

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

(Section 1003g)

Cover Page

District Perry	DISTRICT Mailing Address		
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Submission Date (office use only)	City		ZIP
	Phone		

District Name		NCES ID#	Total Awarded
Perry		2104770	\$
	School Name	NCES ID#	Intervention
1	Perry County Central High School	00755	Transformation Model
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District Verification

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

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

The district must assure that it will—

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

Superintendent Signature

Date

Notary Public

My commission expires

Notary seal

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District Actions

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

The Kentucky Department of Education conducted a district leadership assessment of Perry County School District during the period of 12/11/2011 - 12/16/2011. According to this Leadership Assessment, "district leadership does not have the ability to manage the intervention of Perry County Central High School. Pursuant to 703 KAR 5:180, the team recommends that the authority of the SBDM Council be transferred to the Commissioner." Here are the most relevant facts and next step recommendations from the district leadership assessment:

1. District leadership has not ensured a culture of high expectations.

The superintendent should ensure district leadership and Perry County Central High School leadership and staff accept their roles in the success of all students. The superintendent should ensure district and school leadership embrace a culture void of excuses. District leadership should require the Perry County Central High School principal to establish nonnegotiables (e.g., meeting agendas and minutes, standing agenda items, examining student work, modifying instruction) to maximize the use of available time (e.g., common planning, cadre meeting, job-embedded professional development). The superintendent should require district and school leadership to frequently attend meetings to ensure a laser-like focus on improving instruction and that time is maximized.

2. The superintendent has not maximized the personnel evaluation system.

The superintendent should serve as the primary evaluator for district administrators and the Perry County Central High School principal. The superintendent should maximize the evaluation process and use all components of the personnel evaluation process, including corrective action plans, to improve the leadership skills of district leaders and the principal. The superintendent should provide intensive support to improve leadership capacity. The superintendent should clearly communicate his expectations for district and school leaders regarding their role in improving instructional capacity and student learning.

3. The superintendent does not monitor the effectiveness of fiscal and human resource allocations to determine their impact on student achievement.

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District leadership should collaborate with Perry County Central High School leadership to establish a system to monitor and quantifiably measure the impact of fiscal and human resource use on instructional effectiveness and student learning. The Perry County Board of Education should require regular updates related to the use and effectiveness of fiscal and personnel resources.

4. District leadership has not ensured that professional development activities effectively transfer to classroom practices.

District leadership should collaborate with Perry County Central High School leadership to identify the most critical professional development needs. District leadership should conduct research related to turning around a low performing school and should analyze student achievement data, individual teacher needs, district and school improvement goals, survey results and other relevant data to develop a multi-year job-embedded professional development plan. District leadership should develop and implement a process to monitor and evaluate the impact of professional development activities on teacher and administrator practices. District leadership should require school leadership to continuously monitor classroom practices and provide meaningful feedback and ongoing support to ensure necessary changes occur.

5. District leadership has not clearly articulated, effectively implemented or monitored district improvement strategies.

District leadership should revise the comprehensive district improvement plan and establish procedures to monitor its implementation and measure its effectiveness. The plan should include strategies intentionally designed to close the achievement gap for students in targeted populations. Improvement plan strategies should provide clear procedures and be accompanied by a method to evaluate impact on organizational effectiveness, teacher instructional capacity and student growth and achievement. District leadership should establish incremental benchmarks, and school leadership should diligently and continuously monitor the implementation of strategies and conduct ongoing data analysis to determine when any component or strategy needs revision.

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However, since the audit findings listed above, leadership positions in the district has changed. An interim superintendent was hired November 1, 2012 due to the retirement of Mr. Amis. The interim was then interviewed and hired as the new superintendent on July 1, 2013. A new principal for PCCHS was hired June 2012. Since the district is experiencing turnover in key positions, and since Neal Feltner is a second year high school principal, we propose to fund a **Director of Academic Performance** to support the principal in leadership skills to ensure the transformation model is implemented.

District Leadership Assessment results indicate the district does not ensure a culture of high expectations. The primary job responsibility of the **Director of Academic Performance** will be to serve as a liaison between the high school and the superintendent.

The Director of Academic Performance through collaboration with the ER team will build sustainable processes that will positively impact the elimination of the following causes and contributing factors attributed to low performance of students at PCCHS:

- Low performance on state and EPAS testing indicate that instructional practices lack rigor and instructional strategies do not reach all learners. Curriculum maps and pacing guides need further alignment to state standards to reach proficiency.
- PLC protocol has been developed and is being implemented in phases. More thorough documentation and feedback is necessary to ensure effective implementation.
- Walkthrough data and lesson plan evaluations demonstrate very little use of formative assessment and differentiation to inform instruction and improve student learning.
- Administration is working to ensure that all staff is involved in the turnaround process using the transformation model and understanding of their role in the effort. Staff initiatives are being developed by PLC leads within each department. Teacher recruitment and retention efforts are focusing on hiring and maintaining effective teachers.

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

Perry County Central High School is the only priority school in the district.

District Budget Narrative

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

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

The district plans to hire a **Director of Academic Performance** (this position will be sustained at the end of grant) in order to help build capacity within the district and Perry County Central High School. The job responsibilities of this position include:

- Primary liaison between central/district office and PCCHS.
- Attend weekly administrative team meetings at PCCHS.
- Attend weekly district leadership team meetings at Central Office.
- Conduct local district professional development in areas of curriculum, instruction and assessment.
- Shall assist teachers in the role out of new standards and update current standards.
- Attend Richard Stiggins training on formative assessment and conduct professional development with staff.
- Shall work with Superintendent and High School Principal as the contact for community news releases, clear communication to all stakeholders, etc.
- Shall represent the district/high school at various professional meetings.
- Assist in planning and implementing the high school CSIP.
- Assist in coordinating district services with needs at the high school level in order to provide a comprehensive educational program.
- Assist in implementation/monitoring of SIG Grant initiatives including the budget.
- Assist in Quarterly Reporting status to KDE.
- Assist in overseeing horizontal and vertical curriculum alignment.
- Analyze universal screeners' data in order to monitor student progress to drive instruction.
- Perform other duties as directed by the high school principal and superintendent.

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

The district will use other funding sources in coordination with SIG funds to ensure goals and objectives of the transformation model are achieved.

- The district currently allocates 24% of district **professional development funds** (\$3,656.00) to PCCHS.
- Another funding source that the district allocates to PCCHS is **Title II**. Currently one teacher at PCC is paid an additional stipend through teacher retention funds. This teacher serves as a mentor to new teachers and assists curriculum development and instructional strategies in order to improve math performance.
- **The District Rural and Low budget** is utilized to offset the cost to run the credit recovery program at PCCHS. Funds are used to purchase Plato software and license.
- **Title 1 parent involvement funds** are allocated from the District office. The use of these funds allows PCCHS to involve parents and inform them of the educational process at PCCHS.
- **Family Youth Service Center** budget is currently allocating \$91,876. These funds are used to remove barriers faced by PCCHS students that enable the learning process to take place.
- **ESS funds** are currently used to operate our credit recovery funds through a daytime waiver.
- The district will pay for KYCID training which promotes the implementation of the Positive Behavior Support System at PCCHS.
- The district will use **parent involvement funds** to provide PCCHS with School Messenger, a calling program to increase the school's ability to communicate with students and parents.

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

- A full-time Attendance Counselor is assigned to PCCHS in addition to their school allocation. He is used to promote and monitor student attendance.
- Part time Dean of Students (100 days) is funded through general funds from the district. This position is to help administrators and counselors to promote positive interaction with students.
- The district will use general funds to fund the position of in-school suspension, giving administrators an option besides out-of-school suspension for discipline. This allows students to stay in school and not miss instruction.
- District will use funds to in collaboration with Community Ed Grant Funds to fund the position of Community Education Coordinator.

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- In collaboration with FRYSC three KRCC counselors are placed at PCCHS based upon individual needs of students at PCCHS.

ALL FUNDS AWARDED TO PERRY COUNTY DISTRICT ARE BEING TRANSFERRED TO THE SCHOOL BUDGET. THE DISTRICT WILL NOT BE USING ANY SIG FUNDS. PRELIMINARY AWARD TO THE DISTRICT WAS \$62,080 AND THIS WILL BE REFLECTED IN THE SCHOOL BUDGET NARRATIVE FOR PERRY CENTRAL HIGH SCHOOL.

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

Transformation Model - Permissible Activities

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

NONE

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Year 1 Budget

District Perry

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

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

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Year 2 Budget

District Perry

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

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

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

Total Amount Requested	\$ 0
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Year 3 Budget

District Perry

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

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MUNIS Code	Description of Activity	Amount Requested
295		
296		
297		
299		
322		
335		
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432		
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District Perry County

School

Perry Co. Central High School

School Application

Commitment To Serve

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

MATH- What does the Data Tell Us?

- According to the most recent [school report card](#) students in the [duplicated group](#) did not meet proficiency target of 32.9% in math for 2012-2013 school year. The percentage of students who performed at proficiency was 30.5%.
- According to the latest [school report card](#) IEP students did not meet proficiency targets in math for 2012-2013 school year. The percentage of students who performed at proficiency was 19.0%.
- According to the most recent [school report card](#) free/reduced lunch students did not meet proficiency targets in math. The percentage of students who performed at proficiency was 27.5%.
- Performance of 10th grade students at PCCHS meeting benchmark of 19 on [PLAN](#) assessment was 16.6% in 2013-2014 as compared to 17.1% in 2012-2013.
- Performance of 11th grade students at PCCHS meeting CPE benchmark of 19 on [ACT](#) assessment was 22.5% in 2012-2013. The average ACT math score for PCCHS was 17.1 with the state average in math was 18.9.
- According to the most recent [school report card](#), mathematics percent making typical or higher growth from [PLAN](#) to [ACT](#) is 44 as compared to state percent of 57.3.
- [Practice PLAN](#) for 9th grade students was given in October 2013 resulted in 23.1% of 9th grade students performing at or above benchmark score of 19.
- Winter performance of 9th grade students in 2013-2014 on [MAP](#) assessment in Math showed 16.4% scored in RIT band range greater than 240.
- Second [Discovery Education Assessment](#) results in math showed 41.9% of students performing at proficiency.

READING-What does the data tell us?

- According to the most recent [school report card](#) students did not meet proficiency in reading for 2012-2013. The percentage of students who performed at proficiency was 49.5%.
- According to the latest [school report card](#) IEP students did not meet proficiency target of 15.3% in reading for 2012-2013. The percentage of students who performed at proficiency was 13.3%

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- According to the latest school report card free/reduced lunch students did not meet proficiency in reading for 2012-2013. The percentage of students who performed at proficiency was 40.6%.
- The 2013 PLAN assessment results in Reading were 56.1% of 10th grade PCCHS students meeting PLAN benchmark of 17. This compares to 2012 results of 52.3% of 10th grade students meeting PLAN benchmark of 17.
- The spring 2013 ACT assessment results in reading were 33.7% of 11th grade PCCHS students meeting ACT benchmark of 20. The average ACT reading score for PCCHS was 18.0 with the state average in reading was 19.4.
- Practice PLAN for 9th grade students was given in October 2013 resulting in 28.9% of these students scored at or above benchmark score of 17 in reading.
- The winter MAP assessment results for 9th grade PCCHS students showed 20% performing above a RIT band score greater than 230.
- The second Discovery Education Assessment results in reading revealed PCCHS 10th grade students performing at or above proficiency was 48%. The percentage of 11th grade PCCHS students performing at or above proficiency was 67.60%.

Conclusions: Analysis of Cognitive Data

- PCCHS student are performing below the state average in math and reading on ACT.
- MAP data for incoming freshman reveal that less than 20% were at grade level or above.
- Practice PLAN results for 9th students revealed greater than 70% were performing below proficiency in math and reading.
- Growth from PLAN to ACT in mathematics is below the state average in mathematics.
- 2013-2014 PLAN results reveal that 83.4% of 10th grade students scored below benchmark in math.
- PCCHS students have not met state standards in math. Gains are made but much too slow.

Questions the data does not answer:

- Do PCCHS teachers address EPAS standards in planning instruction?
- Are students at PCCHS giving their best efforts on tests or predictive assessments?
- Are teachers and students at PCCHS goal oriented?
- Why a high percentage of transitional students from middle schools are consistently entering high school performing below benchmark and grade level standards?

What are causes for celebration?

- Meeting AMO goal in 2012-2013
- Meeting CCR target goal.

What are the opportunities for Improvement?

- PCCHS needs to increase, in all areas, the percentage of students meeting benchmark assessment on EPAS. Gaps must be closed.
- Classroom instruction needs to be more rigorous, engaging and aligned.
- Students must be engaged in their own learning. Students must take ownership.

Next Steps based on Cognitive Data

- All classes need to be aligned to Kentucky Common Core Standards and EPAS.
- Professional development on designing rigorous instruction that engages all types of learners needs to be in Professional Development Plan.
- PLC groups need focus on planning standards based units of study and common assessments.
- Formative assessments must be aligned to learning targets and standards.
- Significant turnaround must be attained to break the cycle of academic failure.

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.

**ASSIST Survey Results
 Parent Survey**

Standard 1: Purpose and Direction

Our school’s purpose and direction is clearly focused, reviewed and revised, and there is a plan for school improvement

Strongly Agree	33.8%		
Agree	47.7%		Total = 81.5%
Disagree	3.7%		
Strongly Disagree			Total = 3.7%

Standard 2: Governance and Leadership

Our school’s governing body operates responsibly, does not interfere with school leadership, has high expectations for students, communicates effectively, and involves all stakeholders.

Strongly Agree	26.4%		
Agree	47.8%		Total = 74.2%
Disagree	6.5%		
Strongly Disagree	.9%		Total = 7.4%

- Lowest score for agreement was in the area of involvement of all stakeholders.

Standard 3: Teaching and Assessing for Learning

All my child’s teachers provide equitable and challenging curriculum, and use a variety of strategies to meet my child’s individualized learning needs. My child’s teachers are using multiple assessments to assess learning and there is relationship building between class and everyday life.

Strongly Agree	36.5%		
Agree	48.6%		Total = 85.1%

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Disagree	6.8%	
Strongly Disagree	.98%	Total = 7.8%

Standard 4: Resources and Support Staff

Our school provides qualified staff, adequate learning resources, and a safe environment for learning. Students are provided excellent support services as well as activities that interest students.

Strongly Agree	26.7%	
Agree	52.9%	Total = 79.6%
Disagree	4.6%	
Strongly Disagree	1.2%	Total = 5.8%

Standard 5: Using Results for Continuous Improvement

Our school ensures that all staff is working toward school goals in preparing students for the next level, and the staff keeps parent informed of this progress.

Strongly Agree	26.4%	
Agree	51.0%	Total = 77.4%
Disagree	6.3%	
Strongly Disagree	.7%	Total = 7.0%

Staff Survey

Standard 1: Purpose and Direction

Our school’s purpose and direction is clearly focused on shared values and beliefs for student success, and is regularly reviewed and revised. It is supported by policies that ensure continuous improvement.

Strongly Agree	37.4%	
Agree	51.9%	Total = 89.3%
Disagree	3.2%	
Strongly Disagree		Total = 3.2%

Standard 2: Governance and Leadership

Our school’s governing body complies with all policies and does not interfere with school leadership. School leaders support an innovative and collaborative culture; they hold themselves and the staff accountable for students’ learning at high standards. The school leadership regularly evaluates staff on set criteria and provides feedback to improve student learning. All stakeholders are provided opportunities to be involved in the school.

Strongly Agree	19.8%	
Agree	52.8%	Total = 72.6%
Disagree	8.1%	
Strongly Disagree	1.2%	Total = 9.3%

Standard 3: Teaching and Assessing for Learning

All teachers provide equitable and challenging curriculum, and use a variety of strategies to meet individualized learning needs. Teachers use multiple assessment data to assess learning, provide timely feedback, and provide interventions when necessary. All teachers belong to a PLC that meets across grade levels. All stakeholders are informed of policies, and procedures related to grading and reporting. All families are regularly engaged in their child’s learning progress.

Strongly Agree	13.1%	
Agree	53.9%	Total = 67%
Disagree	12.5%	

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Strongly Disagree .9% Total = 13.4%

- The lowest agreement was in regularly engaging families in their child's learning progress.

Standard 4: Resources and Support Staff

Our school provides qualified staff, adequate learning resources, including technology, and a safe environment for learning. Students are provided excellent support services as well as activities that interest students.

Strongly Agree	12.9%	
Agree	64.3%	Total = 77.2%
Disagree	7.3%	
Strongly Disagree	.9%	Total = 8.2%

Standard 5: Using Results for Continuous Improvement

Our school uses multiple assessments to collect, analyze and use data to measure student progress. School leaders use data to monitor continuous improvement

Strongly Agree	16.8%	
Agree	65.6%	Total = 82.4%
Disagree	3.9%	
Strongly Disagree	1.1%	Total = 5.0%

Student Survey

Standard 1: Purpose and Direction

In my school expectations are explained to me and programs are available to help me be successful. All students are treated with respect and are offered a high quality education.

Strongly Agree	16.8%	
Agree	45.7%	Total = 62.5%
Disagree	6.4%	
Strongly Disagree	4.2%	Total = 10.6%

- Lowest percent of agreement was all students are treated with respect.

Standard 2: Governance and Leadership

Rules in my school are applied equally to all students and all adults are treated with respect by students. The principal and teachers have high expectations for me.

Strongly Agree	15.2%	
Agree	35.0%	Total = 50.2%
Disagree	12.3%	
Strongly Disagree	8.3%	Total = 20.6%

- Lowest score for agreement was in the area of students treating adults with respect.
- School rules are applied equally to all students.

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Standard 3: Teaching and Assessing for Learning

My teachers provide equitable and challenging curriculum, and use a variety of strategies to motivate me and meet my individualized learning needs. My teachers explain their expectations for me and use multiple assessment data points to assess my learning. My teachers provide me and my family information about my grades and make sure at least one adult knows me and shows and interest about my future,

Strongly Agree	14.7%	
Agree	46.0%	Total = 60.7%
Disagree	8.1%	
Strongly Disagree	3.9%	Total = 12.0%

Standard 4: Resources and Support Staff

In my school the building and grounds are safe and healthy, where students respect the property of others and are willing to help students they do not know. In my school there are a variety of resources and activities that I can take advantage of, such as counselors, teachers, and technology to help me succeed.

Strongly Agree	12.7%	
Agree	40.0%	Total = 52.7%
Disagree	11.6%	
Strongly Disagree	7.7%	Total = 19.3%

- Lowest area of agreement was students respect the property of others and having a safe and clean environment.

