

Cover Page

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	City		ZIP
	Phone		

District Name		NCES ID#	Total Awarded
Trimble County		2105610	\$
	School Name	NCES ID#	Intervention
1	Trimble County High School	210561001333	Transformation Model
2			Transformation Model
3			Transformation Model
4			Transformation Model
5			Transformation Model
6			Transformation Model

District Verification

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

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

The district must assure that it will—

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

Superintendent Signature

3-6-14
Date

Notary Public

My commission expires

Notary seal

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.

Harry Wong has indicated that the greatest impact on student achievement lies with the classroom teacher (Wong, 2007). While we believe in Trimble County that our moral imperative is to improve the learning opportunities for every student in our district enabling each child to achieve at their greatest personal potential, we also believe it is the duty of our school system to enhance the art and craft of teaching for every teacher in every classroom in our district. This is particularly critical in our priority school, Trimble County High School, as evidenced through the 2012 leadership assessment recommendations.

Trimble County has selected the Transformation Model as the intervention model for this purpose of this application. When implemented with fidelity, nine components of the transformation model will address the six deficiencies identified in the leadership assessment in 2012 and will serve to improve instruction in every high school classroom on behalf of every student at Trimble County High School. The district actions and responsibilities relative to the nine components of the Transformation Model include:

1. **Effective Principals:** The district hired the current principal in July 1, 2012 following the resignation of the previous principal. During the first year of her principalship she was aided by Kentucky Department of Education recovery staff, including an Educational Recovery Leader whose primary purpose was coaching and mentoring the building level leadership to establish sustainable systems for continuous school improvement. The principal was encouraged to participate in professional development opportunities and principal network meetings through the local education cooperative, the Ohio Valley Education Cooperative (OVEC).

Now in her second year as principal of Trimble County High School, the principal continues to participate in the aforementioned activities and also participates in the Kentucky Leadership Academy (KLA) activities aimed at increasing her capacity in the new Kentucky Professional Growth and Effectiveness System (PGES) designed as a statewide system of teacher and principal effectiveness and growth continuum. District leadership, including the superintendent, has participated in the PGES work in support of the principal. The District will continue to support the personal, professional development as a building level leader through participation in the Ohio Valley Organization of Principals and continued participation in KLA and PGES trainings. The principal is also participating in the KDE sponsored IPI Training, The Institute for Performance

Improvement, and district leadership is in full support of her participation in that initiative, including release time from the district to participate in the 15 day program.

2. **Rigorous Evaluation System:** As mentioned in Effective Principals, Kentucky has adapted the Danielson Framework for Teaching and is in the pilot stage of a new professional growth and effectiveness system statewide. Trimble County High School is a pilot site for that work during the 2013-14 school year. The school and district leadership have fully participated in all facets of training and activity related to PGES beginning with a four day training in June 2013, continuing through KLA quarterly meetings during the 2013-14 school year, and culminating with a second summer training in June 2014. The district fully supports the work as all schools move forward with the new PGES system and will continue to support the work through the full implementation year of 2014-15 when both the teacher and principal PGES systems will be fully operational.
3. **Identifying and Rewarding Staff:** Teachers have had and will continue to have access to leadership opportunities at the high school including PLC leadership, department leadership and Site Based Council leadership. Additionally, the district recognizes the importance of recruiting and retaining high quality staff and through federal Title I, Part A, Title II, and RLIS monies, the district will establish a system whereby talented teachers and administrators may pursue advanced certifications and/or opportunities for professional growth including but not limited to National Boards Certification, school administrative certification, executive leadership programming, and advanced coursework within their respective content areas (endorsement for College Board Advanced Placement teaching, etc.). District leadership is currently working with the Trimble County Board of Education on new policies and procedures to enact these opportunities beginning in the 2014-15 school year through district funds.
4. **Providing High Quality, Job-embedded Professional Development:** The principal, leadership team, and site based decision-making council at Trimble County High School have the full district leadership support in creating a building schedule to allow for job-embedded professional development opportunities for teachers. Additionally, district funds set aside in the SIG application will support a ***Professional Learning Coach***, assigned as a high school staff member, for two years to work alongside the education recovery (ER) staff provided by the Kentucky Department of Education to support the targeted professional development needs of the Trimble County High School teaching staff. The ER staff will provide content support for literacy and mathematics, as well as coaching through the Professional Learning Community (PLC) process while the ***Professional Learning Coach*** will work elbow to elbow with classroom teachers as they improve their respective art and craft of teaching. The district will also provide opportunities including release time for teachers and teacher leaders to participate in professional development opportunities provided by the local partner Ohio Valley Education Cooperative (OVEC). Finally, district leadership

will support the design and deployment of The Continuous School Improvement Academy, a comprehensive approach to professional development at Trimble County High School aimed at encouraging ongoing professional development, growth, coaching, and modeling for teachers across the content areas (see page 35 for additional information on the Continuous School Improvement Academy).

5. **Implementing Recruitment Strategies:** Attracting and retaining high quality staff has always been a challenge for Trimble County Schools. In order to assist with recruitment and retention, Trimble County Schools desires to incentivize recruitment efforts by establishing a program to support advanced university degrees and advanced certifications. Trimble would also like to offer advanced professional development opportunities as a means to recruit and retain high quality teachers and leaders for the future of Trimble County High School. SIG funds would be set aside to provide for registration fees and travel expenses. Other grant funds, Title II and RLIS, will be utilized to provide tuition and expenses for opportunities such as the College Board Advanced Placement summer workshops in partnership with the University of Louisville. The district administrative team is in the process of developing policy and procedures to present to the Trimble County Board of Education for funding to provide scholarships toward tuition costs for graduate level coursework beginning with the 2014-15 school year.

6. **Implementing a Research-based Instructional Program:** The principal and site-based decision making council have utilized the last two years building systems necessary for continuous school improvement in instructional growth, curriculum alignment, and PLC work. Two Trimble County High School leadership teams have participated in the PLC work of DuFour and DuFour, thus building capacity for this critical piece of the process for instructional growth. Curriculum alignment both vertically and horizontally has been completed in ELA and math using the Stiggins model. In addition, the district instructional focus has been the implementation of the PEBC Thinking Strategies model in which 13 high school staff have received training and are beginning the implementation process.

The SIG funding would support and continue this work through support staff, the **Professional Learning Coach**. In collaboration with the ER team, this person would continue to build capacity and support continuous improvement by effectively facilitating meetings of the department PLCs as they develop common lesson plans, pacing guides, common formative and summative assessments, and analysis of formative and summative student data. The coach will also collaborate with faculty on implementing effective instructional strategies based on the Characteristics of Highly Effective Teaching and Learning through explicit teaching and modeling of these strategies at faculty meetings and in the classroom.

External partnerships with OVEC to support the math department, Race to the Top Grant to support CCR, Gear-Up to support CCR, Jefferson Community and Technical College, Kentucky State University and Western Kentucky University to support dual credit courses, and the Kentucky Department of Education on-line AP classes are in various planning stages to support this grant proposal and continuous improvement at Trimble County High School.

7. **Increasing Learning Time:** Trimble County High School has engaged in a student-learning community (SLC) initiative during the 2013-14 school year as the means to provide both enrichment and intervention opportunities for students. Plans for the 2014-15 school year include the addition of targeted work for ACT preparation for increasing the number of students reaching benchmarks. This may include Saturday programming, summer programming, and extended day programming. Additionally, Trimble County High School will engage in a summer bridge programming component for incoming ninth grade students to include academic and social-emotional aspects to better meet the needs of ninth graders as they transition to the high school ninth grade academy. The district will incur the cost of transporting the students, breakfast, lunch, and the staff cost not covered by the grant funding.
8. **Providing Operational Flexibility:** The principal and site-based decision making council have operational flexibility by statute including staffing, scheduling, finance, curriculum, and building level assessment. Student placement and scheduling is also under the purview of the principal and site-based decision making council. District leadership fully supports the work of the principal and the council in these areas as required by statute (KRS 160.345, KRS158.060, KRS 157.360, KRS 158.649 and 702 KAR 3.246).
9. **Establishing a System of Data Collection:** KDE requires and Trimble participates in the collection of data quarterly aimed at monitoring student cognitive and non-cognitive data. Additionally the school collects data through the PLC process and regularly reviews achievement data with the educational recovery team assigned to the building. The ***Professional Learning Coach*** will be instrumental in establishing a new system of data collection for use in PLC process. Further, he along with the educational recovery staff will establish data collection systems and protocols for use in newly established data days where student data is analyzed and acted upon in a job-embedded, content-based setting. Finally, the superintendent will devise a system at the district level to both monitor and establish protocols for feedback of formative and summative data in collaboration with the ER staff and the ***Professional Learning Coach***.

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

Trimble County High School is the sole priority school identified by the Kentucky Department of Education and thus will be the only school supported in this grant application.

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).

All district withheld funds will be utilized for the salary and fringes for a **Professional Learning Coach** for Trimble County High School. The purpose for employing this person is to support the school intervention model by providing direct support to teachers in the classroom. Activities will include designing and leading job-embedded professional development, PLC coaching, mentoring, co-teaching and coaching for enhanced classroom instruction, and support for intervention work specifically in literacy and mathematics. The 2012 and 2014 leadership assessments indicated deficiencies in instructional strategies, intervention work, data analysis, and content expertise. This new SIG position in conjunction with the ER staff will serve to enhance the art and craft of teaching in every classroom at Trimble County High School.

Additionally, district leadership will begin the process of realigning the district organizational structure to provide funding availability to both continue the employment of the SIG position and employ additional **Professional Learning Coach(es)** to both sustain the work at the high school following the end of the grant period and to continue building and strengthening the process district-wide in all schools in Trimble County.

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.)

1. The district will allocate **Title I, Part A** funds to Trimble County High School to further implement professional learning opportunities through The Continuous School Improvement Academy for staff, to provide curriculum and materials for

academic and behavioral interventions, and a partial salary for one teacher to implement the Student Learning Community initiative.

2. The district will use federal **RLIS** funds to support instructional interventions through professional development and resources for both students and staff during extended school day/year experiences.
3. The district will use **Title II, Teacher Quality funds**, to partially fund a math teacher to reduce the class size and provide mentoring and coaching for department staff. The data clearly shows that mathematics instruction and student performance are areas of weakness and additional staffing and support is needed. These funds will be utilized to provide an experienced mathematics teacher that with support from the ER team is able to provide mentoring and coaching for all mathematics teachers at the high school; thus, building capacity to continue the work following the dismissal of the ER staff.
4. The district will use **general funds** to fund an on-line instruction position allowing students an alternative placement to increase Graduation Rate and decrease the retention rate. **General funds** will also be used to purchase web-based curricula and academic platforms allowing students the opportunity to experience courses that are not traditionally part of the master schedule because of limited certifications or student numbers as well as those needing credit recovery. In addition, on-line curriculum will be provided to support the intervention of those students who did not meet benchmarks in reading, English, and mathematics.
5. The district will use **general funds and Safe Schools Funds** to fund the position for in-school suspension, giving administrators an option besides out-of-school suspension for discipline; thus, allowing students the option to stay in school and not miss instructional time. Keeping students engaged in the Student Learning Community and providing immediate intervention behaviorally as well as academically promotes greater achievement for all students, especially our at-risk population.
6. The district will use **general funds** to fund a position for a nurse, giving students the opportunity to seek medical attention at school and not miss additional instructional time. Again, our purpose is to keep students engaged in the Student Learning Community daily as the interventions and instruction provided are most effective when received regularly.
7. The district will use **general funds** to fund a position for a School Resource Officer, which provides administration assistance in maintaining order and assisting students with problems without loss of instructional time. Again, our purpose is to keep students engaged in the Student Learning Community and all core content instruction daily as the interventions and instruction provided are most effective when received regularly.
8. This district will use **general funds** to fund 4.5 additional teaching positions above the SBDM allocation reducing class size and providing students a variety of electives to increase College and Career Readiness percentage, increase Graduation Rate and decrease the retention rate.
9. The district will use the **Race to the Top Federal Grant** to fund a College and Career Readiness Counselor for Trimble County High School. The primary focus of

the CCRC will be the design and implementation of Individual Student Intervention Plans which address the needs of those students who did not meet CCR.

