

School Improvement Grants

# Application for FY 2013 New Awards Competition

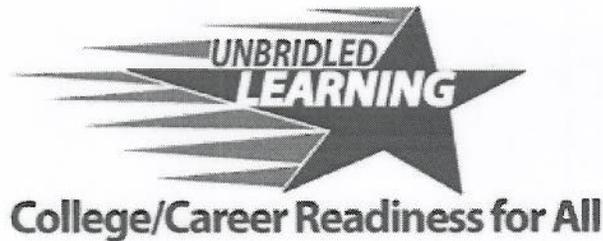
Section 1003(g) of the  
Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

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**State Name: KENTUCKY**



U.S. Department of Education  
Washington, D.C. 20202

OMB Number: 1810-0682  
Expiration Date: September 30, 2016

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **ESEA Flexibility**

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "priority schools list waiver" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

### **Availability of Funds**

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

## FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to [OESE.OST@ed.gov](mailto:OESE.OST@ed.gov).

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

### **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader  
Office of School Turnaround  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

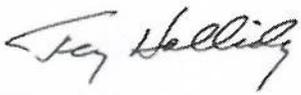
### **Application Deadline**

Applications are due on or before November 15, 2013.

### **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [Carlas.Mccauley@ed.gov](mailto:Carlas.Mccauley@ed.gov).

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant:  <b>Kentucky Department of Education (KDE)</b>	Applicant's Mailing Address:  <b>500 Mero Street Frankfort, KY 40601</b>
State Contact for the School Improvement Grant :  Name: <b>Donna R. Tackett</b>  Position and Office: <b>Director of Consolidated Plans and Audits; Office of Next Generation Schools and Districts</b>  Contact's Mailing Address: <b>500 Mero Street Frankfort, KY 40601</b>   Telephone: <b>(502) 564-3791</b>  Fax: <b>(502) 564-8149</b>  Email address: <b>donna.tackett@education.ky.gov</b>	
Chief State School Officer (Printed Name):  <b>Terry Holliday, PHD</b>	Telephone:  <b>(502) 564-3141</b>
Signature of the Chief State School Officer:   X	Date:  <b>11-15-13</b>
The State, 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 State receives through this application.	

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

### A. ELIGIBLE SCHOOLS

**Part 1 (Definition of Persistently Lowest-Achieving Schools):** Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

**Link to the definition of priority schools and identification process**

<http://www.lrc.ky.gov/KRS/160-00/346.PDF>

**Part 2 (Eligible Schools List):** As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

**Kentucky was granted the ESEA Flexibility waiver. All schools will be priority schools.**

**Directions:** SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID #	PRIORITY
Dayton Independent	2101530	Dayton Independent HS	00316	Yes
Dayton Independent	2101530	Dayton Independent MS	00316	Yes
Fayette County	210860	Bryan Station HS	00388	Yes
Fleming County	2101920	Fleming County HS	00398	Yes
Hopkins County	2102860	Hopkins County Central HS	01473	Yes
Jefferson County	2102990	Frederick Law Olmstead Academy North MS	00781	Yes

Jefferson County	2102990	Myers MS	00723	Yes
Jefferson County	2102990	Stuart MS	01427	Yes
Jefferson County	2102990	Thomas Jefferson MS	00682	Yes
Jefferson County	2102990	Westport MS	00670	Yes
Knox County	2103150	Knox County Central HS	00847	Yes
Lee County	2103270	Lee County HS	00876	Yes
Lincoln County	2103480	Lincoln County HS	00918	Yes
Livingston County	2103510	Livingston County Central HS	00924	Yes
Perry County	2104770	Perry County Central HS	00755	Yes
Pulaski County	2104950	Pulaski County HS	01233	Yes
Simpson County	2105400	Franklin Simpson HS	01301	Yes
Trimble County	2105610	Trimble County HS	01333	Yes

**SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS**

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY (if applicable)	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE <sup>1</sup>

**EXAMPLE:**

**SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS**

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

**Part 3 (Terminated Awards):** All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
None			

<sup>1</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			<b>\$0</b>

**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

**PART 1:**

A team consisting of staff from various offices within the Kentucky Department of Education (KDE) will evaluate the LEA’s application (See attachments: *Restart Application; School Closure Application; Transformation Application; Turnaround Application*) for priority schools using a scoring rubric (See attachments: *Restart Application Rubric; School Closure Application Rubric; Transformation Application Rubric; Turnaround Application Rubric*). The rubric will analyze the extent to which the LEA successfully:

- Analyzed the needs of each priority school in its application
- Used the results of the school’s leadership assessment/diagnostic review to select the intervention model
- Selected the intervention to be implemented based on the needs analysis
- Determined the district capacity to support each identified priority school
- Budgeted sufficient funds to implement the selected intervention and support priority school improvement activities over a three-year period

An application will be deemed “not approvable” if any section is not sufficiently addressed. The LEA may revise and resubmit the application.

A KDE cross-agency team will review the budget and budget narrative using a rubric designed to evaluate how the funds will be used to ensure successful implementation. The rubric determines the extent the LEA has

included:

- All components or requirements of the chosen intervention model
- A detailed budget
- Matched the expenditures with the needs assessment analysis
- Identified allowable expenses
- If each identified activity is reasonable and has sufficient funds to support the implementation
- Identification of other resources/funds such as the Family Resource Youth Center, Title I, Title II, Title III, etc., to be aligned and supportive of the implementation of the intervention model
- Essential personnel resources and activities necessary to carry out the implementation of the model
- Reasonable and allowable timeline for implementation
- Description of how the interventions will be sustained once the funds are discontinued (each school will develop and submit to KDE a separate “sustainability “plan) (See attachment: Sustainability Guidance and Sustainability Template)
- Identified personnel responsible for overseeing the financial side of the grant
- A description of the method for managing the budget including a communication plan from district to school and vice versa

SIG staff at KDE will review each quarterly report in MUNIS to ensure funds are being expended in a timely and allowable manner.

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA’s commitment to do the following:

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,
- Sustain the reforms after the funding period ends.

**PART 2:**

The team consisting of staff from various offices within the KDE will evaluate the LEA’s application using a scoring rubric (See attachments: *Restart Application Rubric; Closure Application Rubric; Transformation Application Rubric; Turnaround Application Rubric*). The rubric will analyze the actions taken prior to submitting the application or will be taken after the application is approved. The rubric will determine the extent to which the LEA successfully:

- Designed interventions consistent with the final requirements.
- Implemented, or will implement, the designed interventions.
- Recruited, screened, and selected external providers, if applicable, the LEA will describe:
  - The needs assessment conducted to determine the focus area(s) of external support.
  - Conduct research to determine external providers capable of supporting the school and have been successful in assisting similar schools.
  - The process for selecting the external provider following state and local policies for contractual

agreements.

- The projected work plan for the external provider.
- How the LEA will determine the external provider's effectiveness on an annual basis.
- Aligned other resources with the interventions.
- In the detailed budget narrative the LEA will describe how state (examples included but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, etc.) and federal (examples include but are not limited to, Title I, Title II, Title III, etc.) funds are aligned with the selected intervention model.
- In the detailed budget narrative the LEA will describe how other resources (e.g., personnel, materials and services) will be used to support the selected intervention model.
- Modified its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- The LEA will describe how it will conduct a review of the practices or policies of the Board of Education and School Based Councils to determine necessary modifications.
- The LEA will provide minutes of the Board of Education meetings and School Based Council meetings documenting a review of policies to ensure the policies support the implementation of the intervention model.
- Described how the reforms will be sustained after the funding period ends.
- The LEA will describe how the identified state and federal resources (funds and personnel) will be adjusted to continue the practices implemented with the intervention model after the funding period ends.
- The LEA will describe how data analysis will continue to drive instructional changes and establish annual goals to ensure student achievement continues.
- An application will be deemed "not approvable" if any section is not sufficiently addressed. The LEA may revise and resubmit the application.

**B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:**

- (1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

The pre-implementation period has already occurred. All priority schools are currently implementing an intervention model in compliance with Kentucky's statutes

(<http://www.lrc.ky.gov/Statutes/statute.aspx?id=40246> <http://www.lrc.ky.gov/kar/703/005/180.htm> ) Funds to support this implementation are currently from the Title I 1003(a) (See attachment; 2013 SIG Guidance Final).

KDE will continue to review all expenditure /activities to determine if:

- The expense is an allowable expense
- The funded activity matches the needs assessment addressed in the application or any emerging needs
- The MUNIS (SEA Financial management program) report matches the expenditures outlined in the application; and
- The proposed activity will result in sustainable processes that will positively impact student achievement

- (2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-

implementation period to determine whether they are allowable?

KDE will continue to review and evaluate proposed activities to determine if:

- The LEA will use the Federal regulations/guidelines identifying allowable expenses
- The MUNIS (see above) report matches allowable and identified expenses; and
- The activities are geared toward ensuring school staff are ready to implement the proposed SIG plan effectively and with fidelity

<sup>2</sup> “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

**C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.**

**PRIORITY SCHOOLS WERE IDENTIFIED BY THE PROCESS DEFINED THROUGH STATE STATUTES (APPROVED THROUGH KY’S ESEA FLEXIBILITY WAIVER)**

DATE	ACTIVITY
FEBRUARY 28, 2014 (30 DAYS AFTER RECEIVING APPROVAL OF KY’S STATE SCHOOL IMPROVEMENT GRANT APPLICATION)	KDE WILL PROVIDE ON-SITE TECHNICAL ASSISTANCE
MARCH 28, 2014	DISTRICT APPLICATIONS WILL BE DUE TO KDE
APRIL 30, 2014	APPLICATIONS WILL BE REVIEWED BY A KDE CROSS AGENCY TEAM WITHIN 30 DAYS OF RECEIPT
MAY 8, 2014	LEAS WILL BE NOTIFIED OF THE APPROVAL STATUS FOR THE 3-YR AWARDS

**D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

(1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

**Timeline for approving LEA applications:**

- Within 30 days of receiving approval of KDE’s school improvement grant (SIG) application (end of January 2014), KDE staff will provide onsite technical assistance to districts regarding school improvement grant requirements (February 28, 2014).
- District applications will be due to the KDE for review 30 days after the completion of the technical assistance (March 28, 2014).
- Applications will be reviewed by a KDE cross agency team within 30 days of receipt of the applications using the rubrics in the See attachment. Three-year awards will be made immediately upon completion of the reviews and approval of the LEA application (April 30,

Using a rubric, quarterly reports (See attachment: *Quarterly 2013-14 Reports*) of academic status and feedback from the educational recovery staff assigned to the school, each year KDE will review the goals (ensuring they are written in S.M.A.R.T goal terms) and activities of each priority school to determine if the school has implemented the intervention as described in the application. If found not to be complying with state and federal regulations/guidelines or not implementing with fidelity, KDE will revoke the funds for the remaining period for which they are available. The school-based Educational Recovery staff conducts biweekly meetings. The Educational Recovery Directors meet with KDE staff on a regular basis to discuss the status of the school 30-60-90 Day improvement plans (See attachment: *ABCHS 30-60-90 Day Plans*). Quarterly Reports completed by the school and the Educational Recovery staff are discussed at the time of the meeting with the KDE staff. The monitoring of the work and status of the implementation of the SIG improvement plan is ongoing. Each year the KDE staff will conduct an on-site visit, using the SIG monitoring tool (See attachment: *SIG Monitoring Tool, 2013 and SIG Monitoring Form*) to determine level of implementation of the intervention model which includes the S.M.A.R. T. goals.

- (2) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

**Not applicable due to KDE's approved ESEA Flexibility waiver.**

- (3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

### **Monitoring LEA Implementation:**

The Kentucky Department of Education has created District 180, a department devoted to school improvement. This department's primary responsibility is to monitor and provide support to priority schools. Each priority school receives the services of an education recovery leader (ERL) and two educational recovery specialists (ERS). The ERL and ERS staffs (See attachment: *District 180 Education Recovery Director, District 180 Education Recovery Leaders, District 180 Education Recovery Specialist*) are individuals with specific experience and training in working with school leadership and teachers to make dramatic improvement in instructional practices that lead to improved student learning. They focus on coaching, mentoring and modeling effective instructional practices in order to increase the effectiveness of the school's staff.