Standard 5: Using Results for Continuous Improvement

My school shares my success with my family and community and prepares me for the next school year. My school considers student's opinions when planning ways to improve school

Strongly Agree	14.1%	
Agree	42.8%	Total = 56.9%
Disagree	9.2%	
Strongly Disagree	5.4%	Total = 14.6%

- Lowest percentage of agreement was that my school considers student's opinion when planning ways to improve school.

TELL SURVEY DATA

Perry County Central High School had 100% participation in the 2013 TELL SURVEY. 74.3% of the faculty reported that their school was a good place to work, however; more than 93% of the faculty responses were lower than those reported across the state. Next steps along with the areas of concern follow:

Time

- 39.7% of the faculty stated that efforts are made to minimize the amount of routine paperwork teachers are required to do.
- Next Steps: The administrative team and the ER staff will work collaboratively to analyze the amount of routine paper work teachers are required to complete and develop a system to eliminate any unnecessary paperwork.

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Facilities and Resources

- 52.9% of the faculty stated that teachers have sufficient access to instructional technology, including computers, printers, software, and internet access.
- Next Steps: The administrative team and the ER staff will work collaboratively with the District Technology Coordinator and the School STC to address specific needs of the teachers.

Community Support and Involvement

- 41.2% of the faculty stated that parents/guardians support teachers, contributing to their success with students.
- Next Steps: The administrative team, ER staff, parents, students, and all stakeholder groups will revisit the school communication plan. This process will ensure that all stakeholders has input in order to determine the necessary adjustments to encourage the parents and community to become more active in the educational process at PCCHS. (Open House will be every 6 weeks, School Messenger will be used more effectively, a greater effort will be made to retrieve parent e-mail so notifications and announcement can be sent directly to parents) Social media will be used more effectively and newsletters will be made available to those that do not have e-mail.

Managing Student Conduct

- 45.7% of the faculty stated that policies and procedures about student conduct are clearly understood by the faculty.
- Next Steps: PBIS is in the beginning stages of implementation. The school staff will continue to be trained in PBIS (Positive Behavior Interventions and Supports Program). The administrative team and the ER staff will develop a system for a full roll out of the program for 2014-15 school year.

Teacher Leadership

- 42% of the faculty stated that teachers have an appropriate level of influence on decision making in this school.
- Next Steps: The administrative team and the ER staff will collaborate with PLC Leads to develop a process for teacher voice to be heard in decisions that affect the learning process of students at PCCHS.

School Leadership

- 45.6% of the faculty stated that teachers feel comfortable raising issues and concerns that are important to them.
- Next Steps: The administrative team and the ER staff will collaborate with the PLC Leads to determine a process to encourage all teachers to feel more comfortable with having discussions with administration about issues of concern.

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Professional Development

- 46.3% of the faculty stated that in this school, follow up is provided from professional development.
- Next Steps: The administrative team and the ER staff will collaborate to ensure that all professional development has the proper follow-up and feedback. A plus/delta feedback form will be used to guarantee that this process is completed.

Instructional Practices and Support

- 52.2% of the faculty stated that teaches are assigned classes that maximize their likelihood of success of students.
- Next Steps: The administrative team and ER staff will collaborate with counselors to create a process that ensures students and teachers are assigned classes that will maximize the opportunities for success for all.

PCCHS Assist and TELL Surveys Data Tells Us:

- Assist Survey results revealed that greater than 80% of parents and staff stated that they feel that students received equitable and challenging curriculum through a variety of strategies, while only 60% of students thought this to be so.
- TELL survey revealed that 74.3% of faculty reported PCCHS was a good place to work.
- TELL survey revealed that only 41.2% of faculty stated that parents /guardians support teachers contributing to their success with students.
- TELL survey revealed that only 46.3% of the faculty stated that the school followed up on professional development.

PCCHS Assist and TELL Surveys Data Does Not Tell Us:

- Why greater that 80% of staff and parents state that curriculum is challenging and equitable , while students report that only 60% agree.
- Why approximately 26% of staff do not think PCCHS is a good place to work.
- Why the staff stated that approximately 60% of parents/guardians do not contribute to the success of students.

PCCHS Assist and TELL Surveys Causes to Celebrate:

74% of staff reports PCCHS is a good place to work.

PCCHS Assist and TELL Surveys Opportunities for Improvement:

- Ensure that students are receiving more equitable and challenging curriculum.
- Increase parent involvement in school activities to improve student support.
- Complete follow-up activities on Professional Development.

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PCCHS Assist and TELL Surveys Next Steps:

- Improve Professional Development activities to increase rigor in classrooms, while ensuring that differentiated instruction is used when necessary to meet individual student needs.
- Provide more activities to bring parents and community into the school and get them more involved in their child's school experiences.
- Develop a system for the follow-up and monitoring of Professional Development in classrooms after the PD has been conducted.

PCCHS Attendance DATA

STUDENT ATTENDANCE End of 1 st semester	December 2011		December 2012		December 2013	
	Class Count	Percent Present	Class Count	Percent Present	Class Count	Percent Present
Freshman Class 9 th Grade	275	92.01%	305	92.73%	233	91.67%
Sophomore Class 10 th Grade	246	91.27%	221	91.97%	260	92.76%
Junior Class 11 th Grade	242	90.48%	217	90.29%	203	90.02%
Senior Class 12 th Grade	214	89.70%	203	87.56%	179	89.03%
Grade 14	1	89.61%	3	92.34%	6	99.12%
Total Student Attendance	978	90.94%	949	90.88	881	91.90%
	Count	Percent Present	Count	Percent Present	Count	Percent Present
Teacher Attendance	70	93%	67	96%	63	94.90%

PCCHS Graduation, Drop out and Retention Data

PCCHS	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Graduation Rate	88.4%	89.4%	73.3%	77.4%	81.7%
Drop out Rate	2.0%	2.6%	2.3%	1.6%	3.6%
Ret.Rate	3.8%	5.5%	4.5%	7.1%	6.4%

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PCCHS Behavior Data

Identified Group and Issue	Behavior Intervention	1st Semester			
		1st Six Weeks		2nd Six Weeks	
		1st Tri Midterm		1st Tri Final	
		Goal	Actual	Goal	Actual
9th Grade - All students (244)	Total School Referrals - Includes In-School Suspension and Out of School Suspension		(22/244) 9.0%	8%	(37/233) 15.8%
10th Grade -All Students (263)			(29/263) 11.0%	10%	(28/260) 10.7%
11th Grade - All Students (207)			(16/207) 7.7%	7%	(25/203 - 12.3%
12th Grade - All Students (183)			(12/183) 6.6%	6%	(23/180) 12.7%
Total School Referrals			79/902 - 8.8%	8%	(113/881) 12.8%
9th Grade	In-School Suspension		(10/244) 4.0%	3%	(30/233) 12.8%
10th Grade			(28/263) 10.6%	10%	(24/260) 9.2%
11th Grade			(12/207) 5.8%	5%	(20/203) 9.8%
12th Grade			(7/183) 3.8%	3%	(21/180) 11.6%
Total School In-School Suspensions			(57/902) - 6.3%	6%	(95/881) -10.7%
9th Grade	Out of School Suspension		(9/244) 3.7%	3%	(17/233) 7.2%
10th Grade			(1/263) 0.4%	<1%	(8/260) 3.0%
11th Grade			(4/207) 1.9%	1%	(8/203) - 3.9%
12th Grade			(5/183) 2.7%	2%	(12/180) 6.6%
Total School-Out of School Suspensions			(19/902) 2.1%	2%	(45/881) 5.1%
9th Grade - IEP (31)	In-School Suspension - IEP		(2/31) 6.5%	6%	(5/30) 16.6%
10th Grade - IEP (32)			(5/32) 15.6%	12%	(5/36) 13.8%
11th Grade - IEP (24)			(3/24) 12.5%	10%	(6/27) 22.2 %
12th Grade - IEP (17)			(3/17) 17.6%	15%	(3/18) 16.6%
Total School In-School Suspensions - IEP			(13/104) 12.5%	10%	(19/131) 14.5%

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9th Grade - IEP (31)	Out of School Suspension - IEP		(1/31) 3.2%	3%	(5/30) 16.6%
10th Grade - IEP (32)			(0/32) 0.0%		(1/36) 2.7%
11th Grade - IEP (24)			(2/24) 8.3%	8%	(3/27) 11.1%
12th Grade - IEP (17)			(4/17) 23.5%	15%	0%
Total School In-School Suspensions - IEP			(7/104) 6.7%	6%	(9/131) 6.8%

PCCHS Attendance Data Tells us:

- **Student attendance** at PCCHS as of December 2013 for 2013-2014 school year is 91.67%. In 2012-2013 at end of December 2012 our student attendance rate was 90.7%. This is an increase of .97%. The data analysis of the two period show that last year's freshman who are now sophomores continue to have the highest attendance rate. However, the senior rate is the lowest of all ratings at PCCHS.
- **Teacher attendance** at PCCHS as of December 2013 is 94.9%. This is a decrease from December 2012 which was 96%. The attendance rate from the October 2013 quarter until the December 2013 quarter has shown a small decline of .1%.

PCCHS Attendance Data not tell us

- Why seniors have the lowest attendance.
- Why teacher attendance has decreased in comparison to December 2012 but has increased from our June 2013 baseline.

PCCHS Attendance Causes for Celebration.

- Increase in student attendance from last year at this time.
- Improvement of teacher attendance from previous year.

PCCHS Attendance Data Opportunities for Improvement:

- Improving overall student attendance especially juniors and seniors
- Improving of teacher attendance

PCCHS Attendance Next Steps:

- Conferencing with students and parents about the importance of student attendance.
- Home visits by school DPP with students with excessive absences.
- Court referrals for truant students (greater than 6 unexcused absences) as per attendance policy
- Develop PDSA for teacher attendance incentive.

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PCCHS Graduation Rate/Drop out/Retention What the Data tells us:

- Graduation Rate has increased since the 2010-2011 school year from 73.3% to 77.4% to 81.7 respectively, but, neither year is as high as 2008-2009 (88.4%) and 2009-2010 (89.4%).
- Dropout Rate has been erratic since 2008-2009 with 2012-2013 being the highest in at 3.6%.
- The Retention Rate saw a decrease from 2011-2012 to 2012-2013 from 7.1% to 6.4%. These are the highest rates since 2008-2009.

PCCHS Graduation Rate/Drop out/Retention What the Data Does Not tells us:

- Why even though graduation rate has increased the last three years it is not as high as in 2008-2009 and 2009-2010.
- Why the dropout rate was the highest in 2012-2013 at 3.6%.

PCCHS Graduation Rate/Drop out/Retention Causes for Celebrations:

- Graduation Rate has increased from 77.4% to 81.7%.
- Retention Rate has decreased from 7.1% to 6.4%.

PCCHS Graduation Rate/Drop out/Retention Opportunities for Improvement:

- Continue to improve Graduation Rate.
- Continue to decrease Dropout Rate.
- Continue to decrease Retention Rate.

PCCHS Graduation Rate/Drop out/Retention Next Steps:

- Develop a comprehensive plan or process that will provide counseling, intervention, remediation when necessary, and alternative education programs when needed, to increase Graduation Rate, decrease Dropout Rate, and continue to decrease Retention Rate.

PCCHS Behavior-What does the data tell us?

- Most referrals are from grades 9 and 10.
- Out of school suspensions are highest with grade 9.
- Students with disabilities have approximately 13% of the in school suspension referrals.

PCCHS Behavior-What does the data not tell us?

- Why out of school suspensions are greatest at grade 9?
- Why grades 9 and 10 have the greatest number of in-school suspension referrals?
- Why students with disabilities are a large portion of discipline referrals?

PCCHS Behavior-What are Causes for Celebration?

- Reduction in the number of in-school suspension referrals from first quarter to second quarter.
- Reduction in the number of 10th and 12th grade IEP students placed in suspension.

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- Relatively small numbers of behavior interventions were out of school suspensions.

PCCHS Behavior-What are the Opportunities for Improvement?

- Decrease in the number of 9th and 10th grade student discipline referrals.
- Decrease the number of IEP students with discipline referrals.

PCCHS Behavior-Next Steps

- Review PBIS behavior intervention strategies with staff.
- Analyze discipline data to see if pattern(s) exist for Tier 1 intervention strategies.

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.

- Low performance on state and EPAS testing indicate that instructional practices lack rigor and instructional strategies do not reach all learners. Curriculum maps and pacing guides need further alignment to state standards to reach proficiency.
- PLC protocol has been developed and is being implemented in phases. More thorough documentation and feedback is necessary to ensure effective implementation.
- Transition language arts and reading is offered at 12th grade level, but currently there are no reading classes for struggling students at any other grade level.
- Walkthrough data and lesson plan evaluations reveal there is little evidence that content teachers are incorporating reading strategies in classroom instruction. Content teachers need professional development opportunities for incorporating reading strategies across the curriculum.
- Attendance has slightly improved both for teachers and students; however attendance remains a focus for improving classroom instruction.
- Walkthrough data and lesson plan evaluations demonstrate very little use of formative assessment and differentiation to inform instruction and improve student learning.
- There is only a small group of students that impede the educational process due to inappropriate behavior. Partial implementation of PBIS shows some improvement in student behavior, but issues still exist across school settings. These students still have unmet needs.
- Collaboration with regular education teachers and special education teachers is in place; however still needs strengthened. Co-teacher in collaborative setting is still primarily used as an observer or student helper rather than a co-teacher. PCCHS has applied and been accepted into the blended learning/Co-teaching state initiative.
- PCCHS has limited career pathways to offer students. Enrollment is 888 and we currently only have 5 career pathways for student choice. Additional pathways

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particularly in health science would improve student employment percentages upon graduation.

- Title 1 school personnel have not been utilized effectively to this point. Schedules have been revised and job descriptions have been created by the principal to better meet student needs. Implementation of these schedules will be reviewed and revised as feedback becomes available.
- Walkthrough data and lesson plan evaluations do not reflect real world application and relevance outside the classroom. Professional development opportunities should be developed to enhance teacher effectiveness of real world applications.
- Administration is working to ensure that all staff is involved in the turnaround process and understand their role in the effort. Staff initiatives are being developed by PLC leads within each department. Teacher recruitment and retention efforts are focusing on hiring and maintaining effective teachers.
- Community involvement is lacking at PCCHS. Parents and other community members are vital in the turnaround efforts. Opportunities are being developed for community involvement in several areas, including: Advisory council, community partner worksessions, open house, committee work, college and career nights, etc..

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

The school audit determined that the principal “does not have the ability to lead the intervention and should not remain as principal of the school to continue his roles and responsibilities as established in KRS 160.345.” Furthermore the school audit determined that the School Council “does not the ability to lead the intervention and does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.”

A new council will be appointed by the Commissioner to serve in advisory capacity was the recommendation of the School Leadership Assessment for PCCHS.

The School Leadership Assessment for Perry County Central High School identified **six priority deficiencies** for next steps based on the audit data:

- 1. The principal does not hold himself and all staff members accountable for the success or failure of each and every student at Perry County Central High School.**

The principal should launch an all-out effort in creating a sense of urgency for the high school to become a high performing school. He should collaborate with all staff members to develop a school wide focused plan, including short- and long-term goals with roles and responsibilities

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delineated for all instructional and support personnel. He should develop a systematic process for effective implementation of the plan, monitor the plan as developed and collect, manage and analyze data to measure the impact of activities on instructional practices and student achievement. The principal should use the certified evaluation process to hold all staff accountable for their roles and responsibilities in improving student performance.

2. The principal does not ensure common planning time is used effectively.

The principal should set expectations (e.g., weekly meetings, common agenda items, job-embedded professional development, analysis of student work, formative and summative assessment) for staff to effectively use available planning opportunities to improve classroom practices or student learning.

3. There is no systemic monitoring of curriculum, assessment and instructional practices that ensures rigorous student learning is occurring.

The principal should monitor curriculum, assessment and instructional practices so students are prepared to meet all state standards, demonstrating college and career readiness. The principal should develop a formal process for monitoring, evaluating and reviewing the curriculum to ensure all student needs are met. A data management system should be used to collect, analyze and disaggregate all reliable data in a timely manner. These analyses should drive all decision making for improving student performance and instructional practices. The principal should ensure all teachers and students understand the current state accountability model to create the level of rigor needed in the classroom. The principal should monitor classroom practices and provide descriptive feedback to ensure all teachers use a variety of research-based strategies that are rigorous and actively engage students in their own learning.

4. The Perry County Central High School council is not fully functioning.

The school council should receive additional training regarding areas of responsibility and legal obligations. The school council should analyze student achievement and perception data and use findings to guide all decision making. The school council should require all committees to be active

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and fully functioning and report regularly to the council. Committees should be required to adhere to open meeting laws and aggressively pursue potential members from a broader stakeholder pool. The principal should establish procedures to implement all policies and monitor the impact of these policies on instructional practices and student learning. The principal should disseminate school council meeting agendas and minutes to all stakeholders.

5. The principal has not implemented a fully functioning system of interventions to reduce achievement gaps and ensure all students meet state and federal proficiency standards.

The principal and school staff should collaboratively develop a system of interventions that provides guidelines for using universal screening assessment results to identify students not meeting grade-level expectations, including students with disabilities. All resources should be evaluated to develop a comprehensive plan for addressing underachieving students in a timely manner. The plan should include progress monitoring criteria for interventions. The principal and school council should regularly collect and analyze data to effectively evaluate the impact of interventions in moving students to grade level.

6. The principal and school council do not systematically seek parent and community participation in the decision-making processes of the high school.

The principal and school council should develop and implement an ongoing plan to recruit parents and community members to serve on school committees. The principal should provide workshops for parents and community members to develop their capacity for meaningful participation in the school improvement activities at the school.

Based on these recommendations, resources needed to ensure that these next steps are accomplished:

- **Director of Academic Performance** will be funded and sustained through SIG and district funds to coordinate with superintendent, principal and ER staff to ensure curriculum alignment and assessments are congruent to standards. This collaboration between this position and the principal will help to establish clearly defined effective, sustainable, instructional and operational systems to ensure continuous improvement.

