

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

(Section 1003g)

Cover Page

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

District Pulaski County School District	DISTRICT Mailing Address
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Position Director of Next-Generation Programs	Street Address 2 _____
Email Mardi.Montgomery@pulaski.kyschools.us	City Somerset ZIP 42502
Submission Date (office use only)	Phone 606-679-1123
	CONTACT Mailing Address (if different)
	Street Address 1 _____
	Street Address 2 _____
	City _____ ZIP _____
	Phone _____

District Name		NCES ID#	Total Awarded
Pulaski County School District		2104950	\$
	School Name	NCES ID#	Intervention
1	Pulaski County High School	01233	Transformation Model
2			Transformation Model
3			Transformation Model
4			Transformation Model
5			Transformation Model
6			Transformation Model

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District Verification

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

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

The district must assure that it will—

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

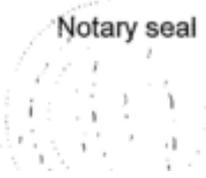
Steve Bullock
Superintendent Signature

3-10-14
Date

Elizabeth C. Cox
Notary Public

1-11-16
My commission expires

Notary seal



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District Actions

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

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

The Pulaski County School District – including the school board, the superintendent, key staff and influential stakeholders in the community – possesses the capacity to articulate a vision of success and implement a system of practices to fully and effectively execute the transformation model at Pulaski County High School (PCHS). Pulaski County High School, a component of the “system as a whole” of the Pulaski County School System, will prepare more students for challenging high school work and graduate more students college and/or career ready. The authenticity of this commitment is affirmed through the district’s on-going enrichments to the Comprehensive District Improvement Plan (CDIP) that manifests the vision, and establishes the conditions necessary for the Pulaski County High School leadership, faculty and staff to create a thriving learning environment for all students. These conditions include aligning all policies and resources to the CDIP; in other words, sustaining a robust collaborative and supportive working relationship with Pulaski County High School; expecting and supporting the principal to continue as the school’s instructional leader; and, communicating the vision and strategic plan to the public in a highly visible way that provides the context for Pulaski County High School to make decisions supported by parents and the larger community.

At this time, PCHS is reflective of the fact that in order to continue the gains made in the last two and half years there is an explicit need for systemic capacity-building for additional targeted intervention systems. As turnaround research demonstrates, there is often a “plateau-effect” for schools making significant gains in a short time period, similar to PCHS. Researchers, like Richard Elmore, illustrate this plateau-effect through a deficiency in resources, failure to implement systems of continuous improvement, or a failure to integrate systems to meet students’ unique needs. PCHS is arguably a textbook example of a school that with additional support, like SIG funding, will be able to enhance and refine the systems built over the last two and a half years, whereupon these initial intervention systems have produced the dramatic initial results in the transformation effort.

A refrain throughout this grant’s narrative is PCHS’ efforts during Principal Mike Murphy’s short tenure to build systems of effective interventions. In March 2012, Mr. Murphy, upon reviewing the KDE Audit Report and other academic data, quickly identified the critical need for a systems of interventions. Repurposing human capital and budgets, Principal Murphy and the Leadership Team consisting of an Education Recovery Leader, two Educational Recovery Specialists, two Assistant Principals, three

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Counselors, and one Curriculum Specialist, immediately embarked on an aggressive execution of math (*ALEKS*) and reading (*Reading Plus*) interventions. During this first year, Mr. Murphy, school leadership, staff and district leadership, in collaboration with KDE assigned leadership, enabled initial implementation of impressive introductory systems changes for improved academic success resulting in recognition by the Kentucky Department of Education as a Distinguished High School and A Kentucky Hub School. This year, due to state-level budget cuts, Pulaski County High School was assigned only one Educational Recovery Specialist and an Educational Recovery Leader and no increases in district-level staffing.

Pulaski County School District serves over 8,400 students, 68% of which qualify for free and/or reduced lunch rates. According to the most recent Kentucky Center for Education & Workforce Statistics over 23% of the County population lives in poverty, well-above 14.6% for the overall state of Kentucky. Over 21% of the County population possess less than a high school diploma and only 17.9% have some college. As a result, it is vital to break the poverty cycle – we must provide our students with rigorous, engaging, and relevant educational opportunities; hence, ultimate improved college and career readiness pathways that lead to improved economic development. Our future depends on sustained and increased student achievement gains.

We have worked to vertically decrease the number of current and incoming students requiring individual interventions. Currently, PCHS has 730 student - 67% of student population requiring math interventions and 600 students – 52% of students enrolled requiring reading interventions. In order to increase student achievement, we must expand and improve targeted interventions according to the Kentucky Department of Education accountability metric – the Annual Measurable Objective (AMO). Specifically, within the AMO, PCHS must further develop supports for non-benchmark students in the categories of Growth (improved scores on the *Educational Planning and Assessment System*), Achievement (End of Course Exams) and Gap closure (End of Course Exams).

The School Improvement Grant funds will significantly further the ability of Pulaski County Schools to support PCHS in intervention enhancement and refinement to create a “whole-child” intervention network for specific students needing to increase their Growth, Achievement, and/or GAP performance. As a result, School Improvement Grant funding will provide funding for the critical Academic Intervention Specialist positions, additional technology and licenses for access to blended reading and math intervention programs, as well as additional professional development and curricular materials for intervention capacity building.

The Academic Intervention Specialists (3) will unify the data-driven support systems with specific goals for unique students, thus, in collaboration with the Pulaski County Intervention Systems guidelines will create the “whole-child” intervention model accelerating Gap Closure and academic achievement. Responsibilities may include, but not be limited to, the following: 1) Collaboration with the District 180 Educational Recovery Team and school leadership. 2) Vertical alignment of non-benchmarked

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individual student supports between PCHS and its feeder middle school. These may include, but not be limited to, the following: individual academic goal setting, individual academic mentoring, individual social/emotional coaching and individual student progress monitoring. 3) Create and facilitate a system of communication among and between individual students' support stakeholders, e.g., parent/guardians, Family Resource Youth Service Center, counselors, teachers, feeder middle school successful transition, GEAR-UP initiatives, attendance personnel and PBIS/RTI Committees.

These vital positions will effectively support PCHS during the SIG process. After the first year of grant funding, the Pulaski County School District will continue to fund these positions for the sustainability of the improvement process with the goal of phasing out position(s) as capacity-building among faculty is achieved; consequently, decreased necessity for student interventions and overall student body increased achievement.

Our district is committed to providing the necessary resources aiding highly qualified instructors to support on-going student achievement and the ability to sustain and increase proven successes with blended research-based learning interventions, (*ALEKS, Reading Plus and Lexia*). These technology resources within the computer based programs/interventions will enable "present-level" monitoring of student improvement and enhance the school's capacity to make data-based decisions related to student performance. This will allow PCHS to respond to the individual needs of students more quickly and in a way specifically targeted to their needs

In addition to the District 180 Educational Recovery Team providing embedded professional development and support to leadership and principals, there it is need to create a system to build instructional capacity. PCHS must continue to provide faculty and staff rigorous, targeted professional learning opportunities parallel to Kentucky's Professional Growth and Effectiveness System's guidelines for principals and teachers through researched-based, targeted, data-driven growth goals. All Professional Learning opportunities closely adhere to the *Learning Forward* standards recently adopted by Kentucky Department of Education (KDE), which enable educators to increase their effectiveness and student learning. The PL opportunities selected for leadership and teachers will assist the school in meeting the Unbridled Learning proficiency and achievement gap goals aligned to the Comprehensive School Improvement Plan (CSIP) and district's plan. SIG funding will provide the essential training enabling a foundation for a sustained system of capacity-building; hence, increase student achievement.

The district and school-level Leadership Team humbly submits this School Improvement Grant with the full appreciation that Pulaski County School System and Pulaski County High School has leveraged all available capacity in the initial two year roll-out of a system of interventions. The SIG funding is vital to enabling a complete plan for a sustained system of continuous academic and economic development improvement for Pulaski County.

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

Not Applicable

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).

At the district level, funds will be reserved for one (1) Curriculum/Academic Intervention Specialist and at the school level will provide funding for two (2) Curriculum/Academic Intervention Specialists who will unify the data-driven support systems with specific goals for unique students, thus, in collaboration with the Pulaski County Intervention Systems guidelines will create the "whole-child" intervention model accelerating Gap Closure and academic achievement. Responsibilities may include, but not be limited to, the following: 1) Collaboration with the District 180 Educational Recovery Team and school leadership. 2) Vertical alignment of non-benchmarked individual student supports between PCHS and its feeder middle school. These may include, but not be limited to, the following: individual academic goal setting, individual academic mentoring, individual social/emotional coaching and individual student progress monitoring. 3) Create and facilitate a system of communication among and between individual students' support stakeholders, e.g., parent/guardians, Family Resource Youth Service Center, counselors, teachers, feeder middle school successful transition, GEAR-UP initiatives, attendance personnel and PBIS/RTI Committees. These vital positions will effectively support PCHS during the SIG process. After the first year of grant funding, the Pulaski County School District will continue to fund these positions for the sustainability of the improvement process with the goal of phasing out position(s) as capacity-building among faculty is achieved; consequently, decreased student interventions and overall student body increased achievement.

It is necessary to sustain and increase student achievement gains, as we work to vertically decrease the number of currently and incoming students requiring individual interventions. At this time, PCHS has 730 students - 67% requiring math

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interventions and 600 students – 52% requiring reading interventions. In order to increase student achievement, we must expand and improve targeted interventions according to the Kentucky Department of Education accountability metric – the Annual Measurable Objective (AMO). Specifically, within the AMO, PCHS must further develop supports for non-benchmark students in the categories of Growth (improved scores on the *Educational Planning and Assessment System*), Achievement (End of Course Exams) and Gap closure (End of Course Exams).

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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 following is an inventory of state and federal funding that is utilized to improve student achievement: SEEK Funding: Classroom Instruction; KETS: Technology; GEAR-UP: PIMSER Math Professional Development and student/family support; Professional Development: Advanced Placement, Math and Language Arts professional development; Family Resource Youth Service Center: Coordinator; Carl Perkins: Career and Technical Education for college/career pathways - Title 1 provides funding for one full-time Curriculum Specialists providing academic mentoring, coaching and instructional leadership support for the entire school; Extended School Services: Tutoring; SIG – math and language arts interventions.

This SIG Grant funding will unify many of the services provided through these aforementioned state and federal funds. Specifically, the three Academic Intervention Specialist (AIS) will expand the services of GEAR-UP mentoring support for 9th and 10th graders by providing more targeting progress monitoring and support for those students in intervention math and English courses; and, expand the grade level reach beyond GEAR-UP to better support 11th and 12th graders. Similarly, AIS will work collaboratively with the Curriculum Specialist to better progress monitor meta data to better identify and support those students needing additional intervention. After two years of experimentation with a formalized relationship between a Mentor and Mentee, the Leadership Team recognizes a deficiency in capacity to sustain a relationship with one or more students to increase academic achievement at scale. Thus, the three AIS will be dedicated full-time to not only mentor academically, progress monitor, and coach

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socially/emotionally, but also improve the network of support for individual students to better leverage existing services available through state and federal funding.