10. The district will use the **Gear-Up Grant** to fund a 9th and 10th grade College and Career Coach and curriculum implementer. The primary focus of the CCC will be develop and implement goal setting opportunities for students entering high school. Students will be provided one-on-one counseling for their specific needs in ensuring that they are college and career ready upon graduation.

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

Through the successful SIG application and the funding that will follow, Trimble County Schools will provide a **Professional Learning Coach** for the 2014-15 school year and the 2015-16 school year to address issues of instructional pedagogy, curriculum and assessment development, and content expertise in existing and future teachers.

Additionally, the district is funding an upgrade to the technology infrastructure at the high school in order to ensure viability for enhanced technology access for students. Servers and switches will be upgraded. While the high school currently has wireless access throughout the building, it does not have capacity for a one-to-one student usage. The recent Internal Review Reports show a need for additional technology in the students' hands. Therefore, the district will be purchasing (May 2014) and installing (July 2014) additional wireless access points throughout the building allowing all students to access the internet simultaneously. District technology support staff will be located on-site to provide timely assistance to the high school's technology needs.

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

Transformation Model - Permissible Activities

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

Trimble County will participate in all activities sponsored by the Kentucky Department of Education related to Priority School work. Additionally, the district will provide professional development and/or information sessions to the school leadership team and to the Site Based Decision Making Council as to appropriate and allowable activities and expenses.

Information about the SIG application, implementation plan, and a quarterly update timeline will be published on the school website prior to the start of the 2014-15 school year. There are no pre-implementation activities that require SIG funding.

Upon notification of SIG award, the district will immediately create a job description for the Professional Learning Coach position and gain approval from the Trimble County Board of Education for the newly created positions to be funded through SIG funds for the life of the grant. This action will be completed by July 1, 2014 to ensure a seamless hiring process.

Year 1 Budget

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

District Trimble County

MUNIS Code	Description of Activity	Amount Requested
110	Professional Learning Coach	\$55,000
111		
112		
113		
120		
130		
140		
160		
213	Group Liability Insurance	\$32
214		
219		
221		
222	Employer Medicare Contribution	\$600
231	KTRS Employer Contribution	\$6,960
232		
233		
240		
251		
253	KSBA Unemployment	\$288
260	Workmen's Compensation Insurance	\$29
291		
293		
294	FF Health Insurance	\$8,408

MUNIS Code	Description of Activity	Amount Requested
295	FF Life Insurance	\$15
296	FF State Administration	\$76
297		
299		
322		
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582		
584		

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	\$ 71,408
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Year 2 Budget

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

District Trimble County

MUNIS Code	Description of Activity	Amount Requested
110	Professional Learning Coach	\$55,000
111		
112		
113		
120		
130		
140		
160		
213	Group Liability Insurance	\$32
214		
219		
221		
222	Employer Medicare Contribution	\$600
231	KTRS Employer Contribution	\$6,960
232		
233		
240		
251		
253	KSBA Unemployment	\$288
260	Workmen's Compensation Insurance	\$29
291		
293		

MUNIS Code	Description of Activity	Amount Requested
294	FF Health Insurance	\$8,408
295	FF Life Insurance	\$15
296	FF State Administration	\$76
297		
299		
322		
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582		

MUNIS Code	Description of Activity	Amount Requested
Total Amount Requested		\$ 71,408

Year 3 Budget

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

District Trimble County

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		

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		

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		

MUNIS Code	Description of Activity	Amount Requested

Total Amount Requested	\$ 0
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District Trimble County **School** Trimble 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.

The Kentucky Department of Education's vision is to ensure that all students are empowered with the skills, knowledge and dispositions necessary to reach proficiency and graduate from high school college-and-career ready. The Kentucky Department of Education is using Delivery as a method to establish yearly targets and five-year goals to help schools, districts and our state meet these expectations.

In order to better understand the new state assessment system, the following information is provided as a guide to how state delivery targets, referenced below, are calculated.

Calculation of State Delivery Goals:

Each state goal is calculated using the same formula. For example, the state goal for College and Career Readiness (CCR) was computed using the following formula: The state CCR baseline rate in 2009-2010 was 34%. To compute the five-year goal, this rate is subtracted from 100 ($100 - 34 = 66$), then divided by 2 ($66/2 = 33$) and added back to the 2009-2010 baseline score ($34 + 33 = 67$). This results in a state CCR five-year delivery goal of 67%.

Calculation of School and District Delivery Yearly Targets:

School and district five-year delivery goals are calculated using the same formula, then divided by 5 to establish annual delivery targets. For example, a school with a 2009-2010 baseline score of 34%, would have a five-year goal of 67%. The difference between the school's baseline and five-year goal ($67 - 34 = 33$) is then divided by 5 ($33/5 = 6.6$) to give the incremental gains needed to meet the five-year delivery goal. This increase is added to the baseline score and also to subsequent years to create the

annual delivery targets.

The School Report Card Data for Trimble County High School is as follows:

% Proficient/Distinguished per KPREP Data for All Students											
Mathematics		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		School	State	School	State	School	State	School	State	School	State
	Delivery Target	Baseline Year				34.5	52.0	42.7	58.0	50.9	64.0
	Actual Score	18.1	40.0	15.5	36.0						
	Met Target			No	No						
% Proficient/Distinguished per KPREP Data for Gap Group (non-duplicated)											
Reading		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		School	State	School	State	School	State	School	State	School	State
	Delivery Target	Baseline Year		58.0	57.0	62.6	61.8	67.3	66.5	72.0	71.3
	Actual Score	53.3	52.2	61.9	55.8						
	Met Target			Yes	No						

% Proficient/Distinguished per KPREP Data for Gap Group (non-duplicated)											
Mathematics		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		School	State	School	State	School	State	School	State	School	State
	Delivery Target	Baseline Year		17.7	35.1	26.9	42.3	36.0	49.5	45.2	56.7
	Actual Score	8.6	27.9	8.1	26.3						
	Met Target			No	No						
Reading		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		School	State	School	State	School	State	School	State	School	State
	Delivery Target	Baseline Year		43.5	44.6	49.8	50.9	56.0	57.0	62.3	63.2
	Actual Score	37.2	38.4	50	42.7						
	Met Target			Yes	No						

Math EOC

- All students did not meet the NCLB's annual measurable objective (AMO) of 26.3%. Only 15.5% of all students scored proficient or above in math.
- The state average for the percentage of students scoring proficient or higher was 36% for all students. Our percentage is 20.5% below the state average for all students.
- Students who receive free/reduced lunch did not meet the AMO in math of 18.2%. Only 8.3% of our free/ reduced lunch students scored proficient or above in math.
- The state average for the percentage of free/reduced lunch students scoring proficient or higher is 26.2%. Our percentage is 17.9% below the state average for all students.
- Gaps exist between all students and our gap group which is our free/reduced lunch students.

- There is also a concern about the percentage of our students scoring novice; 39.2% of all student scored novice and 50% of our free/reduced lunch students scored novice.

Reading EOC

- All students met the NCLB’s AMO in reading of 58%. The percentage of all students who scored proficient or higher was 61.9%. This was 5.9% above the state average.
- The free/reduced AMO was 43.5%; the percentage of F/R scoring proficient or higher was 48.9 which met the AMO.
- Even though we met AMO with both all students and our F/R students, there is a 13% difference between the two groups, signifying a significant gap.
- TCHS also had a significant number of all students scoring at the novice level at 27.4%. The percentage of F/R lunch students was 37.5%.

ACT

*exceeds state average

ACT % Meeting Benchmark for English/Math/Reading							
School Year		Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	Trimble Co HS	17.2	45.2%	17.9	36.5%	18.5	44.2%
2011	Trimble Co HS	18.6	50.6%	17.9	24.7%	19.5	41.6%
2012	Trimble Co HS	20.9	70.8%	19.8	46.1%	20.7	57.3%
2013	Trimble Co HS	*19.2	*57.7%	18.6	35.90%	*20.5	*58%
	Three-Year Change	2.00	12.50%	0.70	-0.60%	2.00	13.80%
State Benchmark		18.4	53.1	18.9	39.6	19.4	44.2

2012 ACT

- **Math-** TCHS average math score for all students on the ACT was 18.7, which was 0.2 above the state average. However, 35.8% of all students met benchmark, which was 2.8% below the state average. A gap exists between all students and F/R lunch students. F/R students’ average score was 17.0 which was 1.7 points below all students. The percent of F/R students meeting benchmark in math was 18.8, which is 17% below all students and 6.9% below the state average.
- **Reading-** TCHS students scored 20.4 on the reading portion of the ACT, which was 1.0 points above the state average. The percent meeting benchmark was 58% which was 13.8% above the state average. However, a gap exists between

all students and F/R lunch students. The average score difference is 1.9 points, with F/R lunch students average score at 18.5. The percent difference in those making benchmark is 17.4%, which is a significant gap, where only 40.6% of the F/R lunch students reaching benchmark.

College and/or Career Readiness CCR:

Cohort 3 District	School	2010-11	2011-12 (identified)	2012-2013	Met CCR Target (High School)	Gain/Loss
Trimble	Trimble Co. HS	44.0	31.0	68.2	Yes (46.1)	24.2

Trimble County High School made tremendous gains in the CCR rate for seniors during the 2012-13 school year. TCHS more than doubled the CCR rate from the previous year.

PLAN Data

*exceeds state average

Grade 10	% Meeting English Benchmark		% Meeting Mathematics Benchmark		% Meeting Reading Benchmark		% Meeting Science Benchmark	
	School	State	School	State	School	State	School	State
All Students	*71.6	67.8	24.1	25.8	*55.2	43.2	25.9	21.2
Non-Duplicated Gap Groups	*58.3	56.0	*16.7	15.1	*35.4	31.3	*25.0	12.1

2012 PLAN

- Math-** TCHS average math score for all students on the PLAN was 17.3, which was 0.2 above the state average. However, 24.1% of all students met benchmark, which was 1.7% below the state average. A gap exists between all students and F/R lunch students. F/R students' average score was 16.5 which was 0.8 points below all students. The percent of F/R students meeting benchmark in math was 17.4, which is 6.7% below all students.
- Reading-** TCHS students scored 17.6 on the reading portion of the PLAN, which was 0.8 points above the state average. The percent meeting benchmark was 55.2% which was 12% above the state average. However, a gap exists between all students and F/R lunch students. The average score difference is 1.2 points, with F/R lunch students average score at 16.4. The percent difference in those making benchmark is 18.2%, which is a significant gap, where only 37% of the F/R lunch students reaching benchmark.

Some conclusions drawn from the analysis of the cognitive data:

- Math is a priority for TCHS. Students are below the state average and scores did not meet AMO. Even though the school has made significant gains in other areas, math has decreased from 18.3% scoring at least proficient from 2011-12 to 15.5% in 2012-13.
- The number of students meeting benchmark on the ACT has increased over the last four years in reading, but the average score dropped slightly in reading in 2013.
- Data shows that a significant gap exists in both math and reading between all students and our gap group, F/R lunch students.

Questions the data does not answer

- Are students giving their best effort on tests?
- Why do TCHS students score significantly below the state average on the Algebra II EOC when they are not scoring significantly below on the math portion on the ACT?
- Are Algebra II teachers teaching all of the necessary Quality Core standards to prepare students for the EOC?
- Are teachers differentiating instruction to address achievement gaps?

Next Steps based on Cognitive Data Review

- TCHS needs a universal screener to help identify specific skills in math and reading, as well as specific students for intervention. A universal screener can also help measure growth throughout the year and measure the effectiveness of intervention efforts.
- All TCHS teachers need professional development on designing rigorous instruction, tier 1 and differentiated instruction, and the effective use of technology.
- Teachers need to work more effectively in PLC groups on planning standards based units of study and common assessments. The Academic Instructional Specialist, in collaboration with the ER Team, will design and implement a process for data collection and collaboration for TCHS PLC groups.