An educational recovery director (ERD) (See attachments: *DISTRICT 180 Educational Recovery Directors*), will oversee the work of the ER staff in each school by coordinating training and resources (universities and outside entities) to ensure the services are such the school will improve academically. There will be one ERD in each of the three regions of the state (east, west and central). The ERL and ERSs along with the ERD will assist the school in developing a 30-60-90 day plan (See attachment: *ABCHS 30 Day plan 2013-2014-Word Document-30 Day Monitoring*) for implementation, collecting supporting data and reviewing/revising the plan

on a monthly basis. The plan will outline components of the intervention model chosen by the school and include activities to help reach the goals developed through the needs assessment. District 180 staff will meet monthly with the ERDs to review the monthly reports of each of the priority schools in their region. Monthly meetings are to ensure continuous progress is being made toward improving student achievement and implementing the intervention model with efficacy (See attachment; ERD Oct 15 2013 Minutes) as well as determining other support services the LEA or school may need.

In addition to the 30-60-90 day plans, each school will complete a quarterly report (See attachment Quarterly 2013-14 Report) that includes data on the status of the implementation of the model. This report is reviewed by the ERD staff along with District 180 staff and other KDE cross agency staff. District 180 staff will meet monthly with the ERDs (See attachments: DISTRICT 180 Educational Recovery Directors, DISTRICT 180 Educational Recovery Leaders, and DISTRICT 180 Educational Recovery Specialists) to gage the success of the school improvement efforts of KDE in conjunction with the school.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

**KDE will prioritize school improvement grants to LEAs if there is an insufficient amount of funding to serve all priority schools. Those priority schools with the greatest need will be given first consideration.**

**Greatest need will be based on:**

- **Lowest average percentage of students proficient in math and reading combined.**
- **Lowest score on the most recent leadership assessment/diagnostic review (Fall 2013)**

**KDE will do a yearly onsite visit to each priority school to conduct an audit to determine the level and fidelity of implementation (See attachment; Cohort 3 1003 (a) Monitoring Tool).**

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

KDE will prioritize school improvement grants to LEAs if there is an insufficient amount of funding to serve all priority schools. Those priority schools with the greatest need will be given first consideration.

Greatest need will be based on:

- Lowest average percentage of students proficient in math and reading combined
- Lowest score on the most recent leadership assessment/diagnostic review (Fall 2013)
- District support for the school improvement efforts in the priority school

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

**Not applicable due to KDE's approved ESEA Flexibility waiver.**

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

**Based on results from the most recent leadership assessment/diagnostic review and current assessment**

**results, KDE has no plans to take over any priority school at this time.**

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.

**Based on results of the most recent leadership assessment/diagnostic review, KDE has no plans to take over any priority school at this time.**

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.
- Report the specific school-level data required in section III of the final SIG requirements.

**F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School**

**Improvement Grant for administration, evaluation, and technical assistance expenses.**

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

**SEA RESERVATION:**

- KDE will provide technical assistance and guidance to districts with priority schools
- KDE will provide personnel to oversee the implementation of the intervention model in each of the priority schools
- KDE will contract with an external partner to evaluate the effectiveness of state activities

**G. CONSULTATION WITH STAKEHOLDERS**

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

**Kentucky has sent a notice and given ample opportunity for comment on the application, including waiver(s) to the following groups:**

- Committee of Practitioners
- State Educational Association
- Educational Cooperatives
- Superintendents
- KY School Boards Association
- KY Association of School Superintendents
- KY Association of School Administrators

(See attachments: Request for Comments 2013-14 Original, Request for Comment from school district, Request for Comment from JCPS, Request for Comment from Webpage, Request for Comment from Cohort 2 Waiver) emails, KDE webpage, phone call comments

**H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.**

**Kentucky** requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

**Waiver 1: Tier II waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section

I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of "persistently lowest-achieving schools") that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Waiver 2: n-size waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the "all students" group in the grades assessed is less than [Please indicate number].

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its "minimum n." The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its "minimum n" in its definition of "persistently lowest-achieving schools." In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Waiver 3: Priority schools list waiver**

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of "priority schools" in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State's lowest-performing

schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

**Waiver 4: Period of availability of FY 2013 funds waiver**

**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

**WAIVERS OF LEA REQUIREMENTS**

[Enter State Name Here] requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I, Tier II, and Tier III schools.

**Waiver 5: School improvement timeline waiver**

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.**

**Kentucky has received the ESEA Flexibility waiver.**

**Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to "start over" their school improvement timeline again.**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014-2015 school year to "start over" in the school improvement timeline.

**Assurances**

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014-2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in

its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Waiver 6: Schoolwide program waiver**

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.**

**Kentucky received the ESEA Flexibility waiver.**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

**Kentucky sent a notice and gave ample opportunity to comment on the application, including waiver(s)(See attachments: Request for Comments 2013-14 Original, Request for Comment from school district, Request for Comment from JCPS, Request for Comment from Webpage, Request for Comment from Cohort 2 Waiver).**

## PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

### LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

#### **A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

#### **B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

- (1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.
- (2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
  - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;
  - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;

- Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
  - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA’s application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
- Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,
  - Measuring progress on the leading indicators as defined in the final requirements.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority school, it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

**Example:**

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000

<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**D. ASSURANCES:** An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA 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 Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or 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 SEA the school-level data required under section III of the final requirements.

**E. WAIVERS:** If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

# Continuation Awards Only Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program

In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:

LEA NAME	SCHOOL NAME	COHORT #	PROJECTED AMOUNT OF FY 13 ALLOCATION
	NA		
<b>TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:</b>			

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
		NA	
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			

**School Improvement Grants (SIG) Program FY 2013 Assurances**

By submitting this application, the SEA assures that it will do the following (check each box):

- Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards<sup>2</sup> to its LEAs.
- Use the renewal process identified in [State]’s most recently approved SIG application to determine whether to renew an LEA’s School Improvement Grant.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Report the specific school-level data required in section III of the final SIG requirements.

**By submitting the assurances and information above, [State] agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 3).**

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<sup>2</sup> A “new award” is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions.

# **Attachments Referenced in the Application**

(Attachments are listed as they appear in the Application)

(Title of file is a hyperlink)

*Restart Application*

*School Closure Application*

*Transformation Application*

*Turnaround Application*

*Restart Application Rubric*

*School Closure Application Rubric*

*Transformation Application Rubric*

*Turnaround Application Rubric*

*Sustainability Guidance*

*Sustainability Template*

*2013 SIG Guidance Final*

*Quarterly 2013-14 Reports*

*ABCCHS 30-60-90 Day Plans*

*SIG Monitoring Tool, 2013*

*SIG Monitoring Form*

*District 180 Education Recovery Director*

*District 180 Education Recovery Leaders*

*District 180 Education Recovery Specialist*

*ERD Oct 15 2013 Minutes*

*Request for Comments 2013-14 Original*

*Request for Comment from school district*

*Request for Comment from JCPS*

*Request for Comment from Webpage*

*Request for Comment from Cohort 2 Waiver*

## **Additional Documents**

*Quarterly year-end Report GCHS*

*ECHS 30 Day plan 2013-2014 (30 Day Monitoring)*

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 District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

**Cover Page**

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

<b>District</b>	<b>DISTRICT Mailing Address</b>		
	<b>Street Address 1</b> _____		
<b>Name of District Contact</b>	<b>Street Address 2</b> _____		
	<b>City</b> _____	<b>ZIP</b> _____	
<b>Position</b>	<b>Phone</b> _____		
	<b>CONTACT Mailing Address (if different)</b>		
<b>Email</b>	<b>Street Address 1</b> _____		
	<b>Street Address 2</b> _____		
<b>Submission Date</b> (office use only)	<b>City</b> _____	<b>ZIP</b> _____	
	<b>Phone</b> _____		

District Name	NCES ID#	Total Awarded
		\$
<b>School Name</b>	<b>NCES ID#</b>	<b>Intervention</b>
1		Restart Model
2		Restart Model
3		Restart Model
4		Restart Model
5		Restart Model
6		Restart Model

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**Restart Model**

(Kentucky does not currently have charter legislation)

**District Verification**

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

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

The district must assure that it will—

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

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
My commission expires

Notary seal

Kentucky Department of Education  
District Application for School Improvement Funds

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**Restart Model**

(Kentucky does not currently have charter legislation)

**District Actions**

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

Describe the EMO'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, staff dedicated to provide support to SIG schools, additional funding, and use of external resources.

Your Answer Here

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

Your Answer Here

**District Budget Narrative**

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

Describe how the Education Management Organization (EMO) intends to use the school improvement funds for the school(s) it will serve to ensure it correlates with the intervention model. **An EMO has 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 an EMO 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.**

Your Answer Here

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.)

Your Answer Here

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District Application for School Improvement Funds

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**Restart Model**

(Kentucky does not currently have charter legislation)

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

**Restart Model Permissible Activities:**

Identify 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.

Your Answer Here

Kentucky Department of Education  
District Application for School Improvement Funds

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**Restart Model**

(Kentucky does not currently have charter legislation)

**Year 1 EMO Budget**

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

**District**         District Name Here        

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

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**Restart Model**

(Kentucky does not currently have charter legislation)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
295		
296		
297		
299		
322		
335		
338		
432		
433		
441		
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521		
531		
541		
542		
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553		
580		
581		
582		
584		

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(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

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		

<b>Total Amount Requested</b>	<b>\$</b>
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 District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

**Year 2 EMO Budget**

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

**District**         District Name Here        

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113		
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140		
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213		
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District Application for School Improvement Funds

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**Restart Model**

(Kentucky does not currently have charter legislation)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
295		
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584		

Kentucky Department of Education  
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**Restart Model**

(Kentucky does not currently have charter legislation)

MUNIS Code	Description of Activity	Amount Requested
585		
586		
589		
616		
626		
627		
629		
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<b>Total Amount Requested</b>	<b>\$</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

**Year 3 EMO Budget**

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

**District**         District Name Here        

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Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

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Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

MUNIS Code	Description of Activity	Amount Requested
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<b>Total Amount Requested</b>	<b>\$</b>
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Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Restart Model**  
(Kentucky does not currently have charter legislation)

**District** \_\_\_\_\_ **School** \_\_\_\_\_  
District Name Here School Name Here

**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 report and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Your Answer Here

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

Your Answer Here

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.

Your Answer Here

Summarize the Diagnostic Review results. Based on the results, identify the literacy and math resources and related supports that are needed to improve student achievement.

Your Answer Here

Describe the process used to select the Restart Model to convert or close and reopen the school under an education management organization.

Your Answer Here

Identify the Education Management Organization (EMO) from the approved state provider list to be hired to manage operations at the school and describe prior success in schools with similar demographics and that can best address the identified needs of the school.

Your Answer Here

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

**Actions**

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

Describe the plan designed by the (EMO) to make meaningful changes in the school. The plan must include:

- research based activities and strategies to address literacy and math needs

Your Answer Here

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

Your Answer Here

**Timeline**

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

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

Your Answer Here

**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.

Your Answer Here

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.

Your Answer Here

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.

Your Answer Here

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Restart Model**  
(Kentucky does not currently have charter legislation)

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

**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 the development of the 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.

Your Answer Here

**School Budget Narrative**

**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.

Describe how the district/EMO intends to use the school improvement funds for the school(s) it will serve to ensure it correlates with the intervention model.

Your Answer Here

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

Your Answer Here

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

**Restart Model Permissible Activities:**

Identify 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.