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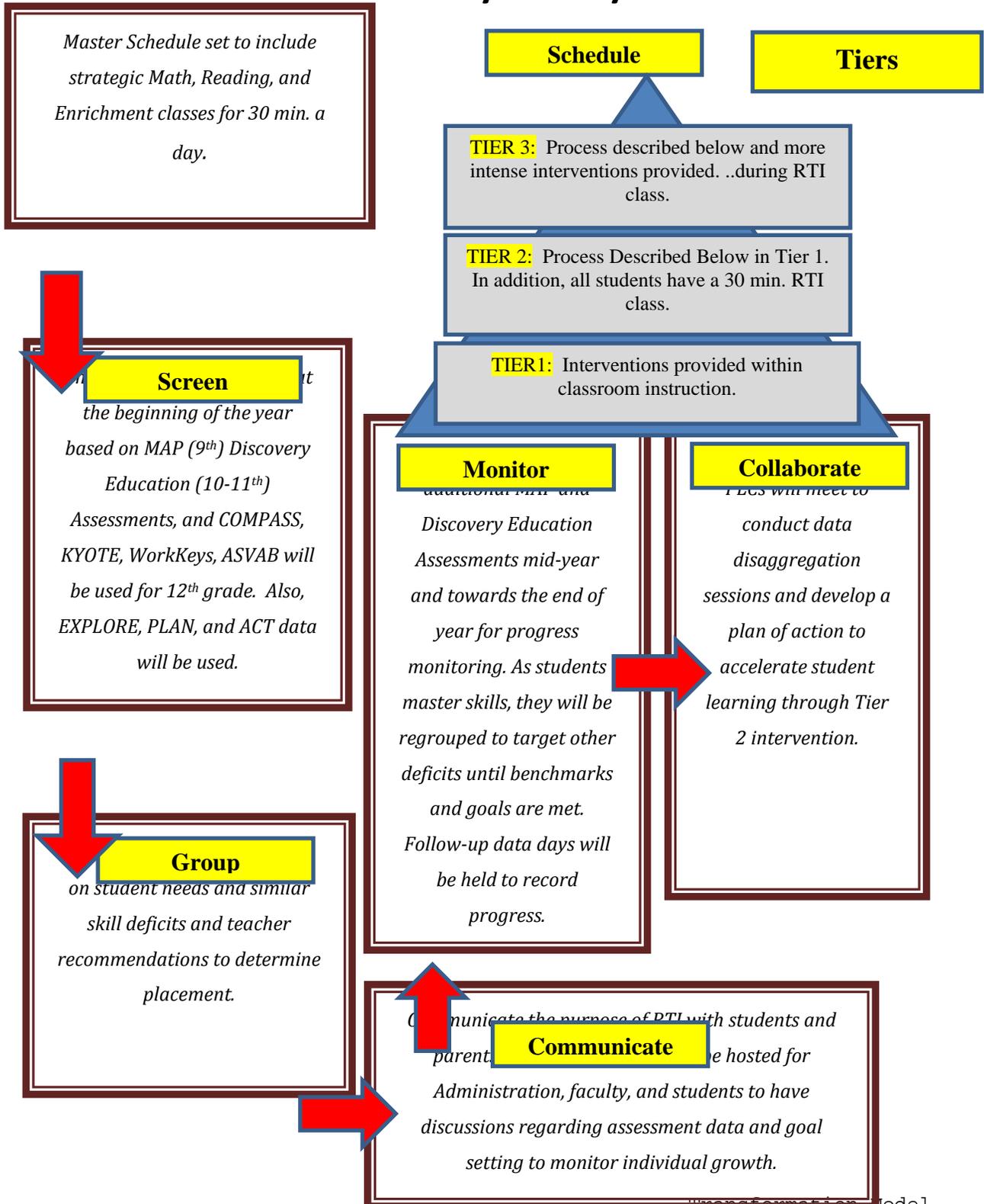
- Professional development funds in order to train teachers in rigorous instructional strategies to implement in classrooms.
- Professional development funds in curriculum alignment and assessments.
- Job embedded professional development (content specific) opportunities provided to improve instructional rigor.
- Cambridge Materials and Compass Learning will be used to strengthen interventions for students in math and literacy.
- Smart technology needed for classrooms to improve achievement gaps. Further One to One technology initiative which enables every student at PCCHS to have access to tablets for the four years they are attending PCCHS.
- A position will be established through SIG funding to coordinate analysis of student and school data, student schedules, retention and graduation initiatives, truancy, and intervention monitor called School Informational Manager.
- An interventionist will be hired to provide intervention with identified students as lowest achieving. The interventionist will use literacy strategies from Pam Petty and math strategies through Compass Learning to assist in closing the achievement gap.

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

Perry County Central High School selected the Transformation Model as the structure for school turnaround. This process will “transform” the learning experiences of students at PCCHS. The activities require for this model will give PCCHS the greatest opportunity to provide students and faculty the support they need as they continue the transformation from PLA status to a school that exemplifies high expectations and achievement from both students and faculty.

- Establishment of school and district leadership teams. Team members include school and district representatives which meet weekly to focus on transformation at PCCHS.
- Develop of systems at both district and school levels.
- Audit results determined that the former principal had to be removed. A new principal has been hired. He along with other school and district administrators will be trained in NISL.
- The administrative team in collaboration with the ER staff will design and implement a system for recruitment and retention of effective teachers.
- Work with stakeholders to build support of transformation.
- Perception surveys have been completed in order to provide feedback from students, parents and staff on PCCHS needs.

Perry County Central RTI PLAN



Transformation Model Required Activities

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

The results of the School Leadership Assessment received on December 11, 2011 concluded that the principal at that time did not have the capacity to continue his role and responsibilities as instructional leader of Perry County Central High School. On June 2, 2012 Neal Feltner was named the new principal of PCCHS by the Commissioner of Education, Terry Holliday. Mr. Feltner replaced the principal who was removed due to the Leadership Assessment results.

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.

PCCHS has two assistant principals who provide needed support for the principal. The school operations that these (2) assistants assist in scheduling of school activities, master schedule, school maintenance issues, revision of school handbook, policies and procedures implementation and development, professional development for staff, training in PGES and PPGES, evaluations of certified and classified staff, and other activities as deemed necessary in order for the principal to spend more time focusing primarily on classroom instruction and student achievement.

Two assistants enables the principal to implement the following more effectively:

- Conduct more frequent instructional walkthroughs, providing more frequent specific-descriptive feedback to teachers on instructional strategies and assessment.
- Monitor Professional Learning Community meetings and providing feedback on implementation.
- Collaborate for the purpose of implementing the SIG initiatives.
- Revising and implementing policies to strengthen PCCHS.
- Establishing committee structure and meeting time to ensure equitable representation of all departments and stakeholders.
- Implementing professional growth and corrective action plans (when needed) to ensure the best, most effective faculty/staff for PCCHS students.
- Recruitment of high quality faculty/staff.
- Allocate funding to ensure equitability for students at PCCHS.
- Seek additional funding sources to supplement current funding allocations.

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As with other principals, Mr. Feltner the principal of PCCHS will have flexibility in all matters deemed appropriate under Kentucky state law, including budgeting. However, the district will be involved in supporting Mr. Feltner in making decisions that have the most positive impact on student achievement.

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.

PGES is being used in conjunction with current evaluation system that was adopted by the board of education .

PCCHS is currently a pilot school for TPGES as well as PPGES. We currently have 9 teachers being evaluated with the framework for teaching. We also have 5 teachers who have been trained to do peer observations. All teachers in the building have participated in the soft rollout of the framework. The principal and both assistant principals have passed the TPGES certification test and are currently using the Danielson framework for walkthroughs throughout the building. The chart below reflects the Implementation Plan for our district.

**Perry County Schools
 Professional Growth Effectiveness System
 Implementation Plan
 2012-2015**

Date	Responsible Person	Activity-Audience	Time-Location
November 2012	Scott Johnson	Perry County Schools-Certified Staff Danielson's Framework for Teaching-Copy sent for staff to preview layout of evaluation format	All Schools
November 2012	Abbie Combs	Perry County Principals/Central Office Administrators Introduction to Danielson Framework-Overview of Domain 3-Questioning and Student Engagement	3 hours Central Office
November/December 2012	Abbie Combs Angie Duff	Perry County Focus Schools (Buckhorn, Chavies, Willard) Introduction to Danielson Framework-Overview of Domain 3-Questioning and Student Engagement	3:30-6:30 Chavies Elementary
March 2013	Principals Classroom Teachers	Perry County Schools- Completion of Tell Teacher Surveys and Tell Student Voice Surveys	All district schools
March 2013	Superintendent/Designee	District Declaration of Intent to Adopt PGES System	Central Office
April-May 2013	Principals Classroom Teachers	Perry County School Staff Analysis of Tell Teacher and Tell Student Voice Surveys	District School Sites

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May 2013	Superintendent/Designee	Perry County Pilot School-Submission of data for Pilot School Participants	Central Office/Pilot School(s)
May 2013	Scott Johnson	Perry County Schools-Certified Staff Share Professional Growth Effectiveness Plan with Stakeholders	Central Office School Sites
June 2013	Jody Maggard	Perry County Principals/Central Office Administrators Purchase Principal Proficiency Exam License-KDE _____@ \$349.00	Central Office
June 17-20, 2013	PLA School Team	Perry County Central Pilot School Team Attend training on all aspects of the PGES Process	Lexington
July 18-19, 2013	Abbie Combs	Perry County Principals/Central Office Administrators District Administrators will receive overview of both PPGES and TPGES	8:30-3:30 Central Office
August 2013	Superintendent/Designee	Perry County Central Pilot School Team Verification and updates for Pilot School Participants	Central Office/Pilot School(s)
August 2013	Neal Feltner, Lea Sparks, Larry Robinson	Perry County Central Pilot School Administrators Successful completion of certification for principal exam	Perry County Central
August 2013	PCC Pilot Teachers	Perry County Central Pilot Teachers Completion of Student Growth Goal Setting	Perry County Central
September-November 2013	Scott Johnson	Perry County Non-Pilot Schools Certified Staff Session I- Training: Overview of TPGES and CIITS Educator Development Suite, Danielson Framework for Learning, and Student Growth Goals	TBA Perry County School Sites
September-November 2013	Neal Feltner	Perry County Pilot School Teachers Completion of 2 observations (Principal and Peer Observation)	Perry County Central
September-November 2013	Superintendent/Designee	Perry County Central Pilot School Principal Completion of 1 observation/site visit	Perry County Central
September 2013	Neal Feltner	Perry County Central Pilot School Principal Completion of Principal Professional Growth Plan	Perry County Central
October 2013	Neal Feltner	Perry County Central Pilot School Principal Completion of Principal Student Growth Goals	Perry County Central
October 2013	Non-Pilot School Administrators	Perry County Non-Pilot School Administrators Successful completion of certification for principal exam	Central Office
December 2013-January 2014	PCC Pilot Teachers	Perry County Central Pilot Teachers Completion of Mid-Year Formative Evaluation	Perry County Central
December 2013-January 2014	Neal Feltner	Perry County Central Pilot Principal Completion of Mid-Year Formative Assessment	Perry County Central
December 2013-February 2014	Scott Johnson	Perry County Non-Pilot Schools Certified Staff Session 2-Professional Growth Plans, Peer Observation, and Principal Observations	TBA District Schools
January- March 2014	Neal Feltner	Perry County Central Pilot Teachers Completion of 2 observations (Principal and Peer)	Perry County Central
January-March 2014	Superintendent/Designee	Perry County Central Pilot Principal Completion of 1 observation/site visit	Perry County Central
March 2014	Principals Classroom Teachers	Perry County Schools-Completion of Tell Teacher Surveys, Val-Ed surveys and Tell Student Voice Surveys	District School Sites
April 2014	Neal Feltner	Perry County Pilot School Teachers Completion of Summative Evaluation	Perry County Central

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April 2014	Superintendent /Designee	Perry County Pilot School Principal Completion of Summative Evaluation	Perry County Central
April-May 2014	Principals Classroom Teachers	Perry County School Staff Analysis of Tell Teacher Survey and Student Voice Survey	District School Sites
August 2014	Classroom Teachers	Perry County Schools Certified Staff Completion of Student Growth Goals	District School Sites
September 2014	Building Level Principals Classroom Teachers	Perry County Schools Principals and Teachers Completion of Professional Growth Plan	District Schools Sites
October 2014	Principals	Perry County Schools Principals Completion of Student Growth Goals	District School Sites
September-November 2014	Principals Peer Observers	Perry County Schools-Certified Staff Completion of 2 observations (Principal and Peer)	District School Sites
September-November 2014	Superintendent/Designee	Perry County School Principals Completion of 1 observation/site visit	District School Sites
November 2014- January 2015	Principals	Perry County Schools Certified Staff Completion of Mid-Year Formative Assessment	District School Sites
December 2014- January 2015	Superintendent/Designee	Perry County School Principals Completion of Mid-Year Formative Evaluations	District School Sites
February-March 2015	Principals	Perry County Schools Certified Staff Completion of 2 observations (Principal and Peer)	District School Sites
February-March 2015	Superintendent/Designee	Perry County School Principals Completion of 1 observation/site visit	District School Sites
March 2015	Principals Classroom Teachers	Perry County Schools-Completion of Tell Teacher Survey, Val Ed and Tell Student Voice Surveys	All district schools
April 2015	Principals	Perry County Schools Certified Staff Completion of Teacher Summative Evaluations	District School Sites
April 2015	Superintendent/Designee	Perry County School Principals Completion of Principal Summative Evaluations	District School Sites

Perry County **current evaluation system** has the following key components which include:

- Based on the evaluation cycle, two formative evaluations will be completed for each teacher who does not have tenure and those teachers that have tenure will be every three years.
- Before a formal evaluation, the principal will conduct a pre-observation interview with the teacher.
- After each formal evaluation, there will be a post-observation conference during which the principal and teacher will discuss strengths, weaknesses, professional development and their individual growth plan.
- At the end of the evaluation cycle, an annual summative evaluation will be completed for each teacher evaluated.

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.

Currently, most teachers at PCCHS put in the minimum requirements needed in order to do their job. We at PCCHS want to change this practice by encouraging our teachers to increase their instructional efficacy and to develop self-motivation for continuous improvement. Teachers who take on leadership roles, extend their

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knowledge base, and work with other teachers become more adept at increasing student achievement. The criteria the school will use to identify highly successful staff members will entail information gathered from evaluations, walkthroughs, student data both cognitive and non-cognitive and surveys. A rubric will be developed and communicated in order for teachers to know what exemplary looks like in order to ensure an equal opportunity exists.

The process for rewarding of school leaders, teachers and other staff will be determined based on effectiveness in many areas including:

- Various assessments such as End of Course Assessments, PLAN student results, ACT student results, KOSSA results, College Board student results, Compass and KYOTE, MAP, Discovery Education results.
- Professional Learning Community Leaders will be chosen based on above criteria, teacher attendance, collegiality, and leadership skills. PLC Leads will be paid stipends for after school trainings.
- Mentor teacher leaders are chosen based on student growth in above assessments, teacher attendance, collegiality, and leadership skills. They are released an additional class period to mentor colleagues.
- School leaders will be rewarded based on criteria of student growth, leadership and mentoring skills.
- Teachers interested in belonging to a cohort to work toward National Board Certification will be created. Teachers will receive a stipend to offset the cost of obtaining this certification.

Strategies to identify and reward teachers and staff will include a spotlight teacher/staff program. Successful teachers/staff will be celebrated through:

- Media releases
- Email 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 strong guidelines that will be developed with set spending amounts.

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.

District and school leadership personnel will regularly monitor staff performance. ALL staff regardless of experience will be formally evaluated by PGES year 1 and will be observed during weekly walkthrough observations. Guidance and opportunities for improvement through professional development, instructional coaching and teacher shadowing will be provided. Performance improvement of staff will be implemented through the individual growth plan. These teachers will become involved in an initiative called the Marginal Teacher Program. The following criteria will be used to identify these teachers:

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- Teachers who will be considered marginal by the data generated through informal and formal observations/evaluation will be provided a mentor teacher. This mentor will assist the teacher in the development of the skills needed to become an effective teacher and meet the standards of the evaluation plan.
- Low performing teachers will be placed on a corrective action plan if the mentor program is unsuccessful. The administrative team, with teacher input will write the plan, which will have short-term and long-term goals. Teacher behaviors and actions will be identified along with deadlines that detail a timeline for development of teacher behaviors.
- When ample opportunity has been provided and a reflection of evaluation data indicates sufficient growth has not been achieved through the PGP process and Mentor process an Individual Corrective Action Plan will be implemented. When the ICAP indicates goals have not been achieved, the employee will be removed following policy and procedure.

The principal and assistant principals will meet annually with certified personnel to develop a Professional Growth Plan to identify specific growth needs. The evaluator will monitor implementation of the PGP with face to face coaching, conferencing and feedback on a regular basis. The administration will frequently do walkthroughs utilizing EWalk which will provide immediate feedback to teachers.

The process will include regular monitoring, observations with specific feedback, coaching and professional development opportunities. The principal and assistant principals will utilize the state and board approved evaluation instrument to monitor and evaluate all support personnel.

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

Scientific research-based instructional embedded professional development, training and support will primarily focus on the works of Rick Stiggins, Marzano, Silver and Strong. The expectation of ALL teachers adopting and consistently employing strategies will be monitored by administrative staff.

- Professional development funds will be used in order to train teachers in rigorous instructional strategies for implementation in classrooms. Silver and Strong instructional strategies will be integrated into lessons plans in order to meet diverse learning styles of students. Staff will be trained in learning styles for teaching to various modalities. Once teachers are trained, learning style inventory will be administered to students.
- Professional development funds in curriculum alignment and assessments. Classroom teachers will be trained in the work of Richard Stiggins to incorporate formative assessments into daily instruction to measure student performance and provide prompt and specific feedback

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on content. An emphasis will be placed on higher levels of learning and assessment.

- Job embedded professional development (content specific) opportunities provided to improve instructional rigor in programs such as History Alive, Cambridge, PLATO, and Compass Learning in order to incorporate into classroom instruction interactive learning.

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.

A strong belief in the power of expectations will lead students, staff and community members to support school transformation. With the fervor that draws people to the profession of education we hope to attract and retain effective staff through the commitment that staff will receive:

- State of the art professional development
- Secure funding for curricular and co-curricular activities focused on student achievement.
- Opportunities for professional growth, leadership and networking both within and outside the school.
- Participate in the pride of creating a high school of excellence for the community.

Currently, Perry County utilized the Kentucky Educator Placement Services as well as Teach for America to advertise openings within the district for certified personnel. Retention of staff will be addressed through the implementation of an incentive program outlining monetary and professional growth opportunities in which staff may participate. Placement strategies will include reassignment of effective teaching staff with students with greatest need and not teacher preference. These decisions by administration will now place teachers in established courses offered in the master schedule that are congruent to the core standards for curriculum. Teachers will receive support through mentoring, ER staff, administrative team, Director of Academic Performance, and the walkthrough process.

Describe the research based literacy and math program that is vertically aligned causes and contributing factors to low student achievement.

