liability Insurance	\$0.00
214	Dental Insurance	\$0.00
219	Other Group Insurance	\$0.00
221	Employer FICA Contribution	\$0.00
222	Employer Medicare Contribution	\$0.00
231	KTRS	\$0.00
232	CERS	\$0.00
233	Other Employee Retirement	\$0.00
240	Tuition Reimbursement	\$0.00
251	State Unemployment Insurance	\$0.00
253	KSBA Unemployment Insurance	\$0.00
260	Worker's Compensation Insurance	\$0.00
291	Sick Leave Payments	\$0.00
293	Meal Reimbursements Taxable Portion	\$0.00
294	Federally Funded Health Care Benefits	\$0.00

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MUNIS Code	Description of Activity	Amount Requested
295	Federally Funded Life Insurance Benefits	\$0.00
296	Federally Funded State Administration Fee	\$0.00
297	Federally Funded Flexible Spending Benefits	\$0.00
299	Other Employee Benefits	\$0.00
322	Education Consultant	\$0.00
335	Professional Consultant	\$0.00
338	Registration Fees	\$0.00
432	Technology Related Repairs & Maintenance	\$0.00
433	Equipment/Machinery/Furniture Repair	\$0.00
441	Land or Building Rental	\$0.00
443	Rentals of Computers & Related Equipment	\$0.00
444	Copier Rental	\$0.00
511	Transportation – Another School District	\$0.00
513	Bus Tokens - Public	\$0.00
514	Contracted Bus Services	\$0.00
519	Student Transportation Purch. Other Services	\$0.00
521	Pupil Transportation Insurance	\$0.00
531	Postage	\$0.00
541	Radio and Television Advertising	\$0.00
542	Newspaper Advertising	\$0.00
552	Posters	\$0.00
553	Publications	\$0.00
580	Travel	\$0.00
581	Travel – In District	\$0.00
582	Travel – Out-of-District	\$0.00
584	Travel – Out-of-State	\$0.00

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MUNIS Code	Description of Activity	Amount Requested
585	Travel - Meals	\$0.00
586	Travel - Hotels	\$0.00
589	Travel - Other	\$0.00
616	Food Non Instructional Non Food Service	\$0.00
626	Gasoline	\$0.00
627	Diesel Fuel	\$0.00
629	Alternative Fuels	\$0.00
641	Library Books	\$0.00
642	Periodicals and Newspapers	\$0.00
643	Supplemental Books, Study Guides and Curr.	\$0.00
645	Audio Visual Materials	\$0.00
646	Tests	\$0.00
647	Reference Materials	\$0.00
649	Binding and Repairs	\$0.00
650	Supplies – Technology Related	\$0.00
734	Technology Related - Hardware	\$0.00
735	Technology Software	\$0.00
738	Instructional Equipment	\$0.00
810	Dues & Fees	\$0.00
892	Parent Involvement Meetings	\$0.00
894	Field Trips - Instructional	\$0.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00

Total Amount Requested	\$ 0.00
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Year 2 Budget

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

District Livingston County

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	\$0.00
111	Extended Days	\$0.00
112	Extra Duty	\$0.00
113	Other Certified	\$0.00
120	Certified Substitute	\$0.00
130	Classified Salaries	\$0.00
140	Overtime	\$0.00
160	Licensed	\$0.00
213	Liability Insurance	\$0.00
214	Dental Insurance	\$0.00
219	Other Group Insurance	\$0.00
221	Employer FICA Contribution	\$0.00
222	Employer Medicare Contribution	\$0.00
231	KTRS	\$0.00
232	CERS	\$0.00
233	Other Employee Retirement	\$0.00
240	Tuition Reimbursement	\$0.00
251	State Unemployment Insurance	\$0.00
253	KSBA Unemployment Insurance	\$0.00
260	Worker's Compensation Insurance	\$0.00
291	Sick Leave Payments	\$0.00
293	Meal Reimbursements Taxable Portion	\$0.00
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MUNIS Code	Description of Activity	Amount Requested
295	Federally Funded Life Insurance Benefits	\$0.00
296	Federally Funded State Administration Fee	\$0.00
297	Federally Funded Flexible Spending Benefits	\$0.00
299	Other Employee Benefits	\$0.00
322	Education Consultant	\$0.00
335	Professional Consultant	\$0.00
338	Registration Fees	\$0.00
432	Technology Related Repairs & Maintenance	\$0.00
433	Equipment/Machinery/Furniture Repair	\$0.00
441	Land or Building Rental	\$0.00
443	Rentals of Computers & Related Equipment	\$0.00
444	Copier Rental	\$0.00
511	Transportation – Another School District	\$0.00
513	Bus Tokens - Public	\$0.00
514	Contracted Bus Services	\$0.00
519	Student Transportation Purch. Other Services	\$0.00
521	Pupil Transportation Insurance	\$0.00
531	Postage	\$0.00
541	Radio and Television Advertising	\$0.00
542	Newspaper Advertising	\$0.00
552	Posters	\$0.00
553	Publications	\$0.00
580	Travel	\$0.00
581	Travel – In District	\$0.00
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627	Diesel Fuel	\$0.00
629	Alternative Fuels	\$0.00
641	Library Books	\$0.00
642	Periodicals and Newspapers	\$0.00
643	Supplemental Books, Study Guides and Curr.	\$0.00
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646	Tests	\$0.00
647	Reference Materials	\$0.00
649	Binding and Repairs	\$0.00
650	Supplies – Technology Related	\$0.00
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Total Amount Requested	\$ 0.00
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Year 3 Budget

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

District Livingston County

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111	Extended Days	\$0.00
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Total Amount Requested	\$	\$0.00
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District Livingston County **School** Livingston Central High School

School Application

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

Commitment To Serve

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

According to the 2012-2013 School Report Card, Livingston Central High School (LCHS) is identified as a priority school with a classification of Proficient/Progressing. This school met its current Annual Measurable Objective (AMO), participation rate for all students and each subgroup, and met its graduation rate goal. Although LCHS met its AMO, all reportable subgroups are still performing lower than the state (see Figure 1: Accountability-Achievement).

Accountability - Achievement Proficient/Distinguished Percentages				
Group	Reading	State	Mathematics	State
All Students	37.6	55.8	23.9	36.0
Male	36.6	50.0	22.6	36.2
Female	38.6	61.8	25.0	35.8
White (Non-Hispanic)	36.9	59.1	25.8	38.0
Free/Reduced-Price Meals	28.9	43.0	22.9	26.2
Gap Group (non-duplicated)	26.8	42.7	22.5	26.3

Figure 1: Accountability-Achievement

The 2012-2013 School Report Card indicates the following regarding accountability in achievement:

- 62.4% of all students scored below proficient in reading.
- 76.1% of all students scored below proficient in math.
- 63.4% of males scored below proficient in reading.
- 77.4% of males scored below proficient in math.
- 61.4% of females scored below proficient in reading.
- 75% of females scored below proficient in math.
- 63.1% of white (Non-Hispanic) students scored below proficient in reading.
- 74.2% of white (Non-Hispanic) students scored below proficient in math.
- 71.1% of free/reduced-price eligible students scored below proficient in reading.
- 77.1% of free/reduced-price eligible students scored below proficient in math.
- 73.2% of gap group (non-duplicated) scored below proficient in reading.
- 77.5% of gap group (non-duplicated) scored below proficient in math.

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The English II End-of-Course percentages (see Figure 2: English II End-of-Course) indicate that LCHS students in all reportable subgroups are performing below the state.

English II End-of-Course Proficient/Distinguished Percentages		
Group	LCHS	State
All Students	39.1	55.8
Male	38.1	50
Female	40	61.8
White (Non-Hispanic)	38.4	59.1
Free/Reduced-Price Meals	32.5	43
Gap Group (non-duplicated)	30.2	42.7

Figure 2: English II End-of-Course

The following percentages signify the percentage of students in these subgroups **not performing at proficient levels**:

- 60.9% of all students;
- 61.9% of males;
- 60% of females;
- 61.6% of white (Non-Hispanics);
- 67.5% of free/reduced lunch eligible students; and
- 69.8% of students in the gap group (non-duplicated).

The Algebra II End-of-Course percentages (see Figure 3: Algebra II End-of-Course) indicate that LCHS students in all reportable subgroups are performing below the state.

Algebra II End-of-Course Proficient/Distinguished Percentages		
Group	LCHS	State
All Students	21.3	36.0
Male	18.4	36.2
Female	23.8	35.8
White (Non-Hispanic)	22.7	38.0
Free/Reduced-Price Meals	21.1	26.2
Disability – With IEP (Total)	10.0	15.6
Gap Group (non-duplicated)	20.5	26.3

Figure 3: Algebra II End-of-Course

The following percentages signify the percentage of students in these subgroups **not performing at proficient levels**:

- 78.7% of all students;
- 81.6% of males;
- 76.2% of females;
- 77.3% of white (Non-Hispanics);
- 78.9% of free/reduced lunch eligible students;

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- 90% of students identified with disability (IEP); and
- 79.8% of students in the gap group (non-duplicated).

The 2012-2013 School Report Card also indicated that LCHS did not meet yearly delivery targets (all students, male, female, white, and free/reduced priced meals) in reading (see Figure 4: Deliver Targets in Reading).

Delivery Targets: Proficiency/Closing the Achievement Gap							
Reading – Percent Proficient/Distinguished							
Group	Target Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	Delivery Target		61.6	65.8	70.1	74.4	78.7
	Actual Score	57.3	36.6				
	Met Target		No				
Male	Delivery Target		44.0	50.2	56.5	62.7	68.9
	Actual Score	37.8	36.6				
	Met Target		No				
Female	Delivery Target		76.0	78.6	81.3	84.0	86.7
	Actual Score	73.3	38.6				
	Met Target		No				
White (Non-Hispanic)	Delivery Target		62.1	66.3	70.5	74.7	79.0
	Actual Score	57.9	36.9				
	Met Target		No				
Free/Reduced-Price Meals	Delivery Target		49.5	55.1	60.7	66.3	72.0
	Actual Score	43.9	28.9				
	Met Target		No				
Gap Group (non-duplicated)	Delivery Target		50.2	55.8	61.3	66.8	72.4
	Actual Score	44.7	26.8				
	Met Target		No				

Figure 4: Delivery Targets in Reading

As indicated in the chart above, reading scores actually **decreased** in all reportable subgroups as compared to previous year (see Figure 5).

Delivery Targets: Proficiency/Closing the Achievement Gap			
Reading – Percent Not Scoring Proficient/Distinguished			
Groups	2011-12 Actual Score	2012-13 Actual Score	Observation
All Students	57.3	37.6	-19.7
Males	37.8	36.6	-1.2
Females	73.3	38.6	-34.7
White (Non-Hispanic)	57.9	36.9	-21
Free/Reduced-priced Lunch	43.9	28.9	-15
Gap Group (non-duplicated)	44.7	26.8	-17.9

Figure 5: Delivery Targets in Reading (Not Scoring Proficient/Distinguished)

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Math scores **decreased** in 4 out of 6 reportable subgroups (all students, male, female, and white) (see Figure 6: Deliver Targets – Proficient in Math).

Delivery Targets Proficiency/Closing the Achievement Gap Math – Percent Proficient/Distinguished							
Group	Target Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	Delivery Target		27.0	35.1	43.2	51.3	59.5
	Actual Score	18.9	23.9				
	Met Target		No				
Male	Delivery Target		24.3	32.7	41.1	49.5	58.0
	Actual Score	15.9	22.6				
	Met Target		No				
Female	Delivery Target		28.9	36.8	44.7	52.6	60.5
	Actual Score	21.0	25.0				
	Met Target		No				
White (Non-Hispanic)	Delivery Target		26.9	35.0	43.2	51.3	59.4
	Actual Score	18.8	25.8				
	Met Target		No				
Free/Reduced-Price Meals	Delivery Target		19.2	20.0	37.1	46.1	55.1
	Actual Score	10.2	22.9				
	Met Target		Yes				
Gap Group (non-duplicated)	Delivery Target		18.6	27.7	36.7	45.8	54.8
	Actual Score	9.6	22.5				
	Met Target		Yes				

Figure 6: Delivery Targets - Proficient/Distinguished in Math

Males, White (Non-Hispanic), and Gap Group (non-duplicated) scored at or below the state average in math. Our female students outscored our male students in math. Our current percent College Ready is 40.9. This is below our delivery target of 53.2 (see Figure 7: ACT Grade 11 Benchmarks).

ACT Grade 11 Benchmarks Percentage of Students Meeting CPE's College Readiness (20 on Reading and 19 on Mathematics)				
	Reading	State	Mathematics	State
All Students	52.9	44.2	39.7	39.6
Male	46.7	41.1	26.7	39.7
Female	57.9	47.5	50.0	39.5
White (Non-Hispanic)	53.1	47.5	40.6	42.5
Free/Reduced-Price Meals	46.9	31.6	28.1	25.7
Gap Group (non-duplicated)	45.7	31.5	25.7	25.7

Figure 7: ACT Grade 11 Benchmarks

Teachers and administrators analyze trend data as one piece of data to assist in student placement in Math and English classes. The percentage of students meeting benchmark in math indicates a distressing pattern that needs to be addressed by implementing a vertically aligned curriculum and by implementing improved instructional strategies (see Figures 8-13).

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Assessment - PLAN				
PLAN Grade 10 Average Score				
	Reading	State	Mathematics	State
All Students	16.1	16.8	15.9	17.1
Male	15.4	16.4	15.2	17.0
Female	16.8	17.2	16.6	17.2
White (Non-Hispanic)	16.1	17.2	15.8	17.4
Free/Reduced-Price Meals	15.7	15.6	14.9	15.7
Gap Group (non-duplicated)	15.6	15.6	14.8	15.7

Figure 8: Assessment – PLAN Grade 10

PLAN Grade 10 Benchmarks				
Percentage of Students Meeting ACT's Benchmark on PLAN				
(17 on Reading and 19 on Mathematics)				
	Reading	State	Mathematics	State
All Students	37.5	43.2	14.8	25.8
Male	37.1	39.2	8.9	26.1
Female	44.2	47.6	20.9	25.4
White (Non-Hispanic)	36.8	47.0	14.9	28.3
Free/Reduced-Price Meals	32.5	31.6	12.5	15.1
Gap Group (non-duplicated)	32.6	31.3	11.6	15.1

Figure 9: PLAN Grade 10 Benchmarks

PLAN Test Trend Data						
Year	# of Students	English Average	Math Average	Reading Average	Science Average	Composite Average
2010-11	117	15.6	16.1	16.2	17.2	16.4
2011-12	86	15.7	16.4	16.6	17.7	16.7
2012-13	88	15.5	15.8	16.1	16.7	16.1
2013-14	81	16.6	16.8	16.6	17.8	17.1

Figure 10: PLAN Test Trend Data

Plan Test Benchmarks					
Year	Number of Students	% Meeting Benchmark English	% Meeting Benchmark Math	% Meeting Benchmark Reading	% Meeting Benchmark Science
2010-11	117	59.0%	17.9%	43.6%	11.1%
2011-12	86	62.8%	18.6%	47.7%	16.3%
2012-13	88	60.2%	14.8%	37.5%	12.5%
2013-14	81	70.3%	25.9%	38.3%	23.4%

Figure 11: PLAN Test Benchmarks

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Explore Test Results						
Year	# of Students	English Average Score	Math Average Score	Reading Average Score	Science Average Score	Composite Average Score
2006-07	95	14.6	13.4	14.3	15.7	14.7
2007-08	104	12.8	14.3	13.3	14.9	14.0
2008-09	118	13.3	14.4	13.5	15.8	14.4
2009-10	89	14.1	15.1	14.4	15.7	14.9
2010-11	99	12.6	13.3	12.6	14.5	13.4
2011-12	92	13.6	14.6	13.8	15.6	14.5
2012-13	79	14.5	15.4	14.4	16.0	15.2
2013-14	93	14.4	15.05	14.2	16.04	15.0

Figure 12: Explore Test Results

Explore Test Results					
Year	# of Students	% Meeting Benchmark English	% Meeting Benchmark Math	% Meeting Benchmark Reading	% Meeting Benchmark Science
2006-07	95	60.0%	25.3%	42.1%	12.6%
2007-08	104	45.2%	20.2%	27.9%	3.8%
2008-09	118	53.4%	24.6%	32.2%	6.8%
2009-10	89	60.7%	42.7%	44.9%	11.2%
2010-11	99	43.4%	16.2%	22.2%	5.1%
2011-12	92	48.9%	27.2%	40.2%	10.9%
2012-13	79	65.8%	27.8%	41.8%	12.7%
2013-14	93	65.59%	24.73%	32.25%	30.10%

Figure 13: Explore Test Results

As evidenced by Figure 14, the percentage of graduates who were College and/or Career Ready (51.1) was below the state average (54.1). The Accountability Points (60.6) with bonus was below the state average (60.8).

Twenty-three percent of our students met the academic portion of Career Ready. Twenty-six percent of our students met the technical portion of Career Ready. However there is not an intentional plan to use data to weave the academic portion with the technical portion; therefore, only 14% of these students earned Career Ready status. The course offerings in our current master schedule neither maximize Career Pathway options for students nor give them scheduled time to refine KOSSA skills. Formative data is not consistently measured or analyzed to maximize student readiness to achieve benchmarks via COMPASS, KYOTE or Workkeys to address the academic component of College and Career Readiness.

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High School College/Career Ready											
		College Ready	Career Ready			College and/or Career Ready					
Number of Graduates - Students with High School Diploma or Certificate of Attainment		Number College Ready ¹	Number Career Ready Academic ²	Number Career Ready Technical ²	Number Career Ready Total ²	Non-Duplicated Total ³	Percentage of graduates (high school diploma or certificate of attainment) College and/or Career Ready		Accountability Points with Bonus ⁴		
School		School	School	School	School	School	School	State	School	State	
	94	43	22	25	13	48	51.1	54.1	60.6	60.8	

Figure 14: High School College/Career Ready

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

The Livingston County (LC) School District is located in rural Western Kentucky and currently serves 1,195 students at two elementary schools, one middle school, and one high school. The school district covers the entire area of Livingston County, where 9,423 people live on mostly farms and in small rural communities. A median household income of \$40,248 for Livingston County is below the state’s median household income (\$42,248) and the median income for the U.S. (\$51,413) (Source: U.S. Census Bureau: County QuickFacts). Low income levels contribute to the fact that **60%** of students district-wide are eligible to receive **free or reduced** priced breakfasts and lunches (Source: FY2013 Qualifying Data).

The U.S. Census data reveals that among the population 25 years and older, 19.3% of residents do not have a high school diploma. Only 9.4% have a bachelor’s degree.

Student enrollment at LCHS is approximately 342. Forty-seven percent of students are eligible for free/reduced lunch (Source: FY2013 Qualifying Data) and 11.1% are eligible for special education (Source: School Report Card). Students at LCHS are 95% white and 5% African American, Hispanic, American Indian, and Asian. The attendance rate for LCHS is 93.2% and is the lowest in the district. Behavior reports indicate that 62.4% of severe behavior incidents (harassment, drugs, etc.) are among the male population. Approximately 39% of behavior resolutions resulted in out-of-school suspension and 61% resulted in In-School Removal. Sixty-eight percent of behavior resolutions were among the 9th and 10th grade. Seventy percent were among the free/reduced-price eligible students.

Academic and Behavior Response to Intervention (ABRI), a Kentucky Department of Education Project, is focused on developing training and technical assistance in the basics of effective instruction and classroom management that formulate the universal level of PBIS and RTI in the school and classroom. ABRI is structured to provide state-

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wide access to support with the emphasis on creating an infrastructure toward sustainability and capacity building within schools and educational cooperatives. The goal is both to increase capacity in Kentucky and to evaluate academic and social outcomes for students across the state.

The retention rate for LCHS is 4.2%. The dropout rate is 1.0%. The graduation rate is 99.1%. These percentages are largely due to Open Campus, an alternative education and dropout prevention program, targeting at-risk Livingston County youth who desire to obtain a high school diploma through an another route. Originally funded by the West Kentucky Workforce Investment Board allocating money from the federal Title I Workforce Investment Act Youth Program, Open Campus was partially funded for 6 years beginning in 2004. At the end of funding, the Livingston County Board of Education chose to continue funding the program citing past success and benefits (see Figure 15: Open Campus Graduation Numbers & Percentages). This program is a technology-based, small group education process that gives every student an opportunity to succeed. Open Campus uses the APEX self-paced computer learning program, as well as materials published by Jefferson County Public Schools. Both are aligned with Kentucky Core Academic Standards. APEX, the computer-based program, requires students to pass levels of mastery before advancing. Students are the true success of Open Campus. Over 100 students have graduated from Open Campus since the program’s inception in 2004. When Open Campus was first conceived, the dropout rate was above 4%, or about 16 students per year. In 2009-2010, the drop-out rate was less than 0.5% or down to 2 dropouts. Annually, the number of graduates has been approximately 18-19% of that year’s graduating class (see Fig. 15). A successful transition to adult life includes college, vocational technical school, military or direct employment. Several Open Campus graduates are currently serving in the US military. Others are enrolled in college or have completed college training thus preparing them for the workforce. Eighty-seven percent of Open Campus graduates have a successful transition to adult life.

Open Campus Graduation Numbers & Percentages					
School Year	Graduates	Percentage of Graduating Class	School Year	Graduates	Percentage of Graduating Class
2004-2005	17	21%	2007-2008	17	19%
2005-2006	21	23%	2008-2009	16	18%
2006-2007	16	17%	2009-2010	19	18%

Figure 15: Open Campus Graduation Numbers & Percentages

How do non-cognitive factors affect student achievement? According to Camille A. Farrington (*Teaching Adolescents to Become Learners, 2012*), being college ready means more than just academic skills. Five general categories of non-cognitive factors shown to be related to academic performance include: academic behaviors, academic perseverance, social skills, learning strategies, and academic mindsets.

- Academic behaviors are behaviors associated with being a ‘good student’ (i.e., attending class, participating in class discussions, and finishing assignments).

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- Academic perseverance (grit, tenacity, and self-control) addresses the student's ability to stay focused and engaged.
- Social skills include the ability to cooperate, to be responsible, and to be empathetic. These skills or behaviors improve social interactions (peer-to-peer, student-to-teacher, etc.).
- Learning strategies support thinking, remembering, or learning (i.e., mnemonic devices, meta-cognitive strategies, etc.).
- Academic mindsets involve beliefs, attitudes, or perceptions regarding learning. When students feel a sense of belonging, believe that effort will increase ability and competence, believe that success is possible and within their control, and see work as interesting or relevant, they are more likely to persist and exhibit academic behaviors that lead to success. On the other hand, when students feel as though they do not belong, are not smart enough, will not be able to succeed, or cannot find relevance in their work, they are more likely to give up and withdraw from academic efforts and demonstrate poor academic behaviors.

Farrington's research aligns directly with Gallop Student Poll measurements on non-cognitive factors and the relation to academic performance. The Gallup Student Poll is defined as a measure of non-cognitive metrics that predicts students' success in academic and other youth development settings. The Gallop Student Poll focuses on three main components: hope, engagement, and well-being of students.

Evidence from Gallop Poll indicators:

Evidence from data showed the lowest component for Livingston Central High School was engagement. Engagement focuses on the involvement in and enthusiasm for school. Only 34% of students at Livingston Central High School are engaged according to the Gallup Poll.

"My school is committed to building the strengths of each student." The mean for this statement was 3.35 on a five point scale.

"In the last seven days, I have received recognition or praise for doing good school work." The mean for this statement was 3.21 on a five point scale.

"My teachers make me feel my school work in important." The mean for this statement was 3.50 on a five point scale.

Hope focuses on how the ideas and energy we have for the future drives our effort and academic achievement. Only 46% of students at Livingston Central High School exhibited hope according to the Gallop Poll.

"I can think of many ways to get good grades." The mean for this statement was 4.22 on a five point scale.

"I energetically pursue my goals." The mean for this statement was 4.02 on a five point scale.

"I know I will find a good job after I graduate." The mean for this statement was 4.16 on a five point scale.

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Well-being reflects how well students are doing today and predicts their future success. 61% of students at Livingston Central High School are thriving based on Gallop Poll results.

“Were you treated with respect all day yesterday?” Ratings indicate only 53% replied yes to this question.

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.

Academic data reflects that our instruction is not rigorous and congruent to standards. The basis for low student achievement and performance gaps in literacy and math primarily rest on ineffective instruction. Data confirms teachers do not consistently plan and utilize best instructional practices to ensure academic achievement of learning expectations by engaging all students. Data indicates instructional strategies are not personalized to address individual learning needs and do not require students to regularly: 1) apply their knowledge, 2) integrate content with disciplines, and 3) use technology. LCHS has not developed a systematic, collaborative process for analyzing data from multiple assessments as well as professional practice to improve and enhance student learning/achievement.

Evidence also indicates (See Figure 16: Observations from Leadership Team):

- Lesson plans and classroom observation data reveals few teachers intentionally address differentiation of instruction to meet individualized learning needs.
- Lesson plans reflect formative assessments are a part of daily instruction; however, classroom observations indicate formative assessments are seldom a part of the instructional process in most classrooms.
- Lesson plans show evidence of best instructional practices such as collaboration, think/pair/share, Learning 360 strategies, reading strategies, and technology; however, classroom observations show limited student engagement and active learning.
- Displayed student work samples reveal inadequate high levels of learning.
- PLC Agendas reference the use of instructional best practices; however, the use of these practices is not evident in several classrooms and does not reveal that the trainings have transferred into increased teacher pedagogy therefore resulting in increased student achievement.
- Classroom observation data does not suggest that improvement planning initiatives have resulted in the creation of highly effective learning environments and that students are engaged in rigorous coursework, discussions, and/or tasks. Classroom observations reveal many classrooms fail to implement the expectations of implied best instructional practices.
- Classroom observations take place on a regular basis; however, this practice has not resulted in teacher’s consistently engaging all students with the use of rigorous and effective instructional practices.