Your Answer Here

Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

**Year 1 Budget**

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

**School**      School Name Here      **District**      District Name Here

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

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Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

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<b>Total Amount Requested</b>	<b>\$</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

**Year 2 Budget**

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

**School**      School Name Here      **District**      District Name Here

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Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

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Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

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<b>Total Amount Requested</b>	<b>\$</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

**Year 3 Budget**

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

**School**      School Name Here      **District**      District Name Here

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Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

(Kentucky does not currently have charter legislation)

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Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Restart Model**

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<b>Total Amount Requested</b>	<b>\$</b>
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----- End of School Application -----

Kentucky Department of Education  
 District Application for School Improvement Funds  
**School Closure Model**

(Section 1003g)

**Cover Page**

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

<b>District</b>	<b>DISTRICT Mailing Address</b>		
	Street Address 1 _____		
<b>Name of District Contact</b>	Street Address 2 _____		
	City _____	ZIP _____	
<b>Position</b>	Phone _____		
	<b>CONTACT Mailing Address (if different)</b>		
<b>Email</b>	Street Address 1 _____		
	Street Address 2 _____		
<b>Submission Date</b> (office use only)	City _____		ZIP _____
	Phone _____		

District Name	NCES ID#	Total Awarded
		\$
1	School Name	NCES ID#
		<b>Intervention</b>
1		School Closure
2		School Closure
3		School Closure
4		School Closure
5		School Closure
6		School Closure

Kentucky Department of Education  
District Application for School Improvement Funds  
**School Closure Model**

(Section 1003g)

**District Verification**

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

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

The district must assure that it will—

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

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
My commission expires

Notary seal

Kentucky Department of Education  
District Application for School Improvement Funds  
**School Closure Model**

(Section 1003g)

**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.

Your Answer Here

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

Your Answer Here

**District Budget Narrative**

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

**If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for the school(s) to implement the School Closure Model. The reservation of funds at the district level is optional. Examples of allowable costs can be found in items D-2 and D-3 of Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965.**

Your Answer Here

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

**School Closure Permissible Activities:**

Identify 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.

Your Answer Here

Kentucky Department of Education  
 District Application for School Improvement Funds  
**School Closure Model**

(Section 1003g)

**One Year Budget**

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

**District** \_\_\_\_\_ District Name Here \_\_\_\_\_

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**School Closure Model**

(Section 1003g)

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

(Section 1003g)

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<b>Total Amount Requested</b>	<b>\$</b>
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Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **School Closure Model**

**District** \_\_\_\_\_ District Name here \_\_\_\_\_ **School** \_\_\_\_\_ School Name here \_\_\_\_\_

**School Application**

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

**School Closure Model:**

Describe (1) the district review process to select the School Closure Model and (2) why the model was chosen for the identified school.

Your Answer Here

Identify the higher achieving schools that will be receiving schools. Explain how they were selected to be receiving schools.

Your Answer Here

Describe the proximity of the receiving schools in relation to the closed school. Explain how it was determined the proximity of the receiving school(s) is within reasonable distance to the closed school.

Your Answer Here

**Timeline**

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

Develop a timeline for school closure that does not exceed one school year. Describe the steps necessary to implement the School Closure Model. The timeline must include, but is not limited to the following activities: parent communications, revising transportation route, and student assignments. **(Not all costs associated with the closure model can be paid from SIG funds.) Examples of allowable costs can be found in items D-2 and D-3 of Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965.**

Your Answer Here

Kentucky Department of Education  
District Application for School Improvement Funds  
**School Closure Model**

(Section 1003g)

**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 and the implementation of the School Closure Model.

Your Answer Here

**Budget Narrative**

**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.

Describe how the school intends to use the school improvement funds for the school(s) to implement the School Closure Model. **Examples of allowable costs can be found in items D-2 and D-3 of Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965.**

Your Answer Here

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

**School Closure Permissible Activities:**

Identify 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.

Your Answer Here

Kentucky Department of Education  
 District Application for School Improvement Funds  
**School Closure Model**

(Section 1003g)

**One Year Budget**

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

School MUNIS Code	School Name Here	District	District Name Here
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Kentucky Department of Education  
District Application for School Improvement Funds  
**School Closure Model**

(Section 1003g)

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Kentucky Department of Education  
District Application for School Improvement Funds  
**School Closure Model**

(Section 1003g)

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<b>Total Amount Requested</b>	<b>\$</b>
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----- End of School Application -----



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

(Section 1003g)

**District Verification**

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

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

The district must assure that it will—

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

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
My commission expires

Notary seal

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

**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.

Your Answer Here

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

Your Answer Here

**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)).

Your Answer Here

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.)

Your Answer Here

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

Your Answer Here

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

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

**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.

Your Answer Here

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

(Section 1003g)

**Year 1 Budget**

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

**District**         District Name Here        

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

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

(Section 1003g)

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<b>Total Amount Requested</b>	<b>\$</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

**Year 2 Budget**

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

**District**     District Name Here    

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

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

**Year 3 Budget**

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

**District**     District Name Here    

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
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<b>Total Amount Requested</b>	<b>\$</b>
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Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Transformation Model**

**District** \_\_\_\_\_ **School** \_\_\_\_\_  
District Name Here School Name Here

**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.

Your Answer Here

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

Your Answer Here

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.

Your Answer Here

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

Your Answer Here

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

Your Answer Here

**Transformation Model Required Activities**

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

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

Your Answer Here

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

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.

Your Answer Here

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.

Your Answer Here

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.

Your Answer Here

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.

Your Answer Here

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

Your Answer Here

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.

Your Answer Here

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.

Your Answer Here

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

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

Your Answer Here

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).

Your Answer Here

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.

Your Answer Here

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

Your Answer Here

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

**Transformation Model - Permissible Activities**

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

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

Your Answer Here

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

Your Answer Here

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

Your Answer Here

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

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

Your Answer Here

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.

Your Answer Here

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

Your Answer Here

Describe strategies to increase graduation rates.

Your Answer Here

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

Your Answer Here

Describe the strategies implemented to improve school climate and discipline.

Your Answer Here

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

Your Answer Here

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

Your Answer Here

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.

Your Answer Here

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

**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.

Your Answer Here

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

Your Answer Here

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

Your Answer Here

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.)

Your Answer Here

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.

Your Answer Here

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.

Your Answer Here

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.

Your Answer Here

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

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.

Your Answer Here

**Timeline**

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

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

Your Answer Here

**Annual Goals**

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

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

Your Answer Here

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.

Your Answer Here

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.

Your Answer Here

**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

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

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.

Your Answer Here

**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.

Your Answer Here

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.)

Your Answer Here

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

(Section 1003g)

**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** \_\_\_\_\_ **School Name Here** \_\_\_\_\_ **District** \_\_\_\_\_ **District Name Here** \_\_\_\_\_

MUNIS Code	Description of Activity	Amount Requested
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

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

(Section 1003g)

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<b>Total Amount Requested</b>		<b>\$</b>

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

(Section 1003g)

**Year 2 Budget**

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

**School**      School Name Here      **District**      District Name Here

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Transformation Model**

(Section 1003g)

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

(Section 1003g)

**Year 3 Budget**

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

**School**      School Name Here      **District**      District Name Here

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

(Section 1003g)

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

(Section 1003g)

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<b>Total Amount Requested</b>	<b>\$</b>
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----- End of School Application -----

Kentucky Department of Education  
 District Application for School Improvement Funds  
 (Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

**Cover Page**

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

<b>District</b>	<b>DISTRICT Mailing Address</b>		
	<b>Street Address 1</b> _____		
<b>Name of District Contact</b>	<b>Street Address 2</b> _____		
	<b>City</b> _____	<b>ZIP</b> _____	
<b>Position</b>	<b>Phone</b> _____		
	<b>CONTACT Mailing Address (if different)</b>		
<b>Email</b>	<b>Street Address 1</b> _____		
	<b>Street Address 2</b> _____		
<b>Submission Date</b> (office use only)	<b>City</b> _____	<b>ZIP</b> _____	
	<b>Phone</b> _____		

District Name	NCES ID#	Total Awarded	
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1	School Name	NCES ID#	Intervention
1			Turnaround Model
2			Turnaround Model
3			Turnaround Model
4			Turnaround Model
5			Turnaround Model
6			Turnaround Model

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g)      **Turnaround Model (KY HB 176 Restaffing 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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
My commission expires

Notary seal

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

**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.

Your Answer Here

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

Your Answer Here

**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).

Your Answer Here

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.)

Your Answer Here

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

Your Answer Here

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

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g)      **Turnaround Model (KY HB 176 Restaffing Model)**

**Turnaround Model (KY HB 176 Restaffing 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.

Your Answer Here

Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

**Year 1 Budget**

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

**District**           District Name Here          

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
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<b>Total Amount Requested</b>	<b>\$</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

**Year 2 Budget**

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

**District**         District Name Here        

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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

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<b>Total Amount Requested</b>	<b>\$</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

**Year 3 Budget**

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

**District**         District Name Here        

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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

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Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

**District** \_\_\_\_\_ **School** \_\_\_\_\_  
District Name Here School Name Here

**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.

Your Answer Here

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

Your Answer Here

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.

Your Answer Here

Summarize the Diagnostic Review results. Based on the audit, identify the literacy and math resources and related supports that are needed to improve student achievement.

Your Answer Here

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

Your Answer Here

**Required Turnaround Activities**

**Turnaround Model (KY HB 176 Restaffing Model)**

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

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

Your Answer Here

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

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

Your Answer Here

Explain the process used to measure the effectiveness of staff to determine those that will be retained. (Must rehire no more than 50% of staff, select new staff)

Your Answer Here

Identify the strategies in place (e.g., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

Your Answer Here

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

Your Answer Here

Identify the new governance structure (e.g., hire turnaround leader, contract with a management company, SBDM Council loses authority) in place and explain why it was selected.

Your Answer Here

Describe the research based literacy and math program that will address the previously identified causes and contributing factors to low student achievement. Explain how both programs are vertically aligned by grade and to state academic standards.

Your Answer Here

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

Your Answer Here

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

Your Answer Here

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g)      **Turnaround Model (KY HB 176 Restaffing Model)**

Identify appropriate social-emotional and community-oriented services provided for students and explain how they will reduce barriers to learning.

Your Answer Here

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

**Turnaround Model (KY HB 176 Restaffing Model) Permissible Activities:**

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

Describe the new school model (e.g., themed, dual language academy, etc.) being implemented and how it will improve student achievement.

Your Answer Here

Explain how the district plans to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of teacher seniority.

Your Answer Here

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

Your Answer Here

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

Your Answer Here

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.

Your Answer Here

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

Your Answer Here

Identify the strategies in place to increase graduation rates.

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g)      **Turnaround Model (KY HB 176 Restaffing Model)**

Your Answer Here

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

Your Answer Here

Identify the strategies implemented to improve school climate and discipline and explain how this will improve student achievement.

Your Answer Here

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

Your Answer Here

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

Your Answer Here

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 should be reflected in the school budget.

Your Answer Here

**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.

Your Answer Here

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

Your Answer Here

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

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

Your Answer Here

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s) intervention model for the next three years.

Your Answer Here

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 intervention model. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

Your Answer Here

Identify 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.

Your Answer Here

Identify supports, outside the district, (e.g., 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.

Your Answer Here

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.

Your Answer Here

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.

Your Answer Here

**Timeline**

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

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

Your Answer Here

**Annual Goals**

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

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

Your Answer Here

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.

Your Answer Here

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.

Your Answer Here

**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 the development of the intervention model, identification of 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.

Your Answer Here

Kentucky Department of Education  
District Application for School Improvement Funds  
(Section 1003g)      **Turnaround Model (KY HB 176 Restaffing Model)**

**School Budget Narrative**

**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.

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.

Your Answer Here

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.)