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

District staff dedicated to provide support and use of external resources include: the Superintendent; Assistant Superintendent of Student Services; Assistant Superintendent of Personnel and Facilities (PGES Coordinator); District-level Curriculum and Instruction Team (Elementary Supervisor, Middle/High Supervisor; GEAR-UP Coordinator; Gifted Education Coordinator; Director of Next-Generation Programs - Migrant/ESL/Advanced Placement/Engineering; Director of Special Education; Director of Technology; District-level School Psychologist; District Assessment Coordinator); Director of Finance; Director of Transportation; District Food Services Coordinator; District-level Truancy Case Manager (1/2 time); District-level Berea GEAR-UP Appalachia Parent Engagement Specialist; District-level Truancy Officer/Court Liaison. The following solely dedicated to PCHS by district: Three (3) PCHS Guidance Staff; PCHS Curriculum Specialist; PCHS Family Resource Youth Service Center (FRYSC) Coordinator; PCHS FRYSC Outreach Worker; PCHS Nurse; PCHS School Resource Officer; Berea GEAR-UP Appalachia Lync Crew Facilitator (1 period a day); GEAR-UP TRIO Educational Talen Search Coordinator; GEAR-UP Appalachia Academic Specialist; over 200 students attending the Pulaski County Area Technology Center and Jr. ROTC instructors. A commitment by the Pulaski County Board of Education human capital resources with sustainable co-teaching staff and aides which include, but may not be limited to, regular classroom instructors, special education instructors, aides, AmeriCorps Volunteers, a math coach and technical intense support for all technology, as well as district-level facilitates support.

Additional funding includes: GEAR-UP Appalachia; Perkins Funding; HUB School Funding; School Improvement Grant Funding. Additional funds include, but are not limited to the following funding sources, dependent upon allocations and/or annual awards: Professional Development Funding; AdvanceKY Partnership Funding; Clorox Grant Award (local); Migrant Award, ESL Award; KDE Engineering Grant Award; Extended School Services Award; Family Resource Youth Service Center Award; Lake Cumberland District Health Department and district-level general dollar funds.

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

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activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

As discussed in multiple answers in this grant narrative, since March 2011, Superintendent Steve Butcher, district leadership and Principal Mike Murphy, as well as, school-level leadership and all family and community resources have leveraged all available capacity in the initial two year roll-out of a system of interventions. The SIG funding is vital to enabling a complete plan for a sustained system of continuous academic and economic development improvement for Pulaski County. Pulaski County School District serves over 8,400 students, 68% of which qualify for free and/or reduced lunch rates. According to the most recent Kentucky Center for Education & Workforce Statistics over 23% of the County population lives in poverty, well-above 14.6% for the overall state of Kentucky. Over 21% of the County population possess less than a high school diploma and only 17.9% have some college. As a result, it is vital to break the poverty cycle – we must provide our students with **rigorous, engaging, and relevant** educational opportunities; hence, ultimate improved college and career readiness pathways that lead to improved **economic development**. Our future depends on **sustained and increased** student achievement gains

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Year 1 Budget

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

District Pulaski County School
 District _____

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113		
120		
130	Academic Intervention Specialist (1) Highly Qualified and Certified: Hire begin date of July 2014. The estimated salary was derived from the district's salary schedule based on Rank 1 to 3.	33,000.00
140		
160		
213		
214		
219	Group Health Insurance	3,652.00
221		
222	Employer Medicare Contribution	422.00
231	Kentucky Teacher Retirement	4,030.00
232		
233		
240		
251	Unemployment Insurance	3.60
253		
260	Workman's Compensation	175.40

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MUNIS Code	Description of Activity	Amount Requested
291		
293		
294		
295		
296		
297		
299		
322		
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		

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MUNIS Code	Description of Activity	Amount Requested
581		
582		
584		
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647		
649		
650		
734		
735		
738		
810		
892		
894		

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MUNIS Code	Description of Activity	Amount Requested

Total Amount Requested	\$ 41,283.00
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Year 2 Budget

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

District Pulaski County School District

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		

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MUNIS Code	Description of Activity	Amount Requested
253		
260		
291		
293		
294		
295		
296		
297		
299		
322		
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		

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MUNIS Code	Description of Activity	Amount Requested
553		
580		
581		
582		
584		
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647		
649		
650		
734		
735		
738		
810		
892		
894		

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MUNIS Code	Description of Activity	Amount Requested

Total Amount Requested	\$
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Year 3 Budget

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

District Pulaski County School
 District _____

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113		
120		
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		

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MUNIS Code	Description of Activity	Amount Requested
240		
251		
253		
260		
291		
293		
294		
295		
296		
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322		
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338		
432		
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531		
541		

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MUNIS Code	Description of Activity	Amount Requested
542		
552		
553		
580		
581		
582		
584		
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810		

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MUNIS Code	Description of Activity	Amount Requested
892		
894		

Total Amount Requested

District Pulaski County **School** Pulaski County High School

School Application

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

Commitment To Serve

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

Overall, Pulaski County High School’s (PCHS) Reading GAP achievement benchmark was not met in school year 2012—2013, and thus the growth needed to meet benchmark for school year 2013—2014 is 15.9%. Breaking-down the GAP groups, PCHS has fewer than ten African-American and Hispanic students. Thus, according to guidelines, PCHS does not have a statistical representational portion of students qualifying for KDE’s definition of GAP among minority students. With regards to free and reduced lunch, 68% of PCHS students qualify. There are 89, or 8%, of students with an Individualized Educational Plan. The following responses in this subsection, ‘Commitment to Serve,’ will demonstrate PCHS’ overwhelming commitment to serve all our students, and in particular our students within the GAP not meeting benchmark on progress monitoring assessments.

Statewide assessment - please see below for PCHS’ status with regarding PLAN:

PLAN September 2013 data indicates:

- 78% of students met benchmark in English, which is above the national average of 64%
- 34% of students met benchmark in math, which is just below the national average of 36%

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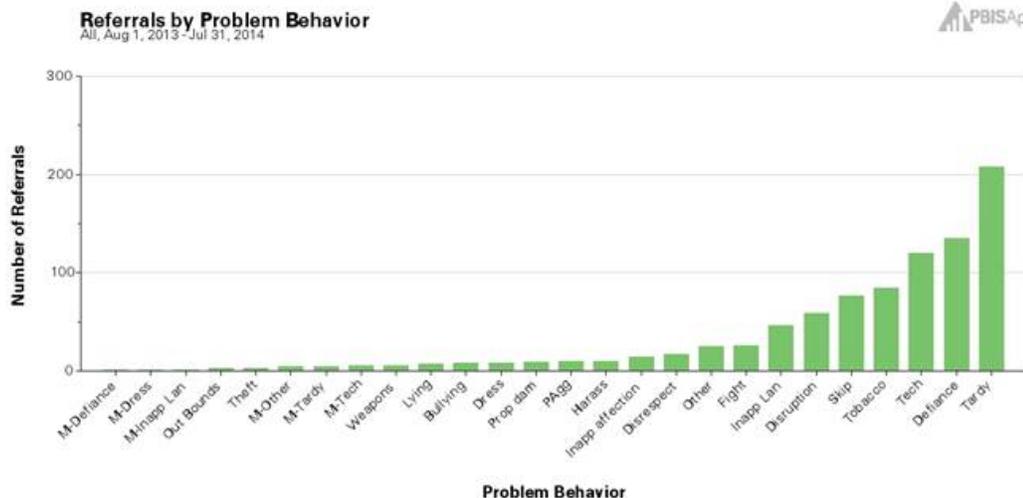
- 44% of students met benchmark in reading, which is above the national average of 40%
- 40% of students met benchmark in science, which is above the national average of 28%

As is evident from this PLAN data, PCHS is in need of additional supports – financial and otherwise – to continue to improve students’ performance, particularly in math and reading.

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

The following metrics represent the major non-cognitive data for Pulaski County High School (PCHS):

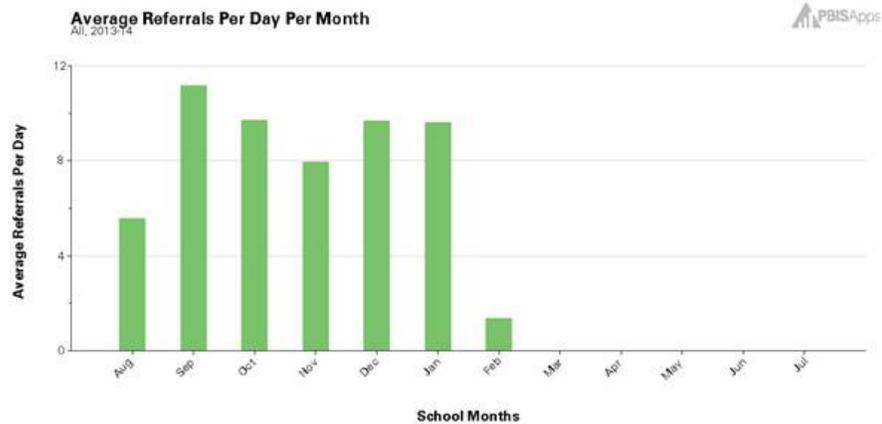
- Cohort Graduation Rate is 92.8%
- The current dropout rate is 1.29%.
- Student attendance 95.08%, near established goal of 95%
- Teacher attendance 94.00%, near established goals of 95%
- Behavior
 - The greatest numbers of referrals are due students being tardy to school. The second largest number of referrals are due to insubordination, and the third largest number of referrals are due to tobacco.



- The following charts highlights the number of referrals by day, per month:

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- 24% of students with an IEP have had at least one disciplinary referral.
- 15% of students without an IEP have had at least one disciplinary referral.

The aforementioned non-cognitive data supports the image of the school as a stable and safe community; instructors and students are present for work and learning. There is a strong commitment to see students through to graduation. Furthermore, PCHS has implemented the Positive Behavior Intervention System (PBIS), which has led to increased collaboration on school-wide policies and to overall reduction in the number of referrals. PCHS is an environment that is worth investing additional funds in - the community is primed after three years of dramatic transformation to continue to accelerate student learning, because the systems and culture are in positioned for an on-going successful learning environment.

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.

According to Pulaski County High School's (PCHS) Report Card for school year 2013, there were substantial gains in mathematics and science. In math there was an eight point increase among non-duplicates. Among special education students there was an almost eight point gain in mathematics achievement.

Despite the decline in academic performance of students with an IEP, the context for students with IEPs at PCHS can overall be characterized as improving from a policy stand-point: PCHS has dramatically reduced the number of resource classrooms. In math, as well as English, there has been a dramatic increase in the number of co-teaching classes to continue to improve the performance of the special education sub-

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group: in school year 2012—2013, there were thirty-one co-teaching classrooms, whereas this academic year there are fifty-seven.

This reflects national expectations, and what is right for all students in terms of equity to least restrictive environments; for example, Individual with Disabilities Act. Therefore, PCHS fully appreciates that we must improve by 25% in English for those students with IEPs if it is to meet the delivery expectation set by Kentucky Department of Education. As a result, co-teaching is becoming the norm within the English and Math departments, and will expand school-wide should resources afford. The Curriculum Specialists, and two math teachers, have received training per Kentucky's Co-Teaching for Gap Closure initiative. At present, the designated model classroom is sharing-out in the math Professional Learning Community (PLC) to improve other co-teachers practice and effectiveness, and an observation cycle is being set-up for English co-teachers to learn from the model classroom.