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Observations from Leadership Team		
	Observed	Not Observed
Lesson Plans	11/13 = 85%	2/13 = 15%
Learning Targets	12/13 = 92%	1/13 = 8%
Effective Questioning	7/13 = 54%	6/13 = 46%
Descriptive Feedback	6/13 = 46%	7/13 = 54%
Differentiated Instruction	3/13 = 23%	10/13 = 77%

Figure 16: Observations from Leadership Team

After conducting 13 walkthroughs to determine classroom culture/importance of the content, it was deduced that:

- 0 were found ineffective;
- 46% were found to be developing;
- 54% were found to be accomplished; and
- 0 were exemplary.

According to the Tell Survey (See Figures 17 & 18 on pgs. 27-30) results, a majority of the staff indicates they are utilizing best instructional practices on a daily basis and adjusting their instructional practices based on assessment data and individualized needs; however lesson plans, classroom observations, and academic performance data does not support this reflection. Almost half of the Student and Parent surveys reflect that individual student needs are not being met, multiple instructional strategies are not being utilized and instruction is not of a rigorous level.

Tell Survey Data (continued on pgs. 27-30):

Group	Item Number	Item	Strongly Agree + Agree
Staff	16	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	81.48
Staff	17	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	77.78
Staff	18	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	77.78

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Group	Item Number	Item	Strongly Agree + Agree
Staff	19	All teachers in our school use a variety of technologies as instructional resources.	74.07
Staff	20	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	85.18
Staff	21	All teachers in our school provide students with specific and timely feedback about their learning.	74.08
Staff	22	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	85.19
Staff	25	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	77.78
Staff	26	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	88.89
Student	16	All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.	41.63
Student	10	My school provides me with challenging curriculum and learning experiences.	48.41
Student	12	My school motivates me to learn new things.	38.01
Student	17	All of my teachers change their teaching to meet my learning needs.	21.72
Student	18	All of my teachers explain their expectations for learning and behavior so I can be successful.	50.23
Student	19	All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.	56.11
Parent	10	All of my child's teachers provide an equitable curriculum that meets his/her learning needs.	51.56

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Group	Item Number	Item	Strongly Agree + Agree
Parent	12	All of my child's teachers use a variety of teaching strategies and learning activities.	53.12
Parent	13	All of my child's teachers meet his/her learning needs by individualizing instruction.	40.63
Parent	18	My child sees a relationship between what is being taught and his/her everyday life.	42.80
Parent	19	My child knows the expectations for learning in all classes.	78.12
Parent	21	My child is given multiple assessments to measure his/her understanding of what was taught.	57.81
Parent	22	My child has up-to-date computers and other technology to learn.	64.06

Figure 17: Tell Data

According to the Partnership for 21st Century Skills study, *Results that Matter: 21st Century Skills and High School Reform*, fundamental concepts for preparing students to successfully transition from high school to college/career readiness include:

- Rigor must not only address mastery of core content areas, but today's graduates also need to become critical thinkers, problem solvers and effective communicators. They need to be proficient in both core content subjects and new, 21st century content and skills that include information and communication technology (ICT), literacy skills and life skills.
- As much as students need to learn academic content, they also need to know how to keep learning. In addition, they need to develop learning and thinking skills that consist of creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills.

To fully realize the educational opportunities that 21st century skills can bring to students, educators must formally incorporate them into the curriculum, instruction, and assessment. Technology serves as a bridge to more engaged, relevant, meaningful, and personalized learning which can lead to higher academic achievement. Technology also provides a platform for more informed decision making using timely, meaningful data to shape learning opportunities. This can lead to continuous feedback available to students, teachers, and parents.

Through this SIG application, LCHS is seeking funding to increase efforts to meet the need to prepare high school students for the learning and thinking skills necessary for the 21st Century. Our objective is to educate students to be able to access information efficiently and effectively. Students need to be able to evaluate information critically, competently, and be able to use information accurately and creatively. They need to be

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independent learners that pursue information related to personal interests and do so in a responsible, ethical manner. Such activities will support Technology Foundation Standards for Students: 1) basic operation and concepts; 2) social, ethical, and human issues; 3) productivity; 4) communication; 4) research; and 5) problem-solving and decision-making.

Also, Tell Survey results indicate a need for updated technology for instructional purposes.

Group	Item Number	Item	Strongly Agree + Agree
Staff	19	All teachers in our school use a variety of technologies as instructional resources.	74.07
Staff	41	Our school provides a plan for the acquisition and support of technology to support student learning.	66.66
Staff	42	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	66.66
Student	26	In my school, computers are up-to-date and used by teachers to help me learn.	52.49
Parent	22	My child has up-to-date computers and other technology to learn.	64.06
Parent	25	Our school provides an adequate supply of learning resources that are current and in good condition.	49.21

Figure 18: Tell Data Regarding Technology

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

The Kentucky Department of Education conducted a school leadership assessment of Livingston Central High School during January 22nd through the 27th, 2012. **Reports conclude that the principal was found with capacity during the 2011-2012 Leadership Assessment.**

The Deficiencies and Next Step recommendations from the school leadership assessment include:

Deficiency 1: The principal has not ensured that teachers use differentiated, authentic and rigorous instructional strategies to meet the unique learning needs of all students.

Next Step: The principal should ensure that effective, differentiated and rigorous instructional strategies are use to address the learning needs of all students. The principal should ensure this instruction includes meaningful learning activities that engage all students from bell to bell, is supported by appropriate use of technology and is extended as necessary by homework assignments. The principal should monitor

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instructional practices, provide feedback and support to assure research-based instructional strategies are used to engage and challenge students at high levels. The principal should provide professional development activities that promote the use of varied instructional strategies for challenging and motivating students to learn at high levels.

Deficiency 2: The school council and principal have not implemented an effective system for monitoring, documenting and ensuring accountability for all programs and personnel.

Next Step: The principal should begin immediately to collaborate with district leadership, his administrative team, and staff members to develop and implement systems to monitor resources (i.e., physical, human, fiscal) and document the implementation and impact of all programs designed to improve student achievement. The principal should extend the current job-embedded professional development into a multi-year plan with benchmarks for monitoring the impact on student achievement. The principal should monitor to ensure formative assessments are frequent, varied, tied to instruction and used to inform instructional practices.

Deficiency 3: The principal has not implemented a fully functioning system of interventions to reduce achievement gaps and increase student achievement.

Next Steps: The principal and school staff should collaboratively develop a system of interventions that provides guidelines for using assessment data results to identify low performing students who are not making adequate progress. Intervention classes should use intensive research-based instructional strategies, frequent progress measurement, and the use of this data over time to modify educational decisions. The principal should create a master schedule to accommodate the response to intervention. The plan should ensure that specific needs of individual students are met in a timely manner.

Deficiency 4: The principal has not defined a culture of high expectation for students or staff.

Next Steps: The principal should lead in communicating a sense of urgency and focus the entire school community in supporting and embrace high expectations for all students. School leadership and staff should set high expectations and hold themselves accountable for the success and failure of students. The principal should identify professional development activities to assist teachers in understanding how to raise the academic expectations for all students. District and school leadership should engage staff in professional conversations in instruction and assessment practices for improving student performance.

Deficiency 5: The principal does not ensure teachers maximize data analysis as a basis for sound decision making.

Next Steps: The principal and school council should develop procedures that define how data are to be collected, reviewed, disaggregated and interpreted. The procedures should include monitoring of instructional practices and the outcome of initiatives to determine intended results are being accomplished and if adjustments are necessary.

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To ensure continuous student learning, the principal should guide teachers in a cycle of reflection and change based on the results of data analysis. All decisions regarding teaching and learning should be data driven.

Deficiency 6: The principal does not ensure master schedule meets the academic needs of all students.

Next Steps: All staffing decision should be based on student academic needs. The principal and leadership team should develop a schedule that provides flexible time and support for students how need research-based interventions in core academic areas. The master schedule design should provide for job-embedded collaborative time for teachers to plan rigorous, differentiated instruction and assessments to meet student needs.

The January 14, 2014- January 15, 2014 Internal School Review Report reported this deficiency has been addressed satisfactorily.

Analysis of the Deficiencies and Next Step recommendations from the school leadership assessment reveals instruction as a common thread. The following resources and related supports will add to the effectiveness of recently implemented initiatives as well as new initiatives to improve instructional practices which will result in increased achievement in literacy and math.

The school and district have worked collaboratively to **vertically align the curriculum**. This is an evolving process as teachers learn to value the summer time allotted for collaborative work. The principal continues to **refine his process to ensure teachers are provided support in reviewing, evaluating, revising and implementing the curriculum in order to address curriculum gaps**. To further address this Leadership Assessment recommendation, subs will be hired so teachers can assess progress in implementing new curriculum standards in all content areas once each semester. Teachers will be given an opportunity to have professional conversations and to plan on how to implement ELA and math standards specific in their content areas. In addition, teachers are reviewing components of each of the Program Review areas to include these components in planning, teaching and assessment development. Instructional Coach will be hired for FY 2014 and FY 2015 to continue building capacity and sustainability with curriculum development and implementation. The Instructional Coach will work collaboratively with the principal to review and revise processes for monitoring implementation.

The Leadership Assessment identified the need to **redesign student support services to make them more intentional and targeted in meeting specific academic needs of individual students**. The school is in its second year of using Reading Plus and ALEKS as intervention programs for reading and math. In addition, the school uses APEX for credit recovery. The district is in its second year of funding MAP K-12 in the areas of reading, Language Arts, and math. District-wide data is analyzed during Administrators' Meetings and each school analyzes data to identify needs at the school level. This helps the school continue to address the need to **implement a fully**

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functioning system of interventions to reduce achievement gaps and increase student achievement.

Evidence showed, at the time of the Leadership Assessment, **technology is not integrated into instruction across all content areas.** Use of technology by students and teachers has increased over the past year. The technology assistant will support teachers in effectively using current and new technology that will be available to students and teachers to improve teaching and learning. Technology will also be used for item analysis of formative and summative assessment to provide additional resources to **maximize data analysis as a basis for decision making.** Once technology is integrated more for instructional purposes, teachers will gain confidence in using technology tools effectively and with increased intentionality. As recommended, **the school revised the school technology policy to assure technology is used to enhance student learning experiences.**

Teachers have completed their 3rd year with implementing the Learning 360 Framework sponsored by the Center for Learning Excellence which emphasized matching classroom assessments with instruction. In addition, teachers learned a variety of strategies to increase student engagement. This has provided opportunity to address the need to **develop and implement a plan for effective delivery of varied instructional strategies to ensure instruction is student-centered, rigorous, and address the learning needs of all students.** Although teachers have grown in this area, survey results indicate they would like to continue with this opportunity to deepen their understanding of effectively using the strategies to improve teaching and learning. The school will continue its partnership with Learning 360. A consultant will visit the school once each semester to foster professional growth in areas of need identified by school administrators and teachers.

Current trends indicate reading is an existing need and a future need for the students of Livingston Central High School. To address this, professional learning opportunities and resources for students and teachers will be provided to address reading skills across all content areas with the goal of a school-wide focus on literacy. A 100 day instructional coach will be hired to work with all teachers in implementing literacy strategies and building capacity within the teaching staff. Also, Accelerated Reader will be used to increase comprehension skills and reading stamina skills.

To further target the recommendation to **include instructional strategies that include inquiry, cooperative learning, learning styles, flexible grouping and higher-level questioning,** science and math labs will be equipped to give students the opportunity to participate in Science Technology Engineering and Math (STEM) activities as well as labs from the **National Math and Science Initiative.** These hands-on experiences will enhance optimal learning opportunities for all students as well as strengthen and provide extra support for the math initiative which is a direct concern at LCHS. The instructional coach will assist with math endeavors as well as literacy components.

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Teachers and administrators have **improved their practices of reviewing test data to monitor student progress and identify curricular gaps** as recommended in the Leadership Assessment. To enhance this process, the school will enter a one-year partnership with Contemplative Learning Solutions, LLC (CLS) to deeply engage in the formative assessment process. CLS will also build on and enhance current Professional Learning Community (PLC) structure, improve and enhance participants' confidence levels about classroom-level formative assessment and differentiated instruction, increase the use of classroom-level formative assessment strategies, foster the formative assessment *process*, as opposed to the use of formative assessment *activities*. Facilitators will also visit classrooms to perform fidelity checks and provide monitoring, feedback and support. After the initial process, facilitators will assess needs and adjust professional development offerings accordingly.

Working with CLS and continued work with the Learning 360 Framework will support the recommendation to **develop a multi-year professional development plan that builds on previous professional development experiences, and includes job-embedded professional development**. During FY 2014 the ERS and ERL as well as the Instructional Coach will work collaboratively with CLS and school leadership to strengthen capacity within teacher leaders. During FY 2015 and FY 2016, the Instructional Coach will fine tune the process to ensure long-term sustainability. Teacher leaders will follow a train the trainer model to ensure sustainability. Recommended resources on formative assessment and instructional strategies will be provided for teachers and housed in the existing professional library at the school.

To improve a **culture of high expectations for students and staff**, teachers will be provided funds to attend National conferences in their content areas focusing on improving literacy across all content areas and improving math skills as appropriate. The school will become involved in increasing Advance Placement offerings for students. Teachers will receive Laying the Foundation training to better prepare students for AP courses. Students will have fees paid to take AP exams and enroll in Dual Credit Classes. This will further support the need to **provide high expectations in instruction and assessment practices**.

The school has addressed the recommendation to **adopt a formal school-wide behavioral and classroom management plan**. Working with ABRI through University of Louisville, data analysis shows the PBIS school-wide plan has made a positive difference in attendance and behavior. The school is in its second year of **recognizing and celebrating student success** by implementing a student incentive plan. There is a plan to continue these recognitions in ways that are meaningful to students. Multiple stakeholder input is needed in the decision making of rewards and incentives in order to enhance and refine the pro-active system already developed.

The five vocational teachers, principal, Supervisor of Instruction, and ERS team members visited Franklin-Simpson High School (FSHS) which is a model Hub School to see first-hand **the successful strategies employed in other schools**. In order to be named a Hub School, a Priority or Persistently Low-Achieving School must have

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developed aligned systems focused on continuous improvement. The Kentucky Department of Education selected Franklin-Simpson High School as a Hub School based on significant data improvement, supportive district and school level administration that have positive attitudes toward students. Franklin-Simpson High School also has many sustainable systems in place along with the ability to effectively manage multiple initiatives within those established systems and the presence of a strong leadership team. Several strategies have been **identified and adapted for implementation at Livingston Central High School**. Livingston Central High School will establish a War Room, equipped with four computers, modeled after FSHS to allow students to test for CCR benchmarks after effective interventions have been implemented. This supports efforts to intentionally target students. Future visits to the Hub School are planned to broaden stakeholder awareness of the successful practices currently in place at FSHS and then to further implement those practices at LCHS. To expand successful opportunities for students, the school will research ways to increase Career Pathways available for students.

Livingston Central High School will expand educational partnerships to help make LCHS a next generation school. Outside partners will be a vital link to the success of the high school. A grant coordinator/school liaison will work collaboratively with other stakeholders to implement **systematic and ongoing strategies to identify and recruit parents and community members for significant participation in the decision making and educational process of the school**. There are plans to partner with community businesses to identify what skills are needed for the local workforce. Results from these partnerships will affect course offerings available for students. Also, there are further plans to partner with local businesses to recognize students who have attained Workkeys Certification. In addition, grant coordinator/school liaison will oversee the implementation and fidelity of the SIG funds to **ensure accountability for all programs and personnel**.

Several **successful strategies** that have been implemented in the past two years will continue after a review of effectiveness and possible revisions. These practices include home visits, college visits, ACT prep trainings for teachers, ACT prep opportunities for students, summer school offerings for credit recovery and transition opportunities. To maximize human resources, the responsibilities of the Open Campus Director will be reviewed and revised to help with transitional activities.

The principal, assistant principal and guidance counselor are in the 3rd year of their respective positions. At the time of the Leadership Assessment, evidence indicated the **principal had made some progress toward the mission of success for all students and his personal vision of producing students who are competitive with area students and college and career-prepared**. A leadership retreat will be offered to assist with maximizing the strengths and effectiveness of the leadership team. Contemplative Learning Solutions, LLC will conduct the Enneagram personality-typing system to engage members in a self-typing activity. Leadership will connect knowledge of all types to school leadership roles, and reflect on personality type's impact on

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communication, conflict management and feedback. The goal of the leadership retreat is to foster a more positive team culture unified in improving student achievement.

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

The transformation model was recommended by the Leadership Assessment Team. The audit clearly states that the principal and the district have the capacity and capability to make the necessary changes given the resources and clear plan for transformation.

The Livingston County School District was briefed regarding the four turn-around options by personnel from the Kentucky Department of Education. The superintendent then shared these options with the faculty and staff of Livingston Central High School and the Board of Education. Following a study of the four models, the decision was made to adopt the transformation option.

Of the four options, three are not appropriate for Livingston Central High School. As a district with only one high school, it is not feasible to close down the school or to transfer ½ of the faculty to another high school. Furthermore, the geographic location of rural Livingston County made ‘restart’ and ‘turn-around’ options not practical.

Finally, the desire to build capacity within the school and the district is one of the district’s primary goals, and the transformation option best meets this goal. The major factor that led to the selection of the transformation model was the coherence between the required components of the transformation model and what the district and school leadership believe will lead to improved students achievement.

- Allow for more operational flexibility.
- Develop a rigorous, transparent and equitable evaluation system designed with teacher and principal involvement. System needs to be aligned with student growth data, utilize multiple observation-based assessments of performance, tie formative assessment data to student achievement and, if applicable, increased graduation rate.
- Identify and reward school leaders, teachers, and other staff who have increased student achievement and graduation rates.
- Further develop the process to remove school leaders, teachers, and other staff who after ample opportunities have not improved.
- Conduct ongoing, high-quality, job-embedded professional learning opportunities.
- Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet students’ needs.
- Use data to identify and implement a research-based, literacy and math program to address causes and contributing factors that is vertically aligned by grade level and state academic standards.
- Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

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- Establish schedules and implement strategies that increase learning time
- Involve family and community in a meaningful way with planning, implementing and engaging partners in the transformation model.
- Provide intensive technical assistance and support.

Transformation Model Required Activities

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

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

The 2011- 2012 Leadership Assessment team determined that the principal was found with capacity. Mr. Scott Gray was hired on July 1, 2011 and will be retained in his current position as Livingston Central High School's principal.

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

The principal may access flexibility of scheduling to build support within the school day especially to target literacy and math achievement. The school will develop objectives and strategies for a daily 25 minute Academic Time. Students will complete ILPs, receive PLAN and ACT test taking strategies, participate in math and reading interventions as well as prepare for Career Readiness by preparing for Workkeys and refining KOSSA skills. Academic Time will also provide opportunities for mentoring and conferencing on academic and career goals for all students. Student scheduling for Academic Time will be data-driven and flexible to meet specific individual needs throughout the school year.

Flexibility in school operations will be explored through waivers if necessary. Regular conferencing between the superintendent and the principal will be established on a monthly basis. The district is supportive and attends the school's Leadership Team meetings on a regular basis with a goal to increase student achievement outcomes, increase attendance, increase high school graduation rates and reduce behavior referrals. For example, the district financially supports the Open Campus Program which is a dropout prevention option for students. The school and district are working collaboratively to redesign this program to not only increase graduations rates, but also to offer assistance to increasing awareness of various post-secondary options for students by visiting colleges and technical colleges.

The LCHS principal will have all flexibility customarily given to a building principal under Kentucky state law. For example, after receiving the number of teachers from the Board of Education approved allocation formula, the principal in conjunction with the School Based Council will make the determination on the make-up of the school faculty. During the 2012-2013 school years, SIG funded ½ salaries for a math interventionist

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and the district funded the remaining portion of the salary. Students are transported to a nearby Area Technology Center to provide additional Career Pathway options that are currently not offered at LCHS. The principal has given teachers flexibility with how to use the remaining time in their scheduled day from 2:50-3:15. Teachers may conduct parent conferencing, additional PLCs, committee meetings or department meetings.

Describe the rigorous, transparent and equitable evaluation system for teachers and school leaders adopted/implemented by the district. Provide details on how it was designed and developed with teacher and principal involvement. Explain how the system is based on student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement and increased high school graduation rates, if applicable.

Our current evaluation system was created by a committee of representatives of all schools in accordance with board policy and state requirements. The evaluation plan is reviewed annually and updated as needed. It has been approved by KDE and staff members are made aware of this plan at the beginning of each school year as required by law.

Our district is piloting the PGES system this year and we are rolling out this new model to all staff through walkthroughs and in other settings such as DLTs and PLCs. All administrators participated in the Teachscape training and assessment and are qualified to complete TPGES observations of certified teachers. The PGES model is very much in tune with the data referenced above.

Five teachers are participating in the Pilot TPGES and the principal is participating in the PPGES. All teachers will be evaluated using this system during the 2014-15 school year. The district is working on a plan and timeline for full implementation.

The five pilot teachers have developed student growth goals and professional growth goals. The teachers will have 2 mini observations, one peer observation and one full observation. All teachers are observed using a walkthrough instrument that focuses on one PGES component each month.

LCHS teachers have frequent walkthroughs (district and school leadership) that provides teachers with feedback to improve instructional practices and student achievement.

Principals conduct mid-year conferences to monitor progress toward meeting student growth goals and professional goals.

Monthly walkthroughs are conducted on each teacher. Feedback is provided to teachers on a one-on-one basis with at least one area of strength as well as one area for growth. This is done in conjunction with our weekly guided planning sessions. The school leadership team looks at overall trends throughout the building. Leadership plans to match a teacher who needs growth in one area with teacher in the building who

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has strengths in that area. This will help build capacity within the staff. Walkthrough data is analyzed and shared with teachers on a regular basis. Results guide the development of embedded professional development opportunities with the goal of improving teachers' instructional practices.

Teachers will have the opportunity to regularly use formative data with the use of GradeCam. This will be a school-wide practice which will foster an understanding of how teachers and students can use formative assessment data to inform instructional practices.

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

The process the school will use to identify highly successful staff members will follow the policies for evaluation, the practices of walkthroughs and observations, and student data (both cognitive and non-cognitive). Student progress in all areas will be facilitated by an analysis of data derived from MAP, PLAN, ACT, KOSSA, End of Course exams, pre-assessments to post-assessments, nine week common assessments, projects and presentations. These assessment results will become the basis for identifying outstanding educators. Strategies to identify and reward teachers and staff will include a spotlight teacher/staff program. Successful teachers/staff will be celebrated through:

- Media releases
- E-mail notifications directly to parents and community members
- Recognition at school board meetings
- Small tokens of recognition (for example: bags, flash drives, class supplies, etc.) to be determined by classroom teachers

Teachers will be rewarded by receiving priority status for participation in retention initiatives including:

- Assistance with National Board Certification. Once teachers successfully complete the process, they are reimbursed for 75% of the \$2,700 cost. SIG funding will be accessed to pay the \$100 mentoring fee for 6 approved teachers. SIG funding will also be used to pay the remaining 25% (\$675) of the total cost after the teacher completes the process (and makes a five year commitment to the district).
- Assistance with the Murray State University teacher leader master's program. SIG funding may be accessed to assist teachers completing certification in the SMART goal areas pertaining to: Reading/writing endorsement, reading/writing endorsement w/national boards and math. Graduate class cost is @ 300/hr. We propose to offer up to 12 free hours for 15 proven teachers, who make a five year commitment to the district.
- National Accreditation for Advanced Placement teachers. SIG funds will be used to address core content for high level students (especially in the areas that

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address math and literacy) through teacher training and accreditation. Approximately two successful teachers, who make a five year commitment to the district, will receive the training free of charge through the life of the grant (2 @ 500 - \$1,000).

In an effort to provide an environment where opportunity for professional advancement exists, the district will create an Aspiring Leaders Program. The goal of this program will be twofold: to reward those teachers who possess leadership potential with the opportunity to develop their talents, and to enable the district to improve its leadership capacity. Subs will be hired to cover classes so teachers can attend monthly Administrative Meetings and other professional meetings at the West Kentucky Educational Cooperative.

Any teacher will have the opportunity to apply for this program. The following individuals will evaluate the applications and conduct interviews: Instructional Supervisor, Director of Pupil Personnel, High School Principal, and Superintendent. Successful applicants will possess knowledge pertaining to student achievement, and have proven through professional experience that they possess leadership potential. Once selected, these individuals will attend various regular school and district level administrator meetings. In addition, there will be special trainings conducted by district level administrators that pertain to their particular area of responsibility (assessment, Title I, attendance). These trainings will take place during the regular cycle of yearly events in the school district. For example, in the spring when budget and staffing decisions are being made, training on this topic for the aspiring leaders will be provided.

In addition, these individuals will be given the opportunity to gain practical experience in their respective buildings. For example, these individuals will be given the opportunity to serve as grade level, team or department level leaders, and assist in managerial duties in their buildings. They will have the opportunity to develop supervision schedules in their buildings. They may be utilized to assist their respective principals by working in the main office when the principal must be out of the building. These individuals will also be expected to lead professional development sessions and Professional Learning Community meetings.