Your Answer Here

Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

**Year 1 Budget**

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

**School**      School Name Here      **District**      District Name Here

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

Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
295		
296		
297		
299		
322		
335		
338		
432		
433		
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581		
582		
584		

Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

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

<b>Total Amount Requested</b>	<b>\$</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

**Year 2 Budget**

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

**School**      School Name Here      **District**      District Name Here

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
110		
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112		
113		
120		
130		
140		
160		
213		
214		
219		
221		
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
295		
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
585		
586		
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810		
892		
894		

<b>Total Amount Requested</b>	<b>\$</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

**Year 3 Budget**

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

**School**      School Name Here      **District**      District Name Here

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
110		
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112		
113		
120		
130		
140		
160		
213		
214		
219		
221		
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
295		
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
585		
586		
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894		

<b>Total Amount Requested</b>	<b>\$</b>
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----- End of School Application -----



**District Actions**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>Limited evidence of EMO capacity to use school improvement funds to provide support to the identified SIG school.</p> <p>The district did not identify and explain why all Priority Schools would not be served.</p>	<p>The EMO describes its 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, staff dedicated to provide support to SIG schools, additional funding, and use of external resources.</p> <p>Identifies the Priority Schools that will not be served and explains the reasons for this decision.</p>

**District Budget Narrative**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>Limited evidence of how the EMO intends to use the SIG funds to support the school. Plans do not align to the intervention model.</p> <p>Limited evidence of how the funds are aligned with state and federal funds.</p>	<p>Describes how the EMO intends to use the SIG funds at the district level to support the school. <b>(An EMO has 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 an EMO 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.)</b></p> <p>Describes how the EMO will align multiple state and federal funds at the district level 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.)</p>

<p>Limited evidence and explanation of district pre-implementation activities that will occur to prepare the school for successful implementation of the model. <b>(Pre-implementation is not a requirement.)</b></p>	<p>Describes 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 and explains how these activities will prepare the school for successful implementation of the model. <b>(Pre-implementation is not a requirement.)</b></p>
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**Commitment to Serve**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>School level data from the most recent state assessment report is provided with limited evidence of data analysis and few connections to need for intervention.</p>	<p>Describes school level data the most recent state assessment report and the NCLB report with an analysis of the data indicating the school's need for intervention.</p>
<p>Limited evidence of analysis of non-cognitive data with few connections linking it to low student achievement.</p>	<p>Describes non-cognitive data and an analysis of how it contributes to low student achievement.</p>
<p>Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.</p>	<p>Identifies and includes an analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention.</p>
<p>Limited evidence of analysis the audit results, determining the resources and related support for each school.</p>	<p>Describes analysis of the audit results to determine the literacy and math resources and related support needed for each school.</p>
<p>Limited evidence how the intervention model was selected based on the needs analysis.</p>	<p>Describes why the intervention model was selected based on the needs analysis.</p>
<p>Education Management Organization (EMO) was not identified or selected from the state approved list. Explanation of why this EMO was selected.</p>	<p>Identify the Education Management Organization (EMO) from the state approved list and explain why they were selected.</p>

**Actions**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>Limited activities and strategies to improve student achievement.</p> <p>Limited evidence of how the reform efforts will be sustained after the SIG funds are no longer available.</p>	<p>Describe the plan designed by the (EMO) to make meaningful changes in the school.</p> <p>The plan must include:</p> <ul style="list-style-type: none"> <li>research based activities and strategies to address literacy and math needs</li> </ul> <p>Describes how the reform efforts will be sustained when the SIG funds are no longer available. Description includes how identified state and federal funding and resources will be adjusted to continue practices and how the data analysis will continue to drive instructional changes and annual goals.</p>

**Timeline**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>Limited evidence of a timeline delineating the steps it will take to implement an intervention model.</p>	<p>Describes a three year timeline that delineates the necessary steps to implement the selected intervention model. The timeline includes analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.</p>

**Annual Goals**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>Limited or no mention of baseline data for annual and/or quarterly goals.</p> <p>Limited evidence of annual goals that will improve student achievement and classroom instruction.</p>	<p>Establishes baseline data for both annual and quarterly goals that will be used to measure progress.</p> <p>Describes annual S.M.A.R.T. goals for each year of funding and for all grade levels.</p>

Limited evidence of quarterly benchmarks and how they will be used to monitor the school's annual improvement goals.	Describes quarterly benchmarks for each year of funding and for all grade levels. Includes how the district will determine that sufficient progress is being made toward the annual goals.
Limited evidence that the district is providing additional supports when a school is not making sufficient progress toward reaching annual goals.	Describes steps the district will take to ensure the school reaches its annual goals.

**Consultation**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of consultation with stakeholders regarding the district's application and implementation of the school's intervention model.	Describes how the district consulted with the SBDM Council and other relevant stakeholders regarding the district's application and the implementation of the school's intervention model for the next three years.

**School Budget**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of how funds are to be used at the school level. Use of funds is not aligned with the improvement model or school needs.	Describes how the EMO intends to use funds at the school level to improve student achievement.
Limited evidence of how the funds are aligned with state and federal funds.	Describes how the EMO will align multiple state and federal funds with the selected intervention model at the school. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)
Limited evidence and explanation of school pre-implementation activities	Describes the school pre-implementation activities (e.g., family and community

<p>that will occur to prepare the school for successful implementation of the model. <b>(Pre-implementation is not a requirement.)</b></p> <p>Limited evidence of a three year budget.</p> <p>Costs projected for each year do not reflect realistic amounts for implementing intervention model.</p> <p>Limited evidence of alignment with the narrative description of the intervention model.</p> <p>Budgets are not within the minimum-maximum amounts.</p>	<p>engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur and explains how these activities will prepare the school for successful implementation of the model. <b>(Pre-implementation is not a requirement.)</b></p> <p>Contains complete budget information for each year of the three-year grant cycle for the district and each school it commits to serve.</p> <p>Costs projected for each year are reasonable within the context of the intervention model.</p> <p>Budget information correlates with the narrative description of the intervention model.</p> <p>Budgets are within the minimum \$50,000 - maximum \$2 million for each school the district commits to serve over the three-year period.</p>
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**SCHOOL IMPROVEMENT GRANTS (SECTION 1003G)  
KENTUCKY DEPARTMENT OF EDUCATION  
INDIVIDUAL REVIEWER FORM**

**School Closure Model Application ONLY**

District: \_\_\_\_\_

Schools to be closed are listed \_\_\_\_\_ Yes \_\_\_\_\_ No

District Verification Signed \_\_\_\_\_ Yes \_\_\_\_\_ No

<b>SECTIONS</b>	<b>Limited Evidence</b>	<b>Sufficient Evidence</b>
District Actions		
District Budget Narrative		
School Closure Model		
Timeline		
Consultation		
School Budget Narrative		

Overall strengths of the application:

Overall weaknesses of the application:

*Approval will be granted when all sections are deemed "sufficient:".*

**District Actions**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>Limited evidence of district capacity to use school improvement funds to provide support to the identified SIG school.</p> <p>The district did not identify and explain why all Priority Schools would not be served.</p>	<p>The district describes its 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.</p> <p>Identifies the Priority Schools that will not be served and explains the reasons for this decision.</p>

**District Budget Narrative**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>Limited evidence of how the district intends to use the SIG funds to close the school. Plans do not align to the intervention model.</p> <p>Limited evidence and explanation of district pre-implementation activities that will to prepare the school for successful implementation of the model. <b>(Pre-implementation is not a requirement.)</b></p>	<p>Describes how the district intends to use the SIG funds at the district level to close the school. Allowable uses may include: parent outreach, announcements, parent orientation, open houses, costs that exceed normal expenditures. <b>See guidance D2-D3. The reservation of funds at the district level is optional.</b></p> <p>Describes 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 and explains how these activities will prepare the school for successful implementation of the model. <b>(Pre-implementation is not a requirement.)</b></p>

**School Closure Model**

- Yes  No The district conducted a review process to select the School Closure Model.
- Yes  No The district identified the higher achieving schools that will be receiving schools.
- Yes  No The higher achieving receiving schools are within reasonable proximity to the closed school.

**Timeline**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of a timeline delineating the steps it will take to implement the model.	Develop a timeline for school closure that does not exceed one school year. Describe the steps necessary to implement the School Closure Model. The timeline must include, but is not limited to the following activities: parent communications, revising transportation route, and student assignments. <b><u>(Not all costs associated with the closure model can be paid from SIG funds.)</u></b> <b><u>Examples of allowable costs can be found in items D-2 and D-3 of Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965.</u></b>

**Consultation**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of consultation with stakeholders regarding the district’s application and implementation of the school’s intervention model.	Describes how the district consulted with the SBDM Council and other relevant stakeholders regarding the district’s application and the implementation of the school(s’) intervention model

## School Budget

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of how funds are to be used at the school level.	Describes how the school intends to use the school improvement funds for each school it will serve.
Limited evidence and explanation of school pre-implementation activities that will occur to prepare the school for successful implementation of the model. <b>(Pre-implementation is not a requirement.)</b>	Describes 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 and explains how these activities will prepare the school for successful implementation of the model. <b>(Pre-implementation is not a requirement.)</b>
Limited evidence of a one year budget.	Contains complete budget information for one year.
Costs projected for each year do not reflect realistic amounts for implementing intervention model.	Costs projected for each year are reasonable within the context of the intervention model.
Limited evidence of alignment with the narrative description of the intervention model.	Budget information correlates with the narrative description of the intervention model.
Budgets are not within the minimum-maximum amounts.	Budgets are within the minimum \$50,000 - maximum \$2 million for each school the district commits to serve over the three-year period.

**SCHOOL IMPROVEMENT GRANTS (SECTION 1003G)  
KENTUCKY DEPARTMENT OF EDUCATION  
INDIVIDUAL REVIEWER FORM**

**Transformation Model Application ONLY**

District: \_\_\_\_\_

Schools to be served are listed \_\_\_\_\_ Yes \_\_\_\_\_ No

District Verification Signed \_\_\_\_\_ Yes \_\_\_\_\_ No

<b>SECTIONS</b>	<b>Limited Evidence</b>	<b>Sufficient Evidence</b>
District Actions		
District Budget Narrative		
Commitment to Serve		
Required Turnaround Activities		
Actions		
Timeline		
Annual Goals		
Consultation		
School Budget Narrative		

Overall strengths of the application:

Overall weaknesses of the application:

*Approval will be granted when all sections are deemed "sufficient:"*

**District Actions**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of district capacity to use school improvement funds to provide support to the identified SIG school.	The district describes its capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.
The district did not identify and explain why all Priority Schools would not be served.	Identifies the Priority Schools that will not be served and explains the reasons for this decision.

\_\_\_ Yes \_\_\_ No If applicable, reserves funds at the district level to support the intervention model and reservation

\_\_\_ Yes \_\_\_ No If applicable, reservation of funds aligns with the intervention Model

**District Budget Narrative**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of how the district intends to use the SIG funds to support the school. Plans do not align to the intervention model.	Describes how the district intends to use the SIG funds at the district level to support the school. <b>(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.)</b>

<p>Limited evidence of how the funds are aligned with state and federal funds.</p>	<p>Describes how the district 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.)</p>
<p>Limited evidence services, personnel and financial supports provided by the district. Supports do not align with the model.</p>	<p>Describe the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.</p>
<p>Limited evidence and explanation of district pre-implementation activities that will occur to prepare the school for successful implementation of the model.</p>	<p>Describes 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 and explains how these activities will prepare the school for successful implementation of the model. <b>(Pre-implementation is not a requirement.)</b></p>

**Commitment to Serve**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>School level data from the most recent state assessment report is provided with limited evidence of data analysis and few connections to need for intervention.</p>	<p>Describes school level data from the most recent state assessment report with an analysis of the data indicating the school's need for intervention.</p>
<p>Limited evidence of analysis of non-cognitive data with few connections linking it to low student achievement.</p>	<p>Describes non-cognitive data and an analysis of how it contributes to low student achievement.</p>
<p>Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.</p>	<p>Identifies and includes an analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention.</p>
<p>Limited evidence of analysis the audit results, determining the resources and related support for each school.</p>	<p>Describes analysis of the audit results to determine the literacy and math resources and related support needed for each school.</p>

Limited evidence how the intervention model was selected based on the needs analysis.	Describes why the intervention model was selected based on the needs analysis.
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**Required Transformation Activities**

For each school to be served, the district must complete the appropriate intervention information. Reviewer will complete the rubric(s) for that appropriate intervention model(s).