This academic year, a support system has been put in place to better address students with Individualized Education Plans (IEP), and otherwise, who are at-risk of failing. This grant application will provide sustainability to this nascent effort. Once this intervention system is functioning properly, PCHS will scaffold up additional support and interventions to move this sub-group's achievement.

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

Per the Priority Status designation of Pulaski County High School (PCHS) in school year 2011—12, the last Diagnostic Review was completed and has since guided PCHS' transformation efforts. Data indicates the need to focus our Response to Intervention work on:

- Increasing the percent of students who are successful in meeting benchmark through Tier I interventions (differentiation, curriculum alignment, assessment practices and data driven instruction).
- The need for Tier 2 interventions are clearly defined based on the Educational Planning and Assessment System (EPAS) and Measures of Academic Progress (MAP) data to better address those students who are in need of strategic and intensive support.
- The need for Tier 3 interventions to provide increased inclusion opportunities for special education students, as well as a behavioral intervention through Positive Behavior Intervention System (PBIS), or some other comprehensive system.

Literacy: Last academic year on PCHS' School Report Card, there was an almost eight point decline in the non-duplicate group for reading performance. Therefore, the administrative team, working with the English department, has embarked on a robust roll-out of the *Reading Plus* with six sections dedicated throughout the schedule to the

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intervention, serving over two-hundred and fifty students. To service students reading on an elementary grade level, PCHS has purchased licenses and technology to provide the *Lexia* intervention to fifty students. Significantly, to increase multi-year gains, the school system has facilitated vertical alignment of literacy and math interventions; thus, students from Northern Middle School feeding into PCHS arguably will obtain exponential growth based on PCHS' preliminary performance.

To date, the progress monitoring with *Reading Plus* demonstrates improvement in some students' overall academic success, particularly as they increase their ability to read more words per minute. Significantly, one of our literacy intervention teachers demonstrated an average of five and a half percent increase between the fall and winter *MAP* tests for students participating on *Reading Plus*. Comparatively, PCHS' *MAP* data this academic year, comparing fall to winter, was a decline by four percent for 9th graders, and remained static at forty percent for sophomores. Juniors had a five point increase. This data reinforces the need for additional support for interventions, both in alignment and supports between our feeder school, Northern Middle School, as well as more individualized support for students in intervention courses at PCHS.

Mathematics: Last academic year, according to the School Report Card, PCHS' math performance increased by one percent to 37.9%. Similar to literacy, the Leadership Team working with the math department, continued the second year rollout of the ALEKS intervention. This academic year, over five-hundred students are receiving the ALEKS intervention. Using *MAP* as a benchmark, isolating ninth graders there was a one percent decrease between fall and winter testing cycle. Conversely, there was a one point increase among sophomores. Juniors, achieved an eight point increase.

As is evident, PCHS understands the importance of intervention programs, and has already identified interventions programs for literacy (*Reading Plus*) and math (ALEKS). There are currently ten computers labs in operation to support the massive effort of providing these necessary interventions. This SIG Grant will help to both expand and sustain this important commitment to our students.

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

There is a correlation between Pulaski County High School's (PCHS) reading performance according to the School Report Card for school year 2013, and the first Measures of Academic Progress (*MAP*) cycle results in reading this academic year. Again, in school year 2012—2013, 48.5% of GAP students at PCHS met benchmark in reading. Similarly, isolating for ninth graders this academic year, 47.5% met benchmark in the first of the three testing cycles. *MAP* reading scores for sophomores were 60% not meeting benchmark, and 74% of Juniors not meeting. Obviously, reading is a core capacity for student success across the board, and PCHS in the last year has taken dramatic efforts to isolate this issue and improve students' success.

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Namely through 127 students in the first Trimester receiving reading intervention through *Reading Plus* - identified and placed in the course if they did not meet EPAS benchmarks. Significantly for this grant application, we're only serving 12% of the student body in reading interventions, and as highlighted the need is dramatically greater at each grade level. Similarly for math, whereby 37.6% of GAP students met were 'proficient' according to our School Report Card in school year 2012—13; while we had to accelerate students through the ALEKS intervention program this academic year – from 509 (47% student body) students in the Fall, to 397 (37% student body) during the Winter – in order to make available more computers for reading intervention. This grant will afford licensure and equipment to in-board more computer labs so additional students may be integrated into the intervention.

Transformation Model Required Activities

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

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

The policies and practices of the administration – both centrally and within Pulaski County High School (PCHS) – support the schools vision, mission, and necessary operation of the school. In March 2011, the Kentucky Department of Education (KDE) labeled PCHS a Persistently Low Achieving School. Immediately, Superintendent Steve Butcher called upon Mr. Mike Murphy to take the helm at PCHS as Principal to build on his success at Pulaski Elementary, and to reestablish a tradition of excellence. Once this key human capital decision was made with regards to the executive leadership in PCHS, Superintendent Butcher met with the faculty of PCHS and set a tone for a new chapter in the school's history. From there, Superintendent Butcher, and the new Advisory Council – structured according to KDE's Priority School Status – allowed the necessary autonomy for Principal Mike Murphy to make the difficult and necessary human capital and budgetary decisions for improved performance.

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.

When Principal Murphy came on-board in school year 2011—2012, he first reviewed the language defining the intent of the organization. Then decided, in collaboration with the School Turnaround Team, Superintendent Steve Butcher, Educational Recovery Staff, and Advisory Council to not change it but rather live up to it. Pulaski County High School (PCHS) believes through its' vision that it is building a tradition of excellence one student at a time. Under Principal Mike Murphy – due in large part to the flexibility he's

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had with regard to human capital, scheduling and resource allocation, PCHS in two academic cycles has gone from ranking 216th in the Kentucky, to 17th. Importantly, there is an increasing sense of pride from all stakeholders on the quality of educational services – the tradition of excellence – provided at Pulaski County High School. As mentioned above in review of EPAS and Measures of Academic Progress (MAP) data related to literacy and math, there is tremendous need for additional resources to support the gains necessary in reading and math; where PCHS has the growth needed among the five accountability categories of KDE’s AMO.

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.

Supervision and evaluation processes are regularly implemented through the current KDE evaluation system, while transitioning to the new Professional Growth and Effectiveness System(PGES). This academic year, eight teachers have piloted PGES. PGES is reliable and informative because of its’ multiple measures - administrative observation, peer observation, self-reflection, student voice and student growth.

Similar to PGES, administrators are under the evaluation system of Principal Professional Growth and Effectiveness System (PPGES). The administrative team has been certified in the Danielson Framework. At its’ core, the administrators, through PPGES and PGES, are focused on student achievement, e.g., a primary criteria in the observation rubric asks the administrator to focus on students, not teachers. Similarly, the evaluation models encourage increased student collaboration and ownership of their learning. Moreover, the ultimate outcome is improved post-secondary readiness, along with more students graduating in four years.

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.

Pulaski County School District and Pulaski County High School currently recognize teachers and support staff at the district level with our countywide PRISM award - However, Pulaski County High School will form a Teacher/Staff Recognition Committee comprised of the following: district administrator, school level administrator, teacher(s), support staff, parent(s), and student(s). The charge of this committee will be to refine and develop an identification process to reward school leaders, teachers and support staff who have increased student achievement and high school graduation rates. The identification process will include, but not be limited to, the following: Quarterly Reports

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and both academic and non-cognitive data, e.g., attendance, etc. There will be some a small allocation of SIG funding set aside to use for Teacher/Staff Recognition. Practices already in place include, but may not be limited to, the following: Host a "Thank You Breakfast" during Teacher Appreciation Week, or during another time of the year when they least expect and most need it; take a teacher's duty as a reward for a special contribution; at each faculty meeting, hold a lottery drawing for a "free" one-hour break during which time you will cover a teacher's class. The break can be redeemed at any time, but it needs to be arranged at least a week in advance; give gift certificates to teachers who have perfect attendance each quarter. You might offer choices such as a certificate for a manicure, a CD, a movie, or a dinner; each month, hold a party to recognize staff members who will celebrate birthdays that month; establish a bulletin board on which to spotlight a different teacher(s) each month.; make staff members feel special and professional by purchasing business cards for them and enlist the support of art and technology teachers to use school computers to design and print cards.; take a teacher out to lunch to recognize a special day -- for example, a special honor or award; give teachers extra release time to observe another teacher in your school or a nearby school; arrange coverage of the teacher's class to enable the release time. This is a win-win for everybody; teachers really appreciate being treated as professionals *and* they pick up new ideas and skills; provide dinner between school and an evening PTA meeting; recognize a teacher who has gone above and beyond by putting in his or her mailbox a voucher for a free cup of coffee at local spot.

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

As discussed in the second response above, the new KDE PGES evaluation system – one which includes multiple measures to put student achievement at the core of the criteria – and Pulaski County High School's (PCHS) administrative team is piloting the system this academic year. The administrators and participating teachers have been impressed with the quality of language in the evaluation and observation rubrics, appreciating their focus on students' learning, not necessarily just teachers' actions.

PCHS' Priority School status has mandated the replacement of the Principal and the dissolution of the Site-based Decision Making Council (SBDC). The Superintendent, in effect, took the authority of the SBDC, while the Principal shares-out and solicits some input from a newly formed Advisory Council. Under this construct, Superintendent Steve Butcher has given Principal Mike Murphy the latitude to remove faculty and staff that demonstrated an unwillingness to buy into the transformation vision. The transitioning out of several personnel has improved the climate, culture and performance of PCHS, so much so that the school has gone from ranking in the bottom five percent of the state to the top three percent in less than three years. The sense of urgency, unquestioned authority to facilitate a vision of college and career readiness for

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all students, as well as a renewed sense of purpose and pride have once again made PCHS a wonderful place to teach and learn.

Going forward, the new TPES and PPGES evaluation systems will be the gauge and mechanism for ensuring continuous improvement, and corrective action if necessary.

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

The governing body participates in annual, systemic, formal professional development – six hours for new members, and three for returning – whereby the members engage in continued growth in fiscal management, decision-making, evaluation and conflict-resolution.

Pulaski County High School (PCHS) hosted two days of professional development (PD) during this past summer (an annual tradition) whereby teachers were trained in CIITS, interdepartmental literacy standards and strategies, and loading their units of study to CIITS. The PD was attended by all but two teachers, with every content area participating.

Most significant, through the Professional Learning Community (PLC), PCHS facilitates job-embedded PD. Teachers, particularly those in the core subjects, are to identify those students meeting benchmark, or not, on unit summative assessments. Then, identify specific re-teaching, and/or scaffolding, strategies to reach students on performance spectrum; defined as 100 to 80%; 79 to 60%; 59 to 0%. Teachers are increasingly beginning to engage students on their performance data, informing them of their standing and engaging them on future goals. The communication of student performance data is best represented in math and English, which are both department-wide implementing student data notebooks. Similarly, the model classroom per the Co-Teaching for Gap Closure, will model their student data notebooks through the PLC to other departments to expand the adoption. Finally, as Principal Murphy points-out, the PLC allows us to look no more than twenty feet from the problem to find the answer: the space and time of the PLC affords a professional venue of collaboration and enhancement so that methods, strategies and challenges may be shared, discussed and revised.

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.