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

Professional Growth and Effectiveness System – Certified Teacher

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional

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Responsibilities. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher’s professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

Evaluators must use the following categories of evidence in determining overall ratings:

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Percentiles and/or Student Growth Goals **will be implemented but not used for determining overall rating until the 2015-16 school year and thereafter.**

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Professional Growth Plan/Summative Cycle Matrix		
Summative Rating		
Exemplary Accomplished or Meets	THREE YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goal set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues • Formative review annually • Summative occurs at the end of year 3 	
Developing	THREE YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goal(s) set by teacher with evaluator input; one must address professional practice. • Formative review annually. • Summative occurs at the end of year three. 	or ONE YEAR DIRECTED GROWTH PLAN if deemed necessary by evaluator <ul style="list-style-type: none"> • Goal(s) determined by the evaluator • Goal(s) focused on low performance area. • Formative review at mid-point • Summative at end of plan.
Ineffective or Does Not Meet	ONE YEAR DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal(s) determined by the evaluator • Shall meet within 5 working days from the post conference to develop a plan. • Goal focused on low performance areas • A time frame for future observations and meetings shall be developed. • Plan activities designed by evaluator with educator input. • Formative review at mid-point 	

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	<ul style="list-style-type: none"> • Summative at end of plan. • This may be in the form of a Corrective Action Plan.
Non-Tenured	<p>ONE YEAR DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal determined by evaluator • Goal focused on areas of low performance/outcome. • Plan activities designed by evaluator with educator input. • Formative review at mid-point • Summative at end of plan.
	*A corrective action plan may be developed anytime an immediate change is required in behavior or practice

Figure 1

Summative Evaluation

The summative evaluation conference shall occur after all observations have been completed and all sources of evidence have been considered. This includes professional growth planning/self-reflection, student voice surveys, and other evidence deemed relevant for determining the overall effectiveness rating for the teacher. The summative evaluation will be in writing on the district summative evaluation form and/or in CIITS. A copy of the evaluation will be given to the evaluatee.

All personnel evaluated will be provided an opportunity for review of their summative evaluations. All written evaluations shall be discussed with the evaluatee, and he/she will be given the opportunity to attach a written statement to the summative evaluation form. Both the evaluator and evaluatee shall sign and date the evaluation instrument. All summative evaluations will become a part of the official personnel record and shall be filed in the central office. All ratings must be recorded in CIITS. Summative ratings will be completed by April 15.

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator’s ratings on professional practice (and student growth beginning in 2015-2016). The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains that establish a common understanding of performance thresholds to which all educators are held.

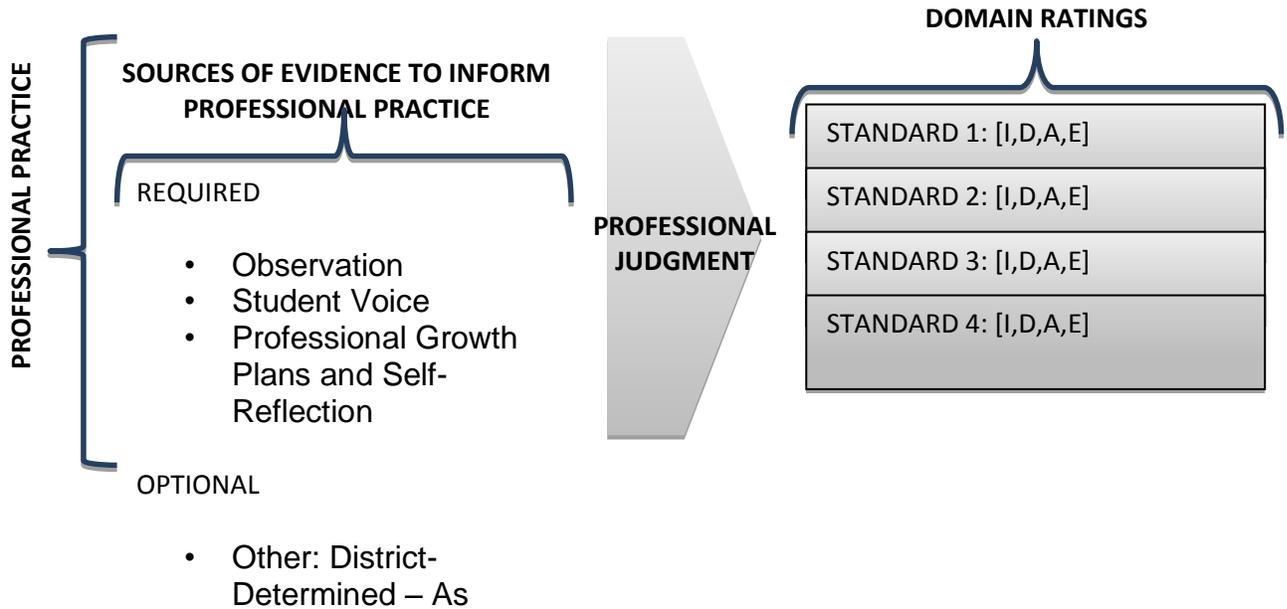
Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator’s cycle.

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MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING	
IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING , and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING , and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED , and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

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Professional Growth and Effectiveness System – Principal and Assistant Principal

The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

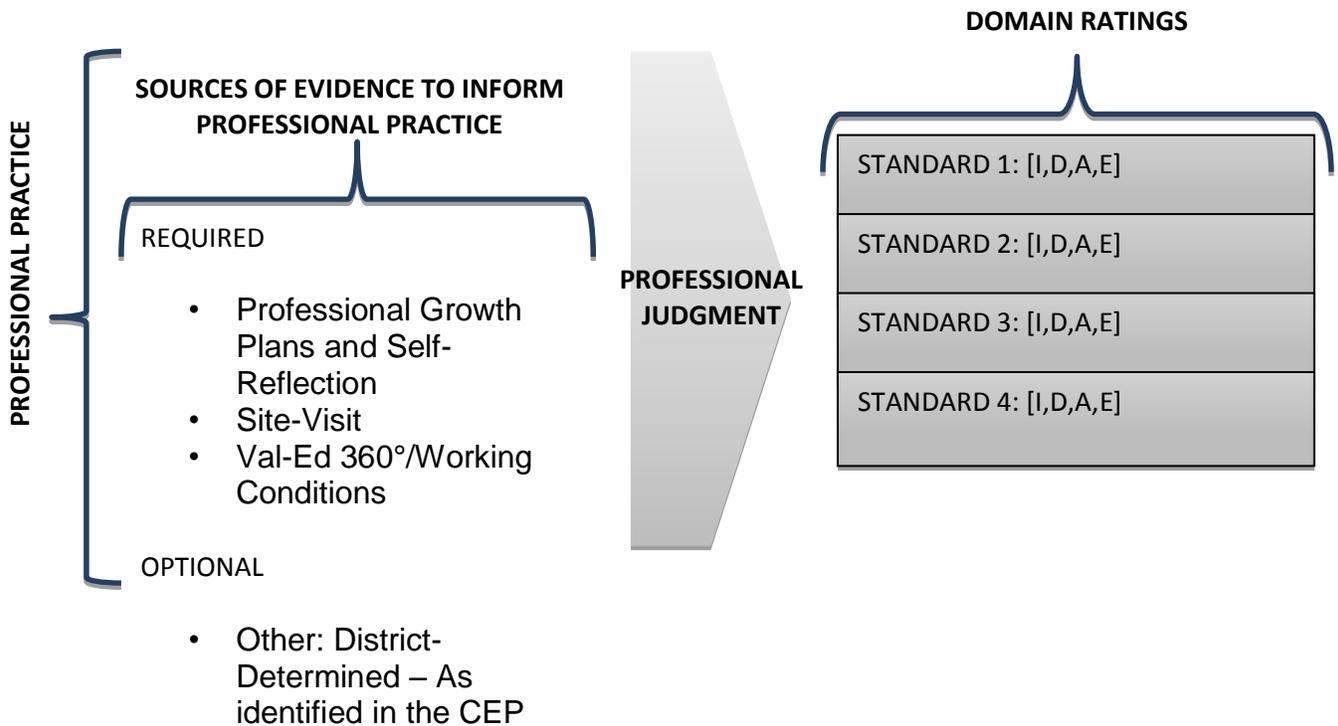
Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Principal Performance Standards. (Student Growth will be used for evaluation purposes beginning 2015-2016.)

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

Determining the Overall Performance Category

The Overall Performance Category is informed by the principal’s ratings on professional practice and will be recorded in CIITS by April 15.



Determining the Overall Performance Category

A principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on each standard. (Student growth trends will be added beginning 2015-16.) Using the sources of

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evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice Category:

**CRITERIA FOR DETERMINING A PRINCIPAL or
 ASSISTANT PRINCIPAL'S PROFESSIONAL PRACTICE
 RATING**

IF...	THEN...
Principal or Assistant Principal is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in at least four standards and no standard is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in at least five standards	Professional Practice Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective

Summative Evaluation (PPGES)

The summative evaluation conference shall occur after all sources of evidence have been considered. This includes professional growth planning/self-reflection, site-visits, Val-Ed 360° surveys, working conditions goal and other evidence deemed relevant for determining the overall effectiveness rating for the principal/assistant principal. The summative evaluation will be in writing on the district summative evaluation form. A copy of the evaluation will be given to the evaluatee.

All personnel evaluated will be provided an opportunity for review of their summative evaluations. All written evaluations shall be discussed with the evaluatee, and he/she will be given the opportunity to attach a written statement to the summative evaluation form. Both the evaluator and evaluatee shall sign and date the evaluation instrument. All summative evaluations will become a part of the official personnel record and shall be filed in the central office. All ratings must be recorded in CIITS. Summative ratings will be completed by April 15 and will be used to determine the type of professional growth plan to be developed. See Figure 1 for more details.

Exemplary/Accomplished	Shall have a self-directed growth plan
Developing	Shall have either a self-directed or directed growth plan as determined by evaluator
Ineffective	Shall have a minimum of a Corrective Action Plan (Evaluator directed)

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LIVINGSTON COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN

Educator: _____ Worksite: _____ Date: _____ School Year: _____

This Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" or "Ineffective" rating(s) on the Summative Evaluation OR anytime when an immediate change is required in behavior or practice.

Domain or Standard Number	Growth Objective(s) / Goals (describe desired outcomes)	Procedures & Activities for Achieving Goals/Objective(s) (including support personnel)	Appraisal Method/Target Dates
		(attach more pages if necessary)	

Evaluatee Comments:

Evaluator's Comments:

Corrective Action Plan		Review (achieved revised continued)	
Employee Signature:	Date:	Employee Signature:	Date:
Supervisor Signature:	Date:	Supervisor Signature:	Date:

Copy to central office, school and employee.

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

LCHS involves staff in determining PD needs through committees, surveys, instructional rounds and analyzing data. The LCHS improvement plan includes math and literacy activities and the school monitors progress toward those goals throughout the year. The school also works with many outside agencies to provide job-embedded PD.

- The West KY Co-op has math, literacy and behavioral consultants that provide PD throughout the year.
- The University of Louisville assists with analyzing reading, math and behavior data and developing strategies for improvement.
- The School Improvement Network and consultants have visited the school to provide feedback on implementation of effective, research-based Learning 360 strategies.
- DLT members attend monthly meetings to access information that needs to be addressed in weekly PLCs. PLCs have instructional driven agendas. Teachers participating in the ELA, Math, Science and Social Studies Networks share information periodically.

There is a school-level PD committee that identifies topics that could be included in future Professional Learning opportunities. Many topics for Professional Learning are identified by reflecting on walkthrough data. Facilitating a reflective process is a powerful tool for fostering change. School administrators are learning to triangulate correlations between CHETL, TGPES and school improvement efforts. Professional learning opportunities are beginning to align with all aspects of our work. Recently, by reflecting on student data, the teachers realized the impact a literacy focused school would have on overall student achievement. The ER staff, school level administration and teachers have worked collaboratively to redesign PLCs to include a strong literacy component.

The school will enter a one-year partnership with Contemplative Learning Solutions, LLC (CLS) to deeply engage in the formative assessment process. CLS will also build on and enhance current Professional Learning Community (PLC) structure, improve and enhance participants' confidence levels about classroom-level formative assessment and differentiated instruction, increase the use of classroom-level formative assessment strategies, foster the formative assessment *process*, as opposed to the use of formative assessment *activities*. Facilitators will also visit classrooms to perform fidelity checks and provide monitoring, feedback and support. After the six-month process, facilitators will assess needs and adjust professional development offerings accordingly. The partnership with CLS will allow for flexibility as teachers grow in their professional practices. As teachers refine the formative assessment process and utilize it intentionally to have a direct impact on instruction student achievement gains will be made; therefore, making this process a fundamental part of the instruction.

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LCCHS partners with WKEC in co-teaching and classroom management strategies. Co-teaching is an area of focus and our goal is to increase academic performance in our GAP student population. This past summer WKEC hosted professional development with a focus on engagement and classroom management strategies (primarily, special education and new teachers were in attendance). A follow up PD will take place in the summer of 2014 and will be attended by all staff rather than a select group. Also, WKEC staff schedules periodic walkthroughs to assess co-teaching models utilized as well as an intentional focus on classroom management practices and engagement strategies. The Leadership Team, as well, addresses co-teaching models utilized by the current walkthrough instrument. Post conferences center on the effectiveness of models used. WKEC staff has also targeted specific teachers for additional mentoring/coaching in the areas of classroom management and engagement strategies in order for best instructional practices to take place. By improving our instructional practices with a direct focus on active engagement and researched-best practices, student achievement will increase. SIG funds will be used to hire subs so teachers can attend trainings on co-teaching and differentiated instruction. SIG funds will also be used to pay travel to visit schools. Future visits to Hub Schools are planned to broaden stakeholder awareness of the successful practices.

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.

Recruit:

Livingston County Schools have good working conditions and flexible administrators to support them and to help them be successful. The building administrator contacts a representative from Murray State University to identify possible qualified teachers. The school has the option to contact these candidates to showcase the benefits of coming to our school. Our current teacher salary schedule is at or above most area school districts our size which is appealing to teachers.

Teachers who successfully complete their student teaching at LCCHS are encouraged to return as full-time teachers. The school-wide PBIS plan fosters a positive environment for teaching and learning.

Place:

Teachers will be placed according to needs of students, not teacher preference. Teachers will receive support and mentoring through guided planning and PLCs conducted by ER staff and administrators. Teachers may be placed based on their previous experience if there is data supporting that they were effective in that position (e.g. transitional courses).

Retain:

Retention of exceptional teachers is a cornerstone to any successful school. The

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Livingston County School district will offer a variety of opportunities to maintain next generation professionals at LCHS. As referenced earlier, successful teachers will receive first priority for these programs. They may include:

- Assistance with National Board Certification
- Assistance with the Murray State University Teacher Leader program
- National Accreditation for Advanced Placement teachers
- Aspiring Leaders Academy

Teachers and students will be able to develop 21st Century skills using up to date technology. Teachers will be adequately equipped to teach using a variety of instructional strategies. In addition, students will be able to participate in discovery, inquiry-based learning through hands-on experiences in math and science by completing labs from the **National Math and Science Initiative**. Teachers can broaden educational opportunities for students in math and science when instruction includes equipment that prepares students in areas of Science, Technology, Engineering and Math (STEM). High tech science labs will be a strong factor to retain quality teachers. Teachers will remain where there is a positive climate and a true commitment to teaching excellence.

Teachers will remain in a school that sufficiently provides materials that will maximize teaching and learning opportunities for students. Livingston Central High School has been recently renovated to have a fresh look that has increased pride in the school. Several upgrades to the infrastructure were completed in this rural school. There are plans to update the software in the school library for student use. Use of technology by students and teachers has increased over the past year. One technology assistant will assist teachers in effectively using current and new technology that will be available to students and teachers to improve teaching and learning. Technology will also be used for item analysis of formative and summative assessment to provide additional resources to maximize data analysis as a basis for decision making. As recommended, the school revised the school technology policy to assure technology is used to enhance student learning experiences.

Common planning times have been established and professional learning communities are in place. Those communities are supported with guidance and information from the District Leadership Team as well as ER staff. PLCs and departmental meetings provide assistance and support for all teachers (especially new teachers) in a small group setting. This will help retain staff through an internal support system. We design a school calendar with planning days incorporated to allow them to do much necessary work on paid contract days.

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.

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Current data and trend data indicate both math and reading are areas of concern that should be addressed by improved instructional practices. To address this, professional learning opportunities and resources for students and teachers will be provided to address reading skills across all content areas with the goal of a school-wide focus on literacy. A 100 day Instructional Coach will be hired to work with teachers in implementing literacy strategies and building capacity within the teaching staff.

All math teachers have been trained in facilitating the program **Assessment and LEarning in Knowledge Spaces (ALEKS)**, a web-based, artificially intelligent assessment and learning system. The high school will continue to make use of ALEKS which uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics he/she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. Fall to winter 2013 MAP data results provide the following information: 72% of RTI students math Rit scores increased; 6% of RTI math students Rit scores stayed the same, and 22% of RTI math students Rit scores decreased. Increase of points was triple compared to decreased points (Overall, Rit points increased by 324 points and decreased by approximately 91 points.).

Also, LCHS reading interventionists have been trained in facilitating Reading Plus, a web-based program that is also common core aligned and designed to meet the demands of college and career readiness. Additional training will take place in the spring with a direct focus on progress monitoring and developing individual as well as small group skill lessons based on data as LCHS continues with this intervention/enrichment program in the future. Reading Plus is intended to transform how students read, what students are capable of reading, and why students read while broadening interests and building their knowledge. The instructional components of *Reading Plus* craft a framework of comprehension tasks while inviting inquisitiveness, reading efficiency as well as entertainment. As students experience success, they make connections, convey opinions, and improve their ability to express and support their opinions with evidence and knowledge acquired from texts. *“Reading Plus provides an extensive library of engaging, cross-curricular informational and literary selections that adhere to grade-appropriate Lexile® metrics, and provide grade-appropriate levels of vocabulary complexity, sentence length, and word count. These rigorous controls ensure students encounter ever-increasing levels of text complexity. As a student demonstrates mastery in Reading Plus, the selections presented will have richer academic vocabulary, higher word counts, and deeper examinations of topics and themes. For students who require support, the program provides personalized scaffolds that help students engage with challenging texts rather than avoid them.”* Therefore, Reading Plus is both an intervention, as well as, an enrichment driven program used to maximize learning for all students. Fall to Winter 2013 MAP data results provide the following information: 55% of RTI students reading Rit scores increased; 27% of RTI reading students Rit scores stayed the same, and 18% of RTI reading students Rit scores decreased. Overall, Rit points increased by 50 points, and they decreased by approximately 6 points.

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Accelerated Reader has been used in the past but not effectively. Due to the decline in Reading scores district wide, teachers would like to see Accelerated Reader reinstated. Specific guidelines will be developed in order to make this program more productive. Currently teachers and ER staff are researching how other schools are utilizing this program successfully. Research supports students reading on a daily basis in order to improve fluency skills as well as comprehension skills. AR provides that avenue with direct feedback on academic achievement.

Three time a year, the school and district use Measures of Academic Progress (MAP) data to inform instruction. Data is analyzed district-wide as well as at the school and classroom level through guided planning as well as PLCs.

The school uses G-MADE, GRADE, daily formative assessments, summative assessments, MAP Des Cartes system, practice PLAN, ACT, and KOSSA data to inform instruction. The process of item analysis is being used to pinpoint deficiencies and help differentiate instruction.

The school is in its third year of implementing the Learning 360 Framework. Professional development is offered annually through planned summer PDs, PLCs, and guided planning sessions and is delivered by teacher leaders, the Leadership Team and ER staff. Learning 360 strategies have been a part of the walkthrough instrument with an emphasis on direct conversations and coaching points delivered to teaching staff. Peer observations have taken place in order for strong Learning 360 teachers to model for their peers best instructional practices. Periodic visits/walkthroughs takes place by the Learning 360 Framework consultants with an intentional focus on refining best practices in order to enhance effective instruction and increase academic achievement.

Teachers will be given an opportunity to have professional conversations and to plan on how to implement math standards specific for their content (established ERS Literacy staff is currently working with ELA personnel). An Instructional Coach will be hired for FY 2014 and FY 2015 to continue building capacity and sustainability with improving instructional math strategies (ERS Literacy staff is already actively involved with the Literacy process). The Instructional Coach will assist with math and literacy initiatives as well as work collaboratively with the principal to review and revise procedures for monitoring implementation and evaluating its effectiveness.

The district provides funding for MAP. MAP data is analyzed at the school level and at the district level to identify curriculum gaps that will be addressed through vertical meetings. If funds were not available to purchase Reading Plus and ALEKS, the principal would use flexible scheduling with existing staff to provide reading and math interventions. The school's master schedule allows 25 minutes each day for Academic Time. Existing staff could develop a curriculum with support materials to provide interventions for students during daily Academic Time. SBDM funds could be used for instructional materials.

Describe the plan/process to continuously use student data (i.e., formative,

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interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.

The Leadership Assessment identified **the principal does not ensure teachers maximize data analysis as a basis for sound decision making.** The school has become a much more data focused school over the past year. Student performance data is analyzed regularly in PLCs. School administrators put the data in the hands of the students through the use of student data cards. Teachers will have the opportunity to regularly conference with students on academic and career goals during Academic Time. Parent/Student/Teacher conferences are student-led which leads students to take ownership of their academic data by addressing their weaknesses as well as strengths and setting future goals.

Using longitudinal data allows teachers and administrators to triangulate data and monitor student progress. The results of data analysis inform instructional decisions and course selection to best prepare students to be College and Career Ready. Longitudinal data is shared with students and families by the use of student data cards and student-led Parent/Student/Teacher conferences. Putting data in the hands of the students empowers them to be an active participant in personal goal setting and planning their future.

A color coding system was developed to identify students who had met benchmark, students who were close to meeting benchmark and those students who were not close to meeting benchmark. Names of students who had reached CCR status were color coded blue. This helps track status of achieving school goals and identifies students to target academically and for mentoring.

Administrators and teachers originally focused on senior data to increase CCR. As a result, the school's CCR improved. As the data analysis process evolved data was used to pinpoint the students who would need to take COMPASS/KYOTE in order to meet the academic component. This gave teachers an intentional focus as they planned their instruction. Data also identified what students needed to retake -- the ASVAB as seniors or who needed to prepare for Workkeys.

Then, administrators and teachers started looking at junior data to guide class schedules and career pathways. Administrators also analyzed data from sophomores and freshman to inform scheduling of students, career pathways and course offerings. Longitudinal data is easily manipulated to pinpoint specific needs and to create intentional planning based on similar groupings. Data is used in classrooms for intentional grouping of students. Triangulation of data is used for RtI purposes. Data is used for individually conferencing with students or for conferencing with students in small groups. Based on the data, teachers can motivate students to meet their potential and apply realistic goal setting. Data can identify strengths and weaknesses and guide selection of career pathways.

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Through this process, administrators were able to foster a culture that is data driven. Administrators began by looking at longitudinal assessment data. As the process evolved, administrators wanted to see attendance and behavior data trends and their relationship to performance on assessments. This allowed administrators and teachers to target students to improve in attendance, behavior and on assessments. This was also used to coordinate mentor assignments.

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).

The principal and guidance counselor will have an intentional focus on the master schedule as it provides for Rtl, during Academic Time and maximizes Career Pathways. This is a critical piece in moving the school forward.

The 21st CCLC program will offer services during the school year on Monday through Thursday from 3:00 PM until 6:00 PM. A focus will be given to students: 1) identified as free/reduced lunch status; 2) at-risk of failure; and/or 3) identified as not performing at grade-level. Services will include tutoring, homework help, academic skill enhancement, and enrichment activities. This program will proactively link with the regular school-day to offer after-school services designed to assist students identified at-risk of failure and negate the need for credit recovery programs typically hosted during the summer. Summer activities promoting career/college readiness and service learning will be offered in accordance to grant guidelines for at least 20 days for no less than 6 hours daily. This will give students opportunities for individual or small group assistance in understanding skills. Our data shows our greatest need is to increase achievement in our GAP students. Many of our students who receive interventions are also our GAP students. Our trend data identifies math achievement is consistently low and is an area where additional time with instruction is needed.

The incorporation of web-based programs such as ALEKS, APEX and Reading Plus provide students the opportunity to participate in learning activities both inside and outside of school time. The master schedule will include additional time before school traditionally starts to provide additional math and reading interventions for students as well as continue with the 21st CCLC afterschool program.

The school hosts student-led Parent/Student/Teacher conferences, Parent Academies, student financial aid workshops, SBDM meetings, Project Graduation, 8th grade night for transition to LCHS, and completion of ILPs to increase family and community engagement.

There is also an emphasis to increase student involvement by offering additional opportunities for students through clubs and other school related activities. Many clubs are co-curricular and some are focused on student interest. Project Pass incorporates student interest into their after school enrichment activities as well incorporates student academic need into their remediation program. The grant coordinator/school liaison will

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coordinate opportunities for student to attend cultural events at local and nearby facilities that feature local artists.

The school will offer summer school for students who need a credit recovery option. SIG funds will be provided to cover the costs of transportation which will increase attendance and increase the number of students who successfully recover credits and move toward graduation.

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.

7. Our school shares responsibility for student learning with its stakeholders.	Livingston Central High School	Average Score	7	10.29%	27	39.71%	23	33.82%	8	11.76%	3	4.41%	68	100%
		3.4	7	10.29%	27	39.71%	23	33.82%	8	11.76%	3	4.41%	68	100%
	Total	7	10.29%	27	39.71%	23	33.82%	8	11.76%	3	4.41%	68	100%	
8. Our school communicates effectively about the school's goals and activities.	Livingston Central High School	Average Score	8	11.76%	31	45.59%	15	22.06%	11	16.18%	3	4.41%	68	100%
		3.44	8	11.76%	31	45.59%	15	22.06%	11	16.18%	3	4.41%	68	100%
	Total	8	11.76%	31	45.59%	15	22.06%	11	16.18%	3	4.41%	68	100%	
9. Our school provides opportunities for stakeholders to be involved in the school.	Livingston Central High School	Average Score	9	13.24%	28	41.18%	25	36.76%	5	7.35%	1	1.47%	68	100%
		3.57	9	13.24%	28	41.18%	25	36.76%	5	7.35%	1	1.47%	68	100%
	Total	9	13.24%	28	41.18%	25	36.76%	5	7.35%	1	1.47%	68	100%	

Question / Institution	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total			
	#	%	#	%	#	%	#	%	#	%	#	%		
34. My child is prepared for success in the next school year.	Livingston Central High School	Average Score	13	20.97%	25	40.32%	12	19.35%	9	14.52%	3	4.84%	62	100%
		3.58	13	20.97%	25	40.32%	12	19.35%	9	14.52%	3	4.84%	62	100%
	Total	13	20.97%	25	40.32%	12	19.35%	9	14.52%	3	4.84%	62	100%	
35. My child has administrators and teachers that monitor and inform me of his/her learning progress.	Livingston Central High School	Average Score	10	16.13%	24	38.71%	13	20.97%	12	19.35%	3	4.84%	62	100%
		3.42	10	16.13%	24	38.71%	13	20.97%	12	19.35%	3	4.84%	62	100%
	Total	10	16.13%	24	38.71%	13	20.97%	12	19.35%	3	4.84%	62	100%	
Total	31	16.67%	79	42.47%	42	22.58%	26	13.98%	8	4.3%	186	100%		

Tell data indicate a need for improving opportunities for parents to share responsibility for their child's learning and to become more involved in the school. Parents express limited confidence that their child is prepared for the next school year. Parents also have limited confidence that they will be informed of their child's academic progress.