Transformation Model

Does the description of the Transformation model sufficiently describe how the district will:

- Yes  No      Replace the principal (principals hired in the last 2 years as part of an intervention plan does not have to be replaced)
- Yes  No      Allow operational flexibility
- Yes  No      Develop a rigorous, transparent and equitable evaluation system that was designed with teacher and principal involvement. system is aligned with student growth data, multiple observation based assessments of performance, formative data collection tied to student achievement and , if applicable, increased graduation rate
- Yes  No      Process to identify and reward principals and teachers and other staff who have increased student achievement and graduation rates
- Yes  No      Process to remove school leaders, teachers, and other staff who after ample opportunities have not improved
- Yes  No      Provide ongoing, high-quality, job-embedded professional development
- Yes  No      Implement working condition strategies that are designed to recruit, place and retain staff
- Yes  No      Implement s research-based, literacy and math program to address causes and contributing factors that is vertically aligned by grade level and state standards
- Yes  No      Promote the continuous use of student data
- Yes  No      Establish schedules and implement strategies that increase learning time Describes how family and community supports will be involved in a meaningful way with planning, implementing and engaging partners in the intervention model.
- Yes  No      Intensive technical assistance and support from the district

## Permissible Transformation Activities

Districts are not required to address “permissible activities”. However, if a district does describe permissible activities in its application, reviewers should check those that are included. If the permissible activity does not have sufficient evidence, reviewers should make notes under each checked activity.

### **Transformation Model Permissible activities:**

- Adopt a new governance structure
- Does the district provide a plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal?
- Does the district describe a plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective?
- Does the district describe how additional supports and PD will be provided to teachers and principals to serve students with disabilities and limited English proficiency?
- For secondary schools does the district describe plans to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs?
- Does the district describe transition activities from middle to high school such as summer transition programs or freshman academies?
- Does the district describe strategies to increase graduation rates?
- Does the district partner with parents, organizations, and other agencies to create a safe school environment?
- Does the district implement approaches to improve school climate and discipline?
- Does the district expand the school program to offer full-day kindergarten or pre-kindergarten?
- Does the district implement a per-pupil school-based budget formula that is weighted based on student needs?
- Describes 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 and explains how these activities will prepare the school for successful implementation of the model.

## Actions

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>Limited or no evidence there is a plan in place to monitor changes in instructional practice resulting from job-embedded professional development</p>	<p>Explains how the district will monitor changes in instructional practice as a result of job embedded professional development.</p>
<p>Limited evidence of personnel assigned to support school's improvement goals.</p>	<p>Describes how personnel have been assigned, or reassigned, to maximize these resources in addressing the school's improvement goals.</p>
<p>Limited evidence of how funds will be redirected and used to support the intervention model and the school's improvement goals.</p>	<p>Describes how funds will be redirected from various sources and used to support the school's improvement goals.</p>
<p>Limited evidence of the process used to review practices and policies.</p>	<p>Describes the process used to review the practices and policies of the Board of Education and the School Based Councils to determine necessary modifications.</p>
<p>Limited evidence of changes in practices and policies that prohibit a school from implementing the intervention model with fidelity.</p>	<p>Describes what practices and policies (i.e. staffing, calendars/time, budgeting, etc.) have been modified to ensure the school is able to implement the intervention model with fidelity</p>
<p>Limited evidence of supports outside the district to assist the school in meeting its improvement goals. No explanation as to how the supports were selected or how they will be evaluated for effectiveness</p>	<p>Identifies supports, outside the district, (e.g., education cooperatives, site researchers, higher education personnel, etc.) 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.</p>
<p>Limited evidence of how the reform efforts will be sustained after the SIG funds are no longer available.</p>	<p>Describes how the reform efforts will be sustained when the SIG funds are no longer available. Description includes how identified state and federal funding and resources will be adjusted to continue practices and how the data analysis will continue to drive instructional changes and annual goals.</p>

## **Timeline**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of a timeline delineating the steps it will take to implement an intervention model.	Describes a three year timeline that delineates the necessary steps to implement the selected intervention model. The timeline includes analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

## **Annual Goals**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited or no mention of baseline data for annual and/or quarterly goals.	Establishes baseline data for both annual and quarterly goals that will be used to measure progress.
Limited evidence of annual goals that will improve student achievement and classroom instruction.	Describes annual S.M.A.R.T. goals for each year of funding and for all grade levels.
Limited evidence of quarterly benchmarks and how they will be used to monitor the school's annual improvement goals.	Describes quarterly benchmarks for each year of funding and for all grade levels. Includes how the district will determine that sufficient progress is being made toward the annual goals.
Limited evidence that the district is providing additional supports when a school is not making sufficient progress toward reaching annual goals.	Describes steps the district will take to ensure the school reaches its annual goals.

## **Consultation**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of consultation with stakeholders regarding the district's application and implementation of the school's intervention model.	Describes how the district consulted with the SBDM Council and other relevant stakeholders regarding the district's application and the implementation of the school's intervention model for the next three years.

## **School Budget**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of how funds are to be used at the school level.	Describes how the district intends to use the school improvement funds for each school it will serve
Limited evidence of how the funds are aligned with state and federal funds.	Describes 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.)
Limited evidence of a three year budget.	Contains complete budget information for each year of the three-year grant cycle for the district and each school it commits to serve.
Costs projected for each year do not reflect realistic amounts for implementing intervention model.	Costs projected for each year are reasonable within the context of the intervention model.
Limited evidence of alignment with the narrative description of the intervention model.	Budget information correlates with the narrative description of the intervention model.
Budgets are not within the minimum-maximum amounts.	Budgets are within the minimum \$50,000 - maximum \$2million for each school the district commits to serve over the three-year period.

**SCHOOL IMPROVEMENT GRANTS (SECTION 1003G)  
KENTUCKY DEPARTMENT OF EDUCATION  
INDIVIDUAL REVIEWER FORM**

**Turnaround Model Application ONLY**

District: \_\_\_\_\_

Schools to be served are listed \_\_\_\_\_ Yes \_\_\_\_\_ No

District Verification Signed \_\_\_\_\_ Yes \_\_\_\_\_ No

<b>SECTIONS</b>	<b>Limited Evidence</b>	<b>Sufficient Evidence</b>
District Actions		
District Budget Narrative		
Commitment to Serve		
Required Turnaround Activities		
Actions		
Timeline		
Annual Goals		
Consultation		
School Budget Narrative		

Overall strengths of the application:

Overall weaknesses of the application:

*Approval will be granted when all sections are deemed "sufficient:".*

**District Actions**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of district capacity to use school improvement funds to provide support to the identified SIG school.	The district describes its capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.
The district did not identify and explain why all Priority Schools would not be served.	Identifies the Priority Schools that will not be served and explains the reasons for this decision.

\_\_\_ Yes \_\_\_ No If applicable, reserves funds at the district level to support the intervention model and reservation

\_\_\_ Yes \_\_\_ No If applicable, reservation of funds aligns with the intervention Model

**District Budget Narrative**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of how the district intends to use the SIG funds to support the school. Plans do not align to the intervention model.	Describes how the district intends to use the SIG funds at the district level to support the school. <b>(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.)</b>

<p>Limited evidence of how the funds are aligned with state and federal funds.</p>	<p>Describes how the district 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.)</p>
<p>Limited evidence services, personnel and financial supports provided by the district. Supports do not align with the model.</p>	<p>Describe the services, personnel and financial supports the district will provide and tell how they align to the school(s) intervention model.</p>
<p>Limited evidence and explanation of district pre-implementation activities that will occur to prepare the school for successful implementation of the model.</p>	<p>Describes 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 and explains how these activities will prepare the school for successful implementation of the model. <b>(Pre-implementation is not a requirement.)</b></p>

**Commitment to Serve**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>School level data from the most recent state assessment report is provided with limited evidence of data analysis and few connections to need for intervention.</p>	<p>Describes school level data from the most recent state assessment report with an analysis of the data indicating the school's need for intervention.</p>
<p>Limited evidence of analysis of non-cognitive data with few connections linking it to low student achievement.</p>	<p>Describes non-cognitive data and an analysis of how it contributes to low student achievement.</p>
<p>Limited evidence of causes and contributing factors with few connections to low student achievement and/or need for schoolwide intervention.</p>	<p>Identifies and includes an analysis of causes and contributing factors to low student achievement and/or need for schoolwide intervention.</p>
<p>Limited evidence of analysis the audit results, determining the resources and related support for each school.</p>	<p>Describes analysis of the audit results to determine the literacy and math resources and related support needed for each school.</p>

Limited evidence how the intervention model was selected based on the needs analysis.	Describes why the intervention model was selected based on the needs analysis.
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**Required Turnaround Activities**

For each school to be served, the district must complete the appropriate intervention information. Reviewer will complete the rubric(s) for that appropriate intervention model(s).

**Turnaround Model**

Does the description of the turnaround model sufficiently describe how the district will:

- Yes  No      Replace the principal (principals hired in the last 2 years as part of an intervention plan does not have to be replaced)
- Yes  No      Allow operational flexibility
- Yes  No      Use locally adopted competencies to measure the effectiveness of staff (rehire no more than 50% of staff, select new staff)
- Yes  No      Implement working condition strategies that are designed to recruit, place and retain staff
  
- Yes  No      Provide ongoing, high-quality, job-embedded professional development
- Yes  No      Adopt a new governance structure
- Yes  No      Implement s research-based, literacy and math program to address causes and contributing factors that is vertically aligned by grade level and state standards
- Yes  No      Promote the continuous use of student data
- Yes  No      Establish schedules and implement strategies that increase learning time
- Yes  No      Provide appropriate social-emotional and community-oriented services for students

**Permissible Turnaround Activities**

Districts are not required to address “permissible activities”. However, if a district does describe permissible activities in its application, reviewers should check those that are included. If the permissible activity does not have sufficient evidence, reviewers should make notes under each checked activity.

**Turnaround Model Permissible activities:**

A new school model (e.g. themed, dual language academy, etc.)

Does the district provide a plan to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal?

- \_\_\_ Does the district describe a plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective?
- \_\_\_ Does the district describe how additional supports and PD will be provided to teachers and principals to serve students with disabilities and limited English proficiency?
- \_\_\_ For secondary schools does the district describe plans to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs?
- \_\_\_ Does the district describe transition activities from middle to high school such as summer transition programs or freshman academies?
- \_\_\_ Does the district describe strategies to increase graduation rates?
- \_\_\_ Does the district partner with parents, organizations, and other agencies to create a safe school environment?
- \_\_\_ Does the district implement approaches to improve school climate and discipline?
- \_\_\_ Does the district expand the school program to offer full-day kindergarten or pre-kindergarten?
- \_\_\_ Does the district implement a per-pupil school-based budget formula that is weighted based on student needs?
- \_\_\_ Describes 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 and explains how these activities will prepare the school for successful implementation of the model.

**Actions**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited or no evidence there is a plan in place to monitor changes in instructional practice resulting from job-embedded professional development	Describes how the district will monitor changes in instructional practice resulting from job-embedded professional development
Limited evidence of personnel assigned to support school's improvement goals.	Describes how personnel have been assigned, or reassigned, to maximize these resources in addressing the school's improvement goals.

<p>Limited evidence of how funds will be redirected and used to support the intervention model and the school's improvement goals.</p>	<p>Describes how funds will be redirected from various sources and used to support the school's improvement goals.</p>
<p>Limited evidence of family and community supports in planning, implementing and engaging partners in the intervention model.</p>	<p>Describes how family and community supports will be involved in a meaningful way with planning, implementing and engaging partners in the intervention model.</p>
<p>Limited evidence of the process used to review practices and policies.</p>	<p>Describes the process used to review the practices and policies of the Board of Education and the School Based Councils to determine necessary modifications.</p>
<p>Limited evidence of changes in practices and policies that prohibit a school from implementing the intervention model with fidelity.</p>	<p>Describes what practices and policies (i.e. staffing, calendars/time, budgeting, etc.) have been modified to ensure the school is able to implement the intervention model with fidelity</p>
<p>Limited evidence of supports outside the district to assist the school in meeting its improvement goals. No explanation as to how the supports were selected or how they will be evaluated for effectiveness</p>	<p>Identifies supports, outside the district, (e.g., education cooperatives, site researchers, higher education personnel, etc.) 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.</p>
<p>Limited evidence of how the reform efforts will be sustained after the SIG funds are no longer available.</p>	<p>Describes how the reform efforts will be sustained when the SIG funds are no longer available. Description includes how identified state and federal funding and resources will be adjusted to continue practices and how the data analysis will continue to drive instructional changes and annual goals.</p>

## **Timeline**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of a timeline delineating the steps it will take to implement an intervention model.	Describes a three year timeline that delineates the necessary steps to implement the selected intervention model. The timeline includes analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

## **Annual Goals**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited or no mention of baseline data for annual and/or quarterly goals.	Establishes baseline data for both annual and quarterly goals that will be used to measure progress.
Limited evidence of annual goals that will improve student achievement and classroom instruction.	Describes annual S.M.A.R.T. goals for each year of funding and for all grade levels.
Limited evidence of quarterly benchmarks and how they will be used to monitor the school's annual improvement goals.	Describes quarterly benchmarks for each year of funding and for all grade levels. Includes how the district will determine that sufficient progress is being made toward the annual goals.
Limited evidence that the district is providing additional supports when a school is not making sufficient progress toward reaching annual goals.	Describes steps the district will take to ensure the school reaches its annual goals.