According to the per pupil funding set by federal and state law, Pulaski County High School's (PCHS) Assistant Superintendent organizes bi-annual roundtable discussions with each school's administration to determine human capital needs. Surrounding these

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discussions are clear policies – per federal, state and local jurisdictions – that are followed to ensure adequate and proper hiring of qualified staff.

Additional professional development is available to first year teachers to the Pulaski School System through the Teacher Effectiveness and Mentoring (TEAM) process, which is intended to build a sense of success in teachers so that highly-effective teachers return year after year. TEAM meets monthly, and does an excellent job of orienting teachers to the system's policies and expectations – “this is the Pulaski County way.” Additionally, the primary and secondary Directors of Curriculum demonstrate the ‘how to’ of the multitude of resources that the school system has thoughtfully committed itself to making available; these include Smartboard, GradeCam, CIITS, as well as grade/subject specific interventions.

For those teachers that are looking for leadership opportunities, Principal Mike Murphy is dedicated to selecting the best person in place for department chair, whether they've been teaching for four years or twenty. Additionally, the school-system and Principal Mike Murphy are supportive of alternative scheduling so the teacher(s) may have additional time to complete a school-wide deliverable. For example, our English Department Chair has an additional planning period each day so that she may shepherd much of the Program Review for Literacy.

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

Currently, our district services over 8,400 students with over 68% free and/or reduced lunch rates, well-above the 56.6% percentage for Kentucky. Our county has historically been under-educated. Our literacy rate is just 13.4% and only 8% of our adults hold a bachelor's degree. Over twenty-one percent of our residents have less than a high school diploma or equivalent, reflecting only 6% with a graduate or professional degree. Of Pulaski County's total population of over 63,593, 23.3% live in poverty and our unemployment rate is higher than the state average. The Professional Learning Community is creating a culture at Pulaski County High School (PCHS) whereby it may be characterized by a sense of collaboration. This is particularly true when focusing on interventions. Revealed in the Professional Learning Community (PLC) is what the intervention teachers are accomplishing as it relates to the school's vision of 100% being college and career ready. From our Plus Deltas on January 29th, one teacher remarked after one our *Reading Plus* teachers led the discussion on her PDSA, "Robin's knowledge of *Reading Plus* helps me helps my students." While another remarked, "sharing continues to enhance what I do with my students."

The National Science Foundation funded research from the mid-1980s to early 1990s has informed the design of Assessment and Learning in Knowledge Spaces (ALEKS).¹

¹ ALEKS. McGraw Hill Education. http://www.aleks.com/about_aleks/research_behind February 27, 2014.

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ALEKS is based on the Knowledge Space Theory. This theory is predicated on the research in mathematical cognitive science of Professor Jean-Claude Falmagne at New York University, and Professor Jean-Paul Doignon at the University of Brussels. Out of this research, Falmagne then went on to develop ALEKS using the Knowledge Space Theory, and is now one of the most commonly used and successful intervention programs for mathematics on the market.

Our primary reading intervention programs are *Reading Plus* and *Lexia*, which like *ALEKS* has substantive research supporting its' design and application. *Lexia* and *Reading Plus* emphasize and meet all the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read. In addition, a sixth strand targeting "Structural Word Analysis" helps form the bridge from decoding skills to advanced vocabulary and comprehension. *Lexia*, targeted for a great majority of our Tier III students, and *Reading Plus* spanning Tiers II and III, provide explicit, systematic, personalized learning in each area of reading instruction, and deliver norm-referenced performance data and analysis without interrupting the flow of instruction. One of the primary test studies legitimizing *Reading Plus* was Dade County Public Schools, where an independent analysis studied third through tenth graders verified positive growth through the intervention program; PCHS is experiencing similar results.

Lexia, *Reading Plus* and *ALEKS* are designed specifically to meet the Common Core and our rigorous Kentucky state standards, these research-proven, blended learning approaches accelerate math and reading skill development, predict students' year-end performance and provide our teachers data-driven action plans to help differentiate instruction for on-going improvements. *Lexia* and *Reading Plus* follow recommendations by the National Reading Panel, Reading First, and leading experts. All programs' design are teacher led with blended short-term, one-on-one, or small group intervention sessions.

District data analysis clearly indicates a critical need to accelerate math and reading achievement for Students with Disabilities to enable an improved instructional delivery and greater success for vertical transitions from elementary through postsecondary. The selection of *ALEKS*, *Lexia* and *Reading Plus* supports our core instruction and improved delivery of services for all students e.g., regular classroom students, students with Individual Education Plans, free and/or reduced lunch students, and English Language Learners.

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

In the beginning of the transformation effort, two and a half years ago, the Quarterly Report was a primary driver to achieve the process of continuous improvement. Principal Mike Murphy, as well as the three Educational Recovery staff, often remark on how the Quarterly Report focused their decision-making to the absolute priorities

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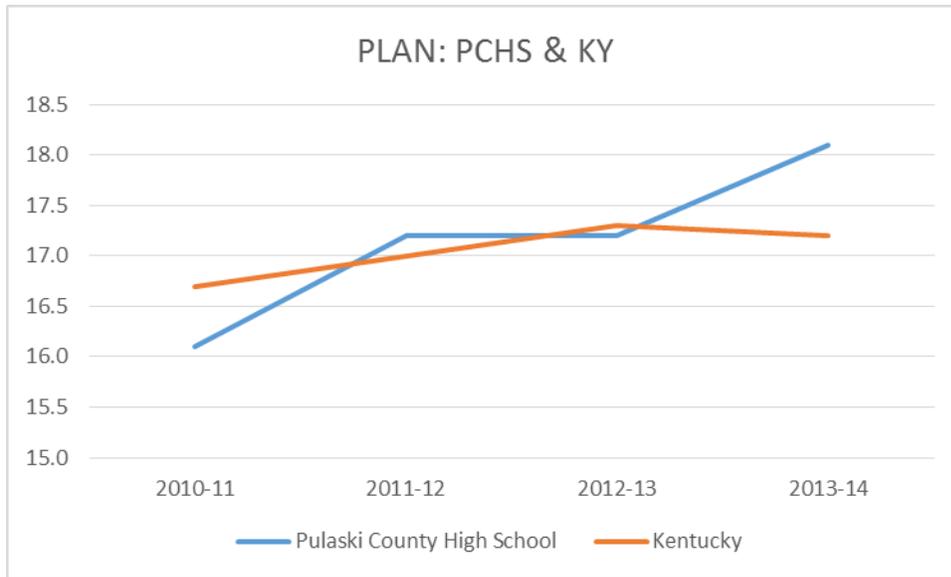
because the data analysis required in the plan became a self-evident road map. Out of this planning came a comprehensive vision for tiered interventions, which included a Professional Learning Community (PLC) for Tier One, purchasing of technology and programs (*Reading Plus*, *Lexia* and ALEKS) for Tier II.

Through the PLCs and the Plan, Do, Study Act (PDSA) systems, teachers must reflect in cooperation with their colleagues through a deep reflection on their students' data. In addition to reflection on criterion-referenced unit assessments, the PLC also serves as the venue to analyze and apply lessons learned from norm-referenced assessments. Most recently, we've taken a deep-dive into Measures of Academic Progress (*MAP*) analysis, and training on instructional planning using the DesCartes. By analyzing both norm and criterion-referenced assessments within the PLC a continuous cycle of improvement occurs whereby teachers and administrators are able identify trends and obtain a more complete picture of the quality of instruction and programs that support student learning – out of this conversation, teachers are able to compare and contrast methods and strategies, relative to one another's data, and improve their teaching.

The outline above indicates how the PLC is Tier I of Pulaski County High School's (PCHS) response to interventions system. The results have been dramatic; for example, the percent of students with one failure has gone from 45% two and a half years ago to where it now hovers between 15—20%. Teachers have remarked in the PLC how more students have a better sense of direction, and positive response to what is going on in the classroom; more students feel as though they can succeed as more teachers analyze data and differentiate instruction.

The *Educational Planning and Assessment System* (EPAS; i.e. Explore, Plan and ACT) data, as well as *MAP*, is the reference point for our Tier II intervention system, whereby students not meeting benchmark are scheduled into a math or reading intervention class. As previously discussed, two-thirds of our students are in need of at least one of these interventions, and we're only able to service one third of the need given our current technology capacities. The additional SIG funding will further PCHS' recent successes: taken together – the rollout of Tier I and Tier II response to interventions system – the level of student performance and ability to facilitate more rigorous instruction is increasing throughout the school. One reliable data source to reinforce this is the increase in last two years on the PLAN scores by one to two points in all subject-areas (English, Math, Reading, Composite). The PLAN is a reliable, bias-free, assessment aligned to the ACT. The demonstrated growth in PLAN under Principal Murphy's tenure demonstrates (see chart below) that the transformation effort – including data-driven scheduling, math and literacy interventions, and now the PLCs, is working and thus is a sound investment for additional SIG funding.

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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).

One major innovation to the schedule was the course offering of intervention classes. It was a challenging roll-out in school year 2012—2013, because of the constraints in the schedule presented through the limited periods of the day, and staffing and technological limitations. However, the data revealed a tremendous gain in students’ performance that were in just a few months of an intervention class. Therefore, for school year 2013—2014, the schedule expanded from five to six class periods to afford the staffing necessary to offer a robust intervention program in reading, math and career readiness. Additionally, at the conclusion of school year 2012—2013, after completing the Individual Learning Plan (ILP) every student in the building met with an administrator or counselor for a one on one scheduling meeting to identify a four year course plan that ensures college and/or career readiness. Coinciding with this course planning was a refinement of career pathways available to students, and additional promotion of pre/Advance Placement courses. Moreover, the math department has a mandate from Principal Murphy to make available tutoring at least four days a week; other content areas, notably Science, does so similarly.

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.

Family and community supports are a key component for on-going student success at Pulaski County High School. A team of district and school staff developed the intervention model described in the School Improvement Grant for Pulaski County High

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School, including our Superintendent, Assistant Superintendents, principal, school leadership team, KDE Educational Recovery Leader, Educational Recovery Specialist, staff from district level curriculum, finance and human resources. The plan has been reviewed multiple times for content and budget checks. Additionally, data from AdvancED student surveys, AdvancED parent surveys, AdvancED staff surveys, AdvancED Stakeholder Feedback Report, District-level Community Engagement Focus Group data, GEAR-UP data, Educational Talent Search data, Career and Technical Advisory Team feedback, Family Resource Center (FRC) parent and community survey data and TELL Survey were analyzed to assist in identifying the school's priority needs to improve student achievement and promote student success.

The comprehensive reform initiative outlined in the School Improvement Grant will continue to be monitored on a quarterly basis each year. Student progress will be measured using the assessment system described above and through Progress Notes in ASSIST documenting the improvement strategies listed in the Pulaski County High School Comprehensive School Improvement Plan and goal, objective and/or activity progress.

Progress will be monitored by the School Improvement Team consisting of parents, teachers and administrators (school level, feeder middle school level and district level) and adjustments to the intervention strategies will be made based on the quarterly progress reports, as well as additional assessment data from MAP, Reading Plus, ALEKS and LEXIA. The quarterly progress reports will be shared with the school faculty, SBDM council, Superintendent, Assistant Superintendents, feeder middle school administration, district level curriculum team and student services staff.