Livingston Central High School will establish and expand educational partnerships to help make LCHS a next generation school. Outside partners will be a vital link to the success of the high school. A grant coordinator/school liaison will work collaboratively with other stakeholders to implement **systematic and ongoing strategies to identify and recruit parents and community members for significant participation in the decision making and educational process of the school.** There are plans to partner with community businesses to identify the math skills that are needed for the local workforce. Results from these partnerships will affect course offerings. There are plans to partner with local businesses to recognize students who have attained Workkeys Certification. The liaison will help plan and facilitate home visits to foster positive home-school relations. In addition, this person will oversee the implementation and fidelity of the SIG funds to **ensure accountability for all programs and personnel.**

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The school and district welcome parent involvement in a variety of venues. The district currently offers Parent Academies twice a year. These academies give parents the opportunity to be involved in their child's education by learning about their child's data, College and Career benchmarks, course offerings and financial assistance. At home basketball games, school leadership plans on hosting computer stations where parents can access their child's ILP and grade progress. School leadership will provide a point person to assist parents in understanding the ILP and becoming more knowledgeable of the valuable information in the ILP. Parents are involved in SBDM committees. Minutes for the meetings are publically displayed.

Family First encourages parent involvement to qualify for the Christmas for Kids program. Throughout the school year, parents/guardians will have the opportunity to receive credit for their attendance at identified sessions on many different topics. These sessions will be open to all families, and the sign in sheets will be reviewed to award credit for attendance. To be eligible for Christmas for Kids' assistance, applicants must complete 4 hours at these sessions. Multiple sessions will be approved and offered at a variety of times and locations. Many of these will be offered through the child's school, Helping Hands, Livingston County Extension Services or other partners.

Teachers have duty free time from 2:50–3:15 most days. During this time teachers meet to discuss common students that may need academic or behavior interventions. Teachers intentionally make parent contacts where all teachers are available to talk to a specific set of parents. The school hosts Student/Parent/Teacher conferences where the students lead discussion with their parents and teachers regarding their academic progress at LCHS. Students set goals based on conferencing.

Even though we are making gains with parental involvement it is still not to the level of proficiency as evidenced by our latest audit and surveys. As established, the [grant coordinator/school liaison will assist school leadership with coordinating opportunities](#) to implement systematic and ongoing strategies to identify and recruit parents and community members for significant participation in the decision making and educational process of the school. The grant coordinator/school liaison will oversee parental involvement as well as community based activities ensuring implementation is done with fidelity and revisions are made based on reflection and input from stakeholders.

These outside partners (both parents and community members) will be a vital link to the success of the high school. The grant coordinator/school liaison as well as a committee of teachers and administrators will work collaboratively with these stakeholders to ensure active involvement and participation as well as to intentionally address the commitment that every student will be college and career ready as they exit LCHS. There are plans to partner with community businesses to identify what skills are needed for the local workforce. Results from these partnerships will affect course offerings available for students. Also, there are further plans to partner with local businesses to recognize students who have attained Workkeys Certification. In addition, the grant coordinator/school liaison will assist school leadership with the following: 1) plan and

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conduct a Back to School Night event to establish partnerships with community businesses, school and families, 2) plan events open to the public to showcase SIG initiatives, 3) organize college visits/post-secondary options for each grade level, and 4) will share SIG progress narratives with the Superintendent, Livingston County Board of Education, SBDM, and school community.

Note: The grant coordinator/school liaison would work jointly with the school leadership team and teacher leaders. If this position is not filled, the principal and the SBDM council would analyze use of funds to ensure monies are used most effectively to improve student achievement. There are current discussions on redefining some roles of existing staff that could complete the activities listed in this grant application.

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

District technical assistance will include:

- Aspiring Leaders – support efforts to foster development of future administrators.
- Professional Development – provide summer Live Red Academy focusing on the most current professional learning needs. The Live Red Academy is designed with teacher input and targets professional learning needs that were identified during district walkthrough, instructional rounds and/or student data.
- Response to Intervention – aid in effective implementation of the district RtI plan, including effective Tier 1 instruction, Tier 2 and 3 interventions and progress monitoring practices. The district has provided a person dedicated to monitoring RtI implementation. This person meets with teachers during PLCs and helps with progress monitoring.
- Behavior – assist with intervention and technical support; code of conduct development; policy and procedure guidance.
- Technology – provide technical assistance and maintenance; support of a district-wide technology integration specialist.
- Walkthroughs – assist with walkthroughs regularly and offer feedback to administrators and teachers.
- Instructional Rounds – work with teachers and administrators on next steps for school-identified problems of practice.
- Attendance – support truancy diversion program; court referrals; and Infinite Campus.
- Administrative PLC's – host monthly PLCs with a direct correlation to effective leadership; school decision making; data analysis; as well as various hot topic book studies.
- District Leadership Team – design monthly meetings with school level Teacher Leaders with an intentional focus on sharing information from network trainings and improving instructional and assessment practices.

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- Leadership Team meetings – attend regularly the Leadership Team meetings to stay informed of school progress toward improving student achievement and to offer assistance and guidance as needed to address barriers.
- PGES – support all PGES initiatives as they are implemented with fidelity. All teachers have completed the self-reflection process. All schools in the district have monthly walkthroughs with a planned focus on one domain from the Framework for Teaching. The district hosted summer training sessions on Teachscape with all principals/assistant principals in attendance. All principals/assistant principals/district administrative team members are certified. The principal and superintendent are currently completing the PPGES process.
- New Teacher Mentor Program – present summer orientation as well as monthly support meetings for new teachers.

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

Transformation Model - Permissible Activities

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

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

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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.

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The Livingston County School District is choosing not to use SIG funds for permissible activities.

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

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Describe strategies to increase graduation rates.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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

The Livingston County School District is choosing not to use SIG funds for permissible activities.

Describe the strategies implemented to improve school climate and discipline.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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.

The Livingston County School District is choosing not to use SIG funds for permissible activities.

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Actions district addressed

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

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

Administrators, teachers, district personnel and ERS's have been participating in professional development pertaining to effective instruction, to include Learning 360 and Teachscape for the past two to three years. This training will enable administrators and teachers to identify and implement effective instruction in high school classrooms.

Walkthroughs are completed a minimum of once a month in every classroom. These walkthroughs are based on Domains two and three of the Framework for Teaching which provides a structure and feedback for continuous improvement in instructional practices and classroom management. School and district administrators complete calibrated walkthroughs together each month in order to ensure reliability and consistency in what we are looking for and the feedback we are giving. Making sure that each teacher receives a minimum of one walkthrough per month not only allows a focus on effective instruction but also the ability to monitor change.

The regular and systematic review of data will inform what areas of professional development are critical. Based on academic data as well as walkthrough observations, each PD session will be tailored to the needs of the school throughout the year and will be flexible.

Professional development topics may include, but are not limited to:

- Research-based best practices (Learning 360 Framework)
- Effective questioning
- Differentiated instruction
- Literacy
- Engagement
- Formative assessment
- Content vocabulary and prior knowledge

Additional professional development topics will also result from teacher feedback determined from data analysis during weekly PLC sessions.

Use of these strategies will be reinforced during weekly PLCs and guided planning sessions. The principal will ensure that the above strategies are measured through walkthroughs and coaching sessions. By faithfully adhering to the Livingston County School District evaluation policy, the principal will collaborate with teachers about their professional growth plans at least two times per year (or more often as needed).

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

The assignment of staff will be based entirely on student needs as prescribed by triangulation of data and student requests according to the master schedule. A consultant will assist with developing a master schedule focused on student needs for the upcoming year. The schedule will link course offerings to adopted core curriculum, Rtl opportunities and college readiness goals.

The option to reassign staff will be considered if data supports an internal or external transfer would be in the best interest of students. The creation of other staffing, as outlined in other sections of this grant application, is focused on improving instructional practices.

Teachers may continue in their current position if data supports they were effective. If not, teachers will be reassigned to their strength area. Overall, staff will be utilized to minimize barriers to student learning and reassigned to maximize academic achievement.

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

Professional development funds will be committed to improving instructional practices for Tier I interventions. Analysis of multiple sources of data indicates instruction contributes to low student achievement and performance gaps in literacy and math. The realignment of PD funds will address SMART goals related to math and literacy.

The grant coordinator/school liaison will work with the Youth Service Center to maximize the flow of funds into student activities (e.g. mentoring programs, transition activities, home visits).

SBDM funds will be allocated to support increased student and teacher use of technology. Technology serves as a bridge to more engaged, relevant, and personalized learning which can lead to higher academic achievement. Technology also provides a platform for more informed decision making using timely, meaningful data to shape optimal learning opportunities. These activities will address SMART goals related to the following: effective instructional practices, data analysis to inform instruction, and use of technology as an instructional teaching/learning tool.

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.)

Board of Education policies are reviewed at least annually and revised in accordance with changes in regulation and statute. The Livingston County Board of Education

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Transformation Model

follows the recommendations of the Kentucky School Board Association to ensure our policies meet not only the law but also best practice. Revisions to policies are shared among staff and available on our on-line manual on the district website. Our administrators review and recommend changes to Livingston County Board of Education throughout the year on an as needed basis. One recent example of this was the passage of board policy 08.2 (adopted on November 11, 2013) to address the need of protecting classroom instructional time. The need for this policy was brought to light in preparation for our follow up district/school visit/audit from the KY Department of Education this year. Aside from following all legal requirements, we will allow no optional policy to be a barrier to the implementation of our improvement plan.

School Based Decision Making policies are reviewed and updated annually through monthly SBDM meetings at LCHS. SBDM members develop, discuss, review and refine policies in order to eliminate barriers to teaching and learning and to keep an intentional focus on academic achievement.

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.

There is a strong focus from the school and district to protect instructional time and to ensure we are using researched-based instructional strategies that are in accordance with best practices. The administrative staff uses all available opportunities to collaborate and partner with other professionals in meetings such as KLA and ISLN. Livingston County teacher leaders collaborate in content network meetings as well as with the District Leadership Network and then return to their respective schools and share information and training with their PLCs. Livingston County Board of Education was proud to be among the first 100 KY school districts to adopt the policy to require school attendance to age 18. Our district and school recognizes the need for continuous improvement and sustainability and will make the implementation of this plan a top priority.

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(Section 1003g)

LCHS SCHOOL COUNCIL POLICY

District: Livingston County

School: Livingston Central High School

Responsible Committee: Curriculum & Instruction Committee

COUNCIL POLICY TYPE (CHECK ONE)
<input type="checkbox"/> By-Laws (Council Operational Policies)
<input checked="" type="checkbox"/> Function (School Operational Policies)

<u>POLICY NUMBER</u>
08.02

<u>POLICY TOPIC DESCRIPTION</u>
Curriculum Policy

<u>POLICY STATEMENT</u>
<p>Our current curriculum, as well as any future changes, will</p> <ul style="list-style-type: none">• Be aligned with the state standards for all subjects• Provide equitable access to a common academic core for all students• Provide support for all students to be able to complete some college-level work while in high school• Provide links to continuing education, life and career options• Reflect the strategies adopted in our School Improvement Plan• Provide the legally required core curriculum of college-level courses <p>Teacher Role All teachers will:</p> <ul style="list-style-type: none">• Disseminate the curriculum expectations for their classes to students in age-appropriate way and to all parents.• Teach the state standards assigned for their particular area or areas• Be prepared to contribute to discussions of needed changes in the curriculum <p>Principal Role The Principal will:</p> <ul style="list-style-type: none">• Ensure that copies of the curriculum standards and expectations for the school are available for parent review• Meet with each new teacher to review this policy and the sections of the curriculum that apply to the teacher's assignment.

<p>We will evaluate the effectiveness of this policy through our School Improvement Planning Process. First Reading Date: <u>November 14, 2011</u> Date Adopted (2nd Reading): <u>December 12, 2011</u> Signature: _____ Council Chairperson</p>
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(Section 1003g) **Transformation Model**

District: Livingston County

School: Livingston Central High School

Responsible Committee: Curriculum Committee

COUNCIL POLICY TYPE (CHECK ONE)
<input type="checkbox"/> By-Laws (Council Operational Policies)
<input checked="" type="checkbox"/> Function (School Operational Policies)

<u>POLICY NUMBER</u>
13.02

<u>POLICY TOPIC DESCRIPTION</u>
Instructional Practices Policy Page 1 of 2

<u>POLICY STATEMENT</u>
<p>Instructional Practice Principles</p> <p>In order to provide an environment where all students perform up to their potential and are prepared for the future, we will make sure that all students:</p> <ul style="list-style-type: none">• Are actively involved in their own learning• Use writing as a way to learn• Have some ownership over what is being learned• Communicate with peers about what they are learning• Study subjects in a way that shows them appreciation to real life• Are able to make connections among content areas• Are instructed in ways that help all students learn the Core Academic Standards, which Kentucky has determined are essential for all students to know and be able to do. <p>Instructional Practice Guidelines</p> <p>To help ensure our instructional practice and principles are implemented:</p> <p>Each week, students will have the opportunity to:</p> <ul style="list-style-type: none">• Receive appropriate and meaningful feedback• Work with other students in pairs, small groups or teams• Do hands-on activities• Use calculators/technology• Read books or materials on their own or with a partner• Discuss different ways to solve problems

Instructional Practices Policy

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Teacher Role

To ensure that the principles and guidelines above are implemented, every teacher shall:

- Use a wide variety of student-centered, culturally responsible researched based instructional strategies to address various learning styles.
- Use activities where all students use higher-order thinking skills.
- Assign tasks similar to those used for state assessments.
- Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.
- Use technology for appropriate and varied learning activities and to extend the classroom into the community and the world.
- Use instructional resources that are developmentally appropriate, culturally diverse, and varied.
- Follow the procedures outlined in the homework policy.
- Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.

Principal Role

To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the principal will:

Make sure that these instructional practice principles and guidelines are taken into account in both the interview process and the final selection of all teachers.

Encourage and support teachers in their role.

Encourage professional development that supports the implementation of this policy.

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading Date: November 14, 2011

Date Adopted (2nd Reading): December 12, 2011

Signature: _____

Council Chairperson

Kentucky Department of Education
District Application for School Improvement Funds
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LCHS SCHOOL COUNCIL POLICY

District: Livingston County

School: Livingston Central High School

Responsible Committee: School Culture & Resources Committee

COUNCIL POLICY TYPE (CHECK ONE)	<u>POLICY NUMBER</u>
<input type="checkbox"/> By-Laws (Council Operational Policies)	09.02
<input checked="" type="checkbox"/> Function (School Operational Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
Instructional and Non-Instructional Staff Time Assignment Policy p. 1 of 2

<u>POLICY STATEMENT</u>
<p>Criteria for Assignment</p> <p>The principal will assign staff members' time in a manner that will:</p> <ul style="list-style-type: none">• Fully support implementation of our School Improvement Plan and our Student Assignment Policy.• Take into account staff members' request to vary their work, particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.• Take into account different teacher's strengths and in-depth knowledge of specific topics.• Take into account specific student needs based on student performance data.• Respect state certifications requirements and the parameters of district job classifications. <p>Assignments Based on Criteria</p> <p>To complete assignments, the principal will:</p> <ul style="list-style-type: none">• In March, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.• In April, meet with any individual staff members whose request may be difficult to grant to discuss reasons for the staff members' interest, factors making it difficult to grant the requests and possible solutions.• In May, assign staff members based on the criteria in the first section of this policy.• In August, notify the council of how all staff members have been assigned.

POLICY STATEMENT

Instructional and Non-Instructional Staff Time Assignment Policy

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Altering Assignments

After making assignments, the principal may alter them:

- When necessary to respond to unanticipated enrollment or staffing changes.
- When the principal and the affected teachers agree that a change is needed.
- When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until next school year.

Supervision of Students

While on school property, students at Livingston Central High School will be under the supervision of a qualified adult who will hold them accountable for their conduct.

Daily Supervision Plans

Prior to the opening of each school year, the principal (or designee) will have in place a plan of daily student supervision for the following areas:

- Cafeteria
- Restrooms
- Locker Areas
- Halls
- Before and after school areas
- Bus loading and unloading zones

Supervision of Events and Activities

The Principal (or designee) will ensure that all school sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will hold students to appropriate standards of conduct.

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading Date: 3/19/12

Date Adopted (2nd Reading): 4/16/12

Signature: _____

Council Chairperson

Kentucky Department of Education
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LCHS SCHOOL COUNCIL POLICY

District: Livingston County

School: Livingston Central High School

Responsible Committee: Curriculum Committee

COUNCIL POLICY TYPE (CHECK ONE)
<input type="checkbox"/> By-Laws (Council Operational Policies)
<input checked="" type="checkbox"/> Function (School Operational Policies)

<u>POLICY NUMBER</u>
11.01

<u>POLICY TOPIC DESCRIPTION</u>
School Day and Week Schedule Policy

<u>POLICY STATEMENT</u>
<p>Criteria for Developing the School Schedule Our schedule will:</p> <ul style="list-style-type: none">• Reflect our mission and belief statement.• Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusions related to cultural background, physical abilities, socio-economic status, and intellectual status.• Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.• Support our Curriculum Policy, our Instructional Practices Policy, and the Goals and Strategies in our School Improvement Plan.• Allow teachers shared time to collaborate and plan on a regular basis.• Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of the day.• Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education. <p>Process for Developing the School Day Schedule</p> <p>Annually, the principal will implement a school day schedule that includes any changes that have been adopted by the council.</p> <p>The school day schedule will be reviewed each year using the following procedure:</p> <ul style="list-style-type: none">• The council will appoint the Curriculum Committee to review student performance data and data from students, parents and staff on how well instructional time is being used.• Brainstorm current time barriers to implementing needed practices and meeting student needs and ways the schedule might be changed to remove those barriers.• Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.

School Day and Week Schedule Policy
POLICY STATEMENT

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Prior to developing the master schedule, the Curriculum Committee will make recommendations they have made or are considering making if it should have schedule implications.

Based on the above work the Curriculum Committee will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February.

No later than the 1st of April, the principal (and/or designee) will prepare a schedule for the coming school year including changes (if any).

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading Date: July 15, 2013

Date Adopted (2nd Reading): August 19, 2013

Signature: _____

Council Chairperson

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

LCHS SCHOOL COUNCIL POLICY

District: Livingston County

School: Livingston Central High School

Responsible Committee: Curriculum Committee

COUNCIL POLICY TYPE (CHECK ONE)
<input type="checkbox"/> By-Laws (Council Operational Policies)
<input checked="" type="checkbox"/> Function (School Operational Policies)

<u>POLICY</u>
<u>NUMBER</u>
42.00

<u>POLICY TOPIC DESCRIPTION</u>
College-Level Courses Page 1 of 2

<u>POLICY STATEMENT</u>
<p>Curriculum and Availability</p> <p>Each year we will offer our students college-level courses in the following areas:</p> <ul style="list-style-type: none">• English• Science• Mathematics• Social Studies• Career and Technical Education Courses (CTE Courses) <p>Those courses will be offered as Advanced Placement classes at our school, or through arrangements with nearby colleges and universities. They will be accessible to all students who have a reasonable chance of being successful in the class and to those who meet the guidelines.</p> <p>If the course is designated as an Advanced Placement course, it must:</p> <ul style="list-style-type: none">• Be identified as an advanced placement course by the College Board.• Include the content as described in the College Board overview, description, and recommended course syllabus for the appropriate course.• Be aligned with Kentucky’s Academic Standards.• Prepare a student to take and be successful on the appropriate advanced placement examination administered by the College Board.• Be taught by staff with appropriate content certification and professional development preparation to teach the advanced placement course. <p>The principal (or principal designee) will make appropriate arrangements for these courses to be offered.</p>

POLICY STATEMENT

College Level Courses

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Recruitment

We will encourage all students to prepare for and take one or more college-level courses. We will do this in the following ways:

- The counselor will advise students and parents of these options when they prepare and revise the student's Individual Learning Plan and encourage each student to take appropriate preparatory courses.
- Teachers will encourage all students to take challenging courses each year.
- The council may amend the School Improvement Plan to add additional steps to ensure equitable participation in future years.

Student Assignment

All students may take our college-level courses if they have the skills they need to be ready for that work as based on the college readiness guidelines. They may establish that level of skill and be assigned to a college-level course by any one of the following means:

- Completing the pre-requisite courses listed in the Curriculum guideline document.
- Meeting the college benchmarks for college courses.
- Receiving permission from the teacher.

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

First Reading Date: 10/21/13

Date Adopted (2nd Reading): 12/16/13

Signature: _____

Council Chairperson

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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.

Support	Selection	Evaluation Tools
Kentucky Department of Education (KDE) <ul style="list-style-type: none"> • Dr. Kelly Foster – Associate Commissioner • Bill Philbeck-Educational Recovery Leader • Two member ER Team • KDE Pilot teacher/administrator training • Turnaround Team meetings for PLA schools 	Assigned staff support through District 180 and KDE Livingston Central High School became a PLA school in the fall of 2011. These supports were offered through District 180.	Quarterly Reports On-site visits Implementation of 30-60-90 Day Plan Plus/Deltas School Report Card Academic and Career data: KOSSA< EOC, ACT, PLAN
West KY Educational Cooperative John Settle-Administration Cynthia Jackson-Special Education Program Director West Kentucky Special Education Cooperative Network Trainings Reading Plus Support Partnerships with colleges (COMPASS testing) Paducah Area Technology Center Community business partners (scholarships) Project PASS utilizes community members as partners	Guidance relating to: Leadership-ISLN Co-teaching Behavior Literacy & Math The need to have principals trained in the implementation of TPGES made the ISLN Network a valuable support this year. Co-teaching was identified as an area of need through walkthroughs and collaboration with the DOSE. The Co-op was contacted to provide training in the co-teaching strategies. Behavior was identified as a need for teachers. The Co-op was contacted to observe in those classrooms and provide feedback.	Principal Professional Growth & Effectiveness System (PPGES) Teacher Professional Growth & Effectiveness System (TPGES) GAP data MAP data CCR data Data from Reading Plus KOSSA results (career readiness) Implementation of TPGES has been monitored through the pilot this year and needs have been addressed along the way. Principals and assistant principals will participate in calibration training this summer. Co-teaching is monitored during the year by the Co-op and building administrators through walkthroughs and immediate feedback is provided to the teachers.

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	Literacy and Math were selected based on assessment data, walkthroughs and PLC conversations. The co-op will be used to provide training in differentiation in reading and math this summer.	Effectiveness of implementation of feedback will be monitored through follow-up visits by the co-op and walkthroughs by building administrators. Classroom best practices in literacy and math will be monitored through walkthroughs and immediate feedback will be given to teachers.
University of Louisville- Academic & Behavior Response to Intervention Meghan Martin	Analyzing behavior and academic data and identifying resources	Student performance on MAP, state assessments and behavior reports. Classroom performance Implementation of school-wide expectations
Learning 360 Framework Steve Olsen	To structure a framework and provide research-based instructional strategies	Site visits Data collected through walkthroughs Student performance Teacher retention TPGES
Kentucky Leadership Academy Franklin Simpson High School	Support for implementing the TPGES and PPGES HUB school – support and resource strategies to increase CCR readiness	TPGES Professional Growth Goals Student Growth Goals Summative ratings CCR data Master schedule Career Pathway offerings

In addition to the supports listed in the chart, the district participates in the Truancy Diversion Program. Education can mean the difference between a life of struggle or one of success. It is well documented that most truancy cases can be attributed to a lack of parental involvement and support, low academic success, use of drugs and alcohol, and incidents of domestic violence in the home.

In an effort to combat the detrimental effects of truancy, Chief Justice Joseph E. Lambert initiated a Truancy Diversion Program (TDP) in 2005 in collaboration with Kentucky Commissioner of Education Gene Wilhoit. The program uses a team

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approach to help students develop good attendance habits and improve their overall school experience. The TDP meets the needs of truant students by using education, prevention, accountability and treatment, if applicable, to address the issues surrounding truancy. Students who have been identified for the TDP are assigned a mentor.

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 following state and federal funds may be realigned to create a sustainable network of support:

The Board of Education will continue to fund the MAP assessment which serves as a universal screener and provides data for analysis. (Data analysis will continue to drive instructional changes and annual goals. Teachers will use formative assessments, common assessments and MAP data to inform instruction. MAP goals and scores are reflected in quarterly reports as well as addressed at district leadership meetings)

- Family Resource and Youth Service Center funding will continue to expand and enhance initiatives that support next generation learners (parent programs, community service projects, mentoring programs, transition activities, etc.). Parental programs at the high school level are district initiatives with a direct focus on helping parents and students identify the importance of specific tests, interpreting the data results, and creating intentional plans for assisting students in achieving college and/or career readiness status.
- Professional Development funds will allow for the continued training in research-based best instructional practices, including math and literacy initiatives. (walkthrough data will be utilized to identify use and effectiveness of research based instructional strategies and to address specific PD needs)
- Title VI funds will assist to support efforts at LCHS for payment of substitute teachers, registration fees for professional learning opportunities, etc.
- 21st CCLC funds, in accordance to grant guidelines, will collaborate with LCHS to provide afterschool services during the regular school year and summer activities. (Also, 2:50 to 3:15 time can be utilized for intentional intervention/enrichment services for students as well as parent/student/teacher conferencing as planned by staff)
- Title I money was used to help fund a position allocated above and beyond the staffing formula.
- ESS funds are utilized during the regular school day through a waiver and focuses on Response to Intervention (Rtl) Behavior efforts.(Rtl initiatives will be addressed through the continuation of Reading Plus and ALEKS intervention programs as funded – Academic Time will also be utilized to reinforce intervention as well as enrichment)
- The District Finance Officer will review federal and state funding allocations to focus support strategies at LCHS and allow for fiscal sustainability of SIG initiatives.