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

Trimble County Non-Cognitive Data

	2008-09	2009-10	2010-11	2011-12	2012-13
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Graduation Rate	87.4%	83.8%	70.3%	65.9%	74.6%
Drop-Out Rate	3.6%	2.2%	4.7%	5.5%	3.0%
Retention Rate	6.1%	12.6%	11.8%	18.5%	4.7%
Attendance Rate	93.5%	92.9%	93.0%	93.7%	93.8%

TCHS Attendance

- **Student attendance** at TCHS for the 2012-13 school year was 93.11%. Freshmen have the highest attendance rate of 94.46%. The sophomore rate of 93.75% is lower than the junior rate of 94.41%. The senior rate is 89.28% and was the lowest of all ratings.
- **Teacher attendance** rate at TCHS at the end of the 2012-13 school year was 91.56%. Based on current data, teacher attendance is up for the current 2013-14 school year.

Behavior Data

- The below data reflects the data at the end of the 2012-13 school year

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# of referrals	% of students
66	47.5%
47	38.3%
30	31.5%
25	28.7%

- 55% of all discipline referrals were freshmen and 39% of the students referred were freshman

Drop-out

- Based on the 2012-13 non-cognitive state data, which lags behind one year, our 2012 school drop-out rate was 5.5% which is three times the state average of 1.7%.
- The 2013-14 drop-out rate will be 3%. Even though this is a decrease in the drop-out rate, it is still twice the 2012-13 state average.

Retention

- Based on the 2012-13 non-cognitive, our retention rate was 4.7% which is two times the state average for retention (2.3%). This rate also exceeds that of the district average (5.4%).
- Based on retention rate over the past school years, retention is significantly lower, but is still well above the state and district and is still a priority.

The high retention rates, sporadic attendance rates, and a higher than expected drop out rate are endemic of a lack of student engagement in their own learning coupled with a lack of appropriate interventions aimed at supporting student learning. Students engaged in the educational process and seeing relevancy in their work are more likely to both attend school and achieve at higher levels. According to research conducted by the Bill & Melinda Gates Foundation in association with Peter D. Hart Research Associates:

There is no single reason why students drop out of high school. Respondents report different reasons: a lack of connection to the school environment; a perception that school is boring; feeling unmotivated; academic challenges; and the weight of real world events. But indications are strong that these barriers to graduation are not insurmountable.

Nearly half (47 percent) said a major reason for dropping out was that classes were not interesting...nearly 7 in 10 respondents (69 percent) said they were not motivated or inspired to work hard...two-thirds would have worked harder if more was demanded of them (higher academic standards and more studying and homework), and 70 percent were confident they could have graduated if they had tried. (Bridgeland, et.al., 2006)

This research supports the efforts Trimble County High School is planning as a result of funding through this SIG application in that enhanced teacher content knowledge and expertise coupled with enhanced skills in student interventions and differentiation will lead to increases in student engagement and ultimately gains in student achievement. Trimble County High School will also offset these challenges by continuing the work they have started in fostering a culture of respect among students and staff; communicating a consistent school-wide focus on high academic expectations to staff, parents, and students and ensuring the school site-based decision making council is focused on supports for increased student achievement.

TELL SURVEY DATA

Trimble County High School faculty participation rate for the 2013 TELL Survey was 67.7%. As a whole, 66.7% of the responding faculty reported that Trimble County High School was a good place to work and learn (Q10.6); however, their responses showed a range of 89%-92% were ranked below all Kentucky high schools, Trimble County and the State. Please see below for areas of concern for each section of the 2013 TELL Survey:

TIME: One third (33.3%) of the faculty reported that teachers have time available to collaborate with their colleagues.

Next Steps: School administration began to address this issue in the 2013-2014 school year by establishing an advisory period first semester during

which core areas (English, math, social studies and science) met weekly in their PLC's during the eighth period advisory period on alternate days. Elective areas (Arts & Humanities and Practical Living/Career Technical) were scheduled to meet twice monthly. At the beginning of the second semester in January 2014, the schedule was altered to provide weekly PLC time for all PLC's during the advisory period. School administration and ILT will work collaboratively to continue to provide collaborative time with their colleagues.

FACILITIES & RESOURCES: Almost two-thirds (61.9%) of the faculty reported that teachers have sufficient access to a broad range of professional support personnel.

NEXT STEPS: School and district administration, in collaboration with ER team, determined specific school needs and plan to address them through professional support personnel such as an Instructional Coach and a Math Content Interventionist. In addition, teachers will continue to have access to Gear-Up Math and Literacy consultants throughout the 2014-2015 school year.

COMMUNITY SUPPORT & INVOLVEMENT: Over forty percent (42.1%) of the faculty reported that parents/guardians know what is going on in this school.

NEXT STEPS: School administration will collaborate with ER team to develop an articulated communication plan to ensure that all stakeholders are aware of what is happening at the high school in regard to academic and extracurricular activities, as well as celebrations of student achievement in a variety of areas.

MANAGING STUDENT CONDUCT: Over fifty percent (52.4%) of faculty reported that school administrators consistently enforce rules for student conduct.

NEXT STEPS: School administration, in collaboration with the ER team, will review current disciplinary procedures and develop a system for disciplinary implementation for the 2014-2015 school year.

TEACHER AND SCHOOL LEADERSHIP: Almost forty percent (38.1%) of faculty reported that teachers have an appropriate level of influence on decision making at Trimble County High School.

Just over forty percent (42.9%) of faculty reported that there is an atmosphere of trust and mutual respect at Trimble County High School.

NEXT STEPS: Administrative team will ensure that there are opportunities for all stakeholders (teachers, students, parents and community members) to participate and have input at the high school through the use of surveys, PLC's, the Instructional Leadership Team, the Student Advisory Council as well as parent and community forums.

PROFESSIONAL DEVELOPMENT: A small percentage (10%) of faculty reported that (1) professional development is differentiated to meet the needs of individual teachers and (2) professional development is evaluated and results are reported to teachers.

NEXT STEPS: Through the use of SIG funding, the school team will collaborate with district level personnel as well as the ER team provided by KDE and the SIG provided PLC coach to develop a comprehensive professional development initiative, The Continuous School Improvement Academy. This academy in design will provide for professional development opportunities for all staff and allow for individual coaching and technical support for each teacher based on their individual needs functioning much like a robust, student intervention program.

INSTRUCTIONAL SUPPORT & PRACTICES: Over forty percent (41.2%) of faculty reported that state assessment data are available in time to impact instructional practices.

NEXT STEPS: District and school leadership will work collaboratively with the ER team to develop and implement a system for analysis of state accountability results following release in the fall of 2014. District and school administration will work in collaboration with the ER Team to implement and facilitate the use of a universal screener which will provide benchmark data throughout the school year to monitor student growth. This system will work in conjunction with a system for analysis of both formative and summative assessment results throughout the school year.

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.

Trimble County High school is underperforming in the area of mathematics while performing at or near state averages for reading. Examination of the data seems to reveal issues of content knowledge and expertise by the faculty as well as vertical alignment issues relative to mathematics instruction impacting the entire district. The non-duplicated Gap Group includes issues surrounding both special education students and those identified as qualifying for free/reduced lunch. The school needs to help the teaching staff enhance their content knowledge and expertise as well as equip teachers

with teaching tools for addressing the learning needs of their gap students. Increased use of differentiated and personalized learning experiences coupled with a comprehensive intervention system will help address those issues. The addition of a **PLC Coach** will complement the work of the education recovery staff and Instructional Leadership Team as they work to build teacher capacity and establish systems of teacher support and student support.

As stated previously, the high retention rates, sporadic attendance rates, and a higher than expected dropout rate are endemic of a lack of student engagement in their own learning coupled with a lack of appropriate interventions aimed at supporting student learning. Students engaged in the educational process and seeing relevancy in their work are more likely to both attend school and achieve at higher levels. The research from the Bill & Melinda Gates Foundation referenced previously supports the efforts Trimble County High School is planning as a result of funding resulting from this SIG application in that enhanced teacher content knowledge and expertise coupled with enhanced skills in student interventions and differentiation will lead to increases in student engagement and ultimately gains in student achievement. In addition, the added digital learning through the purchase of hand-held devices with SIG funds will support making TCHS a Tech Savvy School. It will put the technology in the hands of our students to support increased student engagement.

In addition, the district will provide the high school with Race to the Top funds and Gear-Up funds for support by adding additional College and Career Coaches. A Race to the Top funded College and Career Coach will establish a college and career center accessible to students, parents and community members. This person will also provide one-on-one counseling services to students in grades 10 - 12, monitor data, provide interventions, and work collaboratively with the ER team. Gear-Up funds will be utilized to provide a College and Career Advisor to counsel ninth and tenth grade students in small group and one-on-one sessions. This person will deliver curriculum during the Student Learning Community period, provide academic and non-academic interventions, monitor data, assist with the transition between middle school and high school, and work collaboratively with the ER staff.

The district will also provide funding to support a school nurse, allowing students access to medical care in the building and thus reduce out of school time, and the district will also fund a School Resource Officer to continue to enhance the environment that Trimble County High School is a safe learning environment for all students which is critical to the success of every student in Trimble County High School.

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

Trimble County High School was determined by the Kentucky Department of Education to be a Persistently Low Achieving (PLA) School, now known as a Priority School, with the release of state assessment data in the fall of 2011. Trimble County High School was the subject of a leadership assessment in the winter of 2012 and that leadership assessment included six deficiencies, identified below. It should be noted that both the principal and the site-based decision making council were both deemed to have capacity to lead the turnaround work in the high school. The principal at the time of the leadership assessment subsequently resigned to accept a principalship in another Kentucky district and Trimble County then followed policy and procedure in the hiring of a new principal in July 1, 2012. Finally, Trimble County High School underwent a two year review through the new leadership diagnostic process March 10, 2014. Results of the leadership diagnostic, for all opportunities for growth will become foundational aspects of our continuous school improvement work moving forward.

The deficiency results of the 2012 leadership assessment are as follows:

Deficiency One: The school has not implemented a fully functioning system of interventions to ensure all students meet state and federal standards.

Recommended Actions from the Leadership Diagnostic:

- The principal should collaborate with staff to develop a system of interventions that provides guidelines for identifying students not meeting state and federal standards.
- Resources should be evaluated to develop a plan to address low-performing student needs in a timely manner.
- The plan should include intensive research-based instructional interventions, frequent progress and data over time to modify educational decisions.
- The principal and school council should regularly evaluate the effectiveness of interventions to ensure high achievement for all students.

Results of 2014 Diagnostic Review: School leadership has implemented a daily period of intervention with students based on their specific skill deficits. This time has been flexibly used for different intervention needs throughout the school year. These interventions are effective for students needing remediation, but are not yet fully implemented with fidelity for students who need extended or enhanced learning activities. Implementation of RTI Tier I strategies at the classroom level was not seen during observations nor referenced during interviews.

Implications for SIG Work: *The principal and SBDM Council in conjunction with the Kentucky Department of Education Recovery Staff (ER Staff) began this work in the 2012-13 school year by identifying students not meeting benchmarks and targeting them for direct intervention work. The ER Staff and a newly created position of **PLC Coach**, provided by the district through SIG funding, will assist the principal, team leaders, and department leaders in defining roles and responsibilities for intervention work and will assist in the development of systems of intervention*

beginning in the classroom and moving to more targeted intervention strategies to take place out of the classroom. Primary attention will be centered on building high quality instructional practices including strategies aimed at differentiating learning experiences for all students in all classrooms through teacher participation in the Continuous School Improvement Academy; a professional development experience designed collaboratively with ER Staff, the PLC Coach, and the Principal. Priority for this work will be addressing both literacy and mathematics intervention systems for all students, grades 9-12, and then move to additional content areas. Especially important is attention to interventions and instructional strategies aimed at increasing achievement for the Trimble County High School identified Gap Group (free/reduced lunch).