Perry County Central High School's Literacy Plan is a multi-faceted to address the needs determined by PCCHS data analysis of causes and contributing factors. The faculty at PCCHS has engaged in preparing and planning to implement the Kentucky Core content Standards in reading and language arts throughout all content areas. Compass Learning will be used with grades 9 and 10 for students that are falling below benchmark. Presently all grade levels are using Cambridge Learning Resources for literacy intervention. PCCHS literacy plan follows:

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PCCHS Literacy Plan

Standard Addressed	Strategy / Activity	Smart Goal	Who?	Date	How Communicated ? To Whom? Evidenced by
PERKS STANDARD 1: CURRICULUM					
1:2 Allows for continuous progress for all students and meets the students' individual needs through differentiated curriculum (e.g., learning styles, developmental variations, culturally-responsive curriculum)	Students will be placed in Reading RTI based on individual needs as determined by Explore, PLAN and ACT scores	Students reading scores will improve as evidenced by MAP, Discovery Ed PLAN, ACT, Compass Learning and class performance	Guidance Admin team Literacy Team Curriculum Coach Interventionist	Dec 1	Email to all stakeholders. Lists posted in cafeteria. Lists on IC MAP, DEA, PLAN, and ACT
	Students will be scheduled into core classes based upon individual needs.	Students reading scores will improve as evidenced by MAP, DEA, PLAN and ACT.	Guidance Reading teachers. Literacy Team	2015	Email to all stakeholders.
1:4 blends the five literacy strands (reading, writing, speaking, listening, and language) with inquiry and technology as communication in order to build a wide range of literacy experiences for a variety of authentic purposes and audiences.	A Writing / Communications Portfolio Communication Flowchart will be created	100% of teachers will be knowledgeable of the Writing/Communication Flowchart.	PLC Lead PLC Admin Team Literacy Team	Fall 2014	Plus/Delta

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Standard Addressed	Strategy /Activity	Smart Goal	Who?	Date	How Communicated ? To Whom? Evidenced by
PERKS Standard 1					
	Students will complete a Writing/Communications Portfolio. At least one piece of writing/communication shall involve another strand of literacy: reading, speaking, listening and/or observing	100% OF STUDENTS WILL COMPLETE A Writing/Communications Portfolio as per Senate Bill 1:KRS 158.6541 and 158.6453	Content Teachers and English Teachers	May 2015	Lesson Plans, face to face, student work samples.
1:6 focuses on selected reading and writing strategies implemented school-wide.	Each month a new literacy strategy will be implemented across all content areas.	100% of teachers will effectively implement literacy strategies as evidenced by teacher Binders, and walkthrough data.	Literacy Team Lead and Members	Monthly	Literacy team meeting agendas and minutes. Email to stakeholders feedback
1:7 guides students' use of available and emergent technology to gather, organize, manipulate and express ideas and information for a variety of authentic purposes and audiences.	Students will complete writing/communications portfolio. At least one piece of writing/communication in the portfolio shall show evidence that it has been developed through the use of technology e.g technology bases resources/research tools, digital story telling etc.	100% of students will complete a writing/communications portfolio as per Senate Bill 1:KRS 158.6541 and 158.6453	Content Teachers and English Teachers	May 2015	Lesson Plans, face-to-face, student work samples.

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Standard Addressed	Strategy /Activity	Smart Goal	Who?	Date	How Communicated ? To Whom? Evidenced by
1.9 includes students' use of the reading and writing process and application of these processes for effective reading and writing development over time and in various situations.	Students will complete a writing/communications Portfolio. At least one piece of writing/communication in the portfolio shall show evidence that it has been taken through a full writing process, (planning, drafting, revising, editing, presenting/publishing, reflecting) with evidence of different drafts and descriptive feedback to the writer.	100% of students will complete a writing/communications portfolio as per Senate Bill 1 KRS 1586541 and 1586453	Content and English teachers	May 2015	Lesson plans, face-to-face Student work samples.
1:10 reflects collaboration between language arts and content area teachers	At least one piece of writing/communication shall be relevant to student' content area study and shall be based on inquire/research	100% of students will complete a writing /communications portfolio.	Content and English Teachers	May 2015	Lesson plans, face to face, student work samples
PERKS STANDARD 2. ASSESSMENT					
2.7 Progress monitoring demonstrates that students are effectively learning the strategies they have been taught	Teachers/Students will keep evidence for strategies they have been taught.	80% of students will effectively utilize the literacy strategies they have been taught	Principal ERS Literacy team members	May 2015	Various formative assessment processes.

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Standard Addressed	Strategy /Activity	Smart Goal	Who?	Date	How Communicated? To Whom? Evidenced by
PERKS STANDARD 3: INSTRUCTION					
3:1 Teachers allow the continuous progress for all students and meet the students' individual needs through differentiated instruction (eg learning styles, developmental variations, culturally-responsive teaching) and materials	Teachers will participate in PD regarding differentiated instruction (Tomlinson)	100% of teacher will participate in pd regarding differentiated instruction as evidenced by sign in sheets.	ERS Principal Literacy Team Lead Dr. Pam Petty WKU	July 2014	Agendas, sign in sheets
	Teachers will effectively implement differentiation strategies to meet individual needs.	80% of teachers will effectively implements differentiation strategies to meet individual needs	ERS Principal Literacy Team Lead Dr. Pam Petty	May 2015	Lesson plans, walkthroughs and work samples.
3.2 Teachers include reading, writing, speaking, listening and language activities in class on a regular basis.,	Teachers will attend writing strategies training.	100% of teachers will attend writing strategies training.	Content and English Teachers	March 2015	Email, agenda and sign-in sheets.
	All teachers will embed writing (writing to learn, writing to demonstrate learning)as a part of regular instruction.	Students will demonstrate proficiency as evidenced by On-Demand assessment data, PCCHS Writing/Communication s portfolio and other internal data collected by classroom teachers.	Principal s Literacy Lead ERS	May 2015	Student work samples, walkthroughs, Lesson plans, Writing/Communication Portfolio

Standard Addressed	Strategy/A ctivity	Smart Goal	Who?	Date	How Communicated? To Whom? Evidenced by
3.5 teachers intentionally format lessons to engage	Provide Before, during and after	Students overall literacy skills will improve as evidenced by MAP,DEA	Literacy team Teachers	March 2015	Common planning meetings PD sessions, agendas, sign-in

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students before, during, and after reading instruction.	reading Strategies (i.e Frayer Model, Interactive Word Wall, Choral Reading) to all teachers.	and EPAS performance as well as KPREP data	Dr. Pam Petty WKU		sheets.
	Teachers will effectively implement Before, During, and After reading strategies.	80% of teachers will effectively implement Before, During and After Reading Strategies	Principal's Literacy Team Teachers	May 2015	Student Work samples, walkthroughs, lesson plans.
3.6 Teachers monitor student performance, provide timely feedback and adjust instruction according.	Teachers will attend training session on effective feedback based on Stiggins' work.	100% of all teachers will attend training session on feedback to students.	ERS Literacy Lead	March 2015	Email, agenda, and sign-in sheets
	Teachers will provide specific descriptive feedback to students	80% of teachers will provide meaningful feedback to students as evidenced by student work.	Principal's ERS Literacy Lead	May 2015	Student work samples, walkthroughs, Lesson plans
3.8 Teachers promote the development and application of critical thinking skills	Teachers will participate in PD on how to effectively implement critical thinking activities.	100% of teachers will participate in PD on how to effectively implement critical thinking activities.	Principal's ERS Literacy Team	May 2015	Agendas and sign-in sheets.

Standard Addressed	Strategy/Activity	Smart Goal	Who?	Date	How Communicated? To Whom? Evidenced by
3.13 Teachers revise their instruction based on analysis of student work.	Teachers will analyze student work and revise instructional practice to address student needs.	100% of teachers will analyze student work and revise instructional practice to address student.	Principals, ERS Content and English Teachers, Literacy Team	March 2015	Student work samples, data analysis of common assessments, walkthroughs, and lesson plans with reflections.
PERKS					

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STANDARD 4:LITERATE ENVIRONMENT					
4.1 All teachers value reading and writing as tools to help students understand the content.	All teachers utilize reading and writing strategies.	100% staff participation in the implementation of reading and writing strategies.	Principals, Content Teachers Literacy Lead	May 2015	Minutes of PLC meetings, agendas, evidence binders lesson plans, assessments, sign-in sheets, artifacts, and walkthrough data.
4.3 All stakeholders take responsibility for improving the literacy performance of students.	School will utilize the Commodore Anchor to communicate reading strategies/tips to all stakeholders.	The Literacy Team will utilize each publication of the Commodore Anchor.	Curriculum Coach Literacy Lead Literacy Team	May 2015	Commodore Anchor
	Literacy team will sponsor a literacy booth during Open Houses	50% of Open House participants will visit the Literacy Booth	Literacy Team	March 2015	Sign in sheet, pictures, handouts.

Standard Addressed	Strategy /Activity	Smart Goal	Who?	Date	How Communicated? To Whom? Evidenced by
3.13 Teachers revise their instruction based on analysis of student work.	Teachers will analyze student work and revise instructional practice to address student needs.	100% of teachers will analyze student work and revise instructional practice to address student.	Principals, ERS Content and English Teachers, Literacy Team	March 2015	Student work samples, data analysis of common assessments, walkthroughs, and lesson plans with reflections.
PERKS STANDARD 4:LITERATE ENVIRONMENT					
4.1 All teachers value reading and writing as tools to help students understand the content.	All teachers utilize reading and writing strategies.	100% staff participation in the implementation of reading and writing strategies.	Principals, Content Teachers Literacy Lead	May 2015	Minutes of PLC meetings, agendas, evidence binders lesson plans, assessments, sign-in sheets, artifacts, and walkthrough data.
4.3 All stakeholders take responsibility for improving the literacy performance of	School will utilize the Commodore Anchor to communicate reading strategies/tips to all stakeholders.	The Literacy Team will utilize each publication of the Commodore Anchor.	Curriculum Coach Literacy Lead Literacy Team	May 2015	Commodore Anchor

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students.	Literacy team will sponsor a literacy booth during Open Houses	50% of Open House participants will visit the Literacy Booth	Literacy Team	March 2015	Sign in sheet, pictures, handouts.
Standard Addressed	Strategy /Activity	Smart Goal	Who?	Date	How Communicated? To Whom? Evidenced by
4.6 The Library Media Center is the center of literacy efforts, reflecting literacy as a priority in the school through various activities (e.g student readings, posting of student work, book clubs, book fairs)	Increase library circulation	Circulation reports will indicate that 80% of media center materials will have been utilized by students and staff	Media Specialist	May 2015	Circulation report
4.9 students hear fluent adults model, reading, thinking and writing	Teachers read aloud to student, model with think-alouds, and share their own writing.	75% of teachers utilize fluency strategies to model reading, thinking, and writing.	Principals Content teachers	April 2015	Student work samples, walkthroughs, Lesson plans
PERKS STANDARD 5:SCHOOL,FAMILY, AND COMMUNITY PARTNERSHIPS					
5.4 The Family Resource and Youth Service Center forms partnerships to bridge the gap between communities and school	Family Literacy Night	25% of all students and their families will participate in Family Literacy Night	FRYSC Director Literacy Team	Fall 2014 Spring 2014	Commodore Bulletin Sign in Sheets
	Students participate in Unite to Read Project	25% of all students will participate in Unite to Read Project	Literacy Team FRYSC Director	Fall 2014	Commodore Anchor

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Standard Addressed	Strategy /Activity	Smart Goal	Who?	Date	How Communicated? To Whom? Evidenced by
PERKS STANDARD 6: PROFESSIONAL DEVELOPMENT					
6.7 Teachers participate in professional development experiences to learn about multiple approaches for meeting individual student's literacy needs (e.g balanced literacy, differentiated instruction, multicultural/multilingual education practices, and equitable assessments.	Professional Development for all staff on balanced literacy Dr. Pam Petty from <u>WKU will provide Training.</u>	100% of all staff will receive PD on balanced literacy	Literacy Team ER Staff Dr. Pam Petty	April 2015	Training materials, agendas, sign-ins and email
6.9 Literacy Team Leader reports to an administrator and the administrative team on effectiveness of professional development as it meets students' needs.	Literacy Team Leader will monitor teacher implementation of literacy strategies through classroom visits and review of evidence binders.	100% of teachers will implement literacy strategies to meet student needs.	Literacy Team ER staff Principals	May 2015	Classroom visits, student work samples, lesson plans.
Standard Addressed	Strategy Activity	Smart Goal	Who?	Date	How Communicated? To Whom? Evidenced by

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<p>6.10 Teachers use collaborative time for grade-level and/or content-area follow up conversations about professional development sessions.</p>	<p>Content instructors work collaboratively deconstructing and analyzing KCAS Content Area Literacy Standards for Social Studies, Science and Career and Technical.</p>	<p>90% of all teachers will effectively implement literacy strategies</p>	<p>Literacy Team Leaders Principal ER staff</p>	<p>May 2015</p>	<p>Literacy PLC meeting minutes, deconstruction worksheets, lesson plans</p>
<p>PERKS STANDARD 7: LITERACY LEADERSHIP</p>					
<p>7.1 The school will have in place a Literacy Team, which answers to the building principal</p>	<p>The Literacy Team will consist of literacy lead, appointed team members representing all content areas, media specialist writing program review leader and building principal or designee</p>	<p>PCCHS Literacy Team will be in place</p>	<p>Principal Content Teachers ER staff</p>	<p>Fall 2014</p>	<p>Agenda, Minutes, and sign-in sheets</p>

Standard Addressed	Strategy /Activity	Smart Goal	Who?	Date	How Communicated? To Whom? Evidenced by
<p>7.6 Literacy Teams members/objectives are to develop a unified balanced approach to literacy and to facilitate the school's goal of increasing the number of proficient readers and writers.</p>	<p>The Literacy Team will work with the administration and other faculty members to implement school-wide literacy strategies based on teacher and student needs.</p>	<p>90% of all staff will effectively implement school wide literacy strategies</p>	<p>Principals ER staff Literacy Team</p>	<p>May 2015</p>	<p>Minutes, agendas, and sign-in sheets</p>
<p>PERKS STANDARDS 8: VALUABLE</p>					

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RESOURCES					
8.3 The school uses Kentucky tools	The literacy team will acquire, view and share the video series, Literacy Leadership: Stories of Schoolwide Success	100% of teachers will review the video series, Literacy Leadership Stories of Schoolwide Success	Literacy team members	May 2015	Emails, agendas, sign-in sheets
8.3 The school uses Kentucky tools.	The school website will dedicate a page to literacy tools.	80% of teachers will use the literacy tools on the school website.	Principals	April 2015	Website, survey, lesson plans

Perry County Central High School's Math Plan is a tiered plan that addresses the individual needs of PCCHS students as determined by data analysis of causes and contributing factors. The Math department at PCCHS has analyzed data and determined the best strategies for implementing the Kentucky Core content Standards in math. Compass Learning will be used with grades 9 and 10 for students that are falling below benchmark. Presently all grade levels are using Cambridge Learning Resources in RTI math intervention. PCCHS math plan follows:

PERRY COUNTY CENTRAL HIGH SCHOOL



MATH PLAN

COURSE SEQUENCE:

Algebra 1 - Geometry - Algebra 2 - (4th Math)

Integrated 1 - Integrated 2 - Integrated 3 - Integrated 4

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9TH GRADE

COURSE	EXPLORE SCORE	MAP SCORE
Integrated Math 1 with Lab (added 2014-15)	Less than 12	Less than 220
Integrated Math 1 (added 2014-15)	Less than 13	Less than 230
Algebra 1	13 or greater	230
Pre-AP Algebra 1	17 or greater (Benchmark)	230

- *All students that need extra help will be placed in a Math RTI when necessary using Compass Learning and Cambridge materials.*
- *Integrated Courses will be added each year as the 9th grade moves up to grades 10, 11, and 12. (2015-16)*
- *Students can be moved from Integrated Math to Algebra 1 or from Algebra 1 to Integrated Math if deemed appropriate by teacher and parent.*

10TH GRADE

COURSE	PLAN SCORE	CRITERIA
Integrated Math 2 with Lab(added 2015-16)	Less than 14	Completed Integrated Math 1
Integrated Math 2 (added 2015-16)	Less than 15	Completed Integrated Math 1
Geometry	17 or greater	Completed Algebra 1
Pre-AP Geometry	19 or greater (Benchmark)	Completed Algebra 1
Pre-AP Algebra 2	19 or greater (Benchmark)	Completed Algebra 1

- *All students that need extra help will be placed in a Math RTI when necessary using Compass Learning and Cambridge materials*
- *Integrated Courses will be added each year as the 10th grade moves up to grades 11 and 12. (2016-17)*
- *Students will be evaluated individually to determine placement.*
- *Teacher recommendation will also be taken into consideration.*

11TH GRADE

COURSE	PLAN SCORE	CRITERIA
Integrated Math 3 (added 2016-17)	Less than 15	Completed Integrated Math 2
Algebra 2	Less than 17	Completed Geometry
Pre-AP Algebra 2	19 or greater	Completed Geometry
Pre-Calculus	19 or greater (Benchmark)	Completed Algebra 2

- *All students that need extra help will be placed in a Math RTI when necessary using Compass Learning and Cambridge materials*
- *Integrated Courses will be added each year as the 11th grade moves up to grade 12. (2017-18)*
- *Students will be evaluated individually to determine placement.*
- *Teacher recommendation will also be taken into consideration.*

12TH GRADE

COURSE	ACT SCORE	CRITERIA
Integrated Math 4 (Added 2017-18)	Less than 15	Completed Integrated Math 3
Pre-Calculus	Less than 17	Completed Algebra 2
AP Calculus	19 or greater	Completed Pre- Calculus
AP Probability & Stats	19 or greater (Benchmark)	Completed Algebra 2
Transition Math 12	Less than 19	Not met CPE Benchmark
Money Skills for Math	All scores	Taking a 4 th Math Class

- *All students that need extra help will be placed in a Math RTI when necessary using Compass Learning and Cambridge materials*
- *Students will be evaluated individually to determine placement.*
- *Teacher Recommendation will also be taken into consideration.*

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

Perry County Central High School (during PLC's and faculty meetings) will use state testing, benchmark and interim data from MAP ,Compass Learning,and Discovery Education, as well as formative classroom assessments to meet and differentiate the instructional needs of individual students and groups of students. Our instructional programs will be research-based, aligned with the Kentucky Core Standards and vertically aligned between grade levels. In collaboration with the ER team PLC's will use "quality tools when working with data and informational analysis" to assist in the review of data and information that is collected through these channels. This process will help address trends, gaps, areas of strengths and weaknesses, growth needs, and review of instructional strategies and curriculum.

At least three times a year, using students' growth and achievement data from MAP and Discovery Education tests, we will develop specific instructional strategies in PLC's and make data driven decisions about how to improve PCCHS. The baseline established and the continuous monitoring of individual students' development using MAP and Discovery Education data will define the inclusion and rate of progress in response to intervention programs/classes.

Each content area is expected to prepare common assessments to be administered as per the district assessment calendar. The data is analyzed to determine gaps and student needs. This data can also be analyzed to see potential overlaps in curriculum. Classroom assessments and individual learning plans provide information in order to guide student's access to tutoring, ESS and career path.