Bi-annually, Pulaski County High School will host a Community Focus Engagement public forum public for all parents and other concerned community members to publicize progress and solicit input for changes to the plan. The Comprehensive School Improvement Plan Coordinator and Principal will work together to develop a plan, patterned after the district-level plan, to involve parents in restructuring activities and how to update parents on progress throughout the implementation. Strategies may include regular updates at the monthly SBDM meetings, updates posted quarterly to the school website, and monthly status checks provided to Family Youth Service Center Advisory Board.

Parents and community members will be recruited to serve on Community Engagement Focus Planning Committees along with teachers, staff, and administrators. These meetings and committees will be patterned after the district-level Community Engagement Focus Meetings with a broad range of parent, business and local government participation. Parent and community involvement on the School Improvement Planning Committee will ensure that parents and community have a voice in the components and specific strategies being implemented at Pulaski County High School. To reach parents not on the committee, the plan will also be presented at meetings held in conjunction with school events.

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At least biannually, the school website will feature information soliciting greater parent participation in the school planning and governance process. Additionally, annually, the school website will publish results from the AdvancED Stakeholder Feedback surveys and attempts to react to parent concerns will be addressed.

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

District staff dedicated to provide support and use of external resources include: the Superintendent; Assistant Superintendent of Student Services; Assistant Superintendent of Personnel and Facilities (PGES Coordinator); District-level Curriculum and Instruction Team (Elementary Supervisor, Middle/High Supervisor; GEAR-UP Coordinator; Gifted Education Coordinator; Director of Next-Generation Programs - Migrant/ESL/Advanced Placement/Engineering; Director of Special Education; Director of Technology; District-level School Psychologist; District Assessment Coordinator); Director of Finance; Director of Transportation; District Food Services Coordinator; District-level Truancy Case Manager (1/2 time); District-level Berea GEAR-UP Appalachia Parent Engagement Specialist; District-level Truancy Officer/Court Liaison. The following are solely dedicated to PCHS by district: Three (3) PCHS Guidance Staff; One PCHS Curriculum Specialist; PCHS Family Resource Youth Service Center (FRYSC) Coordinator; PCHS FRYSC Outreach Worker; GEAR-UP Educational Talent Search Coach; PCHS Nurse; PCHS School Resource Officer; Berea GEAR-UP Appalachia Lync Crew Facilitator (1 period a day); GEAR-UP Appalachia Academic Specialist; over 200 students attending the Pulaski County Area Technology Center and Jr. ROTC instructors. A commitment by the Pulaski County Board of Education human capital resources with sustainable co-teaching staff and aides which include, but may not be limited to, regular classroom instructors, special education instructors, aides, AmeriCorps Volunteers, a math coach and technical support for all technology, as well as district-level facilitates support.

Additional funding and resources includes: GEAR-UP Appalachia; Perkins Funding; HUB School Funding; School Improvement Grant Funding. Additional funds include, but are not limited to the following funding sources, dependent upon allocations and/or annual awards: Professional Development Funding; AdvanceKY Partnership Funding; Clorox Grant Award (local); Migrant Award, ESL Award; KDE Engineering Grant Award; Extended School Services Award; Family Resource Youth Service Center Award; Lake Cumberland District Health Department and district-level general dollar funds. Access to technology (hardware, software, and infrastructure Professional development opportunities for teachers in the use of the technology and on-going technical support to maintain the systems.

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

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Transformation Model - Permissible Activities

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

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

In March, 2011, the Kentucky Department of Education designated PCHS as a Persistently Low-Achieving School. PCHS' Priority School status has mandated the replacement of the Principal and the dissolution of the Site-based Decision Making Council (SBDC). The Superintendent, in effect, took the authority of the SBDC, while the Principal shares-out and solicits some input from a newly formed Advisory Council. Under this construct, Superintendent Steve Butcher has given Principal Mike Murphy the latitude to remove faculty and staff that demonstrated an unwillingness to buy into the transformation vision. The transitioning out of several personnel has improved the climate, culture and performance of PCHS, so much so that the school has gone from ranking in the bottom five percent of the state to the top three percent in less than three years. The sense of urgency, unquestioned authority to facilitate a vision of college and career readiness for all students, as well as a renewed sense of purpose and pride have once again made PCHS a wonderful place to teach and learn.

When Principal Murphy came on-board in school year 2011—2012, he first reviewed the language defining the intent of the organization. Then decided, in collaboration with the School Turnaround Team, Superintendent Steve Butcher, Educational Recovery Staff, and Advisory Council to not change it but rather live up to it. Pulaski County High School (PCHS) believes through its' vision that it is building a tradition of excellence one student at a time. Under Principal Mike Murphy – due in large part to the flexibility he's had with regard to human capital, scheduling and resource allocation, PCHS in two academic cycles has gone from ranking 216th in the Kentucky, to 17th. Importantly, there is an increasing sense of pride from all stakeholders on the quality of educational services – the tradition of excellence – provided at Pulaski County High School. As mentioned above in review of EPAS and Measures of Academic Progress (MAP) data related to literacy and math, there is tremendous need for additional resources to support the gains necessary in reading and math; where PCHS has the growth needed among the five accountability categories of KDE's AMO

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

Transfers of certified personnel shall be made by the Superintendent, who, at the first meeting following the transfer, shall notify the Board of same. Such notification shall be recorded in the Board minutes. No personnel action shall be effective prior to receipt of written notice of the action by the affected employee from the Superintendent. Prior to the transfer of a certified employee, the Principal of the school in which the certified employee is then placed will discuss with the employee the fact that a transfer

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is being considered. The decision to transfer a certified employee remains within the sole discretion of the Superintendent.

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

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

The comprehensive reform initiative outlined in the School Improvement Grant will continue to be monitored on a Quarterly basis each year. Student progress will be measured using the assessment system described above and through Progress Notes in ASSIST documenting the improvement strategies listed in the Pulaski County High School Comprehensive School Improvement Plan and goal, objective and/or activity progress.

Progress will be monitored by the School Improvement Team consisting of parents, teachers and administrators (school level, feeder middle school level and district level) and adjustments to the intervention strategies will be made based on the quarterly progress reports, as well as additional assessment data from MAP, Reading Plus, ALEKS and LEXIA. The quarterly progress reports will be shared with the school faculty, SBDM council, Superintendent, Assistant Superintendents, feeder middle school administration, district level curriculum team and student services staff.

Bi-annually, Pulaski County High School will host a Community Focus Engagement public forum public for all parents and other concerned community members to publicize progress and solicit input for changes to the plan. The Comprehensive School Improvement Plan Coordinator and Principal will work together to develop a plan, patterned after the district-level plan, to involve parents in restructuring activities and how to update parents on progress throughout the implementation. Strategies may include regular updates at the monthly SBDM meetings, updates posted quarterly to the school website, and monthly status checks provided to Family Youth Service Center Advisory Board.

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

All Professional Learning opportunities closely adhere to the *Learning Forward* standards recently adopted by Kentucky Department of Education (KDE), which enable educators to increase their effectiveness and student learning. The PL opportunities selected for teachers and leadership will assist the school in meeting the Unbridled Learning proficiency and achievement gap goals aligned to the Comprehensive School

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Improvement Plan (CSIP) and district's plan. Additional Professional Embedded Learning includes, but is not limited to, the following: Professional Learning based on teacher growth needs e.g., PD 360 professional learning opportunities (New Group for ESL instruction), PIMSER/Dr. Whitaker's writing training in English/Language Arts, Professional learning for new sped Ed teachers/new liaisons, ongoing support from Central Office, liaison; district special Ed liaison, ongoing support by providing resources in a variety of manners, etc. information warehouse, periodic sessions as needed via LYNC, in person, website learning

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.

- GEAR-UP *Educational Talent Search* (ETS): Targeted support services to limited-income and first-generation, college bound students to promote opportunities to seek higher education. Last year 172 students 9th -12th grades and all incoming freshmen receive ETS personalized summer orientation. First Generation College bound – 75% of this.
- Post-PCHS Tour: Northern Middle School counselors, teachers, administration and GEAR-UP staff meet with 8th graders in small groups and individually to analyze academic data, discuss career pathways, interests, high school course pre-requisites and course descriptions.
- Somerset Community College: Eighth grade students attend workshops/seminars with selections driving by his or her career interest from the Individual Learning Plans (ILPs).
- GEAR-UP: Academic Specialist school level goals: Objective 1.1 60% of students will exhibit academic improvement; Objective 1.2 33% annual increase in number of qualifying AP scores
- *Kentucky Operation Preparation* for feeder middle school students: with Individual Learning Plan career pathway workshops/seminars.
- Bridge to Success: College and career awareness seminars/workshops hosted at The Center for Rural Development for all 8th and 10th grade students. (Advanced Placement, KHEAA, International Baccalaureate Governor's Scholars, Rogers Scholars, Dual Credit and Career Technical/ Area Technology Center pathways)
- Pulaski Gifted and Talent/GEAR-UP Texas Instruments: Science, Technology, Engineering and Math Summer Camp for 8th and 9th grade students and in collaboration with Migrant and ESL districtwide initiative: Summer 2014
- Bridge to Success Parent Information Night (Gatton Academy, Honors Programs, Advanced Placement and Engineering Pathways)
- KHEAA Seminars for 6th through 12th grade Gifted Students – Your Map to College, Its Money Baby and Getting In
- Eighth grade students may complete Health class during their eighth grade summer – this allows students increased elective opportunities in career pathways during high school.

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- Dual high school credit for 8th grade students taking Algebra 1
- High school gifted students in collaboration with AHEC, tour SCC and participate in health science workshops and learn about careers and college programs such as nursing, physical therapy, radiology, surgical nurse and laboratory research.
- High school gifted students tour University of Kentucky and participate in labs at the UK School of Engineering. Students learn about specific engineering fields and program requirements.
- High school gifted students participate in a Biomedical day in collaboration with Lake Cumberland Regional Hospital. Students learn about various areas of working in the health care fields such as radiology and nuclear medicine; laboratory research on various systems of the body; emergency and critical care; cardiovascular and neuroscience; and pharmacy. Students participate in hands-on workshops.
- High school gifted students attend workshops at Alltech Research Laboratory World Headquarters. They learn about careers in health science, bio systems, engineering, and various research science taking place in animal science, genetics and medicine.
- High school gifted students attend East Kentucky Power Headquarters in Winchester, Kentucky. They learn about energy and how it is processed and generated. They talk to professionals in the energy field learn about the team approach of careers involved in the energy facilities which include chemical and mechanical engineers; human resource; marketing; biologist; computer science and informational technology; safety and environmental.
- Sixth Grade gifted students participate in Biomedical Exploration Day with Dr. Sandy Schuldheisz, pulmonologist, critical care and sleep disorder. Students learn about these medical careers, college requirements and participate in hands-on workshops. The workshops include diagnosing lung diseases such as COPD, cancer and Asthma, sleep disorders, and procedures taken to correct them.
- The top 5% of gifted seniors participate in a mentorship with professionals in the community. Students are matched with a professionals based on their career interests. Students spend one to three hours per week on site with the mentor learning about their occupation and the college involved to be that professional

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

- *Kentucky Operation Preparation* for feeder middle school students: with Individual Learning Plan career pathway workshops/seminars.
- *One-on-One at Northern Middle*: Team of (10-15) teacher and administrators from PCHS faculty/staff meet one-on-one with 8th grade students to discuss schedule interests, student data, college and/or career pathways and goals beyond high school.