Essential to this work is the development of a system of data analysis to ensure all data points; KPREP, EOC data, PLAN and ACT Data, formative data, College and Career Data and non-cognitive data are reviewed regularly, and strategies and programming revised aimed at creating a cycle of continuous school improvement.

Our school-level data indicates Trimble County High School did not meet the Annual Measurable Objective (AMO) for mathematics. The target was 26.3% and Trimble County High School reached only 15.5%. Trimble County High School students scoring proficient or higher on the state assessment was 20.5% below the state average for all students. Regarding the Gap Group for Trimble County High School, the AMO was 18.2% while the school achieved only 8.3%. The state average for the identified Gap Group (free/reduced lunch) was 26.2% meaning Trimble County achieved 19.9% below the state average.

Trimble County High School did achieve NCLB's AMO for reading, however a significant gap (13%) exists between all students and the Gap Group (free/reduced lunch).

Deficiency Two: The principal does not lead school staff in the analysis of data to identify gaps in the curriculum and weaknesses in the instructional program.

Recommended Actions from the Leadership Diagnostic:

- The principal should establish a systemic process for using data to assist teachers in the review, management, and analysis of multiple assessment data.
- The process should include procedures for using data to identify and address gaps in the curriculum and instructional practices.
- The principal should ensure all staff have training in formative and summative assessments as tools for informing instruction and a means to determine student learning needs.
- The principal should monitor instructional practices and provide teachers with meaningful feedback on assessments to assist in the refinement of instruction and to ensure continuous student learning

- Decisions regarding teachings should be data-driven, and modifications in curriculum, assessment, and instruction should be based on the analysis of data.

Results of 2014 Diagnostic Review: School leadership led an initiative to develop and implement a fully viable curriculum for all students in all classes during the 2012-13 school year. Assessments are mandated this year to check for mastery of curriculum standards. Interviews reflect that the extent of analysis of assessment results lead to curriculum modifications varies from content area to content area. Data is analyzed, but the results are not fully used to drive curricular or instructional improvements.

Implications for SIG Work: *The principal with assistance from the **Kentucky Department of Education Recovery Staff** (ER Staff) began this work in the 2012-13 school year. Teachers have been working in Professional Learning Communities (PLCs) to build their capacity to identify relevant achievement data, analyze that data, and then create a plan of action for increased student achievement as a result of the data analysis. The ER Staff and a newly created position of **PLC coach**, provided by the district through SIG funding, will assist the principal, team leaders, and department leaders in defining roles and responsibilities for data work and will assist in the development of systems of analysis, including newly created **data days**, in which teachers devote extended, uninterrupted blocks of time for systemic data analysis. Preliminary professional development will occur as a result of the Continuous School Improvement Academy; a professional development experience designed collaboratively with ER staff, PLC coach, and the principal will continue throughout the 2014-15 school year. Teachers will be released from regular classroom duties during the school day with substitute pay allocated from the SIG dollars. Data Days will rotate based on content areas, with mathematics and literacy taking priority.*

Critical to the analysis of this work will be attention to data relevant to the Trimble County High School Gap Group, free/reduced lunch students. Strategies and/or programming specific to increasing achievement with this Gap Group will be a major focus of the data analysis work. The ER in mathematics will be responsible for helping to lead that work relevant to underachievement in mathematics. The PLC coach and ER in literacy will be instrumental in supporting reading across the content areas for all teachers in conjunction.

Essential to this work is the development of a system of data analysis to ensure all data points; KPREP, EOC data, PLAN and ACT Data, formative data, College and Career Data and non-cognitive data are reviewed regularly, and strategies and programming revised aimed at creating a cycle of continuous school improvement.

Deficiency Three: **The principal has not ensured that teachers deliver rigorous, differentiated, and student centered instruction that meets the learning needs of all students.**

Recommended Actions from the Leadership Diagnostic:

- The principal should ensure that rigorous, effective, and varied instructional strategies address the learning needs of all students.
- The principal should continuously monitor instructional practices, provide feedback and support to assure research-based instructional strategies are used to engage and challenge students at high levels.
- The principal should emphasize the significance of the school community and its role in supporting and embracing high expectations for all students.

Results of 2014 Diagnostic Review: School leadership has developed and communicated a three year plan for school improvement. Year one (last school year) focused on curriculum; the current school year focuses on assessment. School leadership's plan is to focus on instruction during the 2014-15 school year. ELEOT classroom observation data provides some evidence of challenging learning activities (2.0 rating on a 4-point scale), rigorous coursework (2.0), higher order thinking (1.9), active engagement (2.1), high classroom expectations (2.1). All of these ELEOT values reflect some instructional success within classrooms, but a school-wide systematic focus on instructional improvements is not yet evident.

Implications for SIG Work: *The principal with assistance from the Kentucky Department of Education Recovery Staff (ER Staff) began this work in the 2012-13 school year. Teachers have been working in PLCs and have been participating in both job-embedded professional development and full faculty professional development, as well as individual coaching by the principal and the ER staff. Additional professional development for building instructional capacities will occur as a result of the Continuous School Improvement Academy; a professional development experience designed collaboratively with ER Staff, the PLC Coach, Instructional Leadership Team and the Principal and will continue throughout the 2014-15 school year, the three year life of the grant and sustained beyond grant funding. Further, the principal leads the SBDM Council meetings and regularly presents student achievement data paying attention to helping the SBDM track progress toward state established delivery targets.*

KDE has provided significant and targeted support for priority schools relative to the new teacher professional growth and effectiveness system. Trimble County High School has participated in all facets of the professional growth training and has served as a pilot school for the work during the 2013-14 school year. The work will move forward in this area with the development of student growth goals for the 2014-15 school year. Staff will be involved in additional summer training with follow up in the fall of 2014 as a collaborative development setting so as to provide guidance and support as full implementation takes place, as required, for the 2014-15 school year.

Given underperformance in mathematics with regard to the state assessment system and the double-digit gap for achievement in reading, the focus of this work will begin with mathematics and reading. Work will move then to all content area teachers to support literacy and numeracy across the curriculum.

Essential to this work is the development of a system of data analysis to ensure all data points; KPREP, EOC data, PLAN and ACT Data, formative data, College and Career Data and non-cognitive data are reviewed regularly, and strategies and programming revised aimed at creating a cycle of continuous school improvement.

Deficiency Four: The principal and school council have not addressed the learning deficiencies of struggling students in reading and math to meet the goals of No Child Left Behind.

Recommended Actions from the Leadership Diagnostic:

- The principal and council must be focused on strategically addressing low performing students in math and literacy.
- The principal, school council, and teachers should have an academic focus that supports structures necessary for high student achievement.
- All decisions should be student-centered.

Results of 2014 Diagnostic Review: Improvements in student performance and school accountability occurred during the 2012-13 school year, specifically in College and Career Readiness. The implementation of Student Learning Communities has provided time and structure to address deficiencies of struggling students, but current School Report Card data for the 2012-13 school year reflects a decrease in math accountability scores and a decrease in gap group scores. The number of students meeting the math benchmark on the PLAN assessment decreased. The number of male students meeting the benchmark in English and math decreased.

Implications for SIG Work: *The principal with assistance from the **Kentucky Department of Education Recovery Staff** (ER Staff) began this work in the 2012-13 school with a primary focus on literacy and mathematics. SBDM Council meetings are focused with a formal agenda. The newly created position of the **PLC Coach**, the principal, assistant principal and the ER staff will move to a standing agenda item focused on formative student achievement data and intervention work. The team will also ensure that sustainable systems for monitoring the use of and revising the allocation of existing resources to best meet the needs of the students relevant to their achievement is central to their work. Further, Title I dollars will support the use of a universal screener for English, math, biology, CCR for all students.*

SBDM and the leadership team will monitor formative assessment data as well as data relative to intervention strategies with particular attention to mathematics and reading. Data will be presented for all students as well as data specific to the Gap Group for Trimble County High School.

Deficiency Five: The principal has not ensured that all teachers develop assessments (formative and summative) that are rigorous and relevant to the standards.

Recommended Actions from the Leadership Diagnostic:

- The principal should ensure that all teachers develop assessments that are rigorous and relevant to the standards being targeted in lessons.
- The principal should ensure that teachers use assessments that mirror state assessments and align with the curriculum.
- Formative assessments should be frequent, rigorous, tied to instruction and used to guide instruction.
- The principal should ensure that all teachers are trained in the use of a protocol to analyze student work.
- The principal should assist teachers in the creation, review, management, analysis and use of multiple assessment data.
- This process should include procedures for using assessment data to identify and address gaps in curriculum and weaknesses in instructional practices.
- The principal should ensure all staff have training in using formative assessments as tools for informing instruction and as a means to determine student learning needs.

Results of 2014 Diagnostic Review: School leadership has initiated and communicated a focus on quality assessments as a targeted improvement area for this school year. Expectations for learning checks and standards-based assessments have been communicated, and training has been facilitated to improve the use of assessments in improving student achievement. School performance data does not yet reflect the impact of this assessment focus.

Implications for SIG Work: *Central to the work at Trimble County High School is the creation, through SIG dollars, of a comprehensive professional development system of support for teachers named **The Continuous School Improvement Academy**. To support teachers in the areas mentioned in the recommended actions from the leadership diagnostic, Trimble County High School leadership, including the **PLC coach**, and the ER Staff, will design, implement, and deploy **The Continuous School Improvement Academy**. The main components of the academy include:*

The Continuous School Improvement Academy		
Component	Area of Focus	Anticipated Topics
Tech Savvy School	Flipped Classrooms Edu Apps for Learning Embedding technological resources in classroom delivery	Technology Skills for 21 st Century Students and Teachers
Effective Interventions for Student Learning	Building teacher capacity for effective instructional strategies RTI systems of support at the high school	Classroom-based Strategies RTI for Tiered Interventions-Systems Development

	<p>Strategies for Student Engagement</p> <p>Extended Learning Opportunities</p> <p>**SIG Supported PLC Coach to support teaching and learning</p> <p>**Mastery Connect online resource providing instructional supports to monitor data and create assessments aimed at increasing teacher capacity</p>	<p>Differentiated Student-based work</p> <p>ACT Boot Camps-Saturday School</p> <p>Summer Bridge for upcoming 9th graders</p> <p>Math Boot Camps for Kids</p>
Curriculum and Assessment	<p>Formative and Summative Assessment Development and Data Analysis</p> <p>Vertical and Horizontal Curriculum Alignment and Development including Unit Development</p> <p>Coaching and One-on-One Support for Literacy and Mathematics provided by the PLC Coach, Admin and ER teams</p>	<p>Developing Formative Classroom Assessments</p> <p>Interpreting Formative Classroom Assessment Data-PLC Setting</p> <p>Action Planning based on Formative Classroom</p> <p>Assessment Data-PLC Setting Comprehensive Data Analysis- Data Days</p> <p>Departmental Curriculum Mapping</p> <p>Unit Development Across the Curriculum</p>

*SIG dollars will support a **PLC Coach** who will work alongside the ER staff in terms of coaching teachers and providing targeted professional development. PLC coach will also help establish and sustain comprehensive systems of support for both teachers and students as the teaching staff gains capacity to assess, analyze, revise, and reteach ensuring enhanced student achievement results. SIG dollars will also be appropriated to support embedded professional development experiences through sub pay and stipends in order to continue to increase the instructional capacity of the teaching staff.*

The thinking behind The Continuous School Improvement Academy is to organize professional development opportunities for teachers and administrators in a more organized and cohesive program. The academy designation will imply and convey the commitment to ongoing, job-embedded professional development opportunities for teachers in a comprehensive system of professional support aimed at continuous school improvement rather than a piece meal approach for professional development offered in the summer and on days throughout the school year designed as “PD days.”

Essential to this work is the development of a system of data analysis to ensure all data points, KPREP, EOC data, PLAN and ACT Data, formative data, College and

Career Data, and non-cognitive data are reviewed regularly, and strategies and programming revised aimed at creating a cycle of continuous school improvement.

Deficiency Six: The principal has not engaged all stakeholders groups in sharing ownership of the goals, plans, successes, and mission of the school.