Teachers will be expected to respond to student assessment data in their classrooms and their professional development will be tied to data analyzed from formative, interim and summative assessments.

Data from walkthroughs performed by school and district administrators will be gathered after clear and focused objectives are communicated. This data will help plan professional development, growth plans and work of ER staff, Director of Academic performance, and School Informational Manager.

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 current master schedule for the 2013-2014 was changed to include a modified block. The school leadership team felt that this was an integral change in order to increase instructional time and increase career readiness opportunities for our students. The decision to change the master schedule to incorporate the block was also to help

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meet student needs for Advancement Placement Courses, retention rates, and give students an opportunity to be successful. This type schedule allows for students to be on target for graduation in four years if they have not been successful in core classes. The current schedule has also included thirty (30) minutes of RTI for all students. During this time PCCHS is also providing enrichment as well as intervention strategies for our students. Students who have met benchmarks are enrolled in the enrichment RTI classes and those who have not are in the intervention classes depending on their needs. We have also incorporated in our RTI enrichment a tutoring/mentoring opportunity for students who are college ready. They are placed in various intervention classes to tutor students to help with student's weaknesses in literacy or math.

The master schedule for PCCHS for the past two years as per the direction of the current leadership, removed in the afternoon a twelve (12) minute break. The purpose of removing this break was two-fold; to increase instructional time in all classes as well as to decrease various behavior issues that arose from this time in schedule.

Individual needs of students for extension or increased time will be identified by frequent data analysis, parent conferences and advisor/advisee programs. A tutoring/mentoring program set up through SIG funding will target these individual needs. The students will be expected to complete after school work and participate in during school interventions (reading, math labs, tutoring, and summer school). Due to the extensive rural area that PCCHS serves, the lack of transportation for after school activities is a barrier for many of students that want and need these interventions.

There will be numerous opportunities for professional growth for the teachers and staff at PCCHS. Professional Learning Communities meet on a weekly basis. There will be regularly occurring focused professional development opportunities for teachers and support staff at PCCHS using the knowledge of our ER staff as well as other consultants. Focused walkthroughs conducted by school and district administration will ensure that knowledge/skills learned from the PLC meetings and PD sessions are being implemented with fidelity. If further assistance is needed for individual teachers as determined by walkthroughs, it will be provided by principals/ERS/district/CIITS through coaching sessions and growth plans.

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.

Kentucky Work Ready Communities -PCCHS Guidance Counselors are working with community partners to distinguish Perry County as a Workforce Ready Community. As part of Kentucky's overall strategic plan to transform the workforce development system, the state created this program whereby communities can agree to meet certain educational, workforce development and collaboration goals in order to earn "Work

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Ready Community" certification. By taking part in the effort, we have the opportunity to transform our community's economy and gain a competitive advantage in attracting new businesses and jobs.

In order to qualify, communities are being asked to meet certain thresholds in criteria such as graduation rates, National Career Readiness Certificate holders and educational attainment rates. In addition, communities will be asked to bring various key agencies and employers together in the process. The program is designed to align education, workforce development and economic development strategies for the state and within communities by using for a collaborative approach to the process.

College and Career Night held at PCCHS is schedule for mid-October. Numerous Colleges and local employers are invited to distribute information to students and parents. College representatives help students with the application process and applying for scholarships. Local Businesses are encouraged to speak with students regarding post-secondary courses /what is needed to gain employment in various vocations.

Parent University-Held at PCCHS and will allow parents and families to attend workshops provided by various community and school leaders. These workshops will assist parents in providing necessary support for their children. Programs may include dealing with substance abuse and other social issues as well as parent portal, assistance and mentoring programs, and breaking barriers for student success.

Operation Preparation is a weeklong event during March, in which trained volunteer community advisors will meet one-on-one with every 10th-grade student. The community advisor will use the student's Individual Learning Plan or ILP (including career interest inventory and EXPLORE/PLAN results) to discuss the student's:

- career aspirations, required education/training and workforce skills
- whether the student is on target to meet their goals
- whether the student is taking the courses recommended to prepare them for a successful future

It is anticipated that each session will take about 20 minutes. The meeting is designed to provide both information and inspiration for the student to achieve college/career-readiness.

Freshmen Orientation Transition Night is an opportunity for all 8th grade students and parents to visit PCCH and explore the campus. Presentations by CTE teachers and a Scavengers Hunt will give students the opportunity to see for themselves what is offered. Counselors visit each elementary school and discuss required class, diploma tracks and career pathways. Parents are notified and encouraged to attend. Rising freshmen will visit PCCHS during the regular school day and have a chance to sit in on classes, eat lunch and speak with PCCHS students. Groups of visiting students will be

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assigned a senior Student Leader who will lead their school tour and answer any questions. Counselors will also help visiting Students input their schedule request on this day.

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

District leadership is responsible for setting the direction of district processes to support PCCHS. District technical assistance and support includes:

- Professional Development in order to increase instructional strategies, formative assessment, literacy, math, data analysis and rigor.
- Curriculum/Assessment and Alignment coordination of vertical alignment.
- Behavior- Development of PBIS through KYCID training and interventions.
- Technology-Technical assistance and maintenance. District wide technology integration specialist.
- Walkthroughs-The district administration will complete periodic walkthroughs and offer feedback to administrators and teachers in order to improve instructional rigor.
- Communication- the district provides a Community Educator housed at PCCHS in order to improve communication between PCCHS and the community. They also assist in YSC in implementation of support programs and parent activities.
- Attendance-truancy diversion program;attendance mentoring program. Provide within PCCHS a position in order to do home visits and court referrals for truancy;Infinite Campus support.
- Administrative PLC's-Monthly groups including topics relating to leadership;school decision making;data analysis;book studies.
- Curriculum Coach-provides two curriculum coaches housed at PCCHS four days a week. One for literacy and the other assessment and data analysis.

Transformation Model - Permissible Activities

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

The findings and opinions of the state Leadership Assessment were delivered to the Perry County district office in December 2011. As a result Perry Central's SBDM council was abolished and an Advisory Council was selected by the Superintendent. The process to hire a new principal at Perry Central for the 2012-2013 school year was also set in motion as the overall direction of the school was given to the Superintendent.

The District formed a District Leadership Team comprised of Central Office Administrators and a liaison from PCCHS. The team meets weekly to provide the needed focus, clarity of vision, planning, organization, and motivation to improve all facets of the district.

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The District also initiated a community partner group. This group is made up of various community business leaders, pastors, elected officials and other community representatives. The group meets quarterly to discuss the progress both at PCCHS and throughout the district. The community partner meetings serve as an opportunity to inform the community and build working relationships within the community.

Since the audit, the Perry County Board of Education has replaced two members. Two board members resigned their position. Those positions were filled by KDE.

Several positions have been shifted at the district office and job roles and responsibilities have been defined. This process has allowed administrators to focus their work and understand their role in the continuous improvement cycle. Two positions have been created at the district office to supervise curriculum and instruction at the primary, middle and high school level. These positions ensure that the work at PCCHS trickles down to our elementary and middle schools.

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

Perry County Schools take a multi-step approach to ensure that the current curriculum is being implemented with fidelity and modified when ineffective.

Curriculum Alignment

The Perry County School Systems utilizes the expertise of Teacher Leaders from across the district who meet on a monthly basis to focus on instructional issues. The team has been given the task to revise current curriculum maps and pacing guides to reflect changes within the Common Core State Standards. The team has also been given the charge to create exit criteria at each grade level to ensure that students are mastering criteria that will allow for them to be successful at the next level of curriculum assignment. All schools have been given directives to establish effective Professional Learning Communities that are focused on the following four components: What do we want students to learn? How do we know when they have learned it? What do we do when we know they are not getting it? What do we do for those students who are excelling? These 4 guiding questions are the foundation for supporting curriculum and instruction. Modifications to classroom instruction and curriculum include Response to Intervention, Extended School Services, Read to Achieve, Gifted and Talented Services, and the support of Gear Up Academic Specialists and Curriculum Coaches.

District Walk-Through Protocol

Regular classroom walkthroughs and learning walks are completed by Perry County administrators to provide instructional feedback based on classroom instruction thus allowing for further job-embedded professional development and support. The walkthrough protocol allows both the district and schools the opportunity to monitor the impact of school initiatives on student growth and achievement. Currently Perry County is using two walkthrough observation tools. The ELEOT (Effective Learning Environment Observation Tool) from AdvanceED and the Charlotte Danielson

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Framework For Teaching are the current observation tools used by our administrators. The ELEOT walkthrough instrument is primarily used at Perry County Central High School. Both instruments are quality tools that allow observers to identify and document observable evidence of classroom environments and instruction that are conducive to student learning. Calibrated walkthroughs are scheduled routinely throughout the year in which teams of 2 or more observers visit classrooms to script evidence based on the rubric criteria established by each quality tool. Shortly after the evaluations are completed, the team meets to discuss the evidence and arrives at an overall rating based once again on the scoring rubric. Information is then shared using a quality Plus/Delta/Next Steps tool which will be shared with the classroom teacher. Follow up classroom visits/walkthroughs will continue to focus on the suggested next steps from the Plus/Delta in order to monitor changes or to correct areas of weak instructional practices. Items from the Plus/Delta can also be used as part of the teacher's Professional Growth Plan. The walkthrough process is part of the continuous improvement cycle that ensures fidelity within curriculum and instruction.

District Assessment Calendar

Each year the district develops a district assessment calendar that supports and allows for periodic review of curriculum and instructional practices. The district completes a Fall, Winter and Spring MAP (Measures of Academic Progress) universal screener assessment, three CIITS common assessments for grades 3-8, Explore/Plan/ACT, EOC, KOSSA, and the Explore Cambridge throughout the year. After each assessment schools analyze the results and complete a post assessment protocol/next steps that is submitted to the district assessment coordinator. Schools also complete data days to allow students to monitor their progress as well as identify their strengths and weaknesses. Such plans and activities allow modifications to curriculum and instruction. Plans are monitored by the district level leadership team who provides a system of support to the schools.

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

Harvey Colwell, Director of Special Education and Bridget Maggard, Child find Coordinator will collaborate with the District Special Education Review team and KVEC to provide the school staff with all necessary PD and tools to be successful in delivering special education services. The special education District Review Team was created after the initial audit. This group is comprised of school level special education staff. Their role is to meet as a team to discuss special education issues and updates and then take that information back to their schools and communicate with all necessary staff.

PLC meetings for Special education staff will focus on processes and implementation at the school level in order to increase student achievement. School level PD, District PD offerings and PD 360 will be made available to all staff including special education staff and ELL/LEP staff.

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Training in the IEP process and development will take place in order for all staff to be aware of the processes including program service plan (PSP) for ELL students in order to implement plans so students will receive services and supports that ensure equitable educational opportunities which will lead to student achievement in all grade levels.

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.

PCCHS mission is for all students to **ADAPT ACHIEVE SUCCEED**. PCCHS proves its implementation of this mission by:

- a policy of open enrollment for pre-ap and Advanced Placement courses.
- RTI for enrichment as well as intervention.
- Peer Tutoring is available for students who need additional assistance.
- Dual Credit classes are offered by an articulation agreement between PCCHS and HCTC in a variety of courses which are housed on campus.
- Gear up grant provides additional support for 9th grade students that have not met benchmarks.
- College and Career Fairs are attended to educate students on requirements of various colleges and career choices. Some of these fairs are on PCCHS campus (so parents may attend) as well as students visiting other sites off campus.

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

Our guidance counselors and administrators visit each elementary school in order to inform students and parents of opportunities at PCCHS. This transition event entails course offerings and other opportunities at PCCHS. Students can pre-register for courses of their choosing at this time.

After this process where staff goes to each elementary school, then the invitation for those students to spend a day on campus is extended. PCCHS also offers an 8th grade evening for families to help with the transition from middle school to high school. This is an evening where parents and students can meet teachers and ask questions concerning high school.

Prior to opening day, we will host an incoming freshman event where all students can spend 2 days at PCCHS getting to know each other, the campus, and their teachers. Students will be involved in various academic and get acquainted activities to ensure a smoother transition to Perry County Central High School. They will be introduced to career pathways, study skills and math review. They will meet with their advisor and complete an information sheet.

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Describe strategies to increase graduation rates.

Faculty and staff at PCCHS are working diligently to help increase the number of students who are successfully completing high school in four (4) years. It is the philosophy of faculty and staff that graduating from high school is one of the answers to the poverty we face at PCCHS.

- Credit Recovery is available to all students that have failed courses or fallen behind in grade level. PLATO software is used in order to accomplish this goal.
- Interventionist will work with students that are behind to improve their skills to close gaps and reduce the number of student failures.
- RTI has been implemented in PCCHS master schedule in order to intervene for struggling students in reading and math. Students are moved in RTI as they master their skill deficits.
- Our peer tutoring program provides extra help for struggling students by students who have met benchmarks.
- Summer School is available to all students who have failed courses.
- Individual Guidance and Career counseling is provided.
- The administrative staff provides individual counseling sessions to those students deciding to drop out. Encouragement is provided to stay in school and try and eliminate the barriers for these students.
- The arrangement between PCCHS and HCTC also provides vocational training at their facility. This allows students to receive career training while still in high school.
- Increasing pathway options for our students at PCCHS will provide additional training and assistance in opportunities for potential drop outs.
- The use of the ILP encourages each student to work to their individual potential and assist them in setting short and long term goals to achieve college and career aspirations.
- Developing Advisor/Advisee program biweekly to provide students with an adult advocate to help with goals and barriers that may be in the way of achieving these goals.

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

PCCHS knows the importance of a safe school environment for students and staff. Perry County has partnered with our County Sheriff's department to provide the school with a full-time resource officer (SRO) posted within the building to provide a safe environment for our students. He is visible throughout the day in the cafeteria and hallways to provide assistance when needed,

Kentucky Center for School Safety (KYCID) provides training and guidance to promote a positive behavior support system at our school. The Safe school committee members have been trained in this practice.

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A community initiative between PCCHS staff, district court and the Kentucky State Police, Sheriff and City Police Department implements a program called “Camp Promise.” Camp Promise provides at risk students within our community another avenue for mentoring. These at risk students are provided counseling, mentoring and camp like activities to help them be successful at PCCHS.

Periodic required safety drills such as fire, tornado, intruder and earthquake are conducted by the fire department and emergency management system. PCCHS staff and the Sheriff’s department conducted an active shooter training on campus. A safety plan was developed and provided to our local law enforcement agencies.

Describe the strategies implemented to improve school climate and discipline.

Positive Behavior Support System is used by staff at PCCHS. This system comprises intervention, practices, and organizational systems for establishing social culture. This system fosters a secure learning and teaching environment by providing behavior supports needed to achieve academic and social success for students. Our assistant principals are both trained by the Kentucky Center for Instructional Discipline on PBIS implementation and data collection available by SWIS.

The Discipline Committee has reviewed and revised the current Discipline Policy to ensure a safe school at PCCHS. A student handbook was revised in order to provide this information to parents and students concerning the policies at PCCHS. Teachers addressed these policies with students during RTI.

A behavior intervention called ISS or In-School Suspension is a strategy to improve student behavior by isolating for a short period of time from student population. In this intervention the student will be provided assignment and instruction but will continue to be on campus.

Second Semester of 2013-2014 school year, PCCHS has opened an alternative learning center on campus. This enables students to stay in high school with patterns of discipline infractions which previously would land students in the court system and out of school.

Communication is an area that PCCHS faculty feels is imperative for a positive school culture. Student led daily announcement occur, a weekly newsletter which is student generated is emailed to all stakeholders, social media such as a PCCHS Facebook page and Twitter, School Messenger, and other communication pieces are used to help with school climate.

Celebrations of student and staff successes occur at sporting events, announcements, newsletter, assemblies, social media, PSA, and bulletin boards

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throughout the campus. Special luncheons occur on various occasions as a reward for students.

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

We **provide all day Kindergarten** as well as offer pre-school to all students regardless of their socio-economic status. Perry County has always been an advocate for Early Childhood Education. We contract with Headstart to provide services to those students not served in a preschool classroom

Actions

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

Administrators and district personnel will participate in professional development pertaining to effective instructional practices in the classroom. The ER team will work with district and administrators to create and implement a professional development plan including SMART goals and causes of deficiencies from leadership assessment. The district and administrators will conduct walkthroughs to assess needs and create next steps to ensure job embedded professional development activities are being implemented. A monitoring instrument will be developed to make sure next steps are being implemented.

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

The master schedule process was revised in the summer of 2013 for the purpose of linking courses to adopted core standards and college readiness goals. The current master schedule was also created based on student needs. The assignment of school personnel will be based entirely on student needs as prescribed in a research-based master schedule. Reassignment will be considered after review of quarterly data. The creation of additional staffing as outlined in other sections of this grant are focused on improving culture and environment for students and providing a research-based curriculum and course offerings.

Additionally several internal and external transfers and reassignments will enrich the high school program through additional pathways and course offerings designed to guide students to college/career readiness.

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

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

Professional development funds will be committed to protocols for academic performance and will address SMART goals related to math and literacy.

Funding for our Youth Service Center will flow to student activities (i.e:community service projects, mentoring programs, transition activities, etc) These activities will address SMART goals relating to non-cognitive indicators.

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.)

On October 2nd 2013 District Leadership Team and Central Office Department Directors reviewed policy procedures and these Policy Procedures were updated, reviewed, and approved by the Perry County Board of Education on January 16th 2014 February 2nd 2014 District Leadership Team shared procedures with Building Principals and Assistant Principals.

The board of education annually reviews all policies and procedures at the regularly scheduled board meeting in June of each year. Any policies not required by law are subject to request for a waiver.

The District Leadership Team is currently reviewing, amending, and adopting school policies and procedures. The membership of the District Leadership Team understands their vital role in the development and implementation of school policies and procedures that enhance student achievement and school improvement.

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.

Once PCCHS was identified as a “persistently low achieving school”, the school and district leadership teams were developed in order to create a turn around team and develop a plan of action. The master schedule was extensively looked at in order to focus on course offerings for college and career readiness. Some key changes at PCCHS were made in order to implement our improvement plan:

- Math and literacy intervention classes were incorporated into the schedule.