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- The DPP will also continue efforts to increase attendance and graduation rates. (In house HS mentoring program will continue to triangulate data and address academic, behavior and attendance issues in order to increase effectiveness and be more pro-active)
- The district will develop new partnerships and expand existing relationships in an effort to make LCHS a successful school. These partnerships will directly involve community members with the decision making process and be a vital force in educational decisions at LCHS. Currently there are several community involvement/partnerships that assist with scholarships for our students.
- Perkins - The Perkins funding will be used to promote college and career readiness by providing professional development for staff members in the CTE department as well as to pay transportation and registration costs for student educational trips.
- Race to the Top- will be used to implement each element of the Continuous Instructional Improvement Technology System. Funds will be used to assist in providing the support necessary to implement the use of the Classroom Assessment module and the Educator Development Suite through professional development and technical assistance.
- IDEA- The district seeks and facilitates trainings from the regional cooperative to increase the inclusion of special populations with training in co-teaching, student engagement and differentiated instruction. IDEA funds to be used to promote PD (e.g. Counsel for Exceptional Children's Conference) student success and college and/or career readiness by not only supporting personnel costs but also to make student related curriculum and technology purchases for special needs students.

School administration and teaching staff will be strongly encouraged to carefully examine their use of staffing allocations to meet student needs and to maximize human resources within their staffing allocations to provide for periods for instructional coaching, mentoring, and interventions.

- Extra staffing above and beyond the staffing formula will be provided to ensure students have opportunities in all areas of the curriculum and to meet all graduation requirements
- Our district fully funds dropout prevention programs and alternative education programs for the school and will continue to do so.

Overall, the district will continue to support and monitor intervention programs and strategies, utilizing usage and effectiveness data to support LCHS in making sound instructional decisions. Having this data available will also allow the district to support the school leadership team in providing fiscal & resource management.

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

The administration at Livingston Central High School will report regularly to the Board of Education throughout the grant cycle and cumulative data will be supplied to the Board

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quarterly. Continued funding of SIG initiatives will rely on proven effectiveness. It is our plan that funded personnel positions from the grant will no longer be required based on embedded systems for continuous improvement. The grant cycle is designed to bring in resources to build and continue systems for continued sustainability.

The principal, working collaboratively with stakeholders, can continue using operational flexibility. The teachers, principal and guidance counselor will intentionally plan to utilize Academic Time to meet the needs of students. In addition, teachers may use 2:50-3:15 for conferencing and tutoring. School leadership will analyze the effectiveness of these strategies and revise as needed to ensure operational flexibility is improving student achievement. Before and after school tutoring through use of ESS funds can also be used to increase learning time.

The school and district have embraced the new Professional Growth and Effectiveness System (PGES) as the board approved Certified Evaluation Plan. This process is aligned to student growth data, utilizes multiple observation-based assessments of performance and ties formative assessment data to student achievement. The high school participated in the PGES pilot during the 2013-2014 school year. Teacher leaders attended summer trainings to prepare them for their own evaluation process as well as help them fulfill the train the trainer model to foster understanding and serve as leaders for the full implementation of PGES. The Certified Evaluation Plan includes the process to remove school leaders, teachers, and other staff who, after ample opportunities, have not improved.

The district has agreed to at least partially fund the Aspiring Leaders as it is currently written. Additional funds may be generated through community partnerships. Some portions of the plan foster leadership skills and do not require additional funding. The Aspiring Leaders Program will be analyzed for effectiveness and revised as needed.

The district has agreed to commit Professional Development funds to improving instructional practices for Tier I interventions. Analysis of multiple sources of data indicates instruction contributes to low student achievement and performance gaps in literacy and math. The realignment of PD funds will address SMART goals related to math and literacy.

The grant cycle provides the opportunity for teachers and administrators to take a deep dive into Learning 360. Moreover, the teachers will receive specific feedback from Steve Olsen, Learning 360 consultant, to improve their teaching. This training will be further developed and sustained through the Kentucky Department of Education (KDE). KDE is providing Learning 360 as a resource for teacher growth.

The school will continue using the identified strategies to recruit, place and retain staff. School leadership will solicit feedback and research other successful school practices to learn additional, possibly more effective ways to recruit, place and retain staff.

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Currently, the school is in its second year of using ALEKS and Reading Plus to provide interventions in math and reading. The guidance counselor, teachers and Rtl coordinator have evaluated the programs to ensure effectiveness. The district has a designated Rtl person to assist with implementing the programs with fidelity. If these programs are no longer funded, the principal will examine using existing staff and flexibility in scheduling to provide interventions using best instructional practices and resources.

Teachers and administrators have improved their practices of reviewing test data to monitor student progress and identify curricular gaps. The school will enter a one-year partnership with Contemplative Learning Solutions, LLC (CLS) to deeply engage in the formative assessment process. CLS will also build on and enhance current Professional Learning Community (PLC) structure, improve and enhance participants' confidence levels about classroom-level formative assessment and differentiated instruction, increase the use of classroom-level formative assessment strategies, foster the formative assessment *process*, as opposed to the use of formative assessment *activities*. Facilitators will also visit classrooms to perform fidelity checks and provide monitoring, feedback and support. After the initial process, facilitators will assess needs and adjust professional development offerings accordingly.

Working with CLS and continued work with the Learning 360 Framework will support the recommendation to develop a multi-year professional development plan that builds on previous professional development experiences, and includes job-embedded professional development. During FY 2014 the ERS and ERL as well as the Instructional Coach will work collaboratively with CLS and school leadership to strengthen capacity within teacher leaders. During FY 2015 and FY 2016, the Instructional Coach will fine tune the process to ensure long-term sustainability. Teacher leaders will follow a train the trainer model to ensure sustainability.

Data over the past few years has identified the need to improve family and community involvement. This is an essential component to a successful school. The grant cycles allows for the establishment and development of several community and parent partnerships with assistance from the grant coordinator/school liaison. Once partnerships are established, the increase in community pride starts building, more opportunities for partnerships are identified, and the momentum builds. The partnerships can be continued under the supervision of the principal, guidance counselor and FRYSC.

The district provides intensive technical assistance and support to all schools in the district as described on page 56.

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

- Weekly PLCs will analyze student data and congruency protocols, address gaps and monitor progress toward quarterly goals.
- Quarterly data reviews will monitor progress toward meeting annual SMART goals.

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- Embedded professional development will address improving instruction to meet the students' needs in math and literacy.
- Through guided planning sessions, administrators will review lesson plans, strategies and assessments and have conversations with specific feedback that address individual needs as well as teacher reflection.

The Leadership Team meets weekly to reflect on current practices and to plan for future work. The Leadership Team has established the process of using a 30-60-90 Day Plan to monitor and guide the work. The team worked collaboratively to establish Sustainability Plan. The plan identifies the actions to be sustained, an explanation to ensure fidelity, and the point person in charge of monitoring implementation. The Sustainability Plan will be reviewed and revised by June 2014 to guide the work of continuous improvement.

Staff from the district office attends Leadership Team meetings, Rtl progress monitoring sessions, Instructional Rounds as well as provide extra support for LCHS. Our pledge from the district office is that we will continue to provide this support through the SIG grant period and beyond.

Timeline

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

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

Month	2014-2015	2015-2016	2016-2017
July	<ul style="list-style-type: none"> • The principal will communicate SMART goals to all stakeholders. • The principal will collaborate with the 21st CCLC program and FRYSC to review/revise services specific to the high school and the identified needs. • The principal will meet with the 	<ul style="list-style-type: none"> • The principal will communicate SMART goals to all stakeholders. • The principal will collaborate with the 21st CCLC program and FRYSC to review/revise services specific to the high school and the identified needs. • The principal will meet with the 	<ul style="list-style-type: none"> • The principal will communicate SMART goals to all stakeholders. • The principal will collaborate with the 21st CCLC program and FRYSC to review/revise services specific to the high school and the identified needs. • The principal will meet with the

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	<p>superintendent, ERS staff, Instructional Coach and other district administrators to review the plan for additional support strategies.</p> <ul style="list-style-type: none"> • The principal and Public Relations Director review/revise the open, two-way communication and networking with major stakeholders within the community. • The grant coordinator/school liaison will establish partnerships with local businesses to give priority status to students who have earned Silver level Workkeys certificates when going through the hiring process. • School leadership, Instructional Coach and ERS staff will attend a retreat designed to foster a positive team 	<p>superintendent, the Instructional Coach and other district administrators to review progress and plan for additional support strategies.</p> <ul style="list-style-type: none"> • The principal and Public Relations Director review/revise the open, two-way communication and networking with major stakeholders within the community. • The grant coordinator/school liaison will foster and seek new partnerships with local businesses to give priority status to students who have earned Silver level Workkeys certificates when going through the hiring process. • School leadership will actively participate in a principal-led Leadership Retreat 	<p>superintendent and other district administrators to review progress and plan for additional support strategies.</p> <ul style="list-style-type: none"> • The principal and Public Relations Director review/revise the open, two-way communication and networking with major stakeholders within the community. • The guidance counselor will foster and seek new partnerships with local businesses to give priority status to students who have earned Silver level Workkeys certificates when going through the hiring process. • School leadership will actively participate in a principal-led Leadership Retreat.
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	<p>culture unified in improving student achievement.</p> <ul style="list-style-type: none"> • The principal, ERS staff, Instructional Coach and Instructional Supervisor will work with teachers to review/revise common assessments and curriculum documents for all content areas with a specific focus on ELA and Math standards. • Contemplative Learning Solutions (CLS) team, ERS staff and Instructional Coach will work with teachers to foster the formative assessment process. • The grant coordinator/school liaison will work with school leadership and FRYSC to schedule home visits. • The grant coordinator/school liaison will coordinate 	<ul style="list-style-type: none"> • The principal, the Instructional Coach and Instructional Supervisor will work with teachers to review/revise common assessments and curriculum documents for all content areas with a specific focus on ELA and Math standards. • Instructional Coach will continue to work with teachers to improve the formative assessment process. • The grant coordinator/school liaison will work with school leadership and FRYSC to schedule home visits. • The grant coordinator/school liaison will continue to 	<ul style="list-style-type: none"> • The principal and Instructional Supervisor will work with teachers to review/revise common assessments and curriculum documents for all content areas with a specific focus on ELA and Math standards. • Teacher leaders and principal will continue to work with teachers to refine the formative assessment process. • The guidance counselor and principal will work with school leadership and FRYSC to schedule home visits. • The guidance counselor will continue to coordinate
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	<p>meetings with local businesses to gain insight on how LCHS can best prepare students for the local workplace.</p> <ul style="list-style-type: none"> • School and district leadership will work collaboratively to clearly communicate and encourage qualified teachers to participate in the Aspiring Leader’s Program. • The guidance counselor, ERS staff and Instructional Coach will work with teachers to effectively design and prepare for quality Academic Time focused on meeting student’s needs. • School leadership, ERS staff, Instructional Coach and teachers will develop and implement a plan for the 20 minute Rtl time prior to 	<p>coordinate meetings with local businesses to gather information about the demands of the workforce to empower LCHS students with necessary skills.</p> <ul style="list-style-type: none"> • School and district leadership will work collaboratively to clearly communicate and encourage qualified teachers to participate in the Aspiring Leader’s Program. • The guidance counselor and Instructional Coach will work with teachers to effectively design and prepare for quality Academic Time focused on meeting student’s needs. • School leadership, the Instructional Coach and teachers will implement revised plan for the 20 minute Rtl time prior to the traditional start of 	<p>meetings with local businesses to gather information about the demands of the workforce to empower LCHS students with necessary skills.</p> <ul style="list-style-type: none"> • The guidance counselor will work with teachers to effectively design and prepare for quality Academic Time focused on meeting student’s needs. • School leadership and teachers will implement revised plan for the 20 minute Rtl time prior to the traditional start of the school day.
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	<p>the traditional start of the school day.</p> <ul style="list-style-type: none"> • School leadership will review/revise and communicate the school-wide behavior plan and student incentives and rewards. • Teachers will purchase instructional resources to enhance teaching and learning. • Science teachers will order resources and materials in order to provide students the opportunity to utilize 21st Century skills and participate in STEM activities. • Science teachers will order resources and materials in order to provide students the opportunity to utilize inquiry-based learning activities from the National Math and Science Initiative. 	<p>the school day.</p> <ul style="list-style-type: none"> • School leadership will review/revise and communicate the school-wide behavior plan and student incentives and rewardss. • The grant coordinator/school liaison will work with district IT personnel and teachers foster 21st skills and enhance teaching and learning. • The Leadership Team, teachers and the Instructional Coach will develop and communicate expectations of the Instructional Coach to maximize effectiveness. 	<ul style="list-style-type: none"> • School leadership will review/revise and communicate the school-wide behavior plan and student incentives and rewards.
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	<ul style="list-style-type: none"> • In coordination with the grant coordinator and district IT personnel, the principal will order technology designed to foster 21st Century skills as well as to enhance teaching and learning. • School leadership, teacher leaders, Instructional Coach and ERS staff will attend Turnaround Training. • School leadership and ERS staff will develop an instructional calendar. • Teacher leaders will visit a summer transition program at an area school and develop transition opportunities for 8th graders. 	<ul style="list-style-type: none"> • School leadership and Instructional Coach will develop an instructional calendar. • Teacher leaders will coordinate summer transition activities that will be offered for 8th graders. 	<ul style="list-style-type: none"> • School leadership will develop an instructional calendar. • Teacher leaders will coordinate summer transition activities that will be offered for 8th graders.
August	<ul style="list-style-type: none"> • Professional learning opportunities will be available for teachers to learn EPAS prep 	<ul style="list-style-type: none"> • Professional learning opportunities will be available for teachers to learn EPAS prep 	<ul style="list-style-type: none"> • Professional learning opportunities will be available for teachers to learn EPAS prep

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	<p>strategies to be used regularly in their classes.</p> <ul style="list-style-type: none"> • Teachers and administrators will develop student growth goals and professional growth goals. • School administrators, Instructional Coach and ERS staff will guide teachers in analyzing student work in PLCs and Guided Planning. • School leadership, Instructional Coach and ERS staff will monitor use of engagement strategies, rigorous instruction, formative assessments, and rigorous summative assessments. • The technology assistant will model using technology for teaching and learning. • The technology assistant will model using GradeCam for 	<p>strategies to be used regularly in their classes.</p> <ul style="list-style-type: none"> • Teachers and administrators will develop student growth goals and professional growth goals. • School administrators and Instructional Coach will guide teachers in analyzing work in PLCs and Guided Planning. • School leadership and the Instructional Coach will monitor use of engagement strategies, rigorous instruction, formative assessments, and rigorous summative assessments. • The technology assistant will model using technology for teaching and learning. • The technology assistant will model using GradeCam for 	<p>strategies to be used regularly in their classes.</p> <ul style="list-style-type: none"> • Teachers and administrators will develop student growth goals and professional growth goals. • School administrators will guide teachers in analyzing work in PLCs and Guided Planning. • School leadership will monitor use of engagement strategies, rigorous instruction, formative assessments, and rigorous summative assessments. • Teacher leaders will continue to address technology for teaching and learning. • Teacher leaders will continue to address using GradeCam for
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	<p>formative assessments, item analysis and self-reflection.</p> <ul style="list-style-type: none"> • Instructional Coach will model reading strategies in all content areas. • Guidance Counselor will provide students with the opportunity to have fees paid for Dual Credit courses. • Math, English, science and social studies teachers will register to attend National conferences in their respective content area. • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (MAP, ACT, EOC, CCR). • School leadership will generate feedback from groups involved in the 	<p>formative assessments, item analysis and self-reflection.</p> <ul style="list-style-type: none"> • Instructional Coach will assist students and teachers in improving reading. • Guidance Counselor will provide students with the opportunity to have fees paid for Dual Credit courses. <p>• School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (MAP, ACT, EOC, CCR).</p> <ul style="list-style-type: none"> • School leadership will generate feedback from groups involved in the 	<p>formative assessments, item analysis and self-reflection.</p> <ul style="list-style-type: none"> • English Department will assist students and teachers in improving reading. <p>• School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (MAP, ACT, EOC, CCR).</p> <ul style="list-style-type: none"> • School leadership will generate feedback from groups involved in the development of
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	<p>development of policies and programs utilizing ad hoc committees, round table groups, and quarterly SIG Advisory Council meetings.</p> <ul style="list-style-type: none"> • Principal will select Teacher Leaders to participate in the District Leadership Team (DLT). • The grant coordinator/school liaison and school leadership will plan and conduct a Back to School Night event to establish partnerships with community businesses, school and families. • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. 	<p>development of policies and programs utilizing ad hoc committees, round table groups, and quarterly SIG Advisory Council meetings.</p> <ul style="list-style-type: none"> • Principal will select Teacher Leaders to participate in the District Leadership Team (DLT). • The grant coordinator/school liaison and school leadership will plan and conduct a Back to School Night event to nurture partnerships with community businesses, school and families. • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. 	<p>policies and programs utilizing ad hoc committees, round table groups, and quarterly SIG Advisory Council meetings.</p> <ul style="list-style-type: none"> • Principal will select Teacher Leaders to participate in the District Leadership Team (DLT). • School leadership will plan and conduct a Back to School Night event in partnership with community businesses, school and families. • School Leadership Team will ensure fidelity in the implementation of the SIG initiatives.
September	<ul style="list-style-type: none"> • CLS and Instructional Coach will visit classrooms to perform fidelity checks. The 	<ul style="list-style-type: none"> • Instructional Supervisor and Instructional Coach will visit classrooms to perform fidelity 	<ul style="list-style-type: none"> • Instructional Supervisor and Instructional Coach will visit classrooms to perform fidelity

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	<p>team will monitor classrooms regularly as well as provide feedback and support in implementing the formative assessment process.</p> <ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • The Learning 360 educational consultant will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • Instructional Coach will model reading strategies in all content areas. • The grant 	<p>checks. The team will monitor classrooms regularly as well as provide feedback and support in the formative assessment process.</p> <ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • The Learning 360 educational consultant will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • Instructional Coach will assist students and teachers in improving reading. • The grant 	<p>checks. The team will monitor classrooms regularly as well as provide feedback and support in the formative assessment process.</p> <ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • The School Leadership Team will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • English Department will assist students and teachers in improving reading. • School
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	coordinator/school liaison will ensure fidelity in the implementation of the SIG.	coordinator/school liaison will ensure fidelity in the implementation of the SIG.	Leadership Team will ensure fidelity in the implementation of the SIG initiatives.
October	<ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • The grant coordinator/school liaison will work with school leadership to organize college visits/post-secondary options for each grade level. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Teachers, Instructional Coach and ERS 	<ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • The grant coordinator/school liaison will work with school leadership to organize college visits/post-secondary options for each grade level. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Teachers and the Instructional Coach will 	<ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • The guidance counselor will work with school leadership to organize college visits/post-secondary options for each grade level. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Teachers will review/revise curriculum

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	<p>staff will review/revise curriculum documents and common assessments (substitutes will cover classes).</p> <ul style="list-style-type: none"> • Instructional Coach will model reading strategies in all content areas. • The grant coordinator/school liaison and principal will share SIG progress narratives with the Superintendent, Livingston County Board of Education, SBDM, and school community. • Student-led parent/student/teacher conferences will take place. • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. • The Arts/Humanities teacher will assist teachers with 	<p>review/revise curriculum documents and common assessments (substitutes will cover classes).</p> <ul style="list-style-type: none"> • Instructional Coach will assist students and teachers in improving reading. • The grant coordinator/school liaison and principal will share SIG progress narratives with the Superintendent, Livingston County Board of Education, SBDM, and school community. • Student-led parent/student/teacher conferences will take place. • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. • The Arts/Humanities teacher will assist teachers with 	<p>documents and common assessments (substitutes will cover classes).</p> <ul style="list-style-type: none"> • English Department will assist students and teachers in improving reading. • The principal will share SIG progress narratives with the Superintendent, Livingston County Board of Education, SBDM, and school community. • Student-led parent/student/teacher conferences will take place. • The School Leadership will ensure fidelity in the implementation of the SIG. • The Arts/Humanities teacher will assist teachers with
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	<p>implementation of school-wide Program Review process.</p> <ul style="list-style-type: none"> • All teachers will analyze Practice PLAN, PLAN and Practice ACT data to inform instruction. • Teachers will analyze effectiveness of the Accelerated Reader program to inform practices. 	<p>implementation of school-wide Program Review process.</p> <ul style="list-style-type: none"> • All teachers will analyze Practice PLAN, PLAN and Practice ACT data to inform instruction. • Teachers will analyze effectiveness of the Accelerated Reader program to inform practices. 	<p>implementation of school-wide Program Review process.</p> <ul style="list-style-type: none"> • All teachers will analyze Practice PLAN, PLAN and Practice ACT data to inform instruction. • Teachers will analyze effectiveness of the Accelerated Reader program to inform practices.
November	<ul style="list-style-type: none"> • School Leadership educational consultant and Instructional Coach will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • CLS and Instructional Coach will visit classrooms to perform fidelity checks. The team will monitor classrooms regularly as well as provide feedback and support in the 	<ul style="list-style-type: none"> • School Leadership educational consultant and Instructional Coach will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • Instructional Coach and Instructional Supervisor will visit classrooms to perform fidelity checks. The team will monitor classrooms regularly as well as provide feedback and 	<ul style="list-style-type: none"> • School Leadership will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • Instructional Supervisor and School Leadership Team will visit classrooms to perform fidelity checks. The team will monitor classrooms regularly as well as provide

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	<p>formative assessment process.</p> <ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (Practice PLAN, PLAN, Practice ACT, CCR). • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Instructional Coach will model reading strategies in all content areas. • The guidance counselor will develop a Saturday ACT Prep opportunity 	<p>support in the formative assessment process.</p> <ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (Practice PLAN, PLAN, Practice ACT, CCR). • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Instructional Coach will assist students and teachers in improving reading. • The guidance counselor will develop a Saturday ACT Prep opportunity 	<p>feedback and support in the formative assessment process.</p> <ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (Practice PLAN, PLAN, Practice ACT, CCR). • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • English Department will assist students and teachers in improving reading. • The guidance counselor will develop a Saturday ACT Prep opportunity
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	<p>for students (six weeks).</p> <ul style="list-style-type: none"> • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. • School leadership, Instructional Coach, ERS staff and CTE teachers will proactively plan and implement interventions to increase the percentage of students who are Career Ready. • The grant coordinator/school liaison and school leadership will plan events open to the public to showcase SIG initiatives. 	<p>for students (six weeks).</p> <ul style="list-style-type: none"> • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. • School leadership, the Instructional Coach and CTE teachers will proactively plan and implement interventions to increase the percentage of students who are Career Ready. • The grant coordinator/school liaison and school leadership will plan events open to the public to showcase SIG initiatives. 	<p>for students (six weeks).</p> <ul style="list-style-type: none"> • The School Leadership will ensure fidelity in the implementation of the SIG. • School leadership and CTE teachers will proactively plan and implement interventions to increase the percentage of students who are Career Ready. • School leadership will plan events open to the public to showcase SIG initiatives.
December	<ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (MAP, ASVAB, CCR). • Guidance counselor will 	<ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (MAP, ASVAB, CCR). • Guidance counselor will 	<ul style="list-style-type: none"> • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (MAP, ASVAB, CCR). • Guidance counselor will

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	<p>test students individually or in small groups as they meet CCR benchmarks after appropriate interventions.</p> <ul style="list-style-type: none"> • The guidance counselor will work with the Project Pass coordinator to develop after school ACT prep opportunities for students beyond the school day. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Instructional Coach will model reading strategies in all content areas. • School leadership, teachers and technology assistant will review/revise the role of the technology assistant as needed. • The grant coordinator/school liaison will ensure fidelity in the implementation 	<p>test students individually or in small groups as they meet CCR benchmarks after appropriate interventions.</p> <ul style="list-style-type: none"> • The guidance counselor will work with the Project Pass coordinator to develop after school ACT prep opportunities for students beyond the school day. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Instructional Coach will assist students and teachers in improving reading. • School leadership, teachers and technology assistant will review/revise the role of the technology assistant as needed. • The grant coordinator/school liaison will ensure fidelity in the implementation 	<p>test students individually or in small groups as they meet CCR benchmarks after appropriate interventions.</p> <ul style="list-style-type: none"> • The guidance counselor will work with the Project Pass coordinator to develop after school ACT prep opportunities for students beyond the school day. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • English Department will assist students and teachers in improving reading.
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	<p>of the SIG.</p> <ul style="list-style-type: none"> • School leadership, ERS staff, Instructional Coach and teachers will review/revise and implement the plan for the 20 minute Rtl time prior to the traditional start of the school day. 	<p>of the SIG.</p> <ul style="list-style-type: none"> • School leadership, the Instructional Coach and teachers will review/revise and implement the plan for the 20 minute Rtl time prior to the traditional start of the school day. 	<ul style="list-style-type: none"> • School leadership and teachers will review/revise and implement the plan for the 20 minute Rtl time prior to the traditional start of the school day.
January	<ul style="list-style-type: none"> • CLS and Instructional Coach will visit classrooms to perform fidelity checks. The team will monitor classrooms regularly as well as provide feedback and support in the formative assessment process. • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Guidance counselor will test students individually or in 	<ul style="list-style-type: none"> • Instructional Coach and Instructional Supervisor will visit classrooms to perform fidelity checks. The team will monitor classrooms regularly as well as provide feedback and support in the formative assessment process. • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Guidance counselor will test students individually or in 	<ul style="list-style-type: none"> • Instructional Supervisor and school leadership will visit classrooms to perform fidelity checks. The team will monitor classrooms regularly as well as provide feedback and support in the formative assessment process. • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Guidance counselor will test students individually or in