Recommended Actions from the Leadership Diagnostic:

- The principal should develop a process to recruit stakeholder groups to become partners in sharing ownership in student achievement, goals, plans, successes, and mission of the school.
- The principal should research effective family and community involvement practices, conduct a needs assessment and use results to increase family and community involvement.
- Families and community leaders should be engaged as partners in school activities supporting student learning and decision making.
- The school council should develop and adopt a communications plan that addresses interactive communication with all stakeholders regarding student achievement.
- The plan should use all forms of media to communicate and publicize the accomplishments of administrators, teachers, staff and student achievement.

Results of 2014 Diagnostic Review: School leadership led an initiative to create a new unified school vision and set of mission statements involving stakeholders from multiple stakeholder groups. Interviews suggested that the school communicates to the home effectively, but systems are lacking to promote and encourage home to school communication regarding student performance and support. An effort to reinitialize a Parent Teacher Support Association has met with minimal success thus far.

Implications for SIG Work: *No additional SIG dollars will be allocated to address this particular deficiency. The principal has begun an outreach program to the community through evening meetings, celebrations of achievements, and parent engagement workshops. The principal and SBDM Council, with support from the ER Staff, will craft a comprehensive communication plan to include a greater presence on social media sites and local community news outlets, resulting in greater community awareness and engagement in school activities. Results from The Missing Piece diagnostic, a component of the AdvancEd work as a part of the upcoming leadership diagnostic required by the Kentucky Department of Education will be used to help determine a course of action regarding increased stakeholder involvement in all areas of school life, including increased student achievement and the role the broader school community plays in student success.*

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

The Transformation Model was selected for Trimble County High School as the most viable option available of the four models. As TCHS is the only high school serving the student population in Trimble County, the Restart Model was not a viable option. The district did not feel it was in the best interest of the county to pursue the external management option, nor was it practical to pursue the Turnaround Model requiring re-staffing, at minimum, 50% of the staff in our rural school. Recruiting and retaining high quality staff is already an issue for Trimble County Schools and the prospect of replacing at minimum 50% of the staff at the high school seemed unlikely; therefore, the Transformation Model was selected.

Transformation Model Required Activities

Please Note:

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.

No, the principal was hired July 1, 2012 to fill the vacancy left by the resignation of the previous principal.

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

The district will regularly meet with the school instructional leadership team in order to identify necessary resources to address immediate school needs. The school's instructional leadership team co-lead (the PLC Coach) will also serve as a liaison between the principal and district leadership to promote flexibility in securing services and resources. The principal will have additional flexibility to hire staff, to develop a calendar for securing the services and resources, and for developing the budget and planning appropriate expenditures in consultation and collaboration with the ILT and the Site Based Decision Making Council.

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.

Critical to the design of the Professional Growth & Effectiveness System is the collaboration with key stakeholders. Key partnerships with KASA (Kentucky Association

of School Administrators), KSBA (Kentucky School Boards Association), KEA (Kentucky Education Association), CPE (Council for Post-Secondary Education), EPSB (Education Professional Standards Board), colleges and universities were used to form a Teacher Effectiveness Steering Committee to provide ongoing guidance on the development and recommendations for deployment of the PGES.

During the 2012-2013 school year, over 50 school districts in Kentucky have participated in a field test of the new system. The field test has allowed educator experience and feedback to inform improvements prior to the statewide pilot during the 2013-2014 school year. During the statewide pilot in 2013-2014, at least 10% of the schools in each district will implement the Professional Growth & Effectiveness System, including Trimble County High School. In 2014-2015 the system will be fully implemented statewide with a baseline for full accountability in spring 2015.

Trimble County High School will follow district and state guidelines relative to the new PGES for teachers, which is a comprehensive system supporting teacher effectiveness growth.

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.

Teachers have and will continue to have access to leadership positions in the school including PLC leadership, department leadership, and Site Based Council Leadership. TCHS will identify individual teacher strengths and maximize existing human resources to better meet the needs of the school. Teachers, teacher leaders, and building level leaders will be encouraged to seek additional professional development opportunities of their choice aimed at enhancing their particular art and craft of teaching and leadership. Professional development and Title I funds will be utilized as appropriate to help build leadership capacity.

TCHS will continue to celebrate classroom teachers and other staffs who has helped to increase student achievement on a quarterly basis as data indicates. TCHS also celebrate the non-academic endeavors of staff who go above and beyond to meet the needs of kids.

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.

Trimble County High School has policies and procedures in place to ensure high quality teachers are placed and retained in every classroom in the high school. While the goal is 100% effective teachers in every classroom, a system is in place to ensure those teachers not deemed to be highly effective receive assistance and coaching to ensure their growth toward high effectiveness or their personal coaching out of the profession.

Trimble County Board of Education policies are in place to remove ineffective staff. The staff member would be placed on a Corrective Action Plan, provided with additional supports, and monitored as specified in the plan. If the plan is unsuccessfully implemented, the school principal would provide documentation and a recommendation for removal to the superintendent. The superintendent would complete the removal process according to board policies – 03.18 Evaluation, 03.17 Termination, Nonrenewal, Separation by Employee, 03.1311 Transfer, 03.1313 Demotion, 03.131 Assignment, and 03.19 Professional Development.

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

The Continuous School Improvement Academy is being designed to specifically address the professional development needs of the staff at Trimble County High School. Achievement data indicates deficits in mathematics for all students and highlights a significant, double-digit reading achievement gap between all students and the free/reduced Gap Group. Targeted professional development relative to PLC work, data analysis, intervention strategies, and reading across the content areas will be designed collaboratively and offered to all teachers. Specific professional development in strengthening content knowledge for mathematics teachers will be in addition to the previously mentioned professional development work. The PLC coach and the ER team will provide daily support to teachers through coaching, mentoring, modeling, and co-teaching as a follow-up to the professional development offerings. The four main components of The Continuous School Improvement Academy include 1) Tech Savvy Schools; 2) Effective Interventions for Student Learning; 3) Content-based Enhancement and Support; and 4) Curriculum and Assessment.

Achieving AMO for both mathematics and reading for all students, with special emphasis on closing the achievement gap for free/reduced lunch students, the Gap Group, will be the foremost goals for Trimble County High School. Additionally, an increase in content knowledge for mathematics instructors will serve to increase their ability to better meet the needs of their students through more effective classroom instruction. Further, an increase in content knowledge by the mathematics instructors will also empower more rigorous and appropriate intervention strategies for students underperforming in mathematics.

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.

Teachers have had and will continue to have access to leadership opportunities at the high school including PLC leadership, department leadership and Site Based Decision Making Council (SBDM) leadership. Additionally, the school recognizes the importance of recruiting and retaining high quality staff. In consultation with school leadership, the district will establish a system whereby talented teachers and administrators may

pursue advanced certifications and/or opportunities for professional growth including but not limited to National Boards Certification, school administrative certification, executive leadership programming, and advanced coursework within their respective content areas (endorsement for College Board Advanced Placement teaching, etc.). The district administrative team is in the process of development of policy and recommendations to the Board of Education for the financial support of the advanced opportunities for professional growth for teachers.

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.

Over the course of the past two years, Trimble County High School has embraced the philosophy of the DuFours work regarding the use of PLC's to implement a collaborative approach to developing a standards-based curriculum, implementing student-centered instruction, and creating rigorous assessments. The literacy and math programs have focused on ensuring that the math and English curriculum was both vertically and horizontally aligned to Kentucky Core Academic Standards as well as Quality Core Standards. Teachers at all instructional levels have developed curriculum maps and pacing guides for all math and literacy courses which are being implemented in classroom instruction. Plans for the 2014-2015 school year include quarterly reflection and refinement of the curriculum by all math and English teachers. Since our math scores on state assessments demonstrate low achievement in mathematical skills and concepts, we have prioritized intervention efforts to address these deficiencies through a tiered RTI system.

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

One goal of Trimble County High School, through the use of SIG funding, is to build a highly responsive and sustainable system of support for teachers leading to increased student engagement and achievement. To that end, the design of The Continuous School Improvement Academy will house all aspects of instructional support for teachers thus creating a comprehensive system of support. Fundamental to the creation and support of the CSI Academy is the ability of the staff to identify relevant data sources, analyze the data, and create action plans based on the data analysis. The action plans will include differentiated instructional strategies aimed at meeting student needs resulting in increased student achievement. Modeled after the most robust *student* intervention models, the CSI Academy will endeavor to assess, address, and support the learning needs of teachers in their content knowledge, instructional strategy development, intervention work, infusion of technology in the classroom, and

differentiation of support based on student needs. A system of continuous attention to student data will be critical to the success of the CSI Academy.

The SIG application allows for the acquisition of a PLC Coach to support the work of the principal and the ER team currently in the building. This SIG funded, district-provided staff member will become the liaison from the high school to the district for the purpose of data analysis and recommendations, including the reallocation of resources to meet the needs of the teachers and students at Trimble County High School. The PLC coach, along with the ER team, will create a system of data collection and analysis to begin at the PLC level, continue to the school level, and ultimately end at the district level in order to inform all practitioners of the progress of meeting the learning targets at Trimble County High School.

The CSI Academy will allow for professional development for teachers around the creation of common formative assessments, analysis of student work and formative assessment data, as well as provide release time for teachers to engage in Data Days. These Data Days will originally be facilitated by the SIG funded specialist in collaboration with the ER staff and will focus on effective PLC strategies leading to action planning by teachers for intervention work on behalf of the students.

Once the necessary intervention work has been determined, a system of data collection and analysis relative to intervention work will also be created for use by the specialists and teachers to help determine the effectiveness of their intervention work. Summative data will also be analyzed in a similar process at the appropriate times through the school year.

The SBDM Council will have a new standing agenda item related to student achievement data at every meeting and the Trimble County Board of Education will receive regular quarterly reports through the life of the SIG initiative relative to student achievement data, both formative and summative, by the SIG funded specialist. The system for data collection and analysis will be guided by the SIG funded specialist in collaboration with the ER team, the principal, and the instructional leadership team (ILT). The system will originate in the classroom and move to the PLC level through the collaborate analysis of student work samples and formative assessment results. Interdepartmental work will include Data Days as well as job-embedded professional development opportunities and one-on-one technical support and coaching to ensure every teacher becomes proficient in data analysis and intervention action planning. The data system will extend to intervention work and will ultimately include summative data analysis.

Describe the schedules and strategies implemented to increase learning time (i.e., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

The master schedule at Trimble County High School is being reviewed for the 2014-15 school year and beyond to maximize student contact time to allow for the greatest impact on student achievement. One aspect under review is a designated intervention/enrichment period set up as a small learning community (SLC) during which student needs are targeted and addressed in the areas of literacy and mathematics. Both intervention and enrichment opportunities are available for students during this time, but an issue identified this year is that as a result of the scheduling of this SLC time at the end of the school day, some students in need of these interventions are participating in the school to work program or attending the area technical center career classes at the end of the day. Revisions may include scheduling the SLC time earlier in the school day or perhaps offering it on an alternating schedule thus allowing students unable to access those services during the 2013-14 school year have equitable access to SLC time in 2014-15 and beyond.

Trimble County High School will continue to make available to incoming 9th graders a transition program, commonly referred to as Summer Bridge Program, so as to make the transition from the middle school to the high school less stressful for students and families. Teachers from the ninth grade academy will work with the 8th grade teachers to ensure effective communication of student and programming needs for incoming 9th graders. Further, through the Summer Bridge Program the incoming 9th graders will experience a universal screener for both literacy and mathematics thus allowing more appropriate placement for students and allowing teaching teams to begin intervention work with incoming 9th graders as soon as the school year begins rather than waiting for the first marking period results to determine necessary interventions. This will strengthen the ability of the 9th grade academy teachers to intervene early in the academic year on behalf of their students.

Plans include additional supports for students relative to the ACT. SIG dollars will allow for the extension of learning time for students after normal school hours and/or Saturday sessions to increase the percentage of students meeting benchmark in reading, mathematics, and English (required components of the state assessment system related to college and career readiness).

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.