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- GEAR-UP *Boomerang Freshman Orientation*: Link Crew: Personal invitations to all incoming freshmen – Four hour orientation with freshmen introductions to their respective Link Leader and completion of multiple team building activities. (Link Crew wear shirts the first days of school to help 9th graders navigate the building.)
- GEAR-UP *Educational Talent Search* (ETS): Targeted support services to limited-income and first-generation, college bound students to promote opportunities to seek higher education. Last year 172 students 9th -12th grades and all incoming freshmen receive ETS personalized summer orientation. First generation college bound – 75% of this.
- PCHS' Counselors meet and discuss transition with 8th grade teachers.
- Counselors meet with all 8th grade students in small groups and review scheduling process, diploma types, MAP, college and/or career pathways and college/career benchmark requirements.
- Somerset Community College: Eighth grade students attend workshops/seminars with selections driving by his or her career interest from the Individual Learning Plans (ILPs).
- Eighth grade students tour PCHS and Pulaski Area Technology Center: current PCHS/PATC students and instructors host informational workshops regarding multiple career tracks.
- Post-PCHS Tour: Northern Middle School counselors, teachers, administration and GEAR-UP staff meet with 8th graders in small groups and individually to analyze academic data, discuss career pathways, interests, high school course pre-requisites and course descriptions.
- PCHS Counselors/administrators present high school, college and career readiness workshops at feeder middle school's (Northern Middle School) parent night.
- PCHS incoming freshmen and parent night.
- Bridge to Success: College and career awareness seminars/workshops hosted at The Center for Rural Development for all 8th and 10th grade students. (Advanced Placement, KHEAA, International Baccalaureate Governor's Scholars, Rogers Scholars, Dual Credit and Career Technical/ Area Technology Center pathways)
- Pulaski Area Technology Center Summer Camp (Funding Permitting): Summer camp for 8th graders allowing them to explore individualized career pathway programs. Students spend a half day in each program and receive career information, as well as hands-on opportunities to create/produce something related to the specific career pathway industry.
- Pulaski Gifted and Talent/GEAR-UP Texas Instruments: Science, Technology, Engineering and Math Summer Camp for 8th and 9th grade students and in collaboration with Migrant and ESL districtwide initiative: Summer 2014
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- Gifted 7th grade students take Aviation workshops with SCC Aviation Department.
- Gifted 5th grade participate in STEM Symposium with electrical, civil and mechanical engineers at SCC. Students work in teams and read specifications to build roller coasters. They test their prototype and compete.

Describe strategies to increase graduation rates.

- Lake Cumberland District Health Department- Nursing services and CPR training; Pulaski County Sheriff's Department – School Resource Officers; Kentucky Center for School Safety- Best Practices
- *Truth and Consequences: The Choice is Yours* is a two-hour/four-track event. This educational enrichment event targets 10th grade students at both high schools each year impacting approximately 700 students. Our goal is to help educate our students to make safe and healthy choices as well as reducing substance abuse and law-related offences.
- Active member and participant of Pulaski Ky ASAP Board multi-sector board of services with focus on Underage Drinking and Substance Abuse Policies in Pulaski County. Services from Ky ASAP included, but are not limited to the following: Adanta Regional Prevention Center, Pulaski County Sheriff Dept., Somerset Police Department, Burnside Police Department, Somerset Housing Authority, Somerset Community College, City of Somerset, Somerset and Science Hill Independent Schools, UNITE, South KY RECC, University of Kentucky TAP, University of Kentucky County Extension Agency, ViaMedia, Kroger Pharmacy, COK Child and Family Services, Pulaski County Drug Court and Lake Cumberland District Health Department. This organization financially supports our districts Random Drug Testing Program, School Resource Officer Program, Too Good for Drug Curriculum, High School Social Norming Campaign and Youth Clubs. Funding is provided by the COK Office of Drug Control Policy, Tobacco Settlement Dollars. Our district has a Random Drug-Testing Policy for school athletes, extra-curricular participants, and voluntary participants. This program is mandatory for all athletes, academic team participants and drivers at the high school. It is also being offered to any student on a voluntary basis.
- Random Drug testing is a proactive approach that gives students an “out” to the peer pressure of drug use. Students can use the excuse that they are part of the random drug testing program and therefore, can say “no” to drugs. Testing is completely confidential. Pulaski County Schools partners with Pulaski County KY-ASAP to provide this program for students.
- GEAR-UP Appalachia - Boomerang with Link Crew. Link Crew is a year-long transition program with four components: High School Orientation- students are paired with a mentor (Link Leader). The High School Transition Program promotes school safety and anti-bullying. Link Crew provides a structure in which students make real connections with each other thus increasing school safety and reducing

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incidence of bullying with anti-bullying education. Through this program, PCHS freshmen learn that people at school care about them and their success and leaders experience increased self-esteem as well as overall character development. Link Crew is the high school transition program targeted to increase attendance, decrease discipline referrals and improve academic performance. Additionally, Link Crew encompasses academic follow-ups, social follow-ups and Link Leaders initiated contacts.

- GEAR-UP Appalachia - FAST- *Families and Schools Together* - Participating families and support staff meet once a week for eight weeks to take part in family building and communicating activities that strengthen bonds. The group collectively chooses the meals and activities for the sessions. PCHS held FAST sessions earlier this year.
- Kentucky Autism Training Center (University of Louisville) Partnership- job embedded training instruction and behavior modification for special needs instructors across all content areas
- God's Food Pantry; Project 58:10 (Weekend Backpack Program); AIM Pregnancy Center; Pulaski County Mental Health Center; Bethany House Abuse Center; Pulaski Emergency Relief Center; Phoenix Preferred Care; In-Trust; Somerset Mental Health; Lake Cumberland Hospice
- Department for Vocational Rehabilitation: Community Based Work Transition Program
- Protection and Permanency- child and adult abuse and neglect, foster care and adoptions
- Pulaski County Family Court Services; Pulaski County District Court Services; Pulaski County Juvenile Court Services; Pulaski County Circuit Court Services.
- Pulaski County Intervention System (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

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

- National School Lunch Program: Free breakfast, lunch and dinner for all students beginning this school year (2013/2014).
- Pulaski County Intervention System (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

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- Pulaski County High School Student Celebration Committee: The Celebration Committee is comprised of teachers, parent, administrators, and staff with a central focus to recognize and reward students for academic growth and accomplishments.
- MAP Benchmark Recognition: Students in grades 9,10 and 11 are rewarded twice yearly (winter and spring) if they show improvement in the Reading and/or Math scores from Fall to Winter, and from Winter to Spring.
- Attendance Recognition: Students who have good attendance, in combination with good grades and behavior, are eligible through the PBIS program to be rewarded with prizes.
- ACT Benchmark Recognition: Juniors who meet benchmark in all areas of the state administered ACT assessment are rewarded with an out-of-school field trip in the spring.
- ACT Preparation Incentive: Juniors who have logged 10 or more hours on the TCA prep website by the time the ACT is administered are eligible to take part in drawings for prizes.
- GEAR-UP Appalachia - Boomerang with Link Crew. Link Crew is a year-long transition program with four components: High School Orientation- students are paired with a mentor (Link Leader). The High School Transition Program promotes school safety and anti-bullying. Link Crew provides a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, PCHS freshmen learn that people at school care about them and their success and leaders experience increased self-esteem as well as overall character development. Link Crew is the high school transition program targeted to increase attendance, decrease discipline referrals and improve academic performance. Additionally, Link Crew encompasses academic follow-ups, social follow-ups and Link Leaders initiated contacts.
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- *Truth and Consequences: The Choice is Yours* -A two-hour/four-track event. This educational enrichment event targets 10th grade students each year. Our goal is to help educate our students to make safe and healthy choices as well as reducing substance abuse and law-related offences.
- Advanced Placement Rewards: The Pulaski County Board of Education awards all students with a qualifying 3, 4 or 5 on any content area Advanced Placement Exam \$100.00 per qualifying score.
- Kentucky Autism Training Center (University of Louisville) Partnership- job embedded training instruction and behavior modification for special needs instructors across all content areas.
- Co-Teaching for GAP Closure – Embedded professional development for regular classroom instructors and special education instructors with evidence-based instructional strategies focused on reading/language arts and math. Goals and outcome improve student engagement, close achievement gaps across all groups resulting in improved student behavior and student achievement.

Describe the strategies implemented to improve school climate and discipline.

- National School Lunch Program: Free breakfast, lunch and dinner for all students beginning this school year (2013/2014).
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Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

For the past eighteen years the Pulaski County School System has provided high quality, full-day kindergarten instruction districtwide. In addition, our leadership invests in a districtwide, robust early learning initiative with pre-school; hence, an improved transition to kindergarten enabling solid educational foundational skills. We believe our kindergarten initiative assists in closing the achievement gaps, increasing student achievement in math and reading, improved progress in social skills for disadvantaged and low-income students and increase long-term student achievement; hence, greater graduation success rate.

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

Pulaski County School District's follows the Kentucky Department of Education's state guidelines for per-pupil schools-based budget formula with 3 1/2 % SEEK based according to the respective school's ADA.

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

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As discussed in multiple answers in this grant narrative, since March 2011, Superintendent Steve Butcher, district leadership and Principal Mike Murphy, as well as, school-level leadership and all family and community resources have leveraged all available capacity in the initial two year roll-out of a system of interventions. The SIG funding is vital to enabling a complete plan for a sustained system of continuous academic and economic development improvement for Pulaski County. Pulaski County School District serves over 8,400 students, 68% of which qualify for free and/or reduced lunch rates. According to the most recent Kentucky Center for Education & Workforce Statistics over 23% of the County population lives in poverty, well-above 14.6% for the overall state of Kentucky. Over 21% of the County population possess less than a high school diploma and only 17.9% have some college. As a result, it is vital to break the poverty cycle – we must provide our students with **rigorous, engaging, and relevant** educational opportunities; hence, ultimate improved college and career readiness pathways that lead to improved **economic development**. Our future depends on **sustained and increased** student achievement gains

Actions

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

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

As mentioned throughout this grant process, a major initiative for school year 2013—2014 are Professional Learning Communities (PLC). Stakeholders from within PCHS, and Central Office, continually monitor and review data for improved teaching and learning. In the Pulaski County High School (PCHS) staff survey for AdvancEd Accreditation, 71% of respondents strongly agreed “our school has a systemic process for collecting, analyzing, and using data.” This response rate is largely attributable to the ‘big rock’ for school year 2013—2014, the roll-out of a PLC. The PLC is creating a culture-shift whereby there is a system for continuous classroom improvement through input from Central Office, the Leadership Team, and teachers to collectively problem-solve, share strategies, and improve morale. The PLC is a research-based (Dufour) system for continuous improvement through job-embedded professional development.

Another example of job-embedded professional development will occur during trimester three, whereby our English teachers will disseminate to classes throughout the building during their fifth period planning to co-teach literacy strategies, reading comprehension, and writing activities as we conduct our school-wide book read on *Seed Folks*. All of this came out of the work of the Literacy Committee, and the 5th period PLC, so as to improve instructional methods to continue to raise our literacy achievement.