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	<p>small groups as they meet CCR benchmarks after appropriate interventions.</p> <ul style="list-style-type: none"> • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Instructional Coach will model reading strategies in all content areas. • The guidance counselor will work with the Project Pass coordinator to review/revise ACT prep opportunities for students. • The grant coordinator/school liaison and principal will share SIG progress narratives with the Superintendent, Livingston County Board of Education, SBDM, and school community. • The guidance counselor will implement a Saturday ACT Prep opportunity 	<p>small groups as they meet CCR benchmarks after appropriate interventions.</p> <ul style="list-style-type: none"> • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Instructional Coach will assist students and teachers in improving reading. • The guidance counselor will work with the Project Pass coordinator to review/revise ACT prep opportunities for students. • The grant coordinator/school liaison and principal will share SIG progress narratives with the Superintendent, Livingston County Board of Education, SBDM, and school community. • The guidance counselor will implement a Saturday ACT Prep opportunity 	<p>small groups as they meet CCR benchmarks after appropriate interventions.</p> <ul style="list-style-type: none"> • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • English Department will assist students and teachers in improving reading. • The guidance counselor will work with the Project Pass coordinator to review/revise ACT prep opportunities for students. • The guidance counselor will implement a Saturday ACT Prep opportunity
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	<p>for students (six weeks).</p> <ul style="list-style-type: none"> • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. • The Leadership Team, teachers and the ERS staff will review/revise expectations of ERS staff to maximize effectiveness. 	<p>for students (six weeks).</p> <ul style="list-style-type: none"> • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. • The Leadership Team, teachers and the Instructional Coach will review/revise expectations of the Instructional Coach to maximize effectiveness. 	<p>for students (six weeks).</p> <ul style="list-style-type: none"> • School Leadership Team will ensure fidelity in the implementation of the SIG initiatives.
February	<ul style="list-style-type: none"> • School leadership, Instructional Coach and ERS staff will analyze and triangulate data for student placement for 2015-2016. • The guidance counselor, principal and other stakeholders will work with Kerry Fannin to design the master schedule for 2015-2016. • Guidance counselor will provide students with the opportunity to have fees paid 	<ul style="list-style-type: none"> • School leadership and the Instructional Coach will analyze and triangulate data for student placement for 2016-2017. • The guidance counselor, principal and other stakeholders will work with Kerry Fannin to design the master schedule for 2016-2017. • Guidance counselor will provide students with the opportunity to have fees paid 	<ul style="list-style-type: none"> • School leadership and the Instructional Coach will analyze and triangulate data for student placement for 2017-2018. • The guidance counselor, principal and other stakeholders will work with Kerry Fannin to design the master schedule for 2017-2018. • Guidance counselor will provide students with the opportunity to have fees paid

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	<p>for AP courses.</p> <ul style="list-style-type: none"> • The Instructional Supervisor and school leadership will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Teachers, Instructional Coach and ERS staff will review/revise curriculum 	<p>for AP courses.</p> <ul style="list-style-type: none"> • The Instructional Supervisor and school leadership will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Teachers and the Instructional Coach will review/revise curriculum documents and 	<p>for AP courses.</p> <ul style="list-style-type: none"> • The Instructional Supervisor and school leadership will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • School leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR). • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Teachers will review/revise curriculum documents and common assessments
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	<p>documents and common assessments (substitutes will cover classes).</p> <ul style="list-style-type: none"> • Instructional Coach will model reading strategies in all content areas. • The guidance counselor will work with the Project Pass coordinator to review/revise ACT prep opportunities for students. • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. 	<p>common assessments (substitutes will cover classes).</p> <ul style="list-style-type: none"> • Instructional Coach will assist students and teachers in improving reading. • The guidance counselor will work with the Project Pass coordinator to review/revise ACT prep opportunities for students. • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. 	<p>(substitutes will cover classes).</p> <ul style="list-style-type: none"> • English Department will assist students and teachers in improving reading. • The guidance counselor will work with the Project Pass coordinator to review/revise ACT prep opportunities for students. • School Leadership Team will ensure fidelity in the implementation of the SIG initiatives.
March	<ul style="list-style-type: none"> • The Open Campus Director guidance counselor will plan transition activities for students. • CLS will assess needs and adjust professional development offerings accordingly. • School 	<ul style="list-style-type: none"> • The Open Campus Director guidance counselor will plan transition activities for students. • Instructional Coach and Instructional Supervisor will assess needs and adjust professional development offerings accordingly • School 	<ul style="list-style-type: none"> • The Open Campus Director and guidance counselor will plan transition activities for students. • Instructional Supervisor and PD Committee will assess needs and adjust professional development offerings accordingly. • School

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	<p>leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR).</p> <ul style="list-style-type: none"> • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Instructional Coach will model reading strategies in all content areas. • The guidance counselor will work with the Project Pass coordinator to review/revise ACT prep opportunities for students. • The grant coordinator/school liaison will ensure fidelity in the implementation 	<p>leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR).</p> <ul style="list-style-type: none"> • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Instructional Coach will assist students and teachers in improving reading. • The guidance counselor will work with the Project Pass coordinator to review/revise ACT prep opportunities for students. • The grant coordinator/school liaison will ensure fidelity in the implementation 	<p>leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (CCR).</p> <ul style="list-style-type: none"> • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • English Department will assist students and teachers in improving reading. • The guidance counselor will work with the Project Pass coordinator to review/revise ACT prep opportunities for students. • School Leadership Team will ensure fidelity in the implementation of the SIG
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	<p>of the SIG.</p> <ul style="list-style-type: none"> The Arts/Humanities teacher will assist teachers with implementation of school-wide Program Review process. 	<p>of the SIG.</p> <ul style="list-style-type: none"> The Arts/Humanities teacher will assist teachers with implementation of school-wide Program Review process. 	<p>initiatives.</p> <ul style="list-style-type: none"> The Arts/Humanities teacher will assist teachers with implementation of school-wide Program Review process.
April	<ul style="list-style-type: none"> A team of teachers, Instructional Coach, the guidance counselor, ERS staff and principal will plan for the 2015-2016 school year based on effective practices observed at Franklin-Simpson High School (Hub School). The PD committee will plan summer PD with stakeholder input based on student and teacher needs. Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. School leadership will recognize students for good behavior 	<ul style="list-style-type: none"> A team of teachers, the guidance counselor, Instructional Coach and principal will plan for the 2016-2017 school year based on effective practices observed at Franklin-Simpson High School (HUB school). The PD committee will plan summer PD with stakeholder input based on student and teacher needs. Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. School leadership will recognize students for good behavior 	<ul style="list-style-type: none"> A team of teachers, the guidance counselor, and principal will plan for the 2017-2018 school year based on effective practices observed at Franklin-Simpson High School (HUB school). The PD committee will plan summer PD with stakeholder input based on student and teacher needs. Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. School leadership will recognize students for good behavior

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	<p>(Cardinal Cash, Student of the month), attendance and academics (MAP, Practice PLAN, ACT, Practice ACT, CCR).</p> <ul style="list-style-type: none"> • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Instructional Coach will model reading strategies in all content areas. • The Learning 360 educational consultant and Instructional Coach will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • The grant coordinator/school liaison and principal will share SIG progress narratives with 	<p>(Cardinal Cash, Student of the month), attendance and academics (MAP, Practice PLAN, ACT, Practice ACT, CCR).</p> <ul style="list-style-type: none"> • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Instructional Coach will assist students and teachers in improving reading. • The Learning 360 educational consultant and Instructional Coach will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • The grant coordinator/school liaison and principal will share SIG progress narratives with 	<p>(Cardinal Cash, Student of the month), attendance and academics (MAP, Practice PLAN, ACT, Practice ACT, CCR).</p> <ul style="list-style-type: none"> • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • English Department will assist students and teachers in improving reading. • The School Leadership will conduct classroom walkthroughs and provide coaching points to teachers on improving instructional practices. • The principal will share SIG progress narratives with the Superintendent, Livingston
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	<p>the Superintendent, Livingston County Board of Education, SBDM, and school community.</p> <ul style="list-style-type: none"> • The guidance counselor will evaluate the effectiveness of the Saturday ACT Prep opportunity based on data. • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. • The guidance counselor will plan for credit recovery opportunities for students through summer school. • A committee of stakeholders will analyze student survey data and local demand. 	<p>the Superintendent, Livingston County Board of Education, SBDM, and school community.</p> <ul style="list-style-type: none"> • The guidance counselor will evaluate the effectiveness of the Saturday ACT Prep opportunity based on data. • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. • The guidance counselor will plan for credit recovery opportunities for students through summer school. 	<p>County Board of Education, SBDM, and school community.</p> <ul style="list-style-type: none"> • The guidance counselor will evaluate the effectiveness of the Saturday ACT Prep opportunity based on data. • The school leadership will ensure fidelity in the implementation of the SIG. • The guidance counselor will plan for credit recovery opportunities for students through summer school.
May	<ul style="list-style-type: none"> • School leadership will involve students in the development of school-wide behavior plan for 2015-2016. • School 	<ul style="list-style-type: none"> • School leadership will involve students in the development of school-wide behavior plan for 2016-2017. • School 	<ul style="list-style-type: none"> • School leadership will involve students in the development of school-wide behavior plan for 2017-2018. • School

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	<p>leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (KOSSA, CCR).</p> <ul style="list-style-type: none"> • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Instructional Coach will model reading strategies in all content areas. • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. • Teachers will analyze effectiveness of the Accelerated Reader program to inform practices. • Teachers, 	<p>leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (KOSSA, CCR).</p> <ul style="list-style-type: none"> • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • Instructional Coach will assist students and teachers in improving reading. • The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. • Teachers will analyze effectiveness of the Accelerated Reader program to inform practices. • Teachers and 	<p>leadership will recognize students for good behavior (Cardinal Cash, Student of the month), attendance and academics (KOSSA, CCR).</p> <ul style="list-style-type: none"> • Guidance counselor will test students individually or in small groups as they meet CCR benchmarks after appropriate interventions. • Teacher leaders will attend DLT meetings and plan for weekly PLC meetings. • English Department will assist students and teachers in improving reading. • School Leadership Team will ensure fidelity in the implementation of the SIG initiatives. • Teachers will analyze effectiveness of the Accelerated Reader program to inform practices. • Teachers will
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	<p>Instructional Coach and ERS staff will analyze End of Course Exam results in PLCs.</p> <ul style="list-style-type: none"> Teachers, school leadership, Instructional Coach ERS staff, and Rtl Coordinator will evaluate the effectiveness of ALEK, and Reading Plus The grant coordinator/school liaison and school leadership will plan events open to the public to showcase SIG initiatives. 	<p>the Instructional Coach will analyze End of Course Exam results in PLCs.</p> <ul style="list-style-type: none"> Teachers, school leadership, Instructional Coach and Rtl Coordinator will evaluate the effectiveness of ALEKS and Reading Plus. The grant coordinator/school liaison and school leadership will plan events open to the public to showcase SIG initiatives. 	<p>analyze End of Course Exam results in PLCs.</p> <ul style="list-style-type: none"> Teachers, school leadership and Rtl Coordinator will evaluate the effectiveness of ALEKS and Reading Plus. School Leadership Team will ensure fidelity in the implementation of the SIG initiatives.
June	<ul style="list-style-type: none"> Teachers will receive appropriate training to teach AP courses. Teachers will attend Laying the Foundation PD. The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. The guidance counselor will evaluate the effectiveness of the credit 	<ul style="list-style-type: none"> Teachers will receive appropriate training to teach AP courses. The grant coordinator/school liaison will ensure fidelity in the implementation of the SIG. The guidance counselor will evaluate the effectiveness of the credit 	<ul style="list-style-type: none"> Teachers will receive appropriate training to teach AP courses. The school leadership will ensure fidelity in the implementation of the SIG. The guidance counselor will evaluate the effectiveness of the credit

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	recovery opportunities for students through summer school.	recovery opportunities for students through summer school.	recovery opportunities for students through summer school.
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Annual Goals

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

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

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding.		2014-2015	2015-2016	2016-2017
SMART Goals				
Literacy Goals Baseline: Reading - 42% Baseline data for proficiency is based on NWEA's 61% or higher percentile rankings (high average/high). Current goal setting is based on winter 2013 MAP results for reading and fall 2013 MAP results for language usage. Baseline and goal setting data will be updated based on the spring 2014 MAP assessment. Baseline: Lang. Usage – 30% Baseline: Reading - 38%	9th By June 2015, 62% of freshmen will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments. By June 2015, 54% of freshmen will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By June 2016, 81% of freshmen will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments. By June 2016, 77% of freshmen will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By June 2017, 100% of freshmen will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments. By June 2017, 100% of freshmen will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	
	10th By June 2015, 58% of sophomores will achieve at a proficient level in <i>reading</i> on the	By June 2016, 80% of sophomores will achieve at a proficient level in <i>reading</i> on the	By June 2017, 100% of sophomores will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and	

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Baseline: Lang. Usage – 30%		MAP assessment as determined by cut scores associated with state and national assessments. By June 2015, 54% of sophomores will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	MAP assessment as determined by cut scores associated with state and national assessments. By June 2016, 77% of sophomores will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	national assessments. By June 2017, 100% of sophomores will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.
	Baseline: Reading - 52%	11th	By June 2015, 68% of juniors will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments. By June 2015, 62% of juniors will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By June 2016, 84% of juniors will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments. By June 2016, 81% of juniors will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.
Baseline: Lang. Usage – 42%				
Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject area of mathematics within the three-year cycle of SIG funding.				
SMART Goals		2014-2015	2015-2016	2016-2017
Math Goals Baseline: 30% Baseline data for proficiency is based on NWEA's 61% or higher percentile rankings (high average/high). Current	9th	By June 2015, 54% of freshmen will achieve at a proficient level in <i>mathematics</i> on the MAP	By June 2016, 77% of freshmen will achieve at a proficient level in <i>mathematics</i> on the MAP	By June 2017, 100% of freshmen will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated

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longitudinal data instrument. Baseline and goal setting data will be updated based on end of the year 2014 CCR data with individualized reading and English benchmark scores noted on ACT, COMPASS and/or KYOTE assessments. Baseline: English – 68%		By June 2015, 79% of seniors will achieve at a proficient level in <i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.	By June 2016, 90% of seniors will achieve at a proficient level in <i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.	By June 2017, 100% of seniors will achieve at a proficient level in <i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.
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Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject area of mathematics within the three-year cycle of SIG funding. The 2014-2015 state delivery target for College and Career Readiness is 67%.

SMART Goals		2014-2015	2015-2016	2016-2017
Math Goals Baseline: 48% Baseline data for proficiency is determined by cut score benchmarks on the ACT, COMPASS and/or KYOTE assessments. Current goal setting is based on winter 2013 ACT, COMPASS, and/or KYOTE results for reading and English as projected by the LCHS longitudinal data instrument. Baseline and goal setting data will be updated based on end of the year 2014 CCR data with individualized benchmark scores noted on ACT, COMPASS and/or KYOTE assessments.	12 th	By June 2015, 67% of seniors will achieve at a proficient level in <i>mathematics</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.	By June 2016, 84% of seniors will achieve at a proficient level in <i>mathematics</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.	By June 2017, 100% of seniors will achieve at a proficient level in <i>mathematics</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.

Literacy Specific Root Causes	How Addressed in Grant
The 2012-2013 School Report Card indicates the following regarding accountability in achievement:	ERS MAP

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<ul style="list-style-type: none"> 62.4% of all students scored below proficient in reading. 71.1% of free/reduced-price eligible students scored below proficient in reading. 73.2% of gap group (non-duplicated) scored below proficient in reading. 	Reading Plus Instructional Coach WKSEC Tutoring/Mentoring Project PASS Academic Time Accelerated Reader
The English II End-of-Course percentages indicate that LCHS students in all reportable subgroups are performing below the state. The following percentages signify the percentage of students in these subgroups not performing at proficient levels: <ul style="list-style-type: none"> 60.9% of all students 67.5% of free/reduced lunch eligible students 69.8% of students in the gap group (non-duplicated) 	ERS MAP Reading Plus Instructional Coach WKSEC Tutoring/Mentoring Academic Time Instructional Resources – Journals Accelerated Reader
According to Proficiency/Closing the Achievement Gap data from 2011-2012 to 2012-2013, reading scores actually decreased in all reportable subgroups as compared to the previous year. 57.3% to 37.6% (19.7% decrease) of all students <ul style="list-style-type: none"> 43.9% to 28.9% (15% decrease) of free/reduced lunch eligible students 44.7% to 26.8% (17.9% decrease) of students in the gap group (non-duplicated)	ERS MAP Reading Plus Instructional Coach WKSEC Tutoring/Mentoring Accelerated Reader

Math Specific Root Causes	How Addressed in Grant
The 2012-2013 School Report Card indicates the following regarding accountability in achievement: <ul style="list-style-type: none"> 76.1% of all students scored below proficient in math. 77.1% of free/reduced-price eligible students scored below proficient in math. 77.5% of gap group (non-duplicated) scored below proficient in math. 	ERS MAP ALEKS Program Tutoring/Mentoring Instructional Coach Academic Time Project PASS
The Algebra II End-of-Course percentages indicate that LCHS students in all reportable subgroups are performing below the state. The following percentages signify the percentage of students in these subgroups not performing at proficient levels: <ul style="list-style-type: none"> 78.7% of all students 78.9% of free/reduced lunch eligible students 	ERS MAP ALEKS Program Tutoring/Mentoring Academic Time Instructional Coach

Other Academic Root Causes	How Addressed in Grant
According to 2012 and 2013 EXPLORE benchmark results, data showed a decline in scores: English – 65.8% to 65.59%	ERS Academic Time PLCs/PD

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<p>Reading – 41.8% to 32.25% Mathematics - 27.8% to 24.73%</p> <p>According to 2013 PLAN data, only 37.5% of LCHS sophomores met benchmark in reading (below state average of 43.2%) and 14.8% met benchmark in mathematics (below state average of 25.8%).</p> <p>According to 2013 ACT data, only 52.9% of LCHS juniors met benchmark in reading and 39.7% met benchmark in mathematics.</p>	<p>School Visit ACT Prep. Instructional Coach</p>
<p>Assessment data does not guide instruction. Item analysis is not used with fidelity to identify individual student needs or analyzed critically to reveal curriculum gaps.</p>	<p>ERS Academic Time PLCs/PD</p>

Leadership Audit Data/Root Causes	How Addressed in Grant
<p>Curriculum: The principal has a limited process in place to ensure teachers are provided support in reviewing, evaluating, revising and implementing curriculum in order to address student gaps. The principal is in the process of redesigning the variety of student support services (e.g. Academic Time, Project PASS, Rtl Programs) to make them more intentional and targeted to meet specific academic needs of individual students. The principal needs to monitor measure and evaluate the effectiveness of these support services and make timely modifications to maximize impact on student learning.</p>	<p>ERS PLCs Academic Time Project PASS Instructional Coach Master Schedule Consultant Summer PD/Quarterly PD Laying the Foundation Training</p>
<p>Assessment: The principal should ensure classroom assessments are analyzed for curricular alignment/rigor and should provide timely feedback in regards to the assessments.</p>	<p>PLCs/Guided Planning ERS GradeCam (Technology) Contemplative Learning Solutions (CLS) Instructional Coach</p>
<p>Instruction: Principal should ensure effective delivery of varied instructional strategies (e.g. high-level questioning, cooperative small groups, inquiry-based learning) by teaching staff to make sure instruction is student centered, rigorous, and addressing individual student needs. Principal needs to monitor instructional practices to ensure accountability of all staff members.</p>	<p>PLCs/Guided Planning ERS Technology Updates Technology assistant Instructional Coach STEM - Lab Materials/Supplies National Math and Science Initiative - Lab Materials/Supplies Professional Development</p>

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Principal should ensure technology is used to enhance student learning experiences.	National Conferences/Networks Learning 360 Flexible Scheduling (Rtl) National Board Certification Incentive Instructional Resources
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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.

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding.				
2014-2015 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals 9 th , 10 th , 11 th Baseline: 38% Baseline data for proficiency is based on NWEA's 61% or higher percentile rankings (high average/high). Current goal setting is based on winter 2013 MAP results for reading and fall 2013 MAP results for language usage. Baseline and goal setting data will be updated based on the spring 2014 MAP assessment.	By the end of the first quarter, at least 48% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 58%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments. <i>* Due to the MAP assessment being given three times a year rather than four, second and third quarter goals will be the same.</i>	By the end of the third quarter, at least 58%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 68% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 th) and ACT (11 th).
	Baseline: 30%	By the end of the first quarter, at least 41% of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 52%* of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments. <i>* Due to the MAP assessment being given three times a year rather than four, second and third quarter goals will be the same.</i>	By the end of the third quarter, at least 52%* of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.

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Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding.				
2014-2015 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>Quarterly Mathematics Goals 9th, 10th, 11th Baseline: 25% Baseline data for proficiency is based on NWEA's 61% or higher percentile rankings (high average/high). Current goal setting is based on winter 2013 MAP results for math. Baseline and goal setting data will be updated based on the spring 2014 MAP assessment.</p>	<p>By the end of the first quarter, at least 38% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments.</p>	<p>By the end of the second quarter, at least 51%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments.</p> <p style="color: red;">* Due to the MAP assessment being given three times a year rather than four, second and third quarter goals will be the same.</p>	<p>By the end of the third quarter, at least 51%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments.</p>	<p>By the end of the fourth quarter, at least 63% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN -10th and ACT -11th.</p>

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding. The 2014-2015 state delivery target for College and Career Readiness is a goal of 67% and a school goal of 61%.				
2014-2015 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>Quarterly Literacy Goals 12th Reading Baseline: 70% Baseline data for proficiency is determined by cut score benchmarks on the ACT, COMPASS and/or KYOTE assessments. Current goal setting is based on winter 2013 ACT, COMPASS, and/or KYOTE results for reading and English as projected by the LCHS longitudinal data instrument. Baseline and goal setting data will be updated based on end of the year 2014 CCR data with individualized</p>	<p>By the end of the first quarter, at least 73% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.</p>	<p>By the end of the second quarter, at least 75% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.</p>	<p>By the end of the third quarter, at least 78% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.</p>	<p>By the end of the fourth quarter, at least 80% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.</p>

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reading and English benchmark scores noted on ACT, COMPASS and/or KYOTE assessments.				
English Baseline: 68%	By the end of the first quarter, at least 71% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 74% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 77% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 79% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding. The 2014-2015 state delivery target for College and Career Readiness is 67%.				
2014-2015 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Mathematics Goals 12th Baseline: 48% Baseline data for proficiency is determined by cut score benchmarks on the ACT, COMPASS and/or KYOTE assessments. Current goal setting is based on winter 2013 ACT, COMPASS, and/or KYOTE results for math as projected by the LCHS longitudinal data instrument. Baseline and goal setting data will be updated based on end of the year 2014 CCR data with individualized math benchmark scores noted on ACT, COMPASS and/or KYOTE assessments.	By the end of the first quarter, at least 53% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 58% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 63% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 67% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.

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Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding.				
2015-2016 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals 9 th , 10 th , 11 th	By the end of the first quarter, at least 74% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 79%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments. * Due to the MAP assessment being given three times a year rather than four, second and third quarter goals will be the same.	By the end of the third quarter, at least 79%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 84% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 th) and ACT (11 th).
	By the end of the first quarter, at least 69% of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 75%* of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments. * Due to the MAP assessment being given three times a year rather than four, second and third quarter goals will be the same.	By the end of the third quarter, at least 75%* of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 81% of LCHS students in each grade level will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 th) and ACT (11 th).

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Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding.				
2015-2016 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Mathematics Goals 9 th ,10 th ,11 th	By the end of the first quarter, at least 70% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 76%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 76%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 82% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 th) and ACT (11 th).
		* Due to the MAP assessment being given three times a year rather than four, second and third quarter goals will be the same.		

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of literacy within the three-year cycle of SIG funding.				
2015-2016 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals 12 th	By the end of the first quarter, at least 83% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 85% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 88% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 90% of LCHS seniors will achieve at a proficient level in <i>reading</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.
		By the end of the first quarter, at least 82% of LCHS seniors will achieve at a proficient level in	By the end of the second quarter, at least 85% of LCHS seniors will achieve at a proficient level in	By the end of the third quarter, at least 88% of LCHS seniors will achieve at a proficient level in

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	<i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.	<i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.	<i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.	determined by cut scores associated with state and national assessments.
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Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding.				
2015-2016 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Mathematics Goals 12 th	By the end of the first quarter, at least 72% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 76% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 80% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, at least 84% of LCHS seniors will achieve at a proficient level in <i>mathematics</i> on the ACT, COMPASS and/or KYOTE assessments as determined by cut scores associated with state and national assessments.

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2016-2017 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals 9 th , 10 th , 11 th	By the end of the first quarter, at least 90% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 95%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 95%* of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, 100% of LCHS students in each grade level will achieve at a proficient level in <i>reading</i> on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 th) and ACT (11 th).
	By the end of the first quarter, at least 88% of LCHS students in each grade level will	By the end of the second quarter, at least 94%* of LCHS students in each grade level	By the end of the third quarter, at least 94%* of LCHS students in each grade level	

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	achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments. * Due to the MAP assessment being given three times a year rather than four, second and third quarter goals will be the same.	will achieve at a proficient level in <i>language usage</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN (10 th) and ACT (11 th).
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Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding.

2016-2017 SMART Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Mathematics Goals 9 th , 10 th , 11 th	By the end of the first quarter, at least 88% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 94%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments. * Due to the MAP assessment being given three times a year rather than four, second and third quarter goals will be the same.	By the end of the third quarter, at least 94%* of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, 100% of LCHS students in each grade level will achieve at a proficient level in <i>mathematics</i> on the MAP assessment as determined by cut scores associated with state and national assessments. MAP success will be reflected in yearly improvement goals for PLAN -10 th and ACT - 11 th .