Parents and community stakeholders have been and will continue to be encouraged to provide input into all aspects of school life through Stakeholder Engagement Surveys, both online and on paper. Additionally, parents currently serve on the site based decision making council, the group responsible for allocation of resources (time, personnel, and finances) at the high school as well as the group responsible for monitoring student achievement data. Further, community members serve on the Trimble County Board of Education and the Board will receive quarterly reports on the progress of Trimble County High School through the life of the SIG initiative.

An enhanced communication plan for the high school will provide additional information and invitations to the community to not only build their level of knowledge around all school activities but to also invite them to become active partners in the work.

Stakeholder feedback will be collected annually and the results of those surveys will be used to revise family and community engagement plans. Trimble County High School will also be required to complete the Kentucky Department of Education diagnostic, The Missing Piece, which gauges parent involvement and interaction in the school and requires the school to create an improvement plan to increase parent and community engagement. This diagnostic was completed in 2013, indicating the need for an enhanced communication plan, and will be taken again in 2015 and in 2017.

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

The Federal Programs Director will provide technical assistance to the principal and SBDM Council in all compliance matters related to the SIG initiative. Additionally, the district will set aside SIG funds on behalf of Trimble County High School in order to provide district level support through the employment of a part-time **PLC Coach**. The district will also provide, through set-aside funds from the Title I, part A funds, Title II funds and RLIS funds opportunities for professional development and extended learning opportunities.

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

Transformation Model - Permissible Activities

Please Note:

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

Hiring protocols are established through Kentucky Revised Statutes and include Site Based Decision Making Council input for teacher hiring. No changes to the process are necessary. Hiring of staff is at the building level.

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

District set aside funds will support the employment of a PLC Coach to provide direct support to the instructional program at Trimble County High School and act as a liaison to the district office. This SIG specialist will monitor teaching and learning results in the high school and will meet quarterly with the district office staff to discuss curriculum issues based on student achievement data, including intervention data and

programming. These discussions will then lead to workshops for Trimble County High School during the summer months as a part of The Continuous School Improvement Academy to both horizontally and vertically align curriculum at the high school. This is a process that will be implemented within the system of continuous data review and will be sustained past the life of the SIG initiative.

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

The district will ensure the needs of Gap Group students, students with disabilities, and any limited English proficient students will be appropriately addressed through the professional development offerings of the CSI Academy and through technical support and one-on-one coaching of teachers as appropriate and necessary. District personnel will enlist the support and resources of the local education co-operative (OVEC) for their expertise in these areas should the need outweigh local district capabilities.

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.

Year one the district technology plan includes rebuilding the technology infrastructure in the high school, at district expense, to ensure increased internet access for the building. In year one, the grant will allow the school to purchase hand-held technologies able to take advantage of the enhanced internet access allowing students to access transitional courses as well as advanced coursework provided through partnerships with the Kentucky Department of Education and state universities.

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

Trimble County High School will continue to make available to incoming 9th graders a transition program, commonly referred to as Summer Bridge Program, so as to make the transition from the middle school to the high school less stressful for students and families. Teachers from the ninth grade academy will work with the 8th grade teachers to ensure effective communication of student and programming needs for incoming 9th graders. Further, through the Summer Bridge Program the incoming 9th graders will experience a universal screener for both literacy and mathematics thus allowing more appropriate placement for students and allowing teaching teams to begin intervention work with incoming 9th graders as soon as the school year begins rather than waiting for the first marking period results to determine necessary interventions. This will strengthen the ability of the 9th grade academy teachers to intervene early in the academic year on behalf of their students.

Describe strategies to increase graduation rates.

- Provide extended opportunities for students to participate in credit recovery by opening our building in the evenings.
- Implement freshmen transition Summer Bridge program with fidelity.
- Monitor freshmen academic progress as well as non-cognitive data through Student Support Team and Freshmen Academy teacher PLC's.
- Plan and implement goal setting sessions with individual students at least twice per year through Student Learning Community.
- Continued focus on student achievement and a college and career ready culture by communicating high expectations and monitoring progress toward CCR status.

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

Trimble County High School serves grades 9-12 and thus kindergarten and pre-kindergarten programming does not apply in this situation.

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.

Trimble County will participate in all activities sponsored by the Kentucky Department of Education related to Priority School work. Additionally, the district will provide professional development and/or information sessions to the school leadership team and to the Site Based Decision Making Council as to appropriate and allowable activities and expenses. There are no pre-implementation activities that require SIG funding.

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.

District set aside funds will support the employment of a PLC Coach to provide direct support to the instructional program at Trimble County High School and act a liaison to the district office. This SIG specialist will monitor teaching and learning results in the high school and will meet quarterly with the district office staff to discuss curriculum

issues based on student achievement data, including intervention data and programming. These discussions will then lead to workshops for Trimble County High School during the summer months as a part of The Continuous School Improvement Academy to both horizontally and vertically align curriculum at the high school. This is a process that will be implemented within the system of continuous data review and will be sustained past the life of the SIG initiative.

In addition, district leadership in collaboration with TCHS leadership, will conduct monthly instructional walkthroughs to meet the following needs:

- Monitor classroom instruction
- Evaluate efficacy of professional development
- Monitor Tier I intervention and differentiation
- Formatively assess staff needs to impact future embedded PD opportunities
- Provide feedback based on observations and follow-up to coaching and PD

Another critical component of the SIG initiative at Trimble County High School is the development and deployment of a comprehensive system of data collection, analysis, and intervention planning. Additionally, this data work will lead to one-on-one coaching and technical support based on the individual needs of the teachers and will result in comprehensive improvement in instructional practices across the curriculum. Through the use of SIG funding, Trimble County High School will create a highly responsive and sustainable system of support for teachers leading to increased student engagement and achievement. To that end, the design of The Continuous School Improvement Academy will house all aspects of instructional support for teachers thus creating a comprehensive system of support. Monthly meetings between the SIG specialist and district personnel as well as quarterly data reports to the Superintendent and Board of Education will serve to create a continuous cycle of process and progress monitoring aimed at increasing the instructional capacity of the teachers at Trimble County High School. Finally, district personnel will serve as members of the design team for the annual Comprehensive School Improvement Academy.

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

Trimble County's creation of The Continuous School Improvement Academy will help encourage the same continuous improvement mindset in any number of systems across the high school. District set aside funds will support the recruitment and retention of high quality staff and the principal, instructional leadership team, and the site based decision making council will engage in a systemic process to ensure every classroom is staffed with the most effective teacher possible. Student needs and achievement data will determine staff placement so that those students most in need of support and individualized learning opportunities are matched with the teachers best equipped to meet their needs. Teacher certification and subject knowledge will be top considerations when assigning staffing to the master schedule, as well as the professional growth and

mastery of instructional strategies work by individual teachers. The school will adopt the “best fit” mentality when matching teachers with student needs.

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

School-level funds and other resources are assigned and allocated by the Site Based Decision Making Council. Mirroring the work of The Continuous School Improvement Academy, Trimble County High School’s the SBDM Council will work to ensure all available resources are reallocated to support the improvement goals, strategies, and actions as outlined in the SIG application and in the Continuous School Improvement Plan (CSIP). Resources including time, finances, and personnel will all be aligned to address the needs of the high school in a cycle of continuous school improvement. Competing initiatives will be eliminated and the identification of external partners with matching programming and funding will be top priorities for the SBDM Council moving forward.

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.)

Kentucky Revised Statutes (KRS) regulate policy review at the district level and the school level. Trimble County district and Trimble County High School are in full compliance with policy review as outlined by the statute. There are no barriers to full implementation of this improvement plan.

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

The principal and site-based decision making council have operational flexibility by statute including staffing, scheduling, finance, curriculum, and building level assessment. Student placement and scheduling is also under the purview of the principal and site-based decision making council. District leadership fully supports the work of the principal and the council in these areas as required by statute (KRS 160.345, KRS158.060, KRS 157.360, KRS 158.649 and 702 KAR 3.246).

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

these supports were selected and how they will be evaluated to determine their effectiveness.

The Ohio Valley Educational Cooperative (OVEC) will provide support in the professional development through various role specific networks such as the Instructional Coaches Network, Principals Network, Guidance Counselors Network, Instructional Supervisors Network, Directors of Special Education Network, and academic content network groups such as math, science, social studies, literacy, etc. High school and district staff will actively participate in the network trainings and opportunities provided. In addition, OVEC will provide specific training and support in areas of need identified by the data.

Race to the Top grant funds will support a College and Career Readiness Coach to provide services and interventions for families and students to increase the CCR percentage rate which will be monitored and reported quarterly to the SBDM council and local board of education.

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

The plan outlined in the SIG application for Trimble County High school has intentionally been designed to build internal capacity over the life of the grant in order to maximize sustainability at the end of the funding cycle. The PLC Coach will work to ensure capacity is built within and among the teaching staff so that the services at the end of the grant period are no longer needed to the degree they were needed at the onset of the programming. Adopting the model of continuous school improvement will help the school sustain processes and protocols for continuous growth relative to instructional practices, including enhancing the ability of staff to analyze data and create intervention action plans based on data analyses.

The technology component of the SIG plan is aimed at increasing both the capacity of the teachers to infuse technology applications into their lessons through comprehensive professional development opportunities, including blended learning activities, while supporting the use of technology in student academic intervention work. Classroom sets of handheld technology along with advanced mathematics calculators and classroom response systems allow for shared technological resources at Trimble County High School getting the technology into the hands of all students. The district plans to use state and local dollars to support the ongoing acquisition of the latest technology for education past the life of the grant.

The district will also seek to take advantage of state and federal grants in the future, as well as matching resources from the education co-operative and local funding sources to ensure Trimble County High School maintains its focus on continuous school improvement.

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

The school in partnership with the district will establish annual goals and review procedures for the various activities associated with the SIG initiative. The Kentucky Department of Education requires quarterly reporting of data and that quarterly report will be the foundational data used to inform the Superintendent and Trimble County Board of Education quarterly of the progress of the high school relative to the school improvement goals, including student achievement data. The Kentucky Department of Education now requires all schools and districts to utilize the ASSIST online platform for annual school improvement planning. New plans are due in December of each year with progress notes due quarterly. Trimble County High School, along with the district, will continue to adhere to all state requirements for planning and reporting set forth by the Kentucky Department of Education.

Adopting the continuous school improvement mindset through the various aspects of the state required planning protocols as well as the components of this SIG application will ensure sustainable systems of support are embedded over the course of the life of the SIG initiative so that the continuous school improvement mindset is not funding dependent, but rather becomes simply “the way we do business in Trimble County.” The ultimate goal of this three year plan is for the PLC coach and the CSI Academy to build internal capacity of the teaching staff and leadership to identify, address, and lead Trimble County High School in a continuous improvement process. The departure of the SIG specialist after three years will see minimum impact on the processes as their work is to build and sustain internal capacity and essentially “work themselves out of a job” by the end of the grant period.

Finally, Trimble County High School will work closely with Kentucky Department of Education staff to ensure a comprehensive and collaborative sustainability plan is created, monitored, and modified over the course of the SIG initiative ensuring viability and sustainability of all aspects of the Trimble County plan.

Timeline

Please Note:

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

Timeline for Year One Implementation Activities-Trimble County High School

Pre-implementation Action: The district office will create the job descriptions for the positions of PLC Coach and seek approval for the creation of this district level position to support Trimble County High School by the Trimble County Board of Education. This position will be funded solely by SIG dollars for the 2014-15 and 2015-16 school years.

July-August 2014

District Office: Initiate hiring process for PLC Coach

School Team: Plan and implement opening PD sessions for teachers based on the foundational aspects of The Continuous School Improvement Academy and include new coach when hiring process is complete; recruit 9th grade academy teachers to plan and deploy the summer bridge program for incoming 9th grade students including the use of a universal screener to determine student learning needs; recruit faculty to plan and implement extended learning time supports relative to ACT Boot camps and Saturday Sessions in preparation for fall 2014 ACT dates.