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

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The need for math and reading interventions that service approximately a third of the student body presented scheduling challenges, both in having available teachers as well as space in a student's schedule for an intervention class. To meet the intervention needs, the Leadership Team expanded the number of periods in the day from five to six starting in school year 2013—2014. Additionally, class sizes – particularly in math – where increased in order to free-up additional sections for teachers to service intervention classes. Taken together, these changes have added value to Pulaski County High School's (PCHS) schedule, however as previously stated PCHS, despite these changes in personnel and use of time, is not able to meet the intervention needs in math and literacy.

PCHS GAP growth necessary for this academic year is an increase from 50.8% to 62.1%. Of the five accountability components, GAP is the area of greatest growth: isolating for students with an Individualized Education Plan PCHS is to improve 25.7% in reading, and 11.4% in math. To meet these achievement expectations, a 'big rock' decision PCHS made going into this academic year was to institute co-teaching in English and math classes at all grade levels. As a result, fifty-nine sections in PCHS trimester schedule have a co-teaching setting to better meet each students' needs.

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

Among the larger shift from adult-centered to student-centered learning environment, the Leadership Team at Pulaski County High School (PCHS) has constricted the allowance of teachers to purchase one-off materials. Rather, everyone must meet the Principal's expectation of research-based, peer-reviewed, products and materials to maximize PCHS' achievement gains. In a student-centered culture, decisions – including purchase and adjustments – are data-driven according to where our students' needs are currently and what expectations we must fulfill, according to KDE and our school's mission.

Examples of this cultural shift include the repurposing of proceeds from the School Store from club-based fundraising to purchase calculators. As a result, PCHS currently has 375 calculators, which has helped to facilitate an increase of students meeting ACT benchmark from 37.9% in 2011—2012, to 43.4% in 2012—2013; making PCHS' ACT math composite increase from 18.5% to 18.8%.

Another example, is Principal Mike Murphy's decision to provide each teacher \$150.00 each of SEEK funds. These SEEK funds have both empowered teachers to meet their individual classroom needs, and abated department-level politics on 'pet projects.' Perhaps most importantly, Principal Mike Murphy has prioritized the acquisition of technology to facilitate research-based blended intervention programs of *ALEKS*, *Reading Plus* and *Lexia*. Currently, there are ten computer labs at PCHS allowing for targeted, individualized instruction for students who have not met the Educational Planning and Assessment System (EPAS) benchmarks. Beyond the computers that

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were existing prior to school year 2010—2011, these computers have been sourced through local funds provided by the Pulaski County School System (30 computers), Carl Perkins Grant funds (30 computers), and School Improvement Grant funds (80 computers). Similar to the significant gains in math, as a result of improved instruction and intervention programs, PCHS' ACT gains were an improvement from 43.1% to 47.5%: the ACT composite for reading increased from 19.0% to 19.7%. As demonstrated, PCHS has made effective and efficient use of previous available resources, and previous SIG allocations. Therefore, reinforcing our request that additional SIG funding will only accelerate PCHS' recent success.

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

Currently, Pulaski County School District has a contract with the Kentucky School Boards Association to support an 18-month comprehensive review of all Pulaski County Board of Education (PCBE) policies. Such a review includes a review of the Pulaski County Board of Education policies related to the Kentucky Revised Statutes: KRS 160.345 (3) SBDM implementation, KRS 160.340 (3) (a) Annual Gap Report, KRS 160.340 (3) (b) Review of CSIP, KRS 160.345 (2) SBDM, KRS 160.345 (4) Additional authority. More specifically, the board policies: Implementation of School-Based Decision Making and Accountability will be reviewed to determine if changes are needed. Pulaski County School District annually reviews all SBDM Councils in the areas of policy development, record keeping, and compliance with KRS 160.345. This review informs the SBDM Council chairperson of potential improvements that need to be made to improve the efficiency of the Council. Included in the review is a letter to the Council chairperson that notifies them of any missing information or noncompliance issues, an efficiency scale with items specific to their Council highlighted, and a policy spreadsheet which includes all of the Council policies, their adoption dates, and suggested next steps. Based on the information in the review, the Council is awarded a Level of Efficiency (1=not in compliance; 2=working toward compliance, 3=in compliance; 4=exceeding compliance). This information is copied to the superintendent for follow-up and may be included in necessary evaluation documentation.

Strategies that are on-going for continuous strengthening of the council may include, but are not limited to:

- School will continue yearly updated training for SBDM Council members.
- School will continue bi-annual meetings with Pulaski County Councils of Councils: Review of all required policies as per direction from Kentucky Department of Education for Site Based Council policy compliance.

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- SBDM Council will review the SBDM Council efficiency report conducted by the District.
- School will review CSIP and recommend inclusion of action component designed to strengthen the functioning of the council and the SBDM process at the school.
- School will review recent district Accreditation Report and Priority School Site Visit Report. (To be conducted in April 2014.)
- School will review Academic Quarterly Reports for awareness of on-going student progress.
- School will review draft of policy to address Acceleration Strategies for students which will include, but not be limited to, Advanced Placement, PLTW and Dual Credit.
- School will review draft of Standards-Based Reporting for student grades and improved instruction.
- School will review updated sample Technology policy to ensure that it addresses how to monitor and evaluate the use of technology as an instructional tool.
- School will monitor the implementation of Homework policies, procedures, and practices to ensure that homework is equitable, developmentally appropriate, and a meaningful extension of classroom learning.
- School will review updated sample Student Assignment policy to address effective student teacher ratio necessary to meet the needs of students.
- School will review the updated Protection of Instructional Time policy to ensure that there are established procedures to eliminate unnecessary field trips, telephone calls, announcements, and other interruptions to fully protect instructional time.
- All reports will continue to be copied to the Superintendent for inclusion in all necessary Priority School monitoring and as data component for on-going district-level continuous improvement.

The school and district staff will work together to increase the communication between SBDM Councils and the Board of Education through regularly forwarding Council minutes and agendas to the appropriate administration and staff members.

PCHS Council meets monthly; Pulaski County School District Council of Council meeting dates meets bi-annually.

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

The need for math and reading interventions that service approximately a third of the student body presented scheduling challenges, both in having available teachers as well as space in a student's schedule for an intervention class. To meet the intervention needs, the Leadership Team expanded the number of periods in the day from five to six starting in school year 2013—2014. Additionally, class sizes – particularly in math – were increased in order to free-up additional sections for teachers to service intervention classes. Taken together, these changes have added value to Pulaski County High School's (PCHS) schedule, however as previously stated PCHS, despite

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

- South East South Central Educational Cooperative
- Lake Cumberland District Health Department- Nursing services and CPR training; Pulaski County Sheriff's Department – School Resource Officers; Kentucky Center for School Safety- Best Practices
- *Truth and Consequences: The Choice is Yours* is a two-hour/four-track event. This educational enrichment event targets 10th grade students at both high schools each year impacting approximately 700 students. Our goal is to help educate our students to make safe and healthy choices as well as reducing substance abuse and law-related offences.
- Active member and participant of Pulaski Ky ASAP Board multi-sector board of services with focus on Underage Drinking and Substance Abuse Policies in Pulaski County. Services from Ky ASAP included, but are not limited to the following: Adanta Regional Prevention Center, Pulaski County Sheriff Dept., Somerset Police Department, Burnside Police Department, Somerset Housing Authority, Somerset Community College, City of Somerset, Somerset and Science Hill Independent Schools, UNITE, South KY RECC, University of Kentucky TAP, University of Kentucky County Extension Agency, ViaMedia, Kroger Pharmacy, COK Child and Family Services, Pulaski County Drug Court and Lake Cumberland District Health Department. This organization financially supports our districts Random Drug Testing Program, School Resource Officer Program, Too Good for Drug Curriculum, High School Social Norming Campaign and Youth Clubs. Funding is provided by the COK Office of Drug Control Policy, Tobacco Settlement Dollars. Our district has a Random Drug-Testing Policy for school athletes, extra-curricular participants, and voluntary participants. This program is mandatory for all athletes, academic team participants and drivers at the high school. It is also being offered to any student on a voluntary basis.

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- Random Drug testing is a proactive approach that gives students an “out” to the peer pressure of drug use. Students can use the excuse that they are part of the random drug testing program and therefore, can say “no” to drugs. Testing is completely confidential. Pulaski County Schools partners with Pulaski County KY-ASAP to provide this program for students.
- GEAR-UP Appalachia - Boomerang with Link Crew. Link Crew is a year-long transition program with four components: High School Orientation- students are paired with a mentor (Link Leader). The High School Transition Program promotes school safety and anti-bullying. Link Crew provides a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, PCHS freshmen learn that people at school care about them and their success and leaders experience increased self-esteem as well as overall character development. Link Crew is the high school transition program targeted to increase attendance, decrease discipline referrals and improve academic performance. Additionally, Link Crew encompasses academic follow-ups, social follow-ups and Link Leaders initiated contacts.
- GEAR-UP Appalachia - FAST- *Families and Schools Together* - Participating families and support staff meet once a week for eight weeks to take part in family building and communicating activities that strengthen bonds. The group collectively chooses the meals and activities for the sessions. PCHS held FAST sessions earlier this year.
- Kentucky Autism Training Center (University of Louisville) Partnership- job embedded training instruction and behavior modification for special needs instructors across all content areas
- God’s Food Pantry; Project 58:10 (Weekend Backpack Program); AIM Pregnancy Center; Pulaski County Mental Health Center; Bethany House Abuse Center; Pulaski Emergency Relief Center; Phoenix Preferred Care; In-Trust; Somerset Mental Health; Lake Cumberland Hospice
- Department for Vocational Rehabilitation: Community Based Work Transition Program
- Protection and Permanency- child and adult abuse and neglect, foster care and adoptions
- Pulaski County Family Court Services; Pulaski County District Court Services; Pulaski County Juvenile Court Services; Pulaski County Circuit Court Services.
- Pulaski County Intervention System (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

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

Pulaski County School District has set-aside Title 1 funding to provide a full-time Curriculum Specialists at Pulaski County High School. In addition, when SIG funding is no longer available, Pulaski County School District will, if available, use general dollar funding to sustain student and teacher academic improvement systems.

PCHS will utilize a two-prong approach to monitor quarterly student data with regards to progress in math and literacy. Data reflecting student progress on *Measures of Academic Performance (MAP)* will be collected, analyzed and reported quarterly. *MAP* assessment data includes a projected proficiency component which allows the district to project results on the state End-of-Course assessments.

The Professional Learning Community will facilitate the second prong of PCHS' approach of progress monitoring of quarterly goals through common assessments in reading and math, which will be analyzed every three weeks by teachers utilizing a data analysis protocol of Plan, Do, Study and Act to provided immediate interventions and acceleration based on standard-based assessments.

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.

Procedures the school and district implement resulting in sustainable processes that positively affect student achievement may include, but not be limited to, the following: CSIP goals and objectives, systems with sustainable human capital and other resources as reviewed bi-annually, all state-level assessment data and Advanced Placement data, as well as, AdvancED and TELL survey data. Most importantly, fiscal management of all resources at the district level in compliance with state and federal regulations as reflected in the bi-annual Superintendent's evaluation.