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- The removal of break time for students in the bell schedule was removed to add additional instructional time into the day.
- With SIG funding training and resources will be used for literacy and math initiatives that are being implemented.
- The ER team, along with leadership team at PCCHS will work together to improve teaching and learning within the school. This team will work together to create and implement systems to analyze data, to improve instruction and student achievement and increase collaboration between teachers.
- School and district administrators will complete walkthroughs with feedback with both ELEOT and PGES tools on a regular basis with each teacher within the building.
- A system of incentives and rewards for teachers will be implemented at PCCHS with the goal of increasing teacher efficacy and increasing rigor within classrooms.
- Weekly PLC meetings will be used for professional development for topics such as data analysis with Quality Tools, rigorous instructional strategies, gap analysis, curriculum analysis, formative assessments, learning targets and math and literacy SMART goals for school improvement.
- Staff members will participate in TELL surveys and ASSIST surveys to use as the foundation for creating a cultural shift with faculty and staff at PCCHS.
- Create mentoring program that will target students with identified factors of poor attendance, low academic achievement and/or high incidents of behavior infractions.
- In order to learn and then implement the latest research in reading and math instruction, 50% of both the math and English departments will attend at least one state or national conference in the content areas. In PLC's they will participate and prepare professional development for the departments in the practices most closely to SIG SMART goals.
- The Perry County Central Advisory Council has adopted policies pertaining to Curriculum, Alignment with Standards, Staff Time Assignment, School Schedule, Instructional Practices, Determination of Instructional Materials, Determination of Instructional Support Services, School Budget, Professional Development, Data Analysis and Improvement Policy as well as Advanced Placement Policy.

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.

Kentucky Educational Development Corporation (KEDC)/KVEC – PCCHS will work with these local cooperative on professional development and curriculum needs at their school. PCCHS will utilize consultants/resources available from these organizations to

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address areas of greatest need. Professional developments provided by KEDC/KVEX will be evaluated for effectiveness through classroom walkthroughs, lesson plan reviews, instructional coach feedback from classroom visits and increases in student achievement.

KLA - The district partners with KASA by providing principals KLA training during the school year. To ensure that all district principals and/or assistant principals receive pertinent and consistent information regarding the Senate Bill 1 and Kentucky Core Academic Standards rollout, Perry County has chosen KLA as the venue most appropriate to participate. After each meeting, principals disseminate information to entire teaching staff. The principal evaluation process will measure the effectiveness of this training.

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 district currently allocates 24% of district **professional development funds** (\$3,656.00) to PCCHS.
- Another funding source that the district allocates to PCCHS is **Title II**. Currently one teacher at PCC is paid an additional stipend through teacher retention funds. This teacher serves as a mentor to new teachers and assists curriculum development and instructional strategies in order to improve math performance.
- **The District Rural and Low budget** is utilized to offset the cost to run the credit recovery program at PCCHS. Funds are used to purchase Plato software and license.
- **Title 1 parent involvement funds** are allocated from the District office. The use of these funds allows PCCHS to involve parents and inform them of the educational process at PCCHS.
- **Family Youth Service Center** budget is currently allocating \$91,876. These funds are used to remove barriers faced by PCCHS students that enable the learning process to take place.
- **ESS funds** are currently used to operate our credit recovery funds through a daytime waiver.
- The district will pay for KYCID training which promotes the implementation of the Positive Behavior Support System at PCCHS.
- The district will use **parent involvement funds** to provide PCCHS with School Messenger, a calling program to increase the school's ability to communicate with students and parents.

Data analysis is the the primary focus for turnaround at Perry County Central High School. Weekly PLC's analyze student data to address gaps and monitor progress. Instructional changes occur due to this analysis of data. Quarterly data analysis also helps monitor progress towards meeting quarterly and annual SMART goals.

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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 district will retain the position of Director of Academic Performance once SIG funding is exhausted. This position is a vital component of turnaround for PCHS. Continual monitoring of various components in this grant will ensure the success of PCHS.

Please find chart below explaining sustainability PLAN.

**Perry County High School
 Sustainability Plan for Key Pieces of SIG**

SIG Category	Initiative Practice/Systems Sustainability	Monetary Sustainability	Source	Point of Contact
Math/Literacy	PLC Leaders	stipend	General Fund	Neal Feltner-Principal
Data Assessment	Compass Learning Maintenance MAP	\$5,000	Instructional Fund Gear Up	Lea Sparks, Assistant Principal; Brad Adams-Academic Specialist
Credit Recovery	Head teacher, special needs teacher, instructional aide	salaries	PCC teacher allocations ESS Daytime Waiver	Neal Feltner-Principal; Lea Sparks-Assistant Principal; Larry Robinson-Assistant Principal
PLATO	Alternative School Curriculum/Credit Recovery	\$25,000	Instructional Fund	Lea Sparks, Assistant Principal
Turnaround Strand	Job-embedded professional development	stipends	General Fund	Neal Feltner-Principal; Lea Sparks-Assistant Principal; Larry Robinson-Assistant Principal
Technology	Teacher Tablets for One-On-One Initiative	\$250.00	General Fund and Instructional Funds	Neal Feltner-Principal
Technology	SMART classroom maintenance	Maintenance fees	Instructional Funds	Teachers

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General Item	Parent/Student Communication	Publication fees	General Fund	Neal Feltner, Principal; Kim Chaney and Teresa Combs-Communication
District	Director of Academic Performance	Salary	General Fund	Superintendent

Timeline

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

Date	2014-2015	2015-2016	2016-2017
July	Summer Reading Academy training for all staff. This training will entail reading strategies across the curriculum for all PCCHS content teachers . Dr. Pam Petty from WKU will lead this initiative for PCCHS staff.	Follow up training Dr. Pam Petty to analyze results of year 1 program	Follow up training Dr. Pam Petty to analyze results of year 2 program
	30/60/90 day planning	30/60/90 day planning	30/60/90 day planning
	CSIP development	CSIP development	CSIP development
	PGES update Training	PGES update Training	PGES update Training
	Analyze ACT results for RTI and curriculum planning	Analyze ACT results for RTI and curriculum planning	Analyze ACT results for RTI and curriculum planning
	Communication Planning and Implementation.	Communication Planning and Implementation.	Communication Planning and Implementation.
	ILP timeline development and training.	ILP Training	ILP training.
	Curriculum Development	Curriculum Development	Curriculum Development
	Professional development on differentiated instruction.	Professional development on differentiated instruction	Professional development on differentiated instruction
	Administrator Retreat for training regarding evaluation, coaching, data analysis	Administrator Retreat for training regarding evaluation, coaching, data analysis	Administrator Retreat for training regarding evaluation, coaching, data analysis
	Schedules based on student needs.	Schedules based on student needs.	Schedules based on student needs.
	Freshman and New Student Orientation/Transition	Freshman and New Student Orientation/Transition	Freshman and New Student Orientation/Transition
	RTI strategy/training	RTI strategy/training	RTI strategy/training
	Advisory Council Meets 2 nd Thursday of month	Advisory Council Meets 2 nd Thursday of month	Advisory Council Meets 2 nd Thursday of month
August			
	PLC's Monthly meeting and introducing reading strategy as	PLC's Monthly meeting and introducing reading strategy as	PLC's Monthly meeting and introducing reading strategy as

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	per literacy plan.	per literacy plan	per literacy plan
	Monthly report to Board of Education	Monthly report to Board of Education	Monthly report to Board of Education
	Establish ad-hoc committees timeline	Establish ad-hoc committees	Establish ad-hoc committees
	Reintroduce PBIS to students and parents.	Reintroduce PBIS to students and parents	Reintroduce PBIS to students and parents
	Open House	Open House-Midterm	Open House-Midterm
	MAP (9 th , 10 th)Discovery Ed (11 th)	MAP(9 th , 10 th , 11 th)	MAP 9 th , 10 th , 11 th , 12th
	Guidance Counselors meet with all 10 th graders to set goals for PLAN assessment.	Guidance Counselors meet with all 10 th graders to set goals for PLAN assessment	Guidance Counselors meet with all 10 th graders to set goals for PLAN assessment
	Implementation of RTI, tutoring/mentoring program	Implementation of RTI, tutoring/mentoring program	Implementation of RTI, tutoring/mentoring program
	Departments begin planning pacing guides, curriculum maps and common assessments	Departments begin planning pacing guides, curriculum maps and common assessments	Departments begin planning pacing guides, curriculum maps and common assessments
	Interventions for identifying students with specific skill deficits.	Interventions for identifying students with specific skill deficits.	Interventions for identifying students with specific skill deficits.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday
	Development of Growth Plans	Development of Growth Plans	Development of Growth Plans
September			
	30/60/90 day plan review and update	30/60/90 day plan review and update	30/60/90 day plan review and update
	Literacy PD with Dr. Pam Petty and on site visit		
	Walkthroughs	Walkthroughs	Walkthroughs
	PD as defined by needs assessments	PD as defined by needs assessments	PD as defined by needs assessments
	Monthly report to BOE	Monthly report to BOE	Monthly report to BOE
	Analyze K-Prep Results and school report card	Analyze K-Prep Results and school report card	Analyze K-Prep Results and school report card
	PGES training and update	PGES update	
	Quarterly Report	Quarterly Report	Quarterly Report
	Analyze MAP and DEA results	Analyze MAP and DEA results	Analyze MAP results
	Senior Conferences	Senior Conferences	Senior Conferences
	PLAN assessment Given (10 th)	PLAN assessment Given (10 th)	PLAN assessment Given (10 th)
	Formative Assessment Training	Formative Assessment Training	Formative Assessment Training
	Instructional based faculty meetings continue	Instructional based faculty meetings continue	Instructional based faculty meetings continue
	School wide RTI continues with adjustment to students placement based on data analysis	School wide RTI continues with adjustment to students placement based on data analysis	School wide RTI continues with adjustment to students placement based on data analysis

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	Advisory Council Meets 2 nd Thursday of the Month	Advisory Council Meets 2 nd Thursday of the Month	Advisory Council Meets 2 nd Thursday of the Month
	Support staff mentoring program.	Support staff mentoring program.	Support staff mentoring program.
	KYCID data analyzed from SWIS	KYCID data analyzed from SWIS	KYCID data analyzed from SWIS
Date	2014-2015	2015-2016	2016-2017
October	Review Growth Plans	Review Growth Plans	Review Growth Plans
	60/90 day planning	60/90 day planning	60/90 day planning
	Quarterly Report Due	Quarterly Report Due	Quarterly Report Due
	Counselor conferences with students in transition classes about meeting ACT benchmarks on COMPASS and KYOTE assessments	Counselor conferences with students in transition classes about meeting ACT benchmarks on COMPASS and KYOTE assessments	Counselor conferences with students in transition classes about meeting ACT benchmarks on COMPASS and KYOTE assessments
	Analyze PLAN results for change in RTI and instruction	Analyze PLAN results for change in RTI and instruction	Analyze PLAN results for change in RTI and instruction
	Curriculum Planning Days	Curriculum Planning Days	Curriculum Planning Days
	ILP development and conferences	ILP development and conferences	ILP development and conferences
	Monthly Report to BOE	Monthly Report to BOE	Monthly Report to BOE
	Student Data Day.	Student Data Day	Student Data Day
	Board/Community Work Sessions	Board/Community Work Sessions	Board/Community Work Sessions
	TEDS deadline Oct 1 for previous year data	TEDS deadline Oct 1 for previous year data	TEDS deadline Oct 1 for previous year data
	Practice Plan 9 th grade	Practice Plan 9 th grade	Practice Plan 9 th grade
	Walkthroughs with feed back	Walkthroughs with feed back	Walkthroughs with feed back
	Advisory Council Meets 2 nd Thursday of month	Advisory Council Meets 2 nd Thursday of month	Advisory Council Meets 2 nd Thursday of month
	Counselors meets with students who are not passing to develop plan for success	Counselors meets with students who are not passing to develop plan for success	Counselors meets with students who are not passing to develop plan for success
	Analyze KYCID data for October and Compare from previous month.	Analyze KYCID data for October and Compare from previous month	Analyze KYCID data for October and Compare from previous month
	OPEN House	OPEN House	OPEN House
	Weekly PLC's	Weekly PLC's	Weekly PLC's
	Instructional based faculty meetings continue on ongoing basis	Instructional based faculty meetings continue on ongoing basis	Instructional based faculty meetings continue on ongoing basis
	Continue literacy plan and strategies. Dr Pam Petty visits.	Continue literacy plan and strategies.	Continue literacy plan and strategies.
	ASSIST Surveys Complete	ASSIST Surveys Complete	ASSIST Surveys Complete
	CSIP review and updata	CSIP review and updata	CSIP review and updata
DATE	2014-2015	2015-2016	2016-2017
NOVEMBER	PLC's weekly meeting	PLC's weekly meeting	PLC's weekly meeting
	Monthly report to Board of Education	Monthly report to Board of Education	Monthly report to Board of Education
	30/60/90 Plan revision and review	30/60/90 Plan revision and review	30/60/90 Plan revision and review

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	Walkthroughs and coaching sessions	Walkthroughs and coaching sessions	Walkthroughs and coaching sessions
	PD as defined by needs assessments.	PD as defined by needs assessments.	PD as defined by needs assessments.
	Open House	Open House	Open House
	MAP (9 th , 10 th)Discovery Ed (11 th)	MAP (9 th , 10 th 11 th) DEA(12 th)	MAP (9 th , 10 th 11 th 12 th)
	Guidance Counselors meet with all 11 th graders	Guidance Counselors meet with all 11 th graders	Guidance Counselors meet with all 11 th graders
	High Yield Instructional Strategy Planning	High Yield Instructional Strategy Planning	High Yield Instructional Strategy Planning
	COMPASS and KYOTE TESTING	COMPASS and KYOTE TESTING	COMPASS and KYOTE TESTING
	EOC benchmark Assessments	EOC benchmark Assessments	EOC benchmark Assessments
	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs.	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs
	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday
	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.
	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.
	Quarterly Reporting Data reported	Quarterly Reporting Data reported	Quarterly Reporting Data reported
	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis
December			
	30/60/90 day plan review and update	30/60/90 day plan review and update	30/60/90 day plan review and update
	Literacy PD with Dr. Pam Petty and on site visit	Literacy Plan Mid year review	Literacy Plan MIDyear review.
	Semester exams	Semester Exams	Semester Exams
	Analysis of MAP and DEA data	Analysis of Map and DEA results Adjustment to RTI based on results	Analysis of MAP results. Adjustment to RTI based on results.
	Quarterly Report Due	Quarterly Report Due	Quarterly Report Due
	Review of Growth Plans	Review of Growth Plans	Review of Growth Plans
	PLC's Weekly meeting	PLC's Weekly meeting	PLC's Weekly meeting
	Monthly report to Board of Education	Monthly report to Board of Education	Monthly report to Board of Education
	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs.	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs.	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs.
	Review Discipline Data	Review Discipline Data	Review Discipline Data
	PD as defined by needs	PD as defined by needs	PD as defined by needs

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	assessments	assessments	assessments
	Tutoring and Mentoring program data analyzed.	Tutoring and Mentoring program data analyzed.	Tutoring and Mentoring program data analyzed.
	Guidance Counselors meet with all 10 th graders to set goals and plans for 2 nd semester.	Guidance Counselors meet with all 10 th graders to set goals and plans for 2 nd semester.	Guidance Counselors meet with all 10 th graders to set goals and plans for 2 nd semester.
	School wide RTI plan continues with data analysis to monitor progress of students.	School wide RTI plan continues with data analysis to monitor progress of students.	School wide RTI plan continues with data analysis to monitor progress of students.
	COMPASS AND KYOTE testing	COMPASS AND KYOTE testing	COMPASS AND KYOTE testing
	Interventions for identifying students with specific skill deficits.	Interventions for identifying students with specific skill deficits.	Interventions for identifying students with specific skill deficits.
	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.	Walkthroughs by district and school administrators with feedback.
	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday
	Program Review Midyear Scoring	Program Review Midyear scoring	Program Review Midyear scoring.
January			
	30/60/90 day plan review and update	30/60/90 day plan review and update	30/60/90 day plan review and update
	Instructionally based faculty meeting and PLC meetings Continue on on-going basis.	Instructionally based faculty meeting and PLC meetings Continue on on-going basis	Instructionally based faculty meeting and PLC meetings Continue on on-going basis
	Walkthroughs	Walkthroughs	Walkthroughs
	PD as defined by needs assessments	PD as defined by needs assessments	PD as defined by needs assessments
	Monthly report to BOE	Monthly report to BOE	Monthly report to BOE
	Walkthrough data analyzed and coaching	Walkthrough data analyzed and coaching	Walkthrough data analyzed and coaching
	Review Growth Plans	Review Growth Plans	Review Growth Plans
	Behavior Data Analyzed and compared to previous months.	Behavior Data Analyzed and compared to previous months.	Behavior Data Analyzed and compared to previous months.
	Weekly Newsletter	Weekly Newsletter	Weekly Newsletter
	Freshman Conferences	Freshman Conferences	Freshman Conferences
	Weekly PLC's	Weekly PLC	Weekly PLC
	Monitoring and implementation of mentoring program and conference with students involved.	Monitoring and implementation of mentoring program and conference with students involved.	Monitoring and implementation of mentoring program and conference with students involved.
	TEDS data deadline January 15 th .	TEDS data deadline January 15 th .	TEDS data deadline January 15 th .
	School wide RTI continues with adjustment to students placement based on data analysis	School wide RTI continues with adjustment to students placement based on data analysis	School wide RTI continues with adjustment to students placement based on data analysis
	Advisory Council Meets 2 nd Thursday of the Month	Advisory Council Meets 2 nd Thursday of the Month	Advisory Council Meets 2 nd Thursday of the Month

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	ASVAB Testing	ASVAB Testing	ASVAB Testing
	KYCID data analyzed from SWIS	KYCID data analyzed from SWIS	KYCID data analyzed from SWIS
DATE	2014-2015	2015-2016	2016-2017
February	PLC's weekly meeting	PLC's weekly meeting	PLC's weekly meeting
	Monthly report to Board of Education	Monthly report to Board of Education	Monthly report to Board of Education
	30/60/90 Plan revision and review	30/60/90 Plan revision and review	30/60/90 Plan revision and review
	Walkthroughs and coaching sessions	Walkthroughs and coaching sessions	Walkthroughs and coaching sessions
	PD as defined by needs assessments.	PD as defined by needs assessments.	PD as defined by needs assessments.
	Open House	Open House	Open House
	MAP (9 th , 10 th)Discovery Ed (11 th)	MAP (9 th , 10 th 11 th) DEA(12 th)	MAP (9 th , 10 th 11 th 12 th)
	Guidance Counselors meet with all 11 th graders to prepare for ACT test	Guidance Counselors meet with all 11 th graders to prepare for ACT test	Guidance Counselors meet with all 11 th graders to prepare for ACT test
	High Yield Instructional Strategy Planning	High Yield Instructional Strategy Planning	High Yield Instructional Strategy Planning
	COMPASS and KYOTE TESTING	COMPASS and KYOTE TESTING	COMPASS and KYOTE TESTING
	EOC benchmark Assessments	EOC benchmark Assessments	EOC benchmark Assessments
	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs.	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs
	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday
	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.
	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.
	Quarterly Reporting Data reported	Quarterly Reporting Data reported	Quarterly Reporting Data reported
	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis
DATE	2014-2015	2015-2016	2016-2017
March	PLC's weekly meeting	PLC's weekly meeting	PLC's weekly meeting
	Monthly report to Board of Education	Monthly report to Board of Education	Monthly report to Board of Education
	30/60/90 Plan revision and review	30/60/90 Plan revision and review	30/60/90 Plan revision and review
	Walkthroughs and coaching sessions	Walkthroughs and coaching sessions	Walkthroughs and coaching sessions
	PD as defined by needs assessments.	PD as defined by needs assessments.	PD as defined by needs assessments.
	ACT Assessment	ACT assessment	ACT Assessment