## **Consultation**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
Limited evidence of consultation with stakeholders regarding the district's application and implementation of the school's intervention model.	Describes how the district consulted with the SBDM Council and other relevant stakeholders regarding the district's application and the implementation of the school's intervention model for the next three years.

**School Budget**

LIMITED EVIDENCE	SUFFICIENT EVIDENCE
<p>Limited evidence of how funds are to be used at the school level.</p>	<p>Describes how the district intends to use the school improvement funds for each school it will serve</p>
<p>Limited evidence of how the funds are aligned with state and federal funds.</p>	<p>Describes 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.)</p>
<p>Limited evidence of a three year budget.</p>	<p>Contains complete budget information for each year of the three-year grant cycle for the district and each school it commits to serve.</p>
<p>Costs projected for each year do not reflect realistic amounts for implementing intervention model.</p>	<p>Costs projected for each year are reasonable within the context of the intervention model.</p>
<p>Limited evidence of alignment with the narrative description of the intervention model.</p>	<p>Budget information correlates with the narrative description of the intervention model.</p>
<p>Budgets are not within the minimum-maximum amounts.</p>	<p>Budgets are within the minimum \$50,000 - maximum \$2 million for each school the district commits to serve over the three-year period.</p>

## Sustainability

Most leaders recognize the need to improve the effectiveness of their organizations, and they may implement all the steps needed to successfully implement positive change. However, without a plan to sustain progress, organizations, including schools, can revert to old habits and lose the improvements they have made. In studies of schools, sustainability (sometimes called institutionalization) occurs when the new practices have become a routine part of daily school life and culture.

Decades of research provide insight into some of the key components of successfully implementing and sustaining change. When core processes are institutionalized, improvements to the school, such as those in curriculum and teaching can be maintained even when the school is faced with events such as turnover in staff or leadership or decreases in funding. Establishing a process of continuous improvement as a school-wide norm and ensuring that processes and systems are aligned is key; developing and implementing a goal that focuses on the alignment and institutionalization of these core processes in day-to-day operations can help maintain the progress made throughout the school. Schools that are exiting priority status or that are determined to no longer require the assistance of educational recovery staff must develop a sustainability goal that explains how progress will be maintained.

Effective schools are strong in seven research-based areas. The sustainability goal should address these areas with specific objectives, strategies and activities, and should also indicate which systems and processes are in place at the school to maintain progress in these components. The seven components, along with a brief description, are:

### Stakeholder involvement

This component describes the degree to which stakeholders—including parents, community, students and school personnel are meaningfully involved in the work of the school. The sustainability goal should define how stakeholders will continue to be engaged in the continuous improvement process.

### Student engagement

Student engagement describes the extent to which students are actively involved in directing their own learning, which could include processes like goal-setting and progress monitoring. The sustainability goal should address the ways in which increases in student engagement will be sustained over time.

### Collaboration

Collaboration refers to the organizational learning that occurs when stakeholders within the school share knowledge and ideas, and examine and analyze data for continuous improvement. Practice improves when collaboration is embedded in the school culture. The sustainability goal should identify a way to increase and sustain collaboration.

### Equity

Equity means that each student has access to and engages in rich, challenging learning experiences that enable him or her to meet or exceed state benchmarks. The sustainability goal should explain how the school will ensure that all students meet or exceed proficiency.

### Personalization

Personalization means that the learning experience is differentiated, or tailored to each student's needs and interests, often through the use of formative data. The sustainability goal should include provisions for the personalization of the learning experience for students.

### Continuous improvement

Continuous improvement refers to an iterative process of collecting performance data, analyzing the data, and adjusting practice accordingly. The sustainability goal should explain how the school will ensure that continuous improvement remains a school-wide norm.

### Systems alignment

Systems alignment refers to the optimal management of work systems and processes. When alignment occurs, efforts are focused and are maximized toward achieving performance goals. In a school, this would also include the alignment between curriculum, teaching and assessment. The sustainability goal should describe how the school will maintain systems alignment.

The sustainability goal should identify the systems and processes that are in place to sustain improvement in the seven areas described above. The structure of this goal should contain the same components (objectives, strategies and activities) as the other goals that schools develop as part of their Comprehensive School Improvement Plan. The template on the next page can be used to assist in the planning process. A draft of the sustainability goal is due by July 1, 2013. The entire plan should be submitted as part of the CSIP/CDIP and uploaded into ASSIST.

### Resources

Bascia, N. (1996). Caught in the crossfire: restructuring, collaboration, and the "problem" school. *Urban Education, 31*, 177-198. doi: 10.1177/0042085996031002004

Datnow, A. (2005). The sustainability of comprehensive school reform models in changing district and state contexts. *Educational Administration Quarterly, 41*, 121-153. doi: 10.1177/0013161X04269578

Hargreaves, A., & Fink, D. (2000). The three dimensions of reform. *Educational Leadership, 57*, 35-38. Retrieved from <http://www.ascd.org/Default.aspx>

Kotter, J.P. (1996). *Leading Change*. Boston, Massachusetts: Harvard Business School Press.

Linger, L.W. (2013). School improvement sustainability: Connecting the pieces. West Virginia Board of Education.

Moffett, C.A. (2000). Sustaining change: The answers are blowing in the wind. *Educational Leadership, 57*, 35-38. Retrieved from <http://www.ascd.org/Default.aspx>

Schumacher, G. (2011). Key factors for successfully implementing and sustaining quality improvement in K-12 Education. *The Journal for Quality and Participation, 33*, 17-20. Retrieved from <http://asq.org/pub/jqp/past/2011/index.html>

Stiegelbauer, S., & Anderson, S.E. (1994). Institutionalization and renewal in a restructured secondary school. *School Organisation, 14*, 279-293. Retrieved from <http://www.tandfonline.com/loi/cs1m20>

GOAL 6: (EXAMPLE) X HIGH SCHOOL WILL SUSTAIN PROGRESS IN 7 KEY AREAS: STAKEHOLDER INVOLVEMENT, STUDENT ENGAGEMENT, COLLABORATION, EQUITY, PERSONALIZATION, SYSTEMS ALIGNMENT AND CONTINUOUS IMPROVEMENT.

MEASUREABLE OBJECTIVE 1:

STRATEGY 1:

ACTIVITY 1:

Activity Type	Begin Date	End Date	Resource Assigned (Dollar amount designated for this activity)	Source Of Funding	Staff Responsible

ACTIVITY 2:

Activity Type	Begin Date	End Date	Resource Assigned (Dollar amount designated for this activity)	Source Of Funding	Staff Responsible

ACTIVITY 3:

Activity Type	Begin Date	End Date	Resource Assigned (Dollar amount designated for this activity)	Source Of Funding	Staff Responsible

STRATEGY 2:

ACTIVITY 1:

Activity Type	Begin Date	End Date	Resource Assigned (Dollar amount designated for this activity)	Source Of Funding	Staff Responsible

ACTIVITY 2:

Activity Type	Begin Date	End Date	Resource Assigned (Dollar amount designated for this activity)	Source Of Funding	Staff Responsible

ACTIVITY 3:

Activity Type	Begin Date	End Date	Resource Assigned (Dollar amount designated for this activity)	Source Of Funding	Staff Responsible

MEASURABLE OBJECTIVE 2:

STRATEGY 1:

ACTIVITY 1:

Activity Type	Begin Date	End Date	Resource Assigned (Dollar amount designated for this activity)	Source Of Funding	Staff Responsible

ACTIVITY 2:

Activity Type	Begin Date	End Date	Resource Assigned (Dollar amount designated for this activity)	Source Of Funding	Staff Responsible

## SIG Spending and Amendment Guidance

### Introduction

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State Educational Agencies (SEAs) that SEAs use to make competitive sub-grants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.

The purpose of this guidance is to provide directions for implementing an effective turnaround system for priority schools. This guidance includes spending limitations and directives for building sustainable systems.

### Amendments

SIG amendments provide priority schools the flexibility to modify their processes from the original grant application. This flexibility provides schools the ability to implement an effective sustainable school improvement process. The LEA/school has the opportunity to submit amendments which support their CSIP/CDIP goals, original application or findings from a diagnostic review. The LEA/school submitting an amendment should consider the following amendment guiding questions and examples.

Guiding Questions	Example
<p><b>What are the desired sustainable processes you wish to implement?</b></p> <ul style="list-style-type: none"><li>• <b>What are the plans to build capacity and how will this be implemented with fidelity?</b></li><li>• <b>How will this process/system/program be sustained?</b></li><li>• <b>What strategies do you need in place</b></li></ul>	<p>The school's diagnostic review revealed low scores in student engagement. We would like to support our young teachers by providing the opportunity to shadow veteran/master teachers. To effectively implement this process we need to build capacity within our school by providing Train the Trainer PD to a team of teachers.</p> <p>As we build capacity for training and mentoring teachers, we expect increases in student engagement, growth and rigor within the classroom</p>

<b>to effectively sustain the process?</b>	The school will develop a system to readily monitor the process and provide meaningful feedback to teachers.
<b>What are the gaps identified for your student population according to the test data?</b>	Based on our 2012 KPREP goals our ELL students had a significant gap in reading and math. To address this gap we would like to provide intervention in reading and math to support our ELL students.
<b>What type of growth do you expect to achieve by implementing/purchasing this service/item?</b>	Our CSIP goal for CCR is a gain of 2 points for 2014 school year. Based on our 30 day formative data we are below our objectives. We would like to provide our teachers with PD by ABC Academic Growth Group. This organization has a track record for improving scores in low performing schools with similar demographics.
<b>What tools will be implemented to measure growth?</b> <ul style="list-style-type: none"> <li>• <b>What tools/systems are identified to support implementation of an effective/efficient program?</b></li> </ul>	The purchase of "XYZ Computer Based Math Program" was selected because it aligns with Common Core Standards for math. The program allows students to proceed at their pace. The program also provides diagnostics for teacher intervention. Student formative data will be uploaded into PLC data base and analyzed to monitor growth weekly.
<b>What strategies will be implemented to monitor effectiveness of the process?</b>	PLC's will be created to evaluate student growth.

**Instructions for Completing the Amendment Form: Following these instructions is an amendment form that should be used to request changes to SIG plans.**

- At the top of the amendment include
  - District Name
  - School Name
  - Contact Person
- Section 1, where applicable, should be completed to reflect changes in data analysis/sources/techniques, resulting in the identification of new causes and contributing factors and/or strategy selections.
- Section 2, where applicable, should be completed to reflect changes in how the required activities of the selected model will addressed by a Priority School.
- Section 3, where applicable, should be completed to reflect changes in any activities or systems to be implemented (refer to the guiding questions above for narrative).

- Identify and describe the request
  - Connect the request to the needs (gap) to be addressed. Examples should be data driven and connected to:
    - Needs assessment
    - Diagnostic review result
    - CSIP Goals
  - Include the MUNIS code that shows from/to which expenditure codes funds will be moved to address the request.
- Sections 4, where applicable, should be completed to reflect changes in the timelines for implementing strategies or meeting goals.
  - Section 5, where applicable, should be completed to reflect changes in identified annual goals in Priority Schools. Goals should be connected to newly identified needs.
  - Section 6, where applicable, should be completed to reflect changes in activities implemented at Tier III Schools (non-Priority Schools from cohort 1).
  - Section 7, where applicable, should be completed to reflect changes in annual goals in Tier III Schools (non-Priority Schools from cohort 1). Goals should be connected to newly identified needs.
  - Section 8, where applicable, should be completed to reflect changes in activities used to solicit and engage community stakeholders.