Timeline

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

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

Action-Item	Completion Date	Person Responsible
Intervention Accounts purchased for LEXIA, Reading Plus, and ALEKS	July 2014	Principal Murphy & Curriculum Specialist

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Hire three Academic Intervention Specialist (AIS)	July 2014	Principal Murphy
Review Quarterly Report, SY2013 MAP scores, EPAS, and GAP students' data to identify the caseloads for the three AIS	August 2014	Leadership Team
Schedule students into Intervention courses for math and English	May 2014; revisions August 2014	Counselors
Create teacher, AIS, and student accounts in Reading Plus, ALEKS and Lexia		Curriculum Specialist
Create an Intervention Dashboard (Excel Sheet) that integrates Infinite Campus, CIITS, intervention programs) to progress monitor student performance	August 2014	Curriculum Specialist & AIS
AIS establish communication – letter, phone and/or meeting – with parent/guardian of each student on their case load	August 2014	AIS
AIS conduct initial Discussion Lead during math and English Professional Learning Community (PLC) to introduce themselves, their role, and norm communication expectations with teachers	August 2014	AIS, Curriculum Specialist
AIS meet with each of their students to begin relationship building	August/October 2014	AIS
AIS conduct Discussion Lead during PLC to highlight achievements, identify students of concern, further norm communication with teachers, and discuss curriculum/instruction success/challenges between the regular math/English class versus that of the Intervention	October/November 2014 (repeat bimonthly)	AIS, Curriculum Specialist
AIS meet with Celebration Committee to introduce	Oct 2014 (on-going as needed)	AIS, Celebration Committee

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themselves and their roles, and identify opportunities for celebration of student success		
AIS meet one-on-one, or schedule a conference, with student(s), parent/guardian(s), and/or teacher(s) as needed	October 2014 —May 2015	AIS
Revise student schedules as needed, based on performance in Trimester One intervention class, plus their MAP performance	Dec 2014	AIS, Counselors, Curriculum Specialist

Annual Goals

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

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

The following are Pulaski County High Schools’ S.M.A.R.T. Goals for literacy and math:

Reading Improvement Goals Recommended

2012-2013 Collaborate to increase the overall percentage of students scoring proficient or higher in reading from 57.5% to 69.8% by May 2014 as measured by KPREP English II End-of-Course.

2012-2013 Collaborate to increase the overall percentage of gap students scoring proficient or higher in reading from 57.5% to 69.8% by May 2014 as measured by KPREP English II End-of-Course.

Math Improvement Goals Recommended

2012-2013 Collaborate to increase the overall percentage of students scoring proficient or higher in math from 48.6% to 54.3% by May 2014 as measured by KPREP Algebra II End-of-Course.

2012-2013 Collaborate to increase the overall percentage of gap students scoring proficient or higher in math from 37.9% to 43.8% by May 2014 as measured by KPREP Algebra II End-of-Course.

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Pulaski County High School’s Annual & Quarterly Math, Literacy Goals

	2012-2013 KPREP	2013-2014				2014-2015				2015-2016			
		1 st Quarter	2 nd Quarter	3 rd Quarter	Annual	1 st Quarter	2 nd Quarter	3 rd Quarter	Annual	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Reading (9—11 grades)	57.5	60.5	63.5	66.5	69.8	70.8	71.8	72.8	73.5	74.5	75.5	76.5	77.3
Reading (Gap)	48.5	52.5	56.5	60.5	64.4	65.5	66.6	67.8	68.9	70	71.1	72.2	73.3
Math (9—11 grades)	48.6	50	51.4	52.8	54.3	55.7	57.1	58.5	60	61.4	62.8	64.2	65.7
Math (Gap)	37.9	39.4	40.9	42.3	43.8	45.6	47.4	49.2	50.8	52.6	54.3	56.1	57.8

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.

Please find Pulaski County High School’s (PCHS) quarterly goals in previous chart, “PCHS’ Annual & Quarterly Math, Literacy Goals.” PCHS will utilize a two-prong approach to monitor quarterly student data with regards to progress in math and literacy. Data reflecting student progress on *Measures of Academic Performance (MAP)* will be collected, analyzed and reported quarterly. *MAP* assessment data includes a projected proficiency component which allows the district to project results on the state End-of-Course assessments.

The Professional Learning Community will facilitate the second prong of PCHS’ approach of progress monitoring of quarterly goals through common assessments in reading and math, which will be analyzed every three weeks by teachers utilizing a data analysis protocol of Plan, Do, Study and Act to provided immediate interventions and acceleration based on standard-based assessments.

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.

After each quarterly analysis of goals, the district will review the CSIP goals, objectives, strategies and activities for progress. If this the school is not making progress,

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Superintendent Steve Butcher, Principal Mike Murphy and all district-level and school-level leadership teams will develop an updated CSIP Action Plan for both short-term and long-term goals for improvement. Additionally, all state, district and federal level resources will be utilized for input on the CSIP Action Plan improvement.

Consultation

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

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

In school year 2010—2011, Pulaski County High School (PCHS) was identified by KDE as a Priority School. As such, the Pulaski County School System began an intensive collaboration between KDE (including three Educational Recovery Specialists), the Superintendent, the newly established Advisory Council, as well as the newly hired principal. These aforementioned stakeholders reflected on the Leadership Assessment, which outlined such deficiencies as “the principal not holding himself and all staff members accountable.” Additional condemnation came through commentary like, “the principal does not monitor classroom instruction,” and “the principal does not ensure a focus on high expectations.” This constructive criticism provided in the Leadership Assessment’s concrete feedback for the newly assembled leadership team to get PCHS post-Priority, where such tools as the Quarterly Report began to establish a new data-driven process for improved leadership, instruction and culture.

This newly assembled team began to reposition and refocus PCHS with a renewed sense of purpose and urgency. As the data inputs were assembled for the Quarterly Report – followed later by the 30-60-90 Day Plan to operationalize change – many of the decisions became self-evident; for example, the need to tighten the course pathways for Career Readiness, the need for research-based proven intervention programs in reading and math, and the alignment of staffing so that students with an Individualized Education Plan (ILP) are increasingly in an inclusion setting receiving co-teaching instruction in English and math. These structural changes and proven interventions have shifted the mission and purpose of PCHS from one adult-centered to student-centered teaching and learning; as a result, the faculty and staff had a much needed sense of urgency to move student achievement.

A main initiative for school year 2013—2014 are Professional Learning Communities (PLC) as previously discussed, and this time and space has allowed these stakeholders – both from within PCHS, and Central Office – to continually monitor and review a process for continuous improvement: importantly, the PLC allows for a transparent and inclusive process of reflection and improvement for the Leadership Team and teachers

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to collectively problem-solve. In addition, the transformation process will continue to be shaped by these parties through a biannual presentation to the School Board, biannual Parent Teacher Conferences, an annual Open House, various Gear-Up activities that involve the larger community.

School Budget Narrative

Please Note: You may only type in the gray areas

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

Action-Item	Completion Date	Person Responsible
Intervention Accounts purchased for LEXIA, Reading Plus, and ALEKS	July 2014	Principal Murphy & Curriculum Specialist
Hire three Academic Intervention Specialist (AIS)	July 2014	Principal Murphy
Review Quarterly Report, SY2013 MAP scores, EPAS, and GAP students' data to identify the caseloads for the three AIS	August 2014	Leadership Team
Schedule students into Intervention courses for math and English	May 2014; revisions August 2014	Counselors
Create teacher, AIS, and student accounts in Reading Plus, ALEKS and Lexia		Curriculum Specialist
Create an Intervention Dashboard (Excel Sheet) that integrates Infinite Campus, CIITS, intervention programs) to progress monitor student performance	August 2014	Curriculum Specialist & AIS
AIS establish communication – letter, phone and/or meeting – with parent/guardian of each student on their case load	August 2014	AIS
AIS conduct initial Discussion Lead during math and English Professional Learning	August 2014	AIS, Curriculum Specialist

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Community (PLC) to introduce themselves, their role, and norm communication expectations with teachers		
AIS meet with each of their students to begin relationship building	August/October 2014	AIS
AIS conduct Discussion Lead during PLC to highlight achievements, identify students of concern, further norm communication with teachers, and discuss curriculum/instruction success/challenges between the regular math/English class versus that of the Intervention	October/November 2014 (repeat bimonthly)	AIS, Curriculum Specialist
AIS meet with Celebration Committee to introduce themselves and their roles, and identify opportunities for celebration of student success	Oct 2014 (on-going as needed)	AIS, Celebration Committee
AIS meet one-on-one, or schedule a conference, with student(s), parent/guardian(s), and/or teacher(s) as needed	October 2014 —May 2015	AIS
Revise student schedules as needed, based on performance in Trimester One intervention class, plus their MAP performance	Dec 2014	AIS, Counselors, Curriculum Specialist

The above timeline reflects the actions PCHS will take during the three-year period with the majority of the funding allocated to three Academic Intervention Specialist, as well as the critical need for additional technology and software for interventions. And as with all best practices, quality, researched based embedded professional learning correlating to PGES growth goals will be used.

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

The following is an inventory of state and federal funding that is utilized to improve student achievement: SEEK Funding: Classroom Instruction; KETS: Technology; GEAR-UP: PIMSER Math Professional Development and student/family support; Professional Development: Advanced Placement, Math and Language Arts professional

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development; Family Resource Youth Service Center: Coordinator; Carl Perkins: Career and Technical Education for college/career pathways - Title 1 provides funding for one full-time Curriculum Specialists providing academic mentoring, coaching and instructional leadership support for the entire school; Extended School Services: Tutoring; SIG – math and language arts interventions.

This SIG Grant funding will unify many of the services provided through these aforementioned state and federal funds. Specifically, the three Academic Intervention Specialist (AIS) will expand the services of GEAR-UP mentoring support for 9th and 10th graders by providing more targeting progress monitoring and support for those students in intervention math and English courses; and, expand the grade level reach beyond GEAR-UP to better support 11th and 12th graders. Similarly, AIS will work collaboratively with the Curriculum Specialist to better progress monitor meta data to better identify and support those students needing additional intervention. After two years of experimentation with a formalized relationship between a Mentor and Mentee, the Leadership Team recognizes a deficiency in capacity to sustain a relationship with one or more students to increase academic achievement at scale. Thus, the three AIS will be dedicated full-time to not only mentor academically, progress monitor, and coach socially/emotionally, but also improve the network of support for individual students to better leverage existing services available through state and federal funding

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Year 1 Budget

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

School Pulaski County High School **District** Pulaski County School District

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113		
120		
130	Academic Intervention Specialist (2) Highly Qualified and Certified: Hire begin date of July 2014. The estimated salary was derived from the district's salary schedule based on Rank 1 to 3.	98,500.00
140		
160		
213		
214		
219	Group Health Insurance	14,635.00
221		
222	Employer Medicare Contribution	1,421.00
231	Kentucky Teacher Retirement	16,550.00
232		
233		
240		

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MUNIS Code	Description of Activity	Amount Requested
251	Unemployment Insurance	1,268.00
253		
260	Workman's Compensation	735.00
291		
293		
294		
295		
296		
297		
299		
322		
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		

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MUNIS Code	Description of Activity	Amount Requested
552		
553		
580		
581		
582		
584		
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647		
649		
650		
734		
735		
738		
810		
892		

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MUNIS Code	Description of Activity	Amount Requested
894		
Total Amount Requested		\$ 133,109.00

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Year 2 Budget

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

School Pulaski County High School **District** Pulaski County School District

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 3 Budget

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

School Pulaski County High School **District** Pulaski County School District

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