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	MAP (9 th , 10 th)Discovery Ed (11 th)	MAP (9 th , 10 th 11 th) DEA(12 th)	MAP (9 th , 10 th 11 th 12 th)
	Guidance Counselors meet with all 12 th graders	Guidance Counselors meet with all 12 th graders	Guidance Counselors meet with all 12 th graders
	High Yield Instructional Strategy Planning	High Yield Instructional Strategy Planning	High Yield Instructional Strategy Planning
	COMPASS and KYOTE TESTING	COMPASS and KYOTE TESTING	COMPASS and KYOTE TESTING
	EOC benchmark Assessments	EOC benchmark Assessments	EOC benchmark Assessments
	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs.	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs
	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday
	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.
	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.
	Quarterly Reporting Data due	Quarterly Reporting Data due	Quarterly Reporting Data due
	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis
	Principal and Counselors begin transition meetings with incoming Freshman with visits to feeder elementary schools	Principal and Counselors begin transition meetings with incoming Freshman with visits to feeder elementary schools	Principal and Counselors begin transition meetings with incoming Freshman with visits to feeder elementary schools
	Weekly newsletter Commodore Anchor distributed	Weekly newsletter Commodore Anchor distributed	Weekly newsletter Commodore Anchor distributed
	OPERATION Preparation with 10 th grade	OPERATION preparation with 10 th grade	OPERATION preparation with 10 th grade.
	KOSSA and WorkKeys administered to preparatory seniors.	KOSSA and WorkKeys administered to preparatory seniors.	KOSSA and WorkKeys administered to preparatory seniors.
DATE	2014-2015	2015-2016	2016-2017
April	PLC's weekly meeting	PLC's weekly meeting	PLC's weekly meeting
	CSIP Review	CSIP Review	CSIP Review
	Monthly report to Board of Education	Monthly report to Board of Education	Monthly report to Board of Education
	30/60/90/Plan revision and review	30/60/90 Plan revision and review	30/60/90 Plan revision and review
	Walkthroughs and coaching sessions	Walkthroughs and coaching sessions	Walkthroughs and coaching sessions
	PD as defined by needs assessments.	PD as defined by needs assessments.	PD as defined by needs assessments.
	Instructionally based faculty meetings and weekly PLC's	Instructionally based faculty meetings and weekly PLC's	Instructionally based faculty meetings and weekly PLC's
	COMPASS and KYOTE testing	COMPASS and KYOTE testing	COMPASS and KYOTE Testing

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	Guidance Counselors meet with all Students who are failing 2 nd semester to make plans for success	Guidance Counselors meet with all Students who are failing 2 nd semester to make plans for success	Guidance Counselors meet with all Students who are failing 2 nd semester to make plans for success
	High Yield Instructional Strategy Planning	High Yield Instructional Strategy Planning	High Yield Instructional Strategy Planning
		Complete TELL survey 100% participation	
	EOC benchmark Assessments	EOC benchmark Assessments	EOC benchmark Assessments
	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs.	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs
	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday
	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.
	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.
	Quarterly Reporting Data reported	Quarterly Reporting Data reported	Quarterly Reporting Data reported
	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis
	Student Data Day	Student Data Day	Student Data Day
	Counselors meet with 8-11 grade for pre-registration for next school year.	Counselors meet with 8-11 grade for pre-registration for next school year	Counselors meet with 8-11 grade for pre-registration for next school year
	Master Schedule developed based on student needs.	Master Schedule developed based on student needs.	Master Schedule developed based on student needs.
DATE	2014-2015	2015-2016	2016-2017
MAY	PLC's weekly meeting	PLC's weekly meeting	PLC's weekly meeting
	Monthly report to Board of Education	Monthly report to Board of Education	Monthly report to Board of Education
	30/60/90 Plan revision and review	30/60/90 Plan revision and review	30/60/90 Plan revision and review
	Walkthroughs and coaching sessions	Walkthroughs and coaching sessions	Walkthroughs and coaching sessions
	PD as defined by needs assessments.	PD as defined by needs assessments.	PD as defined by needs assessments.
	Open House	Open House	Open House
	MAP (9 th , 10 th)Discovery Ed (11 th) and analyze data	MAP (9 th , 10 th 11 th) DEA(12 th)and analysis of data	MAP (9 th , 10 th 11 th 12 th) and analyze data..
	Guidance Counselors meet with all 12 th graders for transition	Guidance Counselors meet with all 12 th graders for transition	Guidance Counselors meet with all 12 th graders for transition
	High Yield Instructional Strategy Planning	High Yield Instructional Strategy Planning	High Yield Instructional Strategy Planning
	COMPASS and KYOTE TESTING continues	COMPASS and KYOTE TESTING continues	COMPASS and KYOTE TESTING continues

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	EOC Assessments	EOC Assessments	EOC Assessments
	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs.	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs	RTI plan continues with data analysis to monitor progress of students. Adjustment to plans as needed to meet needs
	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday	Advisory Council meets 2 nd Thursday
	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.	Academic Performance Director analyzes walkthrough data and work with teams and/or individual based on data.
	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.	KYCID Data analyzed and compare to previous month(s) Evaluation of progress.
	Quarterly Reporting Data reported	Quarterly Reporting Data reported	Quarterly Reporting Data reported
	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis
	Professional Development Plan developed for next school year based on needs assessment and walkthrough data	Professional Development Plan developed for next school year based on needs assessment and walkthrough data	Professional Development Plan developed for next school year based on needs assessment and walkthrough data
	Teacher Exit Meetings	Teacher Exit Meetings	Teacher Exit Meetings
	Honors Night and Graduation Activities	Honors Night and Graduation Activities	Honors Night and Graduation Activities
DATE	2014-2015	2015-2016	2016-2017
June	Quarterly Report Due	Quarterly Report Due	Quarterly Report Due
	Summer School	Summer School	Summer School
	Advisory Council Policy Review and monthly meeting the 2 nd Thursday	Advisory Council Policy Review and monthly meeting the 2 nd Thursday	Advisory Council Policy Review and monthly meeting the 2 nd Thursday
	Review Discipline Data and adjust Handbook/policy as needed according to data analysis.	Review Discipline Data and adjust Handbook/policy as needed according to data analysis.	Review Discipline Data and adjust Handbook/policy as needed according to data analysis.
	30/60/90 day planning	30/60/90 day planning	30/60/90 day planning
	PD based on needs assessment.	PD based on needs	PD based on needs
	Program Review submit in ASSIST	Program Review submit in ASSIST	Program Review submit in ASSIST
	Year-end review of Literacy Plan	Year-end review of Literacy Plan	Year-end review of Literacy Plan
	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis	Tutoring/Mentoring program data analysis

Annual Goals

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

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PCCHS Annual SMART Goals

Perry County Central High School will reach proficiency in subject areas of literacy and math within the three year cycle of SIG funding				
Smart Goals	2014-2015	2015-2016	2016-2017	
Literacy Goals	9 th Baseline 28.9%	By June 2015, 31% of freshmen will achieve benchmark in reading on the Practice Plan.	By June 2016, 36% of freshmen will achieve benchmark in reading on the Practice Plan.	By June 2017, 40% of freshmen will achieve benchmark in reading on the Practice Plan.
	10 th Baseline 56.1%	By June 2015, 58% of 10 th grade students will meet benchmark in reading on the PLAN assessment.	By June 2016, 60% of 10 th grade students will meet benchmark in reading on the PLAN assessment.	By June 2017, 62% of 10 th grade students will meet benchmark in reading on the PLAN assessment.
	11 th Baseline 33.7%	By June 2015, 40% of 11 th grade students will meet benchmark in reading on the ACT assessment. (20)	By June 2016, 45% of 11 th grade students will meet benchmark in reading on the ACT assessment. (20)	By June 2017, 50% of 11 th grade students will meet benchmark in reading on the ACT assessment. (20)
	12 th Baseline will be set in 2013-2014	By June 2015, 50% of senior students who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, Kyote or WorkKeys	By June 2016, 55% of senior students who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, Kyote or WorkKeys	By June 2017, 60% of senior students who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, Kyote or WorkKeys
Mathematics Goals	9 th Baseline 23.1%	By June 2015, 26% of freshmen will achieve benchmark in math on the Practice Plan.	By June 2016, 30% of freshmen will achieve benchmark in math on the Practice Plan.	By June 2017, 34% of freshmen will achieve benchmark in math on the Practice Plan.
	10 th Baseline 16.6%	By June 2015, 19% of 10 th grade students will meet benchmark in math on the PLAN assessment.	By June 2016, 21% of 10 th grade students will meet benchmark in math on the PLAN assessment.	By June 2017, 24% of 10 th grade students will meet benchmark in math on the PLAN assessment.
	11 th Baseline 22.5%	By June 2015, 24.5% of 11 th grade students will meet benchmark in Math on the ACT assessment. (19)	By June 2016, 26.5% of 11 th grade students will meet benchmark in math on the ACT assessment. (19)	By June 2017, 29% of 11 th grade students will meet benchmark in math on the ACT assessment. (19)
	12 th Baseline will be set by June 2013-2014	By June 2015, 40% of senior students who did not meet ACT benchmark in math on state ACT will achieve benchmark in math on ACT retake, Compass, Kyote or WorkKeys	By June 2016, 45% of senior students who did not meet ACT benchmark in math on state ACT will achieve benchmark in math on ACT retake, Compass, Kyote or WorkKeys	By June 2017, 50% of senior students who did not meet ACT benchmark in math on state ACT will achieve benchmark in math on ACT retake, Compass, Kyote or WorkKeys

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.

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Perry County Central Literacy and Math Quarterly Smart Goals

2014-2015 Smart Goals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	
Quarterly Literacy Goals	9 th Baseline 28.9%	By the end of the first quarter at least 29.4% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment	By the end of the second quarter at least 29.9% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment	By the end of the third quarter at least 30.5% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment	By the end of the first quarter at least 31% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment
	10 th Baseline 56.1%	By the end of the first quarter at least 56.6% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the second quarter at least 56.9% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the third quarter at least 57.4% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the first quarter at least 58% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment
	11 TH Baseline 33.7%	By the end of the first quarter at least 35.2% of juniors will achieve benchmark and proficiency in reading on the PLAN and DEA Assessment	By the end of the second quarter at least 36.77% of juniors will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the third quarter at least 38.38% of juniors will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the first quarter at least 40% of juniors will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment
	12 th Baseline will be set in June 2014	By the end of the first quarter at least 12.5% of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the second quarter at least 25% of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the third quarter at least 37.5 % of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the fourth quarter at least 50% of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.
2014-2015	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	
Quarterly Math Goals	9 th Baseline 23.1%	By the end of the first quarter at least 23.83% of freshmen will achieve benchmark and proficiency in	By the end of the second quarter at least 24.55% of freshmen will achieve benchmark and proficiency in	By the end of the third quarter at least 25.275% of freshmen will achieve benchmark and proficiency in	By the end of the first quarter at least 26% of freshmen will achieve benchmark and proficiency in math

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		math on the Practice Plan and MAP Assessment	math on the Practice Plan and MAP Assessment	math on the Practice Plan and MAP Assessment	on the Practice Plan and MAP Assessment
	10 th Baseline 16.6%	By the end of the first quarter at least 17.2% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the second quarter at least 17.8% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the third quarter at least 18.4% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the first quarter at least 19% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment
	11 th Baseline 22.5%	By the end of the first quarter at least 23% of juniors will achieve benchmark and proficiency in MATH on the PLAN and DEA Assessment	By the end of the second quarter at least 23.5% of juniors will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the third quarter at least 24% of juniors will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the first quarter at least 24.5% of juniors will achieve benchmark and proficiency in math on the PLAN and MAP Assessment
	12 th Baseline will be set in June 2014	By the end of the first quarter at least 10% of seniors who did not meet ACT benchmark in math on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the second quarter at least 20% of seniors who did not meet ACT benchmark in math on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the third quarter at least 30 % of seniors who did not meet ACT benchmark in math on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the fourth quarter at least 40% of seniors who did not meet ACT benchmark in math on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.

2015-2016 Smart Goals		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals	9 th Baseline 31%	By the end of the first quarter at least 32.25% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment	By the end of the second quarter at least 33.5% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment	By the end of the third quarter at least 34.75% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment	By the end of the first quarter at least 36% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment
	10 th Baseline 58%	By the end of the first quarter at least 58.5% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the second quarter at least 59% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the third quarter at least 59.5% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the first quarter at least 60% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment
	11 TH	By the end of the	By the end of the	By the end of the	By the end of the

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	Baseline 40%	first quarter at least 41.25% of juniors will achieve benchmark and proficiency in reading on the PLAN and DEA Assessment	second quarter at least 42.5% of juniors will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	third quarter at least 43.75% of juniors will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	first quarter at least 45% of juniors will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment
	12th Baseline 50%	By the end of the first quarter at least 51.25% of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the second quarter at least 52.5% of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the third quarter at least 53.75 % of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the fourth quarter at least 55% of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.
2015-2016		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Math Goals	9th Baseline 26%	By the end of the first quarter at least 27% of freshmen will achieve benchmark and proficiency in math on the Practice Plan and MAP Assessment	By the end of the second quarter at least 28% of freshmen will achieve benchmark and proficiency in math on the Practice Plan and MAP Assessment	By the end of the third quarter at least 29% of freshmen will achieve benchmark and proficiency in math on the Practice Plan and MAP Assessment	By the end of the first quarter at least 30% of freshmen will achieve benchmark and proficiency in math on the Practice Plan and MAP Assessment
	10th Baseline 19%	By the end of the first quarter at least 19.5% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the second quarter at least 20% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the third quarter at least 20.5% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the first quarter at least 21% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment
	11th Baseline 24.5%	By the end of the first quarter at least 25% of juniors will achieve benchmark and proficiency in MATH on the PLAN and DEA Assessment	By the end of the second quarter at least 25.5% of juniors will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the third quarter at least 26% of juniors will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the first quarter at least 26.5% of juniors will achieve benchmark and proficiency in math on the PLAN and MAP Assessment
	12th Baseline 40%	By the end of the first quarter at least 41.25% of seniors who did not meet ACT benchmark in math on state ACT	By the end of the second quarter at least 42.5% of seniors who did not meet ACT benchmark in math	By the end of the third quarter at least 43.75% of seniors who did not meet ACT benchmark in math on state ACT	By the end of the fourth quarter at least 45% of seniors who did not meet ACT benchmark in math

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		will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.
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2016-2017 Smart Goals		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly Literacy Goals	9th Baseline 36%	By the end of the first quarter at least 37% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment	By the end of the second quarter at least 38% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment	By the end of the third quarter at least 39% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment	By the end of the first quarter at least 40% of freshmen will achieve benchmark and proficiency in reading on the Practice Plan and MAP Assessment
	10 th Baseline 60%	By the end of the first quarter at least 60.5% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the second quarter at least 61% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the third quarter at least 61.5% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the first quarter at least 62% of sophomores will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment
	11 th Baseline 45%	By the end of the first quarter at least 46.25% of juniors will achieve benchmark and proficiency in reading on the PLAN and DEA Assessment	By the end of the second quarter at least 47.5% of juniors will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the third quarter at least 48.75% of juniors will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment	By the end of the first quarter at least 50% of juniors will achieve benchmark and proficiency in reading on the PLAN and MAP Assessment
	12th Baseline 55%	By the end of the first quarter at least 56.25% of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the second quarter at least 57.5% of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the third quarter at least 58.25% of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the fourth quarter at least 60% of seniors who did not meet ACT benchmark in reading on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.
2016-2017		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Quarterly	9 th	By the end of the first quarter at	By the end of the second quarter at	By the end of the third quarter at	By the end of the first quarter at

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Math Goals	Baseline 30%	least 31% of freshmen will achieve benchmark and proficiency in math on the Practice Plan and MAP Assessment	least 32% of freshmen will achieve benchmark and proficiency in math on the Practice Plan and MAP Assessment	least 33% of freshmen will achieve benchmark and proficiency in math on the Practice Plan and MAP Assessment	least 34% of freshmen will achieve benchmark and proficiency in math on the Practice Plan and MAP Assessment
	10 th Baseline 21%	By the end of the first quarter at least 21.75% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the second quarter at least 22.5% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the third quarter at least 23.25% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the first quarter at least 24% of sophomores will achieve benchmark and proficiency in math on the PLAN and MAP Assessment
	11 th Baseline 26.5%	By the end of the first quarter at least 27.125% of juniors will achieve benchmark and proficiency in MATH on the PLAN and DEA Assessment	By the end of the second quarter at least 27.75% of juniors will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the third quarter at least 28.375% of juniors will achieve benchmark and proficiency in math on the PLAN and MAP Assessment	By the end of the first quarter at least 29% of juniors will achieve benchmark and proficiency in math on the PLAN and MAP Assessment
	12 th Baseline 45% of seniors that did not meet ACT benchmarks in March 2016	By the end of the first quarter at least 46.25% of seniors who did not meet ACT benchmark in math on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the second quarter at least 47.5% of seniors who did not meet ACT benchmark in math on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the third quarter at least 48.75 % of seniors who did not meet ACT benchmark in math on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.	By the end of the fourth quarter at least 50% of seniors who did not meet ACT benchmark in math on state ACT will achieve benchmark in literacy on ACT retake, Compass, KYOTE.

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.

A systemic process for monitoring achievement will be developed and implemented in order for the district to address lack of progress at Perry County Central High School on annual and quarterly SMART goals. Data analysis through MAP and Discovery Education in reading and math will be reported on the Quarterly Report which is due in October, December, March and June. 30/60/90 day plan will constantly be reviewed and revised in order to meet the goals and growth.

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Weekly PLC's will analyze the data on MAP, Discovery Education Assessment, and common assessments in order to find gaps and overlaps in curriculum and instruction. PLC's will also analyze data to determine progress made towards annual and quarterly goals.

The administrative team both at the high school and district will conduct walkthroughs, interviews and perception surveys in order to gauge progress on goals. Teachers and staff will analyze RIT scores for individual students in each content area. This analysis will help identify specific learning needs and curriculum needs. Tutoring/mentoring both before and after school will be used as corrective measures for these identified students. Change in RTI schedules will also be utilized for those individual students who are not meeting goals. Transition courses for grades 9-12 will be implemented based on analysis of PLAN and ACT data.