**PROGRAM AMENDMENT**  
**SCHOOL IMPROVEMENT GRANTS**

District Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Person Submitting Amendment: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Date Revision Approved: \_\_\_\_\_

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
Section 1: Commitment to Serve  <ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Non-cognitive data</li> <li>• Causes and contributing factors</li> <li>• Strategy selection</li> </ul>		
Section 2: Intervention Model ( <b>Tier I and Tier II</b> )		
Section 3: Actions  <ul style="list-style-type: none"> <li>• Technology</li> <li>• Family involvement</li> <li>• Personnel assignments</li> <li>• Redirected funds</li> <li>• PD</li> <li>• Resources</li> <li>• External support</li> <li>• Review policies</li> <li>• Changes in policies/practices</li> <li>• Sustain reform</li> </ul>		
Section 4: Timeline  <ul style="list-style-type: none"> <li>• Three year timeline</li> </ul>		
Section 5: <b>Tier I and Tier II</b> annual goals  <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>		

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
Section 6: <b>Tier III</b> Services <ul style="list-style-type: none"> <li>• District services</li> <li>• Activities to improve</li> <li>• Literacy and mathematics plans</li> </ul>		
Section 7: <b>Tier III</b> Annual Goals <ul style="list-style-type: none"> <li>• S.M.A.R.T. goals</li> <li>• Quarterly benchmarks</li> <li>• District support when not achieving goals</li> </ul>		
Section 8: Consultation <ul style="list-style-type: none"> <li>• Stakeholder input/involvement</li> </ul>		

# Non-Cognitive Data Points

School:   
Principal:

ILT Members:

The following tabs in orange all relate to non-cognitive data points. There are two tabs for data entry this area including attendance, and persistence to graduation. Once instructional teams enter and review the data, return to this tab and record the SMART goals for each of the appropriate areas. You may add additional smart goals on this tab as you improvement plan requires. Remember that SMART goals ask you to set goals that adhere to the following:



- SMART Goals**
- S=Specific**
- M=Measureable**
- A=Action Oriented**
- R=Realistic**
- T=Time Sensitive**

## Attendance SMART Goal

## MS Retention Rate SMART Goal

## Graduation Rate SMART Goal

## Drop Out Rate SMART Goal



# Attendance

## Data Questions

School Name:

Principal:

## Data Questions-First Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## Data Questions-Second Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## Data Questions-Third Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## Data Questions-Fourth Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?



**Data Questions-First Quarter**

**What does the data tell us?**

**What does the data not tell us?**

**What are causes for celebration?**

**What are the opportunities for improvement?**

**What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?**

**Data Questions-Fourth Quarter**

**What does the data tell us?**

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**What does the data not tell us?**

--

**What are causes for celebration?**

--

**What are the opportunities for improvement?**

--

**What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?**

--

# College & Career Readiness

School:   
Principal:

ILT Members:

The following tabs in maroon all relate to College & Career Readiness data points. There are three tabs for data entry this area including College Readiness, Career Readiness, and the combined College & Career Readiness data point. To avoid duplication of information, MIDDLE SCHOOL READINESS will be tracked on the PLAN tab under ACADEMIC INDICATORS. Once instructional teams enter and review the data, return to this tab and record the SMART goals for each of the three areas. Remember that SMART goals ask you to set goals that adhere to the following:



- SMART Goals
- S=Specific
- M=Measureable
- A=Action Oriented
- R=Realistic
- T=Time Sensitive

**College Readiness SMART Goal**

**Career Readiness SMART Goal**

**College & Career Readiness SMART Goal**

# College and Career Readiness

## Annual Tracking Tool

School Name:

Principal:

Year  
2013-14

Delivery Target:

Total Seniors:

College Readiness	June-Baseline		October		December		March		June		*Adjusted		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
College Ready based on ACT, COMPASS, or KYOTE data													
College Ready in 2 of 3 contents based on ACT, COMPASS, or KYOTE data													
College Ready in 1 of 3 contents based on ACT, COMPASS, or KYOTE data													
Total Potential College Ready if ALL students recover all benchmarks													
TOTAL Number of Students Required to be College Ready to meet Delivery Target													
												TOTAL Anticipated Percent College Ready if All Target Students Meet College Ready Benchmark	

## College Ready

### Data Questions

School Name:   
Principal:

Year
2013-14

Delivery Target:   
Total Seniors:

### Data Questions-First Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# College Ready

## Data Questions

School Name:   
Principal:

Year
2013-14

Delivery Target:   
Total Seniors:

## Data Questions-Second Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# College Ready

## Data Questions

School Name:   
Principal:

Year
2013-14

Delivery Target:   
Total Seniors:

## Data Questions-Third Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# College Ready

## Data Questions

School Name:   
Principal:

Year
2013-14

Delivery Target:   
Total Seniors:

## Data Questions-Fourth Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# College and Career Readiness

## Annual Tracking Tool

School Name:   
 Principal:

Year  
2013-14

Delivery Target:   
 Total Seniors:

Career Readiness	June Baseline		October		December		March		June		Comments
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
	Academic Career Ready based on ASVAB or Work Keys										
Technical Career Ready based on KOSSA or Ind. Cert.											
Career Ready based on any Academic/ Technical combination											
Total on track for KOSSA and/or Industry Certification											

TOTAL Number of Students Career Ready if **ALL** students on track to earn Ind. Certification or pass KOSSA (Academic) also pass ASVAB or Work Keys (Technical)

TOTAL Percent Career Ready IF **All** Target Students to left meet Academic and Technical Component of Career Readiness

# Career Ready

## Data Questions

School Name:   
Principal:

Year  
2013-14

Delivery Target:   
Total Seniors:

## Data Questions-First Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## Data Questions-Second Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

**Data Questions-Third Quarter**

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

## Data Questions-Fourth Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## College & Career Readiness-Potential Bonus

School Name:   
 Principal:

Year  
2013-14

Delivery Target:   
 Total Seniors:

College & Career Readiness	June Benchmark		October		December		March		June		Comments
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
	Total College Ready through ACT, COMPASS, and/or KYOTE										
Of the above, total Career Ready through technical component (KOSSA or Industry Cert.)											

TOTAL Number of Students College and Career Ready

TOTAL Percent of Students College and Career Ready

## College & Career Readiness-Potential Bonus

### Data Questions-First Quarter

What does the data tell us?

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What does the data not tell us?

--

What are causes for celebration?

--

What are the opportunities for improvement?

--

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

--

## College & Career Readiness-Potential Bonus

### Data Questions-Second Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## College & Career Readiness-Potential Bonus

### Data Questions-Third Quarter

What does the data tell us?

--

What does the data not tell us?

--

What are causes for celebration?

--

What are the opportunities for improvement?

--

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

--

## College & Career Readiness-Potential Bonus

### Data Questions-Fourth Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## Academic Indicators

School:   
Principal:

ILT Members:

The following tabs in green all relate to Academic Indicator data points. Once instructional teams enter and review the data, return to this tab and record the SMART goals for each of the three areas. Remember that SMART goals ask you to set goals that adhere to the following:



**SMART Goals**  
S=Specific  
M=Measureable  
A=Action Oriented  
R=Realistic  
T=Time Sensitive

### Formative Assessment SMART Goals

### 9th Grade Success SMART Goals

EPAS SMART Goals-include goals for appropriate assessments at your level (MS-EXPLORE; HS-PLAN and ACT)

### END OF COURSE (EOC) SMART Goals

### Gap Groups SMART Goals



# Middle School Formative Data

## Data Questions-First Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# Middle School Formative Data

## Data Questions-Second Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# Middle School Formative Data

## Data Questions-Third Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# Middle School Formative Data

## Data Questions-Fourth Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?



# High School Formative Data

## Data Questions-First Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# High School Formative Data

## Data Questions-Second Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# High School Formative Data

## Data Questions-Third Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# High School Formative Data

## Data Questions-Fourth Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## Formative Intervention Plans

After reviewing the relevant data from the formative assessment tabs, devise an appropriate intervention plan to target the needs identified in the academic data review. Copy and paste that plan into the space below. Devise a manner by which you MONITOR the success of the intervention plan by tracking data, successful transitions, etc. Include those data tables and the subsequent analysis here, as well.

# 9th Grade Success Rates by Subject

## Annual Tracking Tool

Please supply the core area and applicable elective choices for the 9th grade class in the table below. Add courses as needed  
 [Results reported as Percentages of Total AT Proficiency (passing) or above]

High School	Assessment	First Trimester				Second Trimester				Third Trimester			
		1st Six Weeks		2nd Six Weeks		3rd Six Weeks		4th Six Weeks		5th Six Weeks		6th Six Weeks	
		1st Tri Midterm		1st Tri Final		2nd Tri Midterm		2nd Tri Final		3rd Tri Midterm		3rd Tri Final	
		Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
ELA/Reading Grade 9													
Mathmatics													
Pre-Algebra													
Algebra I													
Geometry													
Other													
Social Studies													
Science													
Health													
Physical Education													
Attach a copy of your ACADEMIC Intervention Plans below by copying and pasting the document onto the intervention plan tab.													

# 9th Grade Success Rates by Subject

## Data Questions-First Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# 9th Grade Success Rates by Subject

## Data Questions-Second Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# 9th Grade Success Rates by Subject

## Data Questions-Third Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# 9th Grade Success Rates by Subject

## Data Questions-Fourth Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## 9th Grade Success Rates by Subject

### Annual Tracking Tool

After reviewing the relevant data from the 9th grade success rate tab, devise an appropriate intervention plan to target the needs identified in the academic data review. Copy and paste that plan into the space below. Devise a manner by which you MONITOR the success of the intervention plan by tracking data, successful transitions, etc. Include those data tables and the subsequent analysis here, as well.



**EPAS Data: EXPLORE**

**Data Questions-First Quarter**

**What does the data tell us?**

**What does the data not tell us?**

**What are causes for celebration?**

**What are the opportunities for improvement?**

**What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?**

**EPAS Data: EXPLORE**

**Data Questions-Second Quarter**

**What does the data tell us?**

**What does the data not tell us?**

**What are causes for celebration?**

**What are the opportunities for improvement?**

**What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?**

## EPAS Data: EXPLORE

### Data Questions-Third Quarter relative to intervention work

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## EPAS Data: EXPLORE

### Data Questions-Fourth Quarter relative to intervention work

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# PLAN DATA

## Annual Tracking Tool

Complete the data table for the respective assessments as new data is received during the school year. Identify any areas to target for intervention and support including any identified gap group students. Copy and paste your targeted intervention plan on this tab after the data questions.

EPAS: PLAN	Fall 2012 Baseline Data		Fall 2013 Data				Fall 2014 Data			
	Score		Score		% Meeting Benchmark		Score		% Meeting Benchmark	
	Actual	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
English										
Mathematics										
Reading										
Science										
<b>Composite</b>										
Specify Gap Group Here										
English										
Mathematics										
Reading										
Science										
<b>Composite</b>										
Specify Gap Group Here										
English										
Mathematics										
Reading										
Science										
<b>Composite</b>										

EPAS Data: EXPLORE

## Data Questions-First Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## EPAS Data: EXPLORE

### Data Questions-Second Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## EPAS Data: EXPLORE

Data Questions-Third Quarter relative to intervention work

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## EPAS Data: EXPLORE

Data Questions-Fourth Quarter relative to intervention work

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

**What are the opportunities for improvement?**

**What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?**



# EPAS Data: ACT

## Data Questions-First Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# EPAS Data: ACT

## Data Questions-Second Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# EPAS Data: ACT

## Data Questions-Third Quarter relative to intervention work

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## EPAS Data: ACT

### Data Questions-Fourth Quarter relative to intervention work and new data

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# EPAS INTERVENTION PLANS

After reviewing the relevant data from the appropriate EPAS assessments, devise an intervention plan to target the needs identified in the academic data review.

Copy and paste that plan into the space below. Devise a manner by which you MONITOR the success of the intervention plan by tracking data, successful transitions, etc.