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	By the end of the first quarter, at least 93% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.	By the end of the second quarter, at least 95% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.	By the end of the third quarter, at least 98% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.	By the end of the fourth quarter, 100% of LCHS seniors will achieve at a proficient level in <i>English</i> on the ACT and/or COMPASS assessments as determined by cut scores associated with state and national assessments.

Purpose: Livingston Central High School will bring students into compliance with state and national standards in the core subject areas of mathematics within the three-year cycle of SIG funding.				
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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.

As outlined in our timeline, fidelity of implementation will be reviewed regularly. The district will address lack of progress pertaining to annual and quarterly SMART goals via the following steps:

Weekly PLC's will address gaps by:

- Analyzing individual student data to find gaps and overlaps in curriculum and instruction.
- Analyzing data in effort to determine why progress toward goals is not being made.
- After MAP scores inform our baseline data, teachers and staff will analyze RIT scores for individual students in each content area (three times per year). As MAP is correlated with EPAS, the individual student score will indicate specific learning needs and curriculum targets. The Instructional Coach and teacher leaders will lead the faculty and staff in analysis of data to determine next steps.

Weekly Leadership Team meetings will address:

- Progress toward meeting CCR goals.
- Analysis of effectiveness of interventions.

Principals, the Instructional Coach and district administrators will:

- Conduct walkthroughs, interviews and informal perception surveys.
- Conduct embedded professional development and follow-through pertaining to identified gaps and barriers to success.
- Initiate purposeful coaching, mentoring and modeling of lessons.

If progress continues to be impeded, the administration will go back to the research to review fidelity of initiatives from the beginning of implementation. If fidelity is intact, but progress continues to stall, the principal, with the Instructional Coach's support and input, will address corrective measures. Corrective measures include after school tutoring/mentoring via the 21st Century Community Learning Center afterschool program and/or targeted assistance provided during Academic Time. Also, where indicated, students will receive opportunities to extend and or expand their learning through advanced and honors courses.

Consultation

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

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

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stakeholders will continue to be involved with the implementation of the model during the next three years.

A team that included the Superintendent, Instructional Supervisor, Principal, Education Recovery Specialists, and finance officer chose to pursue the transformation model described in the school improvement grant for Livingston Central High School. This team reviewed data to determine root causes for present student achievement levels. This information became the focus for discussions regarding activities that needed to be included in the grant. Subsequent activities included research and evaluation regarding options in best practices and strategies designed to improve student achievement. Options were presented to the SBDM, Livingston County Board of Education, LCHS faculty/staff and the grant development team.

Meetings were scheduled with Livingston Central High School during teacher meetings to discuss the School Improvement Grant. Information was provided on the grant application process including purpose, plans, timelines, and technical assistance. Clarification was presented on needs assessment and data.

Surveys results were used to determine staff, student, and parent input on needs. Results were shared with the Superintendent, Instructional Supervisor, Title I Coordinator, school administrators and faculty. Additional needs assessment was then conducted and based on current achievement data. Using information gathered from all stakeholders, SIG proposed activities were designed to support instruction for students not performing at grade level. The identified needs were compiled and shared during Leadership Team meetings. The grant development team wrote this SIG application based on recommendations from all stakeholders. Upon completion and acceptance of the grant, the plan is to post it on the school's website.

The initiative outlined in the school improvement grant will be monitored on a quarterly basis each year. Student progress will be measured using the assessment system described in this application and Progress Notes will be completed on the improvement strategies listed in their comprehensive school improvement plan. Progress will be monitored by the teacher as well as the Leadership Team (principal, assistant principal, guidance counselor and the Instructional Coach). Adjustments to the intervention strategies will be made based on the quarterly progress reports. The quarterly progress reports will be shared with the Superintendent, SBDM, and school community.

The Leadership Team will meet monthly during the 3 year grant cycle. The purpose of the meetings will be to determine progress regarding implementation of the improvement plan. SIG progress narratives will also be shared at SBDM and Livingston County BOE meetings on a quarterly basis.

Parents and community members will continue to be informed of SIG initiatives and implementation progress through various activities (e.g., home visits, open houses, social media –Twitter/Facebook, school webpage, and local newspaper).

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School Budget Narrative

Please Note: You may only type in the gray areas

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

The district SIG team analyzed data from multiple sources (i.e., School Report Card, Leadership Assessment, TELL Survey, Gallop Poll, Walkthroughs, Leadership Team observations, etc.) to create an approach for school improvement. The main areas identified for improvement resources and strategies include:

- Literacy and Math Initiatives
- Instruction
- 21st Century Skills
- College and Career Readiness

Budgetary items outlined below address key issues. Funding is designated annually over a 3 year cycle to address long-term systematic change. Expenditures will be reviewed for effectiveness to determine if continued funding is necessary. Sustainability for improvement efforts will be addressed through the support of multiple state, federal and local funds.

The grant coordinator/community liaison will foster partnerships with parents and community members in addition to overseeing the implementation of the grant.

Outside partners will be a vital link to the success of the high school. A grant coordinator/school liaison will work collaboratively with other stakeholders to:

- implement systematic and ongoing strategies to identify and recruit parents and community members for significant participation in the decision making and educational process of the school.
- partner with community businesses to identify what skills are needed for the local workforce. Results from these partnerships will affect course offerings available for students.
- partner with local businesses to recognize students who have attained Workkeys Certification.
- plan and conduct a Back to School Night event to establish partnerships with community businesses, school and families.
- plan events open to the public to showcase SIG initiatives.
- work with school leadership to organize college visits/post-secondary options for each grade level.

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Budgeted items are only proposed amounts and subject to KDE final review and approval.

Year 1

Code	Related Budget Narrative	Amount Requested
110	<p>Certified Services: Grant Coordinator/School Liaison (Rank 1, 20+ yrs., 185 days) Instructional Coach (100 days, retired & based on daily rate \$130)</p> <p>Comment/Justification:</p> <p>A grant coordinator/school liaison will work collaboratively with other stakeholders to implement systematic and ongoing strategies to identify and recruit parents and community members for significant participation in the decision making and educational process of the school. In addition, the grant coordinator/school liaison will oversee the implementation and fidelity of the SIG funds to ensure accountability for all programs and personnel. The grant coordinator/school liaison will work with the Youth Service Center to maximize the flow of funds into student activities (e.g. mentoring programs, transition activities, home visits).</p> <p>Outside partners will be a vital link to the success of the high school. A grant coordinator/school liaison will work collaboratively with other stakeholders to implement systematic and ongoing strategies to identify and recruit parents and community members for significant participation in the decision making and educational process of the school. There are plans to partner with community businesses to identify what skills are needed for the local workforce. Results from these partnerships will affect course offerings available for students. Also, there are further plans to partner with local businesses to recognize students who have attained Workkeys Certification. The grant coordinator/school liaison and school leadership will plan and conduct a Back to School Night event to establish partnerships with community businesses, school and families. The grant coordinator/school liaison and school leadership will plan events open to the public to showcase SIG initiatives. The grant coordinator/school liaison will work with school leadership to organize college visits/post-secondary options for each grade level.</p> <p>A 100 day instructional coach will work with all teachers in implementing literacy strategies and building capacity within the teaching staff. This will encourage and support all content teachers as they incorporate intentional reading and writing activities within their discipline areas.</p>	<p>\$55,000.00 \$13,000.00 Subtotal: 68,000.00</p>
111	Extended Days	
112	Extra Duty	
113	<p>Other Certified: Home Visits (20 teachers x 4 hrs. x \$25 x 1 day) Summer Transition Activities (5 teachers x 3 hrs. x 2 days x \$25) ACT Prep. (6 teachers x 3 hrs. x 6 days x \$25) Credit Recovery/Summer School (5 teachers x 6 hrs. x 15 days x \$25)</p>	<p>\$2,000.00 \$750.00 \$2,700.00 \$11,250.00</p>

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	<p>Rtl (3 teachers x \$25 x 150 days)</p> <p>Comment/Justification:</p> <p>Home visits will be coordinated by the teachers, FRSC and administrators will conduct home visits fostering positive home-school relations.</p> <p>Summer transition activities will be conducted to help students successfully transition from middle school to high school.</p> <p>The guidance counselor will develop a Saturday ACT Prep opportunity for students (six weeks). This will provide additional assistance for students and highlight the school's intentional focus to increase College and Career Readiness.</p> <p>The guidance counselor will plan for credit recovery opportunities for students through summer school. This will provide students with an intentional plan in order to get them back on track with academic success.</p> <p>Math and reading interventions will be available to students prior to the traditional start of the school day. This additional tutoring session will be available to all students in order to focus on meeting benchmarks for EPAS and/or MAP testing, to receive individualized instruction with unmastered content/skills, and to target students at risk with low grade performance.</p>	<p>\$11,250.00 Subtotal: \$27,950</p>
120	<p>Certified Substitutes for:</p> <p>Curriculum & Common Assessment Review (once ea. Semester, 15 subs x 2 semesters x \$100)</p> <p>For Hub School visits (once ea. Semester, 15 subs x 2 semesters x \$100)</p> <p>For Aspiring Leader Meetings (3 teachers x 18 meetings x \$100)</p> <p>Instructional Strategies for Gap Students (training) (once ea. Semester, 15 subs x 2 semesters x \$100)</p> <p>A/H Modeling Across Curriculum (5 subs x \$100 x 1 day)</p> <p>Networking(once ea. Semester, 15 subs x 2 semesters x \$100)</p> <p>National Conference (Math, English, Social Studies, Science)</p> <p>Technology Conference</p> <p>State Conferences (KCTE, KRA, KCLM)</p> <p>Comment/Justification:</p> <p>Teachers will be able to work collaboratively once each semester to assess progress on the curriculum and make necessary modifications for instruction.</p> <p>Teachers will be able to visit a Hub School to broaden stakeholder awareness of the successful practices that enhance academic achievement and then to further implement those practices at LCHS.</p> <p>Teachers will be allowed to participate in school and area meetings</p>	<p>\$3,000.00</p> <p>\$3,000.00</p> <p>\$5,400.00</p> <p>\$3,000.00</p> <p>\$500.00</p> <p>\$3,000.00</p> <p>\$3,000.00</p> <p>\$2,000.00</p> <p>\$3,000.00</p> <p>Subtotal: \$25,900.00</p>

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	<p>focused on improving skills to become an effective instructional leader. This will support growth in teachers who are participating in the Aspiring Leader Program.</p> <p>Arts and Humanities teacher will work with teachers directly in their classrooms to model how all areas of the Program Review can be seamlessly incorporated into all content areas.</p> <p>Teachers will be able to participate in content Network meetings as well as National conferences in order to increase their level of expertise in using technology and in implementing ELA and math standards into their curriculum. There will be an overall focus on improving instructional and assessment practices.</p> <p>To improve a culture of high expectations for students and staff, teachers will be provided funds to attend National conferences in their content areas focusing on improving literacy across all content areas and improving math skills as appropriate.</p>	
130	<p>Classified Salary: Classified Technology Assistant (185 days, \$15 x 7 hrs.) Bus Driver (Credit Recovery Summer School) (15 days x 4 hrs. x \$25 hrly. X 4 drivers)</p> <p>Comment/Justification: The technology assistant will assist teachers and students with troubleshooting and removing barriers so teachers and students can effectively use technology as an instructional tool for teaching and learning.</p> <p>Transportation will be provided for students to attend Summer School. This will increase attendance as well as increase the number of students who successfully recover credits, move one step closer to graduation, and overall exemplify academic success.</p>	<p>\$19,425.00</p> <p>\$6,000.00</p> <p>Subtotal: \$25,425.00</p>
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance: Grant Coordinator/School Liaison, Reading Coach, Technology assistant (\$325 ea. x 3 employees)	\$975.00
219	Other Group Insurance	
221	FICA(6.20% of salary): technology assistant	\$1,225.00
222	Medicare (1.45% of salary): Grant Coordinator/School Liaison \$800 Instructional Coach \$200 Technology assistant \$300	\$1,300
231	KTRS(15.35% of salary): Grant Coordinator/School Liaison \$8,450.00 Instructional Coach \$2,000	\$10,450.00

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232	CERS (18.89% of salary): Technology assistant	\$3,450.00
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	Unemployment Insurance (3.37% of salary): Grant Coordinator/School Liaison \$1,675 Instructional Coach \$400 Technology assistant \$600	\$2,675.00
253	KSBA Unemployment Insurance	
260	Worker's Comp. (0.90% of salary): Grant Coordinator/School Liaison \$500 Instructional Coach \$125 Technology assistant \$175.00	\$800.00
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Health Insurance: Grant Coordinator/School Liaison, Reading Coach, Technology assistant-(\$7,800 ea. x 3 employees)	\$23,400
295	State Life Ins.: Grant Coordinator/School Liaison, Reading Coach, Technology assistant (\$20 ea. x 3 employees)	\$60.00
296	Adm. Fee: Grant Coordinator/School Liaison, Reading Coach, Technology assistant (\$100 ea. x 3 employees)	\$300
297	Federally Funded Flexible Spending Benefits	
299	Other Employee Benefits: National Board Certification (mentoring fee 2 x \$100, 25% of remaining cost of certification 2 x \$675) \$1,550 Teacher Leader Masters Program (Grad. Level courses 5 teachers x 12 credit hrs. x \$300) \$18,000 Comment/Justification: Teachers will be encouraged and supported in earning National Board Certification and/or earning graduate course credit in the Teacher Leader Masters Program at Murray State University. This is a part of the Aspiring Leader Program and will promote excellence among ambitious educators who want to continue their journey in striving for superior teaching and learning.	\$19,550.00
322	Education Consultant: Retreat Consultant \$3,470 Learning 360 Contract with Trainers (consultant) \$8,000 Comment/Justification: School leadership, Instructional Coach and ERS staff will attend a retreat designed to foster a positive team culture unified in improving student achievement. The CLS consultant will assist with maximizing the strengths and effectiveness of the leadership team.	\$11,470.00

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	<p>A Learning 360 consultant will visit the school twice each semester to foster professional growth in areas of need identified by school administrators and teachers. This is a continued partnership between LCHS and Learning 360 with a direct focus on strengthening instructional strategies and promoting researched-based activities that foster active engagement.</p>	
<p>335</p>	<p>Professional Consultant: Comtemplative Learning Solutions</p> <p>Comment/Justification:</p> <p>Contemplative Learning Solutions, LLC (CLS) facilitators will deeply engage teachers in the formative assessment process. CLS team will build on and enhance current Professional Learning Community (PLC) structure, improve and enhance participants' confidence levels about classroom-level formative assessment and differentiated instruction, increase the use of classroom-level formative assessment strategies, foster the formative assessment <i>process</i>, as opposed to the use of formative assessment <i>activities</i>. Facilitators will also visit classrooms to perform fidelity checks and provide monitoring, feedback and support. (consultant fee includes travel, lodging, meals for four visits to LCHS)</p> <p>During FY 2014 the ERS and ERL as well as the Instructional Coach will work collaboratively with CLS and school leadership to strengthen capacity within teacher leaders. During FY 2015 and FY 2016, the Instructional Coach will fine tune the process to ensure long-term sustainability. Teacher leaders will follow a train the trainer model to ensure sustainability.</p>	<p>\$25,000.00</p>
<p>338</p>	<p>Registration Fees: Instructional Strategies for Gap Students w/materials \$1,000 ACT Prep. \$1,000 AP Training \$1,000 Laying the Foundation \$1,000 National Conferences (Math, English, Social Studies, Science) \$1000 Technology Conference \$1,000 State Conference to include membership (KCTE, KRA, KCLM) \$2000</p> <p>Comment/Justification:</p> <p>Teachers will receive training to specifically improve instruction in the classroom, and also will be leaders in sharing these best practices and strategies school-wide.State accountability data confirms our greatest need is to improve instructional strategies for all students, and especially for our GAP students. Walkthrough data and survey data indicate instruction is not rigorous enough or differentiated for all students.</p> <p>Teachers will attend Network meetings, National conferences, administrators' meetings, and a retreat as appropriate. These professional growth experiences will allow educators to be more</p>	<p>\$8,000.00</p>

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	prepared to address the causes and contributing factors to our current level of student achievement.	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens – Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
549	Other Advertising	
552	Posters	
553	Publications	
580	<p>Travel:</p> <p>Visit Hub Schools (meals, mileage) \$2,000 Instructional Strategies for Gap Students (meals, mileage) \$1,000 ACT Prep. (meals, mileage) \$1,000 AP Training for Teachers (meals, mileage) \$1,000 Funds for Laying Foundation Training (meals, mileage) \$1,000 Networking (meals, mileage) \$1,000 National Conferences (Math, English, Social Studies, Science) \$1,000 Technology Conference (meals, mileage, lodging) \$1,000 Aspiring Leaders (3 teachers x 18 meetings x 30 mi. x \$0.45 per mi.) \$729 Retreat (lodging, meals, mileage) \$1,530 State Conferences (KCTE, KRA, KCLM) (meals, mileage, lodging) \$2,000</p> <p>Comment/Justification:</p> <p>Teachers and administrators will need to travel in order to attend Network meetings, National conferences, administrators' meetings, and a retreat as appropriate. These professional growth experiences will allow educators to be more prepared to address the causes and contributing factors to our current level of student achievement.</p>	\$13,259.00
610	General Supplies:	
616	<p>Food Non Instructional Non Food Service: Setting up partnerships w/community (food: snack)</p> <p>Comment/Justification:</p> <p>School leadership will partner with the grant coordinator/school liason to plan meaningful parent meetings and open houses to increase parent and community partnerships with the school. Snack foods (soft drinks, bottled water, cookies, chips/dip) will be provided to create a welcoming climate as well as to attract participation in these offerings.</p>	\$1,000.00

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617	Food Instructional Non Food Service:	
626	Gasoline	
627	<p>Diesel Fuel: Credit Recovery (diesel for bus/transportation) (15 days x 100 mi. x \$1.00 per mi. x 4 buses)</p> <p>Comment/Justification: Transportation will be provided for students to attend Summer School. This will increase attendance as well as increase the number of students who successfully recover credits, move one step closer to graduation, and overall exemplify academic success.</p>	\$6,000.00
629	Alternative Fuels	
641	Library Books	
642	<p>Periodicals and Newspapers: Subscriptions: The New York Times Upfront, National Geographic, 2 sets of Discover NCSS Journal</p> <p>Comment/Justification: Periodicals will provide resources for teachers to use in the classroom featuring current events that are appealing as well as engaging to students. Data shows student performance in Reading is declining. The ERS team is working with teacher leaders to improve literacy in all content areas. This is one means for fostering reading and writing across all discipline areas through meaningful, informational text.</p>	\$4,000.00
643	<p>Supplemental Books, Study Guides and Curr.:</p> <p>Reading in content – Balance literacy across all contents \$3,000 Manuals: Biology Inquiring Minds Want to Know, Science Lures for Learning, Biology Oh, What a Conceptual Web We Weave, Biology Bringing Math to Life \$1,200 Differentiation Strategies for Scienc by W. Conklin \$200 Strategies for Teaching Science by B. Houtz \$200 Quality Core Math Books \$1,000</p> <p>Comment/Justification: National Math and Science Initiative (NMSI) recommended supplies and lab equipment will assist teachers and students in hands-on, inquiry-based learning which is a fundamental part of instruction. NMSI was formed to address one of this nation’s greatest economic and intellectual threats - the declining number of students who are prepared to take rigorous college courses in math and science and equipped for careers in those fields. To flourish in the 21st century, the United States must continue to generate intellectual capital that can drive the economic engine of our future prosperity. NMSI’s mission is to improve student performance in the critical subjects of science, technology, engineering and math (STEM).</p> <p>Quality Core Math Books will assist teachers in providing rigorous</p>	\$5,600.00

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	instruction that will prepare students to reach College and Career Ready benchmarks in mathematics. Meeting college benchmark in the area of math has been a constant barrier as evidenced by student data as well as referenced in SMART goals for seniors.	
644	Textbooks & Other Instructional Materials:	
645	Audio Visual Materials	
646	<p>Tests:</p> <p>4 copies Mathematics Formative Assessment \$2,000 ACT Prep Workbooks \$200 Student AP Exams and dual credit courses (AP 20 students x \$80) (dual credit 20 students x \$100) \$3,600</p> <p>Comment/Justification:</p> <p>These additional resources will assist teachers in improving engagement strategies, rigorous instruction, formative assessments, and rigorous summative assessments.</p> <p>More students will take advantage of AP exams and dual credit classes at the high school level if they have financial assistance. This initiative will increase student enrollment in advanced classes to help prepare students for post-secondary life.</p>	\$5,800.00
647	Reference Materials	
649	Binding and Repairs	
650	<p>Supplies – Technology Related:</p> <p>Doc viewer compatible w/GradeCam Software (\$400 x 14) GradeCam (\$2.50 per student x 300) Ti84 Plus Calculators (50 x \$90) Dino Lite digital microscopes (6 x 100) STEM Materials (see list) Materials from National Math and Science Initiative (see list)</p> <p>Comment/Justification:</p> <p style="text-align: center;">Instructional technology updates designed to foster 21st Century skills will enhance teaching and learning.</p> <p>The GradeCam technology will be used for item analysis of formative and summative assessment to provide additional resources to maximize data analysis as a basis for decision making. The Doc viewer is an essential part of using GradeCam.</p> <p>Students will be able to participate in hands-on, inquiry based activities recommended by the National Math and Science Initiative (NMSI). These activities will prepare students take rigorous college courses in math and science and equip students for careers in those fields. NMSI's mission is to improve student performance in the critical subjects of science, technology, engineering and math (STEM). These resources guide teachers to incorporate inquiry activities as a fundamental part of instruction.</p>	<p>\$6,000.00 \$750.00 \$4,500 \$600.00 \$29,845.00 \$9,000.00 Subtotal: \$50,695</p>

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674	Awards	
679	Other Student Activities:	
694	Equipment Supplies:	
695	Furniture and Fixtures Supplies	
734	Technology Related – Hardware:	
735	Technology Software: Accelerated Reader \$2,500 ALEKS \$3,500 Reading Plus \$3,500 Comment/Justification: Reading Plus and ALEKS will be used as intervention programs for reading and math. These programs have been utilized for the past two years and have proven to be effective in substantiating academic growth gains	\$9,500.00
810	Dues & Fees	
892	Parent Involvement Meetings:	
894	Field Trips – Instructional: College Visits \$2,000 Comment/Justification: The grant coordinator/school liaison will work with school leadership to organize college visits/post-secondary options for each grade level.	\$2,000.00

About the National Math and Science Initiative

NMSI was formed to address one of this nation's greatest economic and intellectual threats - the declining number of students who are prepared to take rigorous college courses in math and science and equipped for careers in those fields. To flourish in the 21st century, the United States must continue to generate intellectual capital that can drive the economic engine of our future prosperity. This crucial project was initiated as a public-private partnership, led by private donors such as Exxon Mobil Corporation, the Bill and Melinda Gates Foundation and the Michael and Susan Dell Foundation.

Our Mission

NMSI's mission is to improve student performance in the critical subjects of science, technology, engineering and math (STEM). NMSI's programs transform teaching, transform schools and are transforming education in the United States

Manuals from National Science Math Initiative

Inquiring Minds Want to Know: Module 1

Module 1 Description:

Participants will be introduced to the philosophy, the website and resources of National Math and Science Initiative. Lessons will be explored that incorporate inquiry activities and teaching strategies. Each lesson for this day was chosen because it covers content related to each of the four Big Ideas outlined in the AP Biology Curriculum Framework.

Learner Outcomes:

Participants will develop a rich understanding of the philosophy of rigorous instruction in the classroom.

- review and make connections to the Big Ideas of AP Biology.
- examine the Science Practices used with each lesson.
- identify and relate each lesson to Common Core State Standards, Next Generation Science Standards, and AP Biology Curriculum Framework.
- explore deeper content-based knowledge about evolution, photosynthesis, DNA, and biochemistry.
- participate in an activity illustrating natural selection using a simulation.
- create an experiment to illustrate another factor that may affect photosynthesis in leaf discs.
- describe the chemical processes behind extracting DNA and participate in a competition to extract a larger amount of DNA.
- model a teaching strategy for enzymes.
- design an experiment to increase the reaction rate of enzymatic reactions in catalase.
- Use confirmation tests to find various biomolecules within a food specimen.

Biology: Bringing Math to Life
Module 2

Module 2 Description:

Participants will see how math is integrated in lessons that stem from each Big Idea in AP Biology. These lessons require high levels of math skills and incorporate many concepts at once.

Learner Outcomes:

Participants will

- develop a rich understanding of the philosophy of rigorous instruction in the classroom.
- review and make connections to the Big Ideas of AP Biology.
- examine the Science Practices used with each lesson.
- identify and relate each lesson to Common Core State Standards, Next Generation Science Standards, and AP Biology Curriculum Framework.
- explore deeper content-based knowledge about Hardy-Weinberg equation, surface area to volume ratios, chi-square, population equations, and rates of diffusion.
- participate in an activity using notecards to illustrate random mating, genetic drift, and mutations calculating allelic and genotypic frequencies using the Hardy-Weinberg equations.
- calculate surface area to volume ratios in various shapes of agar and perform an inquiry-based experiment to increase surface area to volume ratios.
- perform a chi-square analysis on an ear of maize.
- simulate population growth on a theoretical deer population and a bacterial population and compare the two population growths.
- collect data on the effect of various percentages of corn syrup on raw potato pieces and determine the percentage of corn syrup that is isotonic to a raw potato piece.

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Biology: Oh What a Conceptual Web We Weave
Module 3

Module 3 Description:

In this module participants will see the connections teachers should be making between concepts and Big Ideas in the classroom. Many of the lessons span across several concepts at once.