The Director of Academic Performance will collaborate with administrative team and teachers to help identify areas needed for improvement in order to achieve the goals. Extensive job embedded Professional Development and monitoring pertaining to gaps and barriers that interviews and surveys identified will be provided.

Consultation

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

Upon PCCHS being identified as a PLA school, the district created a Community Partner group comprised of various community leaders (parents, community and businesses). This group meets quarterly to discuss the status of PCCHS and the Perry County school district as a whole. With each meeting stakeholders are provided the availability to ask questions around the PLA status and turnaround options. During meetings, parents and community were solicited to serve on school committees, which provide input on decision-making. Based on input from stakeholder groups (needs assessments, parent surveys, meeting Q & A sessions, Leadership Assessment parent surveys), the school disaggregated data/feedback, discussed concerns/issues from stakeholders and used this information to help determine areas of need/growth.

In collaboration with PCCHS support staff PLC, district personnel and school administration reviewed the SIG application and discussed the plan for how to best to utilize these funds. Different departments were assigned questions from the grant that

specifically pertain to their work. The questions were reviewed and discussed and input was provided from all those present at the meeting.

School Budget Narrative

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

ALL FUNDS AWARDED TO PERRY COUNTY DISTRICT ARE BEING TRANSFERRED TO THE SCHOOL BUDGET. THE DISTRICT WILL NOT BE USING ANY SIG FUNDS. PRELIMINARY AWARD TO THE DISTRICT WAS \$62,080 AND THIS WILL BE REFLECTED IN THE SCHOOL BUDGET NARRATIVE FOR PERRY CENTRAL HIGH SCHOOL.

Year One 2014-2015 - Budget Narrative

Expenditures of the SIG grant will be reviewed for effectiveness. Sustainability for improvement efforts will be addressed through the support of multiple state, federal and local funds. The Transformation Model is the process our district had chosen for Perry Central High School. Year one of the budgets will be used as described in the table that follows for specific cost.

Technology- \$31,000. The school will use SIG funds to purchase calculators and Smart Boards for classrooms. Smart Technology will be placed in all math classrooms and EOC classrooms for Biology, US History and English 2. The district will provide maintenance of the Smart Technology.

Budgetary items:

**Smart technology for 7 classrooms at \$4,000= \$28,000.00
Graphing Calculators- Classroom Set of 30 = \$3,000.00**

Professional Development \$26,480 Training of staff in job-embedded professional development is vital to the success of meeting goals set by our plan for student achievement is math and reading. Dr. Pam Petty of WKU will provide for all staff a summer academy and various trainings on reading strategies across the curriculum. Various state and national conferences in content area need to be attended by staff. Other topics such as literacy strategies, formative assessments, differentiating instruction, systems, and various other professional development trainings will be provided in the three year budget of our SIG funds.

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The goal is that when SIG funds have been exhausted, teacher leaders will have the capacity to provide job embedded professional development for new teachers based on knowledge received during grant cycle.

Budgetary Items:

Dr. Pam Petty Literacy Training and Support Across Content= \$10,000

Supplemental books, Materials, study guides such as Kagan Math Strategies, formative assessment trainings and Tomlinson differentiation Materials to be used in Professional Learning Communities and PD activities. =\$7,000.00

PD stipends for teachers beyond PD requirements- 6 hours for 50 teachers @ \$20.00 per hour =\$6,000.00

Substitutes for content area PD= \$87/day @40 days=\$3,480.00

Curriculum resources and continuous Assessment \$135,520- Various items will be purchased in order to guide the intervention process for our students. Compass Learning (Odyssey) is based on individual students' strengths and needs and personalizes a learning path with rigorous and engaging curriculum. This will be used in classrooms as an intervention tool and for enrichment. Compass Learning will be used in our credit recovery program to assist our struggling students to obtain college and career readiness as well as graduating on time. The district will provide \$25,000 of Rural and Low funding towards the purchase of Compass Learning. The district will provide the annual funding in order to keep Compass Learning updated to curricular needs. Cambridge, Coach, and ABC intervention and EOC supplemental resources will be purchased and used to enhance student learning. Once purchased teachers will use annual instructional funds to replace lost materials.

These items are described in the budgetary items below:

Initial Compass Learning Purchase= \$125,000

Supplemental Resources=\$6,000

Cambridge Resources=\$4,000

Workkeys Resources=\$520

Parent Involvement \$7,000- In order to have a successful transformation at PCCHS all stakeholders need to participate. Various opportunities will be initiated in order to have our parents more active in PCCHS. The following budgetary items reflect some of these activities.

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Transition Activities=\$3,000
College and Career Fair=\$2,000
Open House Activities=\$2,000

Mentoring/Tutoring program \$34,432.66- Funds from the SIG will be used to develop and implement a Mentoring/Tutoring program to help alleviate the achievement gap in reading and math. These funds will help alleviate the barriers that students in our area face due to not having transportation home for activities that are available after school. These funds will be used to help remove this barrier. The mentoring and tutoring program will be continued after exhaustion of SIG funds by using funding available for One to One Initiative which is used to enhance technology usage by PCCHS students. The Compass Learning program will be loaded onto student tablets for on-line learning at PCCHS. Gear Up funds will be used if available for this purpose.

Budgetary Items:

Staff Cost for program- 8 staff member/day x 1.25 hours per day x \$25 an hour x 60 sessions = \$15,000 plus benefits

Transportation Cost for Program- Drivers- 6 bus drivers/day x 2 hours per day x \$14 x 60 sessions per year=\$10,080 plus benefits

Mileage - \$1.50 per mile X 40 miles a day x 60 sessions per year = \$3,600

Materials for tutoring= \$2,500

Staff Incentives \$6,500.-The staff at Perry County Central High school serves as an important component of the turnaround process. In order to be successful in this endeavor it is imperative that we provide incentives for those that help improve student achievement and remove the barriers that are affecting our transformation.

Budgetary items:

PLC Lead Stipends=\$4,000
Teacher/Mentor Stipend for staff who reach goals to raise student achievement=\$2,500

Year Two 2015-2016 – Budget Narrative

Expenditures of the SIG grant will be reviewed for effectiveness. Sustainability for improvement efforts will be addressed through the support of multiple state, federal and local funds. The Transformation Model is the process our district had chosen for Perry Central High School. Year one of the budgets will be used as described in the table that follows for specific cost.

Technology- \$23,000. The school will use SIG funds to purchase calculators and Smart Boards for classrooms. Smart Technology will be placed in remaining science classrooms. The district will provide maintenance of the Smart Technology.

Budgetary items:

Smart technology for 5 classrooms at \$4,000= **\$20,000.00**
Graphing Calculators- Classroom Set of 30 = **\$3,000.00**

Professional Development \$26,480- Training of staff in job-embedded professional development is vital to the success of meeting goals set by our plan for student achievement in math and reading. Dr. Pam Petty of WKU will provide for all staff a summer academy and various trainings on reading strategies across the curriculum. Various state and national conferences in content area need to be attended by staff. Other topics such as literacy strategies, formative assessments, differentiating instruction, systems, and various other professional development trainings will be provided in the three year budget of our SIG funds. The goal is that when SIG funds have been exhausted, teacher leaders will have the capacity to provide job embedded professional development for new teachers based on knowledge received during grant cycle.

Budgetary Items:

Dr. Pam Petty Literacy Training and Support across Content= **\$10,000**

Supplemental books, Materials, study guides for job embedded professional development materials to be used in Professional Learning Communities and PD activities. =**\$3,000.00**

PD stipends for teachers beyond PD requirements- 6 hours for 50 teachers @ \$20.00 per hour =**\$6,000.00**

Substitutes for content area PD= \$87/day @40 days=**\$3,480.00**

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Curriculum resources and continuous Assessment \$12,520- Various items will be purchased in order to guide the intervention process for our students. Compass Learning (Odyssey) is based on individual students' strengths and needs and personalizes a learning path with rigorous and engaging curriculum. This will be used in classrooms as an intervention tool and for enrichment. Compass Learning will be used in our credit recovery program to assist our struggling students to obtain college and career readiness as well as graduating on time. The district will provide \$25,000 of Rural and Low funding towards the purchase of Compass Learning. The district will provide the annual funding in order to keep Compass Learning updated to curricular needs. Cambridge, History Alive, and other supplemental resources will be purchased and used to enhance student learning. Once purchased teachers will use annual instructional funds to replace lost materials.

These items are described in the budgetary items below:

**Supplemental Resources=\$6,000
Cambridge Resources=\$4,000
History Alive=\$2,000
Workkeys Resources=\$520**

Parent Involvement \$5,000- In order to have a successful transformation at PCCHS all stakeholders need to participate. Various opportunities will be initiated in order to have our parents more active in PCCHS. After the SIG funds have been exhausted FRYSC funds as well as parent involvement funds will be used to sustain these activities.

The following budgetary items reflect some of these activities.

**Transition Activities=\$1,000
College and Career Fair=\$2,000
Open House Activities=\$1,000**

Mentoring/Tutoring program \$34,432.66- Funds from the SIG will be used to develop and implement a Mentoring/Tutoring program to help alleviate the achievement gap in reading and math. These funds will help alleviate the barriers that students in our area face due to not having transportation home for activities that are available after school. These funds will be used to help remove this barrier. The mentoring and tutoring program will be continued after exhaustion of SIG funds by using funding available for One to One Initiative which is used to enhance technology usage by PCCHS students. The Compass Learning program will be loaded onto student tablets for on-line learning at PCCHS. Gear Up funds will be used if available for this purpose.

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Budgetary Items:

Staff Cost for program- 8 staff member/day x 1.25 hours per day x \$25 an hour x 60 sessions = \$15,000

Transportation Cost for Program- Drivers- 6 bus drivers/day x 2 hours per day x \$14 x 60 sessions per year=\$10,080

Mileage - \$1.50 per mile X 40 miles a day x 60 sessions per year = \$3,600

Materials for tutoring= \$2,500

Staff Incentives \$6,500.-The staff at Perry County Central High school serves as an important component of the turnaround process. In order to be successful in this endeavor it is imperative that we provide incentives for those that help improve student achievement and remove the barriers that are affecting our transformation.

Budgetary items:

PLC Lead Stipends=\$4,000

Teacher/Mentor Stipend for staff who reach goals to raise student achievement=\$2,500

Year Three 2016-2017 – Budget Narrative

Expenditures of the SIG grant will be reviewed for effectiveness. Sustainability for improvement efforts will be addressed through the support of multiple state, federal and local funds. The Transformation Model is the process our district had chosen for Perry Central High School. Year one of the budgets will be used as described in the table that follows for specific cost.

Technology- \$15,000. The school will use SIG funds to purchase calculators and Smart Boards for classrooms. Smart Technology will be placed in all math classrooms and EOC classrooms for Biology, US History and English 2. The district will provide maintenance of the Smart Technology.

Budgetary items:

Smart technology for 3 classrooms at \$4,000= \$12,000.00

Graphing Calculators- Classroom Set of 30 = \$3,000.00

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Professional Development \$26,480 Training of staff in job-embedded professional development is vital to the success of meeting goals set by our plan for student achievement in math and reading. Dr. Pam Petty of WKU will provide for all staff a summer academy and various trainings on reading strategies across the curriculum. Various state and national conferences in content area need to be attended by staff. Other topics such as literacy strategies, formative assessments, differentiating instruction, systems, and various other professional development trainings will be provided in the three year budget of our SIG funds. The goal is that when SIG funds have been exhausted, teacher leaders will have the capacity to provide job embedded professional development for new teachers based on knowledge received during grant cycle.

Budgetary Items:

Dr. Pam Petty Literacy Training and Support Across Content= \$10,000

Supplemental books, Materials, study guides such as Kagan Math Strategies, formative assessment trainings and Tomlinson differentiation Materials to be used in Professional Learning Communities and PD activities. =\$7,000.00

PD stipends for teachers beyond PD requirements- 6 hours for 50 teachers @ \$20.00 per hour =\$6,000.00

Substitutes for content area PD= \$87/day @40 days=\$3,480.00

Curriculum resources and continuous Assessment \$8,817- Various items will be purchased in order to guide the intervention process for our students. Compass Learning (Odyssey) is based on individual students' strengths and needs and personalizes a learning path with rigorous and engaging curriculum. This will be used in classrooms as an intervention tool and for enrichment. Compass Learning will be used in our credit recovery program to assist our struggling students to obtain college and career readiness as well as graduating on time. The district will provide \$25,000 of Rural and Low funding towards the purchase of Compass Learning. The district will provide the annual funding in order to keep Compass Learning updated to curricular needs. Cambridge, Coach, and ABC intervention and EOC supplemental resources will be purchased and used to enhance student learning. Once purchased teachers will use annual instructional funds to replace lost materials.

These items are described in the budgetary items below:

Supplemental Resources=\$6,000

Cambridge Resources=\$2,297

Workkeys Resources=\$520

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Parent Involvement \$5,000- In order to have a successful transformation at PCCHS all stakeholders need to participate. Various opportunities will be initiated in order to have our parents more active in PCCHS. The following budgetary items reflect some of these activities.

**Transition Activities=\$2,000
College and Career Fair=\$2,000
Open House Activities=\$1,000**

Mentoring/Tutoring program \$34,432.67- Funds from the SIG will be used to develop and implement a Mentoring/Tutoring program to help alleviate the achievement gap in reading and math. These funds will help alleviate the barriers that students in our area face due to not having transportation home for activities that are available after school. These funds will be used to help remove this barrier. The mentoring and tutoring program will be continued after exhaustion of SIG funds by using funding available for One to One Initiative which is used to enhance technology usage by PCCHS students. The Compass Learning program will be loaded onto student tablets for on-line learning at PCCHS. Gear Up funds will be used if available for this purpose.

Budgetary Items:

Staff Cost for program- 8 staff member/day x 1.25 hours per day x \$25 an hour x 60 sessions = \$15,000

Transportation Cost for Program- Drivers- 6 bus drivers/day x 2 hours per day x \$14 x 60 sessions per year=\$10,080

Mileage - \$1.50 per mile X 40 miles a day x 60 sessions per year = \$3,600

Staff Incentives \$6500.-The staff at Perry County Central High school serves as an important component of the turnaround process. In order to be successful in this endeavor it is imperative that we provide incentives for those that help improve student achievement and remove the barriers that are affecting our transformation.

Budgetary items:

**PLC Lead Stipends=\$4,000
Teacher/Mentor Stipend for staff who reach goals to raise student achievement=\$2,500**

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family

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Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

The school aligned the following state and federal funds to create a successful transformation model:

- The district currently allocates 24% of district **professional development funds** (\$3,656.00) to PCCHS.
- Another funding source that the district allocates to PCCHS is **Title II**. Currently one teacher at PCC is paid an additional stipend through teacher retention funds. This teacher serves as a mentor to new teachers and assists curriculum development and instructional strategies in order to improve math performance.
- **The District Rural and Low budget** is utilized to offset the cost to run the credit recovery program at PCCHS. Funds are used to purchase Plato software and license. 25,000 will be used to update Compass Learning.
- **Title 1 parent involvement funds** are allocated from the District office. The use of these funds allows PCCHS to involve parents and inform them of the educational process at PCCHS.
- **Family Youth Service** Center budget is currently allocating \$91,876. These funds are used to remove barriers faced by PCCHS students that enable the learning process to take place.
- **ESS funds** are currently used to operate our credit recovery funds through a daytime waiver.
- The district will pay for KYCID training which promotes the implementation of the Positive Behavior Support System at PCCHS. The school uses PD funds to train staff on PBIS.
- The district will use **parent involvement funds** to provide PCCHS with School Messenger, a calling program to increase the school's ability to communicate with students and parents.

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Year 1 Budget

School Perry County Central High **District** Perry County

MUNIS Code	Description of Activity	Amount Requested
110	Certified	\$15,000.00
111		
112		
113	Stipends	\$12,500.00
120	Subs	\$3,480.00
130	Classified	\$10,080.00
140		
160		
213		
214		
219		
221	FICA	\$625.00
222	Medicare	\$363.66
231	KTRS	\$450.00
232	CERS	\$1814.00
233		
240		
251		
253		
260		
291		
293		
294		

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MUNIS Code	Description of Activity	Amount Requested
295		
296		
297		
299		
322	Education Consultant	\$10,000
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582		
584		

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MUNIS Code	Description of Activity	Amount Requested
585		
586		
589		
616		
626		
627		
629		
641		
642		
643	Supplemental Books and Materials	\$27,020.00
645		
646	Tests	\$125,000.00
647		
649		
650		
734	Technology	\$31,000.00
735		
738		
810		
892		
894		
895	Other student travel	\$3,600.00

Total Amount Requested	\$ 240,932.66
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Year 2 Budget

School	Perry County Central High School	District	Perry County
MUNIS Code	Description of Activity		
			Amount Requested
110	Certified		\$15,000.00
111	Extended Days		
112			
113	Stipends		\$12,500.00
120	Subs		\$3,480.00
130	Classified		\$10,080.00
140			
160			
213			
214			
219			
221	FICA		\$625.00
222	Medicare		\$363.66
231	KTRS		\$450.00
232	CERS		\$1,814.00
233			
240			
251			
253			
260			
291			
293			
294			

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MUNIS Code	Description of Activity	Amount Requested
295		
296		
297		
299		
322	Educational Consultant	\$10,000
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582		
584		

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MUNIS Code	Description of Activity	Amount Requested
585		
586		
589		
616		
626		
627		
629		
641		
642		
643	Supplemental Books and Materials	\$27,020.00
645		
646		
647		
649		
650		
734	Technology	\$23,000
735		
738		
810		
892		
894		
895	Other student Travel	\$3,600.00

Total Amount Requested	\$ 107,932.66
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Year 3 Budget

School	Perry County Central High School	District	Perry County
MUNIS Code	Description of Activity		
			Amount Requested
110	Certified		\$15,000.00
111			
112			
113	Stipends		\$12,500.00
120	Subs		\$3,480.00
130	Classified		\$10,080.00
140			
160			
213			
214			
219			
221	FICA		\$625.00
222	Medicare		\$363.66
231	KTRS		\$450.00
232	CERS		\$1,814.00
233			
240			
251			
253			
260			
291			
293			
294			

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MUNIS Code	Description of Activity	Amount Requested
295		
296		
297		
299		
322	Educational Consultant	\$10,000.00
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582		
584		

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MUNIS Code	Description of Activity	Amount Requested
585		
586		
589		
616		
626		
627		
629		
641		
642		
643	Supplemental Books and Materials	\$23,317.02
645		
646		
647		
649		
650		
734	Technology	\$15,000
735		
738		
810		
892		
894		
895	Other Student Travel	\$3,600.00

Total Amount Requested	\$ 96,229.68
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----- End of School Application -----