August-October 2014

District Office: Recruit faculty and community partners to design and deploy recruitment and retention program for Trimble County High School. District Office and School Team: Collaborate for purchasing of student technology and the electronic communication tool for parent and community outreach.

School Team: New PLC coach along with ER team design and implement personalized coaching protocols and job-embedded professional development opportunities for fall semester; establish monthly meeting schedule and protocols through the end of the 2014-15 school year. Plan protocols and establish outcomes for Data Days to analyze and act upon formative and summative data, state assessment data, and school benchmark data. Following the fall release of state assessment data, analyze data with all departments. Recruit teachers, students, parents, and community members to assist in the design of a comprehensive communication plan aimed at both informing the community and engaging the community in the life of the school as partners in learning. Establish a timeline for the work to be completed by December 2014 and share with SBDM as appropriate.

November-December 2014

District Office: Present to the LEA the recruitment and retention policy and procedures for approval. Share the policy and procedures with the school community and solicit input on marketing the program to prospective and current teachers.

School Team: Conduct first Data Days with English, Mathematics, Biology and US History teachers utilizing substitute teachers; continue personalized coaching and job-embedded professional development; continue to meet monthly to revise coaching and PD protocols and plans; share communication plan with district office and SBDM.

January-March 2015

District Office: In collaboration with school team, design and implement a process to review and revise curriculum both horizontally and vertically beginning with the high school and using SIG dollars to support the high school work. Expand the work, at District expense, to include the middle school and elementary schools in vertical alignment; begin recruitment campaign designed in the fall of the school year.

School Team: Continue personalized coaching protocols and job-embedded professional development opportunities for spring semester; continue with the monthly meeting schedule and protocols through the end of the 2014-15 school year; PLC coach, Admin and ER team oversee ACT boot camp and Saturday sessions in preparation for ACT work.

April-June 2015

District Office: Continue implementation of recruitment and retention plan as outlined in policies and procedures; assist school team in planning the summer sessions of The Comprehensive School Improvement Academy.

School Team: Continue personalized coaching protocols and job-embedded professional development opportunities for spring semester; continue with the monthly meeting schedule and protocols through the end of the 2014-15 school year; PLC coach and ER team oversee ACT boot camp and Saturday sessions in preparation for summer ACT test dates for those students not achieving benchmarks on the March 2015 ACT administration; assist district in planning The Continuous School Improvement Academy for summer 2015; plan and implement second Data Day for English, mathematics, Biology and US History; identify students not meeting CCR benchmarks and plan and implement summer bridge work (boot camps for students) to be offered in August 2015.

Timeline for Year Two Implementation Activities-Trimble County High School

July-August 2015

District Office: Conduct district level curriculum work to align horizontally and vertically the district curriculum. Develop and implement a monitoring system to include quarterly revision points.

School Team: Plan and implement opening PD sessions for teachers based on the foundational aspects of The Continuous School Improvement Academy and the identified needs from the 2014-15 school year; include necessary new teacher orientation as appropriate; recruit 9th grade academy teachers to plan and deploy the summer bridge program for incoming 9th grade students including the use of a universal screener to determine student learning needs; recruit faculty to plan and implement extended learning time supports relative to ACT Boot camps and Saturday Sessions in preparation for fall 2015 ACT dates.

August-October 2015

District Office: Engage community partners in discussion around supporting the recruitment and retention plan to ensure sustainability past the life of the SIG initiative; Collaborate for purchasing of student technology and the electronic communication tool for parent and community outreach.

School Team: PLC coach and school leadership along with ER team design and implement personalized coaching protocols and job-embedded professional development opportunities for fall semester; establish monthly meeting schedule and protocols through the end of the 2015-16 school year; plan protocols and establish outcomes for Data Days to be conducted by English, mathematics, science, and social studies departments. Following the fall release of state assessment data, conduct data analysis with all departments and continue the use of data days through the school year to analyze and act upon formative and summative data, state assessment data, and school benchmark data. Examine and revise, as necessary, the comprehensive school communication plan developed in the previous school year and update SBDM as appropriate.

November-December 2015

District Office: Share school turnaround work with Trimble County Board of Education.

School Team: Conduct Data Days with core subject areas; continue personalized coaching and job-embedded professional development; continue to meet monthly to revise coaching and PD protocols and plans.

January-March 2016

District Office: initiate recruitment and retention plan for the upcoming school year; provide guidance and support with the summer 2016 version of The Continuous School Improvement Academy.

School Team: Continue personalized coaching protocols and job-embedded professional development opportunities for spring semester; continue with the monthly meeting schedule and protocols through the end of the 2015-16 school year; PLC coach, Admin and ER teams oversee ACT boot camp and Saturday sessions in preparation for ACT work; recruit teachers to identify students not meeting benchmark on the fall assessment for college and career readiness (previously the EPAS PLAN) and design offer mathematics boot camps for students as an extended learning opportunity based on assessment data.

April-June 2016

District Office: Continue recruitment and retention plan of high quality staff; assist school team in planning the summer sessions of The Comprehensive School Improvement Academy; engage community partners in the recruitment and retention of staff to ensure sustainability past the life of the SIG initiative.

School Team: Continue personalized coaching protocols and job-embedded professional development opportunities for spring semester; continue with the monthly meeting schedule and protocols through the end of the 2015-16 school year; PLC coach, Admin and ER teams oversee ACT boot camp and Saturday sessions in preparation for summer ACT test dates for those students not achieving benchmarks on the March 2016 ACT administration; assist district in planning The Continuous School Improvement Academy for summer 2016; plan and implement remaining Data Day for core subjects; identify students not meeting benchmarks and plan and implement summer bridge work to be offered in August 2016; Recruit 9th grade academy teachers to plan and implement the summer bridge program for incoming 9th grade students including the use of the universal screener to assess student learning needs.

Timeline for Year Three Implementation Activities-Trimble County High School

July-August 2016

District Office: Conduct district level curriculum work to align horizontally and vertically the district curriculum.

School Team: Plan and implement opening PD sessions for teachers based on the foundational aspects of The Continuous School Improvement Academy and the identified needs from the 2015-16 school year; include necessary new teacher orientation as appropriate; recruit 9th grade academy teachers to plan and deploy the summer bridge program for incoming 9th grade students including the use of the universal screener to assess student learning needs; recruit faculty to plan and deploy extended learning time supports relative to ACT Boot camps and Saturday Sessions in preparation for fall 2016 ACT dates.

August-October 2016

District Office: Engage community partners in discussion around supporting the recruitment and retention plan to ensure sustainability past the life of the SIG initiative; Collaborate for purchasing of student technology and the electronic communication tool for parent and community outreach; assess need for continued employment of instructional coaches hired under SIG past the life of the grant.

School Team: School leadership and ER team design and implement personalized coaching protocols and job-embedded professional development opportunities for fall semester; establish monthly meeting schedule and protocols through the end of the 2016-17 school year; plan protocols and establish outcomes for how PLC work and PD days can be used to support Data Days and be conducted by English, mathematics, science, and social studies departments following the fall release of state assessment data and continuing through the school year to analyze and act upon formative and summative data, CCR state assessment data, and school benchmark data. Examine and revise as necessary the comprehensive school communication plan developed in the previous school year and update SBDM as appropriate.

November-December 2016

District Office: Share school turnaround work with Trimble County Board of Education; continue discussions of funding to support initiatives begun through the SIG initiative.

School Team: Conduct Data Days with core subject areas through PLC work; continue personalized coaching and job-embedded professional development; continue to meet monthly to revise coaching and PD protocols and plans; recruit teachers to identify students not meeting benchmark on the fall assessment for college and career readiness (previously the EPAS PLAN) and design offer boot camps for students as an extended learning opportunity based on assessment data.

January-March 2017

District Office: initiate recruitment and retention plan for the upcoming school year; provide guidance and support with the summer 2017 version of The Continuous School Improvement Academy; continue to examine district funds in order to support the work began by the SIG initiative.

School Team: Continue personalized coaching protocols and job-embedded professional development opportunities for spring semester; continue with the monthly meeting schedule and protocols through the end of the 2016-17 school year; School leadership and ER team oversee ACT boot camp and Saturday sessions in preparation for ACT work.

April-June 2017

District Office: Continue recruitment and retention plan of high quality staff; assist school team in planning the summer sessions of The Comprehensive School Improvement Academy; engage community partners in the recruitment and retention of staff to ensure sustainability past the life of the SIG initiative.

School Team: Continue personalized coaching protocols and job-embedded professional development opportunities for spring semester; continue with the monthly meeting schedule and protocols through the end of the 2016-17 school year; School Leadership and ER team oversee ACT boot camp and Saturday sessions in preparation for summer ACT test dates for those students not achieving benchmarks on the March 2017 ACT administration; assist district in planning The Continuous School Improvement Academy for summer 2017; plan and implement remaining Data Day for core subjects; identify students not meeting benchmarks and plan and deploy summer bridge work (boot camps for students) to be offered in August 2017 pending additional funding; recruit 9th grade academy teachers to plan and implement the summer bridge program for incoming 9th grade students including the use of the universal screener to assess student learning needs.

Annual Goals

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

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

	2012-13 Delivery Target	Baseline	AMO Met?
Reading & Math	42.1	38.7	NO
Reading	58.0	61.9	YES
Math	26.3	15.5	NO

According to the 2013-14 School Report Card, the combined reading and math percent proficient and distinguished for Trimble County High School will be at least 48.6%. The reading percent proficient and distinguished will be at least 62.6%. The math percent proficient and distinguished will be at least 34.5%. The goals will be attained through targeted interventions implemented to meet the individual needs of all students.

According to the 2014-15 school report card, the combined reading and math percent proficient and distinguished will be at least 55.0%. The reading percent proficient and distinguished will be at least 67.3%. The math percent proficient and distinguished will be at least 42.7%. The goals will be attained through targeted interventions implemented to meet the individual needs of all students.

According to the 2015-16 school report card, the combined reading and math percent proficient and distinguished will be at least 61.4%. The reading percent proficient and distinguished will be at least 72.0%. The math percent proficient and distinguished will be at least 50.9%. The goals will be attained through targeted interventions implemented to meet the individual needs of all students.

According to the 2016-17 school report card, the combined reading and math percent proficient and distinguished will be at least 67.9%. The reading percent proficient and distinguished will be at least 76.7%. The math percent proficient and distinguished will be at least 59.1%. The goals will be attained through targeted interventions implemented to meet the individual needs of all students.

These targets will be adjusted annually based on the regular review of state assessment data.

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.

Based on EOC benchmark assessments administered at the end of each nine week grading period for the 2014-15 school year, the percent proficient and distinguished will increase through the implementation of targeted interventions to meet individual needs of students:

*Results will be reported in the Quarterly Report submitted to KDE

	Reading and Math	Reading	Math
1st Quarter October 1, 2014	48.6%	62.6%	34.5%
2nd Quarter December 1, 2014	50.7%	64.2%	37.2%
3rd Quarter March 1, 2015	52.8%	65.8%	39.9%
4th Quarter (EOC Results) June 1, 2015	55.0%	67.3%	42.7%

Based on EOC benchmark assessments administered at the end of each nine weeks grading period for the 2015-16 school year, the percent proficient and distinguished are as follows (Subject to revision based on annual review):

*Results will be reported in the Quarterly Report submitted to KDE

	Reading and Math	Reading	Math
1st Quarter October 1, 2015	55.0%	67.3%	42.7%
2nd Quarter December 1, 2015	57.2%	68.9%	45.4%
3rd Quarter March 1, 2016	59.3%	70.5%	47.1%
4th Quarter (EOC Results) June 1, 2016	61.4%	72.0%	50.9%

Based on EOC benchmark assessments administered at the end of each nine weeks grading period for the 2016-17 school year, the percent proficient and distinguished are as follows (Subject to revision based on annual review):

*Results will be reported in the Quarterly Report submitted to KDE

	Reading and Math	Reading	Math
1st Quarter October 1, 2016	61.4%	72.0%	50.9%
2nd Quarter December 1, 2016	63.6%	73.6%	53.6%

3rd Quarter March 1, 2017	65.8%	75.2%	56.3%
4th Quarter (EOC Results) June I, 2017	67.9%	76.7%	59.1%

NOTE: These targets will be adjusted quarterly and annually based on the regular review of benchmark and state assessment data.