Learner Outcomes:

Participants will

- develop a rich understanding of the philosophy of rigorous instruction in the classroom.
- review and make connections to the Big Ideas of AP Biology.
- examine the Science Practices used with each lesson.
- identify and relate each lesson to Common Core State Standards, Next Generation Science Standards and AP Biology Curriculum Framework.
- explore deeper content-based knowledge about variation in populations, meiosis, spermatogenesis and oogenesis, stomatal density, and transpiration.
- construct acceptable outline for free response essays.
- take measurements on plant and hand traits and perform statistics to examine the dispersion of the data.
- model meiosis and participate in a sperm race to an oocyte with pool noodles to determine genotypes and phenotypes.
- calculate stomatal density on monocots and dicots.
- calculate the differences in transpiration rates between monocots and dicots.
- be able to make connections across all the concepts in these lessons.

Supply list:

balances, calculators, rulers, lab aprons, gloves, microscope cover slips, microscope slides, compound microscope, 250 mL beakers, 10 mL graduated cylinders, pipette, graphing software, meter stick, clamps, funnel, 1000mL graduated cylinder, C-clamp, scissors, stopwatch, 12 mL syringes, 600 mL beakers, hot plate, centrifuge tube - screw cap, microcentrifuge tube, wood splints, Hydrochloric Acid, forceps, test tube rack, filter paper, Sudan III in dropper bottle, Biuret's reagent in dropper bottle, Benedict's solution, Biuret reagent, dropper bottles, Sudan III, iodine-potassium iodide solution, agar blocks with phenolphthalein, Population Growth Generator Model, 12 cm dialysis tubing.
Common household items: notecards, tape, yarn, balloons, paper towels, rubber bands, paper clips, dice, baking soda, ziplock baggies, hole punch, push pins, plastic wrap, aluminum foil, sharpies.

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STEM Equipment/Labs	Amount	Usage	Unit Price	Total
Microscopes	1	Digital microscope w/camera (teacher use)	\$589.00	\$589.00
Microscopes	15	Student scopes w/digital monitor	\$389.00	\$1,167.00
Magnetic Clip Timers	15	Lab Timers	\$5.95	\$89.25
Soil Composition Sets	8	Soils Lab	\$153.50	\$1,228.00
Soil Class Kits	2	Soil Type Class to go with soil lab	\$40.00	\$80.00
Soil Probes	15	Probes for soil lab	\$70.75	\$141.50
Triple Beam Balance	10	Weights and measurements	\$137.00	\$1,370.00
Weights/Balance	10	Weights for the balance	\$43.50	\$435.00
Scales	8	Scales for labs	\$108.00	\$864.00
Porosity Kits	10	Porosity lab	\$69.95	\$699.50
Dissolved Oxygen Pens	2	Water/Environmental lab	\$320.00	\$640.00
Aquatic Nets	10	Water/Environmental lab	\$19.95	\$199.50
Aquatic Invertebrate Lab	1	Water/Environmental lab	\$344.95	\$344.95
Groundwater Class Model	1	Groundwater/Karst Topography lab	\$595.00	\$595.00
Tap Water Tour	2	Water/Environmental lab	\$73.50	\$147.00
AP Env Water Quality	1	Water Quality lab (Fresh Water)	\$169.50	\$169.50
Shoreline Tour	2	Water Quality lab (Marine Water)	\$86.50	\$173.00
Currents & Flows Model	1	Currents/Flow lab	\$259.95	\$259.95
Water Treatment Kit	10	Water treatment lab	\$53.75	\$537.50
GPS/GIS Field Kit	1	GIS lab using GPS	\$731.25	\$731.25
EDUcaching GPS Based	1	Educator kit for field kit	\$31.95	\$31.95
Fossil Casting Kits	5	Working with fossil lab	\$113.25	\$566.25

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Water Cycle Kit	2	Water cycle lab	\$99.50	\$199.00
Rock Cycle Resource Kit	5	Rock cycle lab	\$60.50	\$302.50
Sediment Tubes	15	Weathering/Erosion lab	\$13.15	\$197.25
Suunto Compass Kit	1	30 compass kit with lab components	\$414.25	\$414.25
Sun Scale Kit	15	Measurements/Scales lab	\$17.35	\$260.25
Starhawk Rockets	3	Physics labs/flight/ measurement lab	\$89.95	\$269.85
Altitude Skyscope Measurer	15	Measuring Apparatus for rocket lab	\$7.95	\$119.25
Happy/Sad Balls	15	Physical Science lab	\$6.50	\$97.50
Simple Machines Inquiry	2	Machine investigation/engineering	\$152.50	\$305.00
Energy Motion & Aeronautics	2	Newtons laws lab	\$179.95	\$359.90
Basswood Bridge Kit	2	Physics/engineering lab	\$69.95	\$139.90
Solar Robot Kit	15	Engineering/energy lab	\$21.95	\$329.25
Solar Hydrogen Kit	10	Solar/energy lab	\$79.95	\$799.50
Radiation Kit	15	Radiation lab	\$55.00	\$825.00
Floating Density Kit	15	Density lab	\$12.50	\$187.50
Density Cubes Kits	15	Density lab	\$12.55	\$188.25
Flashlights (12 Pack)	2	Light/Reflection labs	\$24.60	\$49.20
D Batteries Pack	15	For flashlights	\$4.90	\$73.50
Reflection/Mirrors Kit	5	Reflection lab	\$98.00	\$490.00
Electric Current/ElectroMag	1	Electrical current lab (15 student lab kit)	\$274.95	\$274.95
Magnetism Poster	1	Magnetism lab	\$20.00	\$20.00
Magnets/Magnetism Kit	1	Magnetism lab	\$123.75	\$123.75

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White Board Interactive	6	Main lab Interactive Software Packs	\$59.95	\$359.70
				\$17,444.35

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Flinn Science Catalog				
Code	Product	Cost	Number	Total
AP7697	Introduction to chemistry matter and measurements package	165.50	2	331.00
AP7677	Periodic Table Package	83.41	2	166.82
AP7690	Atomic and electron structure package	78.10	2	156.20
AP7691	Chemical Bonding Package	124.00	2	248.00
AP7629	Chemical Reaction Package	103.81	2	207.62
AP7630	Molar Relationships and stoichiometry package	159.95	2	319.90
AP7702	Solids, Liquids, and Solutions Package	43.40	2	86.80
AP7693	Acids and Bases Package	70.55	2	141.10
OB2139	Electronic Scales 510g Limit	177.40	15	2,661.00
AP6524	Micro Butane Burner	54.40	15	816.00
AP6525	Butane Fuel	8.95	30	268.50
AP1661	Burner Stands	85.20	3	255.60
AP1260	10mL Cylinder Polymethylpentene	45.60	1	45.60
AP1261	25mL Cylinder Polymethylpentene	63.84	1	63.84
AP1262	50mL Cylinder Polymethylpentene	84.84	1	84.84
AP1263	100mL Cylinder Polymethylpentene	101.40	1	101.40
GP2050	10mL Cylinder Borosilicate Glass	81.30	1	81.30
GP2052	25mL Cylinder Borosilicate Glass	91.60	1	91.60
GP2054	50mL Cylinder Borosilicate Glass	104.50	1	104.50
GP2056	100mL Cylinder Borosilicate Glass	117.80	1	117.80
GP4065	Flask Distilling with side arm	124.26	1	124.26
AP8559	Flinn Digital Thermometers with extension probe	34.85	15	522.75
AP6323	Wind up tape measure 30m	20.50	5	102.50
Ward Science Catalog				
Anatomy				
242131	VWR Student Microscope	335.00	15	5,025.00
952015	Introductory histology slide set	166.50	15	333.00
330252	Human microanatomy poster	29.95	1	29.95
332211	System of the human body chart set	51.60	1	51.60

				Grand Total
				12,397.38

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Year 2

Code	Related Budget Narrative	Amount Requested
110	<p>Certified Services: Grant Coordinator/School Liaison (Rank 1, 20+ yrs., 185 days) Instructional Coach (100 days, retired & based on daily rate \$130)</p> <p>Comment/Justification:</p> <p>A grant coordinator/school liaison will continue to work collaboratively with other stakeholders to implement systematic and ongoing strategies to identify and recruit parents and community members for significant participation in the decision making and educational process of the school. In addition, the grant coordinator/school liaison will oversee the implementation and fidelity of the SIG funds to ensure accountability for all programs and personnel. The grant coordinator/school liaison will work with the Youth Service Center to maximize the flow of funds into student activities (e.g. mentoring programs, transition activities, home visits).</p> <p>The Instructional Coach will continue to build sustainability for the systems the ERS team developed and will help administrators and teachers as they transition to full sustainability by Fall 2017. The systems include 30-60-90, Leadership Team Meetings, Quarterly Report, Guided Planning, Walkthroughs, PLCs, Longitudinal Data, Data Analysis, Assessments, Curriculum Work, Student Recognitions, Rtl, MAP Testing and Instructional Focus.</p>	<p>\$55,000.00 \$13,000 Subtotal: \$68,000</p>
111	Extended Days	
112	Extra Duty	
113	<p>Other Certified:</p> <p>Home Visits (20 teachers x 4 hrs. x \$25 x 1 day) Summer Transition Activities (5 teachers x 3 hrs. x 2 days x \$25) ACT Prep. (6 teachers x 3 hrs. x 6 days x \$25) Credit Recovery/Summer School (5 teachers x 6 hrs. x 15 days x \$25) Rtl (3 teachers x \$25 x 150 days)</p> <p>Comment/Justification:</p> <p>Home visits will be coordinated by the grant coordinator/school liaison. Teachers and administrators will conduct home visits fostering positive home-school relations.</p> <p>Summer transition activities will be conducted to help students successfully transition from middle school to high school.</p> <p>The guidance counselor will develop a Saturday ACT Prep opportunity for students (six weeks). This will provide additional assistance for students and highlight the school's intentional focus to increase College and Career Readiness.</p>	<p>\$2,000.00 \$750.00 \$2,700.00 \$11,250.00 \$11,250.00 Subtotal: \$27,950</p>

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	<p>The guidance counselor will plan for credit recovery opportunities for students through summer school. This will provide students with an intentional plan in order to get them back on track with academic success.</p> <p>Math and reading interventions will be available to students prior to the traditional start of the school day. This additional tutoring session will be available to all students in order to focus on meeting benchmarks for EPAS and/or MAP testing, to receive individualized instruction with unmastered content/skills, and to target students at risk with low grade performance.</p>	
120	<p>Certified Substitutes for: Curriculum & Common Assessment Review (once ea. Semester, 15 subs x 2 semesters x \$100) For Aspiring Leader Meetings (3 teachers x 18 meetings x \$100) Instructional Strategies for Gap Students (training) (once ea. Semester, 15 subs x 2 semesters x \$100) A/H Modeling Across Curriculum (5 subs x \$100 x 1 day)</p> <p>Comment/Justification:</p> <p>Teachers will be able to work collaboratively once each semester to assess progress on the curriculum and make necessary modifications for instruction.</p> <p>Teachers will be able to visit a Hub School to broaden stakeholder awareness of the successful practices that enhance academic achievement and then to further implement those practices at LCHS.</p> <p>Teachers will be allowed to participate in school and area meetings focused on improving skills to become an effective instructional leader. This will support growth in teachers who are participating in the Aspiring Leader Program.</p> <p>Arts and Humanities teacher will work with teachers directly in their classrooms to model how all areas of the Program Review can be seamlessly incorporated into all content areas.</p> <p>Teachers will be able to participate in content Network meetings as well as National conferences in order to increase their level of expertise in using technology and in implementing ELA and math standards into their curriculum. There will be an overall focus on improving instructional and assessment practices.</p>	<p>\$3,000.00</p> <p>\$5,400.00</p> <p>\$3,000.00</p> <p>\$500.00</p> <p>Subtotal: \$11,900.00</p>
130	<p>Classified Salary: Classified Technology Assistant (185 days x \$15 x 7 hrs.) Bus Driver (Credit Recovery Summer Activities) (15 days x 4 hrs. x \$25 hrly x 4.)</p> <p>Comment/Justification:</p> <p>One technology assistant will assist teachers and students with</p>	<p>\$19,425.00</p> <p>\$6,000</p> <p>Subtotal: \$25,425.00</p>

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	troubleshooting and removing barriers so teachers and students can effectively use technology as an instructional tool for teaching and learning. Transportation will be provided for students to attend Summer School. This will increase attendance as well as increase the number of students who successfully recover credits, move one step closer to graduation, and overall exemplify academic success.	
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance: Grant Coordinator/School Liaison, Instructional Coach, Technology Assistant (\$325 ea)	\$975.00
219	Other Group Insurance	
221	FICA(6.20% of salary): Technology Assistant	\$1,225.00
222	Medicare (1.45% of salary): Grant Coordinator/School Liaison \$800 Instructional Coach \$200 Technology Assistant \$300	\$1,300.00
231	KTRS(15.35% of salary): Grant Coordinator/School Liaison \$8450.00 Instructional Coach \$2,000.00	\$10,450.00
232	CERS (18.89% of salary): Technology Assistant	\$3,450.00
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	Unemployment Insurance (3.37% of salary): Grant Coordinator/School Liaison \$1675 Instructional Coach \$400 Technology Assistant \$600	\$2675.00
253	KSBA Unemployment Insurance	
260	Worker's Comp. (0.90% of salary): Grant Coordinator/School Liaison \$500 Instructional Coach \$125 Technology Assistant \$175	\$800
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Health Insurance: Grant Coordinator/School Liaison, Instructional Coach, Technology Assistant (\$7,800 ea. X 3 employees)	\$23,400.00
295	State Life Ins.: Grant Coordinator/School Liaison, Instructional Coach, Technology Assistant (\$20 ea. x 3 employees)	\$60.00
296	Adm. Fee: Grant Coordinator/School Liaison, Instructional Coach, Technology Assistant (\$100 ea. x 3 employees)	\$300.00
297	Federally Funded Flexible Spending Benefits	
299	Other Employee Benefits: National Board Certification (mentoring fee 2 x \$100, 25% of remaining cost of certification 2 x \$675) Teacher Leader Masters Program (Grad. Level courses 5 teachers x 12 credit hours x \$300)	\$1,550.00 \$18,000.00

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	<p>Comment/Justification:</p> <p>Teachers will be encouraged and supported in earning National Board Certification and/or earning graduate course credit in the Teacher Leader Masters Program at Murray State University. This is a part of the Aspiring Leader's Program and will promote excellence among ambitious educators who want to continue their journey in striving for superior teaching and learning.</p>	Subtotal: \$19,550.00
322	<p>Education Consultant: Learning 360 Contract with Trainers (consultant) \$8,000</p> <p>Comment/Justification:</p> <p>A Learning 360 consultant will visit the school twice each semester to foster professional growth in areas of need identified by school administrators and teachers. This is a continued partnership between LCHS and Learning 360 with a direct focus on strengthening instructional strategies and promoting researched-based activities that foster active engagement.</p>	\$8,000.00
335	Professional Consultant:	
338	Registration Fees:	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens – Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
549	Other Advertising	
552	Posters	
553	Publications	
580	Travel:	
610	General Supplies:	
616	Food Non Instructional Non Food Service:	
617	Food Instructional Non Food Service:	

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626	Gasoline	
627	Diesel Fuel:	
629	Alternative Fuels	
641	Library Books	
642	Periodicals and Newspapers:	
643	Supplemental Books, Study Guides and Curr.:	
644	Textbooks & Other Instructional Materials:	
645	Audio Visual Materials	
646	Tests:	
647	Reference Materials	
649	Binding and Repairs	
650	Supplies – Technology Related: GradeCam (\$2.50 per student x 300) Interactive Smart Solution (\$1,200 x 4) Short-throw projector system (\$1,300 x 3) Comment/Justification: The GradeCam technology will be used for item analysis of formative and summative assessment to provide additional resources to maximize data analysis as a basis for decision making. The instructional Coach will assist teachers in using Interactive Smart Solutions as an instructional tool. To fully realize the educational opportunities that 21 st century skills can bring to students, educators must formally incorporate them into the curriculum, instruction, and assessment.	\$750.00 \$4,800.00 \$3,900.00 Subtotal: \$9,450.00
674	Awards:	

679	Other Student Activities:	
694	Equipment Supplies:	
695	Furniture and Fixtures Supplies	
734	Technology Related – Hardware:	
735	Technology Software: Accelerated Reader \$2,500 ALEKS \$3,500 Reading Plus \$3,500 Comment/Justification: Reading Plus and ALEKS will be used as intervention programs for	\$9,500.00

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	reading and math. These programs have proven to be effective in substantiating academic growth gains.	
810	Dues & Fees	
892	Parent Involvement Meetings:	
894	Field Trips – Instructional:	

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222	Medicare (1.45% of salary):	
231	KTRS(15.35% of salary):	
232	CERS (18.89% of salary):	
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	Unemployment Insurance (3.37% of salary):	
253	KSBA Unemployment Insurance	
260	Worker's Comp. (0.90% of salary):	
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Health Insurance:	
295	State Life Ins.:	
296	Adm. Fee:	
297	Federally Funded Flexible Spending Benefits	
299	Other Employee Benefits:	
322	Education Consultant:	
335	Professional Consultant:	
338	Registration Fees:	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens – Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
549	Other Advertising	
552	Posters	
553	Publications	
580	Travel:	
610	General Supplies:	
616	Food Non Instructional Non Food Service:	
617	Food Instructional Non Food Service:	
626	Gasoline	
627	Diesel Fuel:	

Kentucky Department of Education
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Transformation Model

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629	Alternative Fuels	
641	Library Books	
642	Periodicals and Newspapers:	
643	Supplemental Books, Study Guides and Curr.:	
644	Textbooks & Other Instructional Materials:	
645	Audio Visual Materials	
646	Tests: .	
647	Reference Materials	
649	Binding and Repairs	
650	Supplies – Technology Related:	
674	Awards:	
679	Other Student Activities:	
694	Equipment Supplies:	
695	Furniture and Fixtures Supplies	
734	Technology Related – Hardware:	
735	Technology Software: Accelerated Reader \$2,500 ALEKS \$3,500 Reading Plus \$3,500 Comment/Justification: Reading Plus and ALEKS will be used as intervention programs for reading and math. These programs have proven to be effective in substantiating academic growth gains.	\$9,500
810	Dues & Fees	
892	Parent Involvement Meetings:	
894	Field Trips – Instructional:	

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

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- Title VI funds will assist to support efforts at LCHS for payment of substitute teachers, registration fees for professional learning opportunities, etc.
- Youth Services Center funding will expand initiatives that support next generation learners (parent programs, community service projects, mentoring programs, transition activities, etc.).
- 21st CCLC funds, in accordance to grant guidelines, will collaborate with LCHS to provide afterschool services during the regular school year and summer activities.
- Professional Development funds will allow for the continued training in research-based strategies.
- Title I money was used to help fund a position allocated above and beyond the staffing formula.
- The school works in collaboration with the Family Resource/Youth Service Centers to remove barriers to student learning. 21st century funds are used to support intervention programs for students after school as well as summer activities that promote self-esteem of students as well as providing multiple learning opportunities.

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Year 1 Budget

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

School Livingston Central High **District** Livingston County

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	\$68,000
111	Extended Days	
112	Extra Duty	
113	Other Certified	\$27,950
120	Certified Substitute	\$25,900
130	Classified Salaries	\$25,425
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance	\$975
219	Other Group Insurance	
221	Employer FICA Contribution	\$1,225
222	Employer Medicare Contribution	\$1,300
231	KTRS	\$10,450
232	CERS	\$3450
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	State Unemployment Insurance	\$2,675
253	KSBA Unemployment Insurance	
260	Worker's Compensation Insurance	\$800
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	

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MUNIS Code	Description of Activity	Amount Requested
294	Federally Funded Health Care Benefits	\$23,400
295	Federally Funded Life Insurance Benefits	\$60
296	Federally Funded State Administration Fee	\$300
297	Federally Funded Flexible Spending Benefits	
299	Other Employee Benefits	\$19,550
322	Education Consultant	\$11,470
335	Professional Consultant	\$25,000
338	Registration Fees	\$8,000
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens - Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel	\$13,259
581	Travel – In District	
582	Travel – Out-of-District	

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MUNIS Code	Description of Activity	Amount Requested
584	Travel – Out-of-State	
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
610	General Supplies	\$0
616	Food Non Instructional Non Food Service	\$1,000
617	Food Instructional Non Food Service	\$0
626	Gasoline	
627	Diesel Fuel	\$6,000
629	Alternative Fuels	
641	Library Books	
642	Periodicals and Newspapers	\$4,000
643	Supplemental Books, Study Guides and Curr.	\$5,600
644	Textbooks & Other Instructional Materials	\$0
645	Audio Visual Materials	\$0
646	Tests	\$5,800
647	Reference Materials	
649	Binding and Repairs	
650	Supplies – Technology Related	\$50,695
674	Awards	\$0
679	Other Student Activities	\$0
694	Equipment Supplies	\$0
695	Furniture & Fixtures Supplies	\$0
734	Technology Related - Hardware	\$0
735	Technology Software	\$9,500
738	Instructional Equipment	

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

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MUNIS Code	Description of Activity	Amount Requested
810	Dues & Fees	
892	Parent Involvement Meetings	\$0
894	Field Trips - Instructional	\$2,000
Total Amount Requested		\$ 353,784.00

Kentucky Department of Education
 District Application for School Improvement Funds
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Year 2 Budget

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

School Livingston Central High **District** Livingston County

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	\$68,000
111	Extended Days	
112	Extra Duty	
113	Other Certified	\$27,950
120	Certified Substitute	\$11,900
130	Classified Salaries	\$25,425
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance	\$975
219	Other Group Insurance	
221	Employer FICA Contribution	\$1,225
222	Employer Medicare Contribution	\$1,300
231	KTRS	\$10,450
232	CERS	\$3,450
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	State Unemployment Insurance	\$2,675
253	KSBA Unemployment Insurance	
260	Worker's Compensation Insurance	\$800
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Federally Funded Health Care Benefits	\$23,400

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

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
295	Federally Funded Life Insurance Benefits	\$60
296	Federally Funded State Administration Fee	\$300
297	Federally Funded Flexible Spending Benefits	
299	Other Employee Benefits	\$19,550
322	Education Consultant	\$8,000
335	Professional Consultant	
338	Registration Fees	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens - Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel	
581	Travel – In District	
582	Travel – Out-of-District	
584	Travel – Out-of-State	

Kentucky Department of Education
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MUNIS Code	Description of Activity	Amount Requested
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
610	General Supplies	
616	Food Non Instructional Non Food Service	
617	Food Instructional Non Food Service	
626	Gasoline	
627	Diesel Fuel	
629	Alternative Fuels	
641	Library Books	
642	Periodicals and Newspapers	
643	Supplemental Books, Study Guides and Curr.	
644	Textbooks & Other Instructional Materials	
645	Audio Visual Materials	
646	Tests	
647	Reference Materials	
649	Binding and Repairs	
650	Supplies – Technology Related	\$9,450
734	Technology Related - Hardware	
674	Awards	
679	Other Student Activities	
695	Furniture & Fixture Supplies	
734	Technology Related - Hardware	
735	Technology Software	\$9,500
738	Instructional Equipment	
810	Dues & Fees	

Kentucky Department of Education
 District Application for School Improvement Funds
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MUNIS Code	Description of Activity	Amount Requested
892	Parent Involvement Meetings	
894	Field Trips - Instructional	
Total Amount Requested		\$ 224,410

Kentucky Department of Education
 District Application for School Improvement Funds
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Year 3 Budget

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

School Livingston Central High **District** Livingston County'

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services	
111	Extended Days	
112	Extra Duty	
113	Other Certified	
120	Certified Substitute	
130	Classified Salaries	
140	Overtime	
160	Licensed	
213	Liability Insurance	
214	Dental Insurance	
219	Other Group Insurance	
221	Employer FICA Contribution	
222	Employer Medicare Contribution	
231	KTRS	
232	CERS	
233	Other Employee Retirement	
240	Tuition Reimbursement	
251	State Unemployment Insurance	
253	KSBA Unemployment Insurance	
260	Worker's Compensation Insurance	
291	Sick Leave Payments	
293	Meal Reimbursements Taxable Portion	
294	Federally Funded Health Care Benefits	

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MUNIS Code	Description of Activity	Amount Requested
295	Federally Funded Life Insurance Benefits	
296	Federally Funded State Administration Fee	
297	Federally Funded Flexible Spending Benefits	
299	Other Employee Benefits	
322	Education Consultant	
335	Professional Consultant	
338	Registration Fees	
432	Technology Related Repairs & Maintenance	
433	Equipment/Machinery/Furniture Repair	
441	Land or Building Rental	
443	Rentals of Computers & Related Equipment	
444	Copier Rental	
511	Transportation – Another School District	
513	Bus Tokens - Public	
514	Contracted Bus Services	
519	Student Transportation Purch. Other Services	
521	Pupil Transportation Insurance	
531	Postage	
541	Radio and Television Advertising	
542	Newspaper Advertising	
552	Posters	
553	Publications	
580	Travel	
581	Travel – In District	
582	Travel – Out-of-District	
584	Travel – Out-of-State	

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MUNIS Code	Description of Activity	Amount Requested
585	Travel - Meals	
586	Travel - Hotels	
589	Travel - Other	
610	General Supplies	
616	Food Non Instructional Non Food Service	
617	Food Instructional Non Food Service	
626	Gasoline	
627	Diesel Fuel	
629	Alternative Fuels	
641	Library Books	
642	Periodicals and Newspapers	
643	Supplemental Books, Study Guides and Curr.	
644	Textbooks & Other Instructional Materials	
645	Audio Visual Materials	
646	Tests	
647	Reference Materials	
649	Binding and Repairs	
650	Supplies – Technology Related	
734	Technology Related - Hardware	
674	Awards	
679	Other Student Activities	
695	Furniture & Fixture Supplies	
734	Technology Related - Hardware	
735	Technology Software	\$9,500
738	Instructional Equipment	
810	Dues & Fees	

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MUNIS Code	Description of Activity	Amount Requested
892	Parent Involvement Meetings	
894	Field Trips - Instructional	
Total Amount Requested		\$ 9,500

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