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

The district will engage in quarterly review of data led by the SIG funded specialist along with the ER team, the Trimble County High School principal, the instructional leadership team, and the SBDM Council. Should the school fall behind in meeting the achievement goals outlined in their S.M.A.R.T. goals, the district will conduct an internal root cause analysis to determine issues and develop next steps in consultation with the ER team from KDE. For the long term, Trimble County High School will be required to conduct a self-assessment and complete state required diagnostics every other year as long as the high school remains in priority status and that information, along with the leadership diagnostic review report, will inform the district of any priority opportunities and/or deficiencies needing attention.

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.

The SIG planning process has been a collaborative effort between the school leadership team composed of both teachers and administrators, the district leadership team and the Education Recovery staff. Initial planning began with a team of teachers and administrators from the SIG monitoring reporting and action planning of the current 1003(a) grant. This team continued to meet and further develop the action planning. Throughout this process, the ER staff and KDE provided technical support in the grant writing process. Drafts were shared with the planning team as the application was drafted and feedback guided revisions and next steps. The draft was shared with the SBDM Council and Board of Education for input and approval, then finalized for submission.

The transformation intervention model began approximately eighteen months ago and this SIG application will continue and strengthen the DuFour and Stiggins work that have begun. As teachers learn and implement this research, their instructional skills are strengthened and improved student achievement will result.

School Budget Narrative

Please Note: You may only type in the gray areas

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

The main foci of the previous leadership assessment conducted in 2012 was the ability and responsibility of the principal to lead the teaching staff to greater levels of expertise in the areas of instructional practice, data analysis, and appropriate instructional strategies aimed at supporting student learning for all students, as well as continue to engage stakeholders in the all aspects of school life. To that end, the instructional leadership team has worked to increase teacher capacity to address data analysis, instructional practice, and instructional intervention strategies. To formalize that process past the intermittent professional development opportunities, the SIG dollars available through this opportunity will allow for a comprehensive system of professional development, professional practice, and professional conversation to develop at Trimble County High School that will be a sustainable system and continue long after the life of this grant.

Since their identification as a priority school in 2012, Trimble County High School has worked to build internal capacity for instructional leadership through professional development around professional learning communities. Trimble County High School hosted a whole-faculty professional development training conducted by an outside provider, Solution Tree, in May 2013 as a way to both close out the school year and lay the groundwork for additional professional development to come. The principal recruited the assistant principal, one ER staff member and three teachers to accompany her to a professional learning communities conference in Orlando, Florida, based on the work of the DuFours. That core team of teachers then assisted the principal and assistant principal in delivering the initial professional development training in August 2013 to the entire faculty. Those teachers have continued to lead the development of the work around PLCs at Trimble County High School. Teacher leaders have begun to take ownership of the work, but targeted development is still necessary to move from awareness to full implementation and then to mastery of process. The Continuous School Improvement Academy will provide the framework to support additional professional development opportunities for teachers in a comprehensive framework of wrap-around supports for teachers.

In addition, our recent KDE Diagnostic Review administered in March 2014 illustrated the need to continue to focus professional development on instructional practices, as

well as monitor the impact of improvement initiatives. Classroom observation data using the Effective Learning Environment Observation Tool (ELEOT) revealed the following:

- Our most critical need is in the area of digital learning (1.5 out of 4). Most classrooms do not put technology in the hands of students.
- Systems for Progress Monitoring are not in place across all classrooms (1.8 out of 4).
- High Expectations were not observed in most classrooms (1.9 out of 4).
- Equitable learning is an improvement priority (2.1 out of 4).

Furthermore, one thing which emerged in KDEs review of Standard 3 (Teaching and Assessment of Learning) was while TCHS has initiated a three year plan to improve curriculum, assessment and instruction, next year's focus on instruction should be implemented with appropriate training, modeling and monitoring for impact on the classroom level. Current focus on quality assessment should be driving instructional change within all classrooms. School leadership should partner with district leadership to implement:

1. Consistent monitoring of all lesson plans to ensure a viable curriculum is taught.
2. Consistent written feedback regarding lesson planning to teachers to communicate curriculum delivery expectations.
3. Consistent school/district walkthrough observations of classrooms to examine implementation of the curriculum within daily lessons. In addition, walkthrough data should drive professional development.

To that end, year one of the SIG initiative at Trimble County High School will see the design and implementation of The Continuous School Improvement Academy. This CSI Academy will be designed around the instructional needs of the faculty at Trimble County High School aimed at addressing the discreet and personal needs of the teachers, and function much like a robust student intervention system. The district will provide, through SIG funds, a part time PLC Coach to work with the Educational Recovery (ER) team, teachers and administrators to improve instruction, data analysis and monitoring. Through this process, school leadership will build and implement a systemic and job-embedded comprehensive program. Current achievement data and professional conversation through coaching sessions and professional learning community (PLC) work reveals an immediate need for professional development in the following areas: Effective Interventions for Student Learning; Content-based Enhancement and Support; Curriculum and Assessment; and Tech Savvy Schools. These four areas provide the foundational aspects of The Continuous School Improvement Academy and will form the basis of a comprehensive system of professional development opportunities for Trimble County High School.

The CSI Academy design will be the responsibility of the SIG funded PLC Coach, the ER team provided by the Kentucky Department of Education, the principal, the instructional leadership team at the high school, and the district office personnel assigned to the high school for instructional improvement. These individuals will consult

the local educational cooperative, the Ohio Valley Education Co-Operative (OVEC) as well as other partner organizations as they design and implement the programming for the CSI Academy as a means of maximizing resources and expertise. Funds have been earmarked in the budget to support professional development experiences in each of the four areas mentioned above. Anticipated expenses for the life of the grant include the following:

The Continuous School Improvement Academy

Component	Area of Focus	Anticipated Budget Activities	Source of Funding	Year One SIG Dollar Amount (estimated)	Year Two SIG Dollar Amount (estimated)	Year Three SIG Dollar Amount (estimated)
Effective Interventions for Student Learning	Building teacher capacity for effective instructional strategies Strategies for Student Engagement	Classroom-based Strategies through SIG Supported Instructional Strategies PLC Coach to support teaching and learning	SIG	\$71,408.00	\$71,408.00	
	Extended Learning Opportunities RTI for Tiered Interventions-Systems Development Differentiated Student-based work	Teacher Stipends to plan and staff : ACT Boot Camps- Saturday School and extended school day learning Summer Bridge for upcoming 9 th graders Math Boot Camps for Kids	SIG	\$4,250.00	\$4,250.00	
	RTI systems of support at the high school and teacher training	Universal Screener (Discovery Education)	Title I	\$5,900.00	\$3,400.00	
Curriculum and Assessment	Developing Formative Classroom Assessments Formative and Summative Assessment Development and Data Analysis	Mastery Connect online resource providing instructional supports to monitor data and create assessments aimed at increasing teacher capacity	SIG	\$5,000.00	\$2,500.00	
	<ul style="list-style-type: none"> • Data Days • Interpreting Formative Classroom 	Comprehensive Data Analysis-Data Days, some Curriculum work and Embedded PD require funding for	SIG	\$4,250.00	\$4,250.00	

	<p>Assessment Data</p> <ul style="list-style-type: none"> • PLC Action Planning based on Data Work • Vertical and Horizontal Curriculum Alignment • Unit Development • Embedded PD 	substitutes and/or stipends for teachers				
	Coaching and One-on-One Support for Literacy and Mathematics	Provided by the PLC Coach, Admin and KDE ER teams	SIG	*Salary for PLC coach Included Above	*Salary for PLC coach Included Above	
Tech Savvy School	Technology Skills for 21 st Century Students and Teachers including PD and resources for: Flipped Classrooms Edu Apps for Learning Embedding technological resources in classroom delivery	<p>Professional Development for teachers in areas of technology integration</p> <p>Purchase of hand-held computer devices and Edu Apps, including e-readers, tablet computers, lap top computers, student response systems (clickers), and advanced calculators for upper level mathematics courses</p>	SIG	\$58,000.00	\$2,420.00	

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In addition to the areas of the leadership assessment from 2012 related to instruction and assessment at Trimble County High School, the report also noted a deficiency in community engagement. One aspect of engaging the community is appropriate and timely notification. Through the use of an enhanced communication plan developed by the high school leadership team and supported by the district office, Trimble County High School will target parent and community members to become more actively engaged in all aspects of high school life. An important component of that will be the use of an advanced parent and community contact system designed to send messages via phone and email to parents and community members. The use of this automated tool will allow for easy, frequent, and timely dissemination of information as well as timely reminders of events and meetings. The anticipated cost of this communication tool is approximately \$1,000.00 per year. This will be funded with Title I and Title II funds.

It is the intent of Trimble County High School to develop a model through the use of the SIG funds for the comprehensive design and delivery of professional development experiences for teachers that rivals the best intervention models for students in such a way as the district replicates the model for the middle and elementary schools in Trimble County. Further, Trimble County High School intends to become a regional model for the approach to adult intervention supporting the art and craft of teaching, leading to increased student engagement and achievement making Trimble County high school students competitive in the post-secondary world.

Year One budget total equals	\$142,908.00
Year Two budget total equals	\$84,828.00
Year Three budget total equals	\$0.00
Total Three Year SIG Budget:	\$227,736.00

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.)

Trimble County High School will utilize Title I, Title II, and Professional Development funds to support the Continuous School Improvement Academy for the professional growth of staff. In addition, Title I and Title II funds will be utilized for extended learning time afterschool and during school breaks to provide students the opportunity for individualized and small group instruction to reduce learning gaps and increase college and career readiness.

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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 Trimble County High **District** Trimble County

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113	Certified Salaries – Stipends	\$2,055
120	Certified Substitutes	\$3,000
130		
140		
160		
213		
214		
219		
221		
222	Employer Medicare	\$95
231	KTRS Employer Contribution	\$150
232		
233		
240		
251		
253		
260		
291		
293		

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MUNIS Code	Description of Activity	Amount Requested
294		
295		
296		
297		
299		
322		
335	Professional Consultant	\$2,500
338	Registration and Dues	\$500
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
555		
580	Travel	\$1,200
581		

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MUNIS Code	Description of Activity	Amount Requested
582		
584		
585		
586		
589		
610	Student Data Monitoring/Extended Learning Materials	\$500
616		
626		
627		
629		
641		
642		
643	Supplementary Books/Curriculum	\$1000
645		
646		
647		
649		
650		
734	Technology Hardware	\$58,000
735	Technology Software	\$2,500
738		
810		
892		
894		

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MUNIS Code	Description of Activity	Amount Requested
Total Amount Requested		\$ \$71,500

Kentucky Department of Education
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Year 2 Budget

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

School Trimble County High **District** Trimble County

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113	Certified Salaries – Stipends	\$2550
120	Certified Substitutes	\$3500
130		
140		
160		
213		
214		
219		
221		
222	Employer Medicare	\$100
231	KTRS Employer Contribution	\$200
232		
233		
240		
251		
253		
260		
291		
293		
294		

Kentucky Department of Education
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MUNIS Code	Description of Activity	Amount Requested
295		
296		
297		
299		
322		
335		
338	Registration and Dues	\$400
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
581	Travel	\$850
582		
584		
585		

Kentucky Department of Education
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MUNIS Code	Description of Activity	Amount Requested
586		
589		
0610	Student Data Monitoring/Extended Learning Materials	\$400
616		
626		
627		
629		
641		
642		
643		
645		
646	Supplementary Books/Curriculum	\$500
647		
649		
650		
734	Technology Hardware	\$2420
735	Technology Software	\$2500
738		
810		
892		
894		
Total Amount Requested		\$ 13,420

Kentucky Department of Education
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Year 3 Budget

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

School Trimble County High **District** Trimble County

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		

Kentucky Department of Education
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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		

Kentucky Department of Education
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(Section 1003g)

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 -----