Include those data tables and the subsequent analysis here, as well. Middle schools should have a plan to target those not meeting benchmark on the EXPLORE and high schools should have plans targeting those not meeting benchmark on the PLAN and also on the ACT.

# EPAS Growth PLAN to ACT

## Annual Tracking Tool

Complete the data table for the respective assessments as new data is received during the school year. Identify any areas to target for intervention and support including any identified gap group students.

EPAS Growth PLAN to ACT	Class of 2014						Class of 2015						Class of 2016					
	2011 PLAN Data		Spring 2013 ACT Data				2012 PLAN Data		Spring 2014 ACT Data				2013 PLAN Data		Spring 2015 ACT Data			
	Score	% Meeting Benchmark	Score		% Meeting Benchmark		Score	% Meeting Benchmark	Score		% Meeting Benchmark		Score	% Meeting Benchmark	Score		% Meeting Benchmark	
	Actual	Actual	Goal	Actual	Goal	Actual	Actual	Actual	Goal	Actual	Goal	Actual	Actual	Actual	Actual	Goal	Actual	Goal
English																		
Mathematics																		
Reading																		
Science																		
<b>Composite</b>																		
Specify Gap Group Here																		
English																		
Mathematics																		
Reading																		
Science																		
<b>Composite</b>																		
Specify Gap Group Here																		
English																		
Mathematics																		
Reading																		
Science																		
<b>Composite</b>																		

# EPAS Growth PLAN to ACT

## Data Questions-First Quarter

What does the data tell us?

--

What does the data not tell us?

--

What are causes for celebration?

--

What are the opportunities for improvement?

--

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

--

# EPAS Growth PLAN to ACT

## Data Questions-Second Quarter relevant to interventions and new data

What does the data tell us?

--

What does the data not tell us?

--

What are causes for celebration?

--

What are the opportunities for improvement?

--

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

--

# EPAS Growth PLAN to ACT

## Data Questions-Third Quarter relevant to interventions

What does the data tell us?

--

What does the data not tell us?

--

What are causes for celebration?

--

What are the opportunities for improvement?

--

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

--

# EPAS Growth PLAN to ACT

## Data Questions-Fourth Quarter relevant to interventions and new data

What does the data tell us?

--

What does the data not tell us?

--

What are causes for celebration?

--

What are the opportunities for improvement?

--

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

--

# END OF COURSE (EOC) DATA

## Annual Tracking Tool

Complete the data table for the respective assessments as new data is received during the school year. Identify any areas to target for intervention and support including any identified gap group students. Copy and paste your targeted intervention plan on this tab after the data questions.

END OF COURSE (EOC)	SPRING 2013 Baseline Data		SPRING 2014 Data				SPRING 2015 Data			
	Score	% Meeting Benchmark	Score		% Meeting Benchmark		Score		% Meeting Benchmark	
	Actual	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
English II										
Algebra II										
US History										
Biology										
Specify Gap Group Here										
English II										
Algebra II										
US History										
Biology										
Specify Gap Group Here										
English II										
Algebra II										
US History										
Biology										
Specify Gap Group Here										
English II										
Algebra II										
US History										
Biology										

# END OF COURSE (EOC) DATA

## Data Questions-First Quarter reflection of baseline data and development of action plan

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## END OF COURSE (EOC) DATA

Data Questions-Second Quarter including any implications of formative assessment data

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## END OF COURSE (EOC) DATA

Data Questions-Third Quarter relative to intervention work

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## END OF COURSE (EOC) DATA

Data Questions-Fourth Quarter relative to intervention work and new data

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

**What are the opportunities for improvement?**

**What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?**



# On Demand Writing

## Data Questions-First Quarter

**What does the data tell us?**

--

**What does the data not tell us?**

--

**What are causes for celebration?**

--

**What are the opportunities for improvement?**

--

**What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?**

--

# On Demand Writing

## Data Questions-Second Quarter

**What does the data tell us?**

--

**What does the data not tell us?**

--

**What are causes for celebration?**

--

**What are the opportunities for improvement?**

--

**What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?**

--

# On Demand Writing

## Data Questions-Third Quarter relative to intervention work

**What does the data tell us?**

**What does the data not tell us?**

**What are causes for celebration?**

**What are the opportunities for improvement?**

**What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?**

# On Demand Writing

## Data Questions-Fourth Quarter relative to intervention work

**What does the data tell us?**

**What does the data not tell us?**

**What are causes for celebration?**

**What are the opportunities for improvement?**

**What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?**

# Behavior Interventions: Plan and Data Tracking

School:   
Principal:

ILT Members:

The following tabs in orange all relate to non-cognitive data points. There are two tabs for data entry this area including attendance, and persistence to graduation. Once instructional teams enter and review the data, return to this tab and record the SMART goals for each of the three areas. Remember that SMART goals ask you to set goals that adhere to the following:



**SMART Goals**  
S=Specific  
M=Measureable  
A=Action Oriented  
R=Realistic  
T=Time Sensitive

**Behavior Intervention SMART Goal: (Sample could be reduce out of school suspensions for all males)**

**Behavior Intervention SMART Goal:**

**Behavior Intervention SMART Goal:**

Attach a copy of your Behavior Intervention Plan below by copying and pasting the document onto this tab.

## Behavior Intervention Tracking Tool

Be specific as to targeted group and intended intervention. You may alter the data table to fit your specific plan but continuous monitoring of data at least every six week is essential.

Identified Group and Issue	Behavior Intervention	First Trimester				Second Trimester				Third Trimester			
		1st Six Weeks		2nd Six Weeks		3rd Six Weeks		4th Six Weeks		5th Six Weeks		6th Six Weeks	
		1st Tri Midterm		1st Tri Final		2nd Tri Midterm		2nd Tri Final		3rd Tri Midterm		3rd Tri Final	
		Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Sample: 9th grade male out of school suspensions													

## Behavior Intervention Tracking Tool

### Data Questions-First Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## Behavior Intervention Tracking Tool

### Data Questions-Second Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## Behavior Intervention Tracking Tool

### Data Questions-Third Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

## Behavior Intervention Tracking Tool

### Data Questions-Fourth Quarter

What does the data tell us?

What does the data not tell us?

What are causes for celebration?

What are the opportunities for improvement?

What are the next steps (PDSA/DIPP) and the connection/implication for an updated CSIP and 30 Day Plans?

# KPREP Calculators

School:   
Principal:

ILT Members:

Included on the following tabs are copies of the KDE KPREP Calculators. They are intended for your use to help you estimate progress within our KPREP system. They are in no way required items for you to update quarterly but they may be helpful as you and your ILT work to improve student achievement in your building. These calculators will be updated periodically on the KDE website so we encourage you to load the most current version into this document as appropriate.

School Name:

Level
Middle

Accountability Percentages	Achievment	Gap	Growth	Readiness	Graduation	Overall Score
Scores	0.0	0.0	0.0	0.0	0.0	Invalid Data
Weights			#VALUE!			
Points						

Achievement - Counts	Reading	Mathematics	Science	Social Studies	On-Demand Writing	Language Mechanics
Novice						
Apprentice						
Proficient						
Distinguished						
Total	0	0	0	0	0	0
Score						0.0
Gap - Counts						
Novice						
Apprentice						
Proficient						
Distinguished						
Total	0	0	0	0	0	0
Score						0.0

Percent of Students with a Growth Percentile greater than or equal to 40	
Reading	
Mathematics	

Explore Benchmark Percentages	
English	
Mathematics	
Reading	

College/Career Ready Counts	
College Ready	
Career Ready	
Alternate Ready	
Bonus - College and Career Ready Technical	
Not Ready	
No. Graduates	

Achievement - Percentages	Reading	Mathematics	Science	Social Studies	On-Demand Writing	Language Mechanics
Novice						
Apprentice						

Graduation Rate
Graduation Rate

This file uses the following...

Proficient						
Distinguished						
P&D						
Bonus %						
Applied Bonus						
Gap - Percentages						
Novice						
Apprentice						
Proficient						
Distinguished						
P&D						

### Tips for Using the Calculator

- The calculator is based on grade level (elementary, middle, high).
- Select the grade level in the yellow box at Column A, Row 4.
- Enter data in yellow boxes only (other cells are protected).  
 All data needed for the yellow boxes are found on the K-  
 PREP Summary spreadsheet (downloaded from KDE secure  
 web application). The percentages for Growth, EXPLORE  
 and Graduation Rate are also available in the School Report  
 Card.
- Once a calculator is filled in with data, be sure to "save as" with a  
 new name (i.e., name of school) to retain information for future use.

### Using the Calculator for Planning

Place your accountability numbers into the calculator. Then use the calculator to do a "What If" projection. A "What If" projection allows you to place different numbers into the calculator to see the impact on scores. The calculator can become a tool to assist planning. Throughout the year, use your formative assessment results in the calculator to see "how" the school is moving forward.

**NEXT GENERATION LEARNERS  
ACCOUNTABILITY CALCULATOR**

School Name:

<b>Level</b>	<b>Accountability Percentages</b>	<b>Achievement</b>	<b>Gap</b>	<b>Growth</b>	<b>Readiness</b>	<b>Graduation</b>	<b>Overall Score</b>
<b>High</b>	<b>Scores</b>						<b>Invalid Data</b>
	<b>Weights</b>						
	<b>Points</b>						

Achievement - Counts	Reading	Mathematics	Science	Social Studies	On-Demand Writing	Language Mechanics
Novice						
Apprentice						
Proficient						
Distinguished						
<b>Total</b>	0	0	0	0	0	0
<b>Score</b>						
<b>Gap - Counts</b>						
Novice						
Apprentice						
Proficient						
Distinguished						
<b>Total</b>	0	0	0	0	0	0
<b>Score</b>						

Percent of Students with a Growth Percentile greater than or equal to 40	
Reading	
Mathematics	

Explore Benchmark Percentages	
English	
Mathematics	
Reading	

College/Career Ready Counts	
College Ready	
Career Ready	
Alternate Ready	
<b>Bonus - College and Career Ready Technical</b>	
Not Ready	
No. Graduates	

Graduation Rate	
Graduation Rate	

Achievement - Percentages	Reading	Mathematics	Science	Social Studies	On-Demand Writing	Language Mechanics
Novice						
Apprentice						
Proficient						
Distinguished						
P&D						
Applied Bonus						
<b>Gap - Percentages</b>						
Novice						
Apprentice						
Proficient						
Distinguished						
P&D						

**Tips for Using the Calculator**

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- Select the grade level in the yellow box at Column A, Row 4.
- Enter data in yellow boxes only (other cells are protected).  
All data needed for the yellow boxes are found on the K-PREP Summary spreadsheet (downloaded from KDE secure web application). The percentages for Growth, EXPLORE and Graduation Rate are also available in the School Report Card.
- Once a calculator is filled in with data, be sure to "save as" with a new name (i.e., name of school) to retain information for future use.

**Using the Calculator for Planning**

Place your accountability numbers into the calculator. Then use the calculator to do a "What IF" projection. A "What If" projection allows you to place different numbers into the calculator to see the impact on scores. The calculator can become a tool to assist planning. Throughout the year, use your formative assessment results in the calculator to see "how" the school is moving forward.

# **30 Day Plan 2013-2014**

ABC High School

ABC County Schools

Principal  
405 ABC Rd  
ABC, KY 41143

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## **Overview**

### **Plan Name**

ABCCHS 30 Day Plan 2013-2014

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math scores for ABCHigh school students from 38.5% to 69.3% by 2017.	Objectives: 6 Strategies: 7 Activities: 27	Organizational	\$6200
2	Increase the average freshmen graduation rate from 78.9% to 90.0% by 2015.	Objectives: 1 Strategies: 1 Activities: 11	Organizational	\$0
3	Increase the college and/or career ready percentage from 66% to 80% by May 2017.	Objectives: 1 Strategies: 1 Activities: 9	Organizational	\$3500

## Goal 1: Increase the average combined reading and math scores for ABC high school students from 38.5% to 69.3% by 2017.

### Measurable Objective 1:

collaborate to increase the overall reading score for ABCCHS students from 51% to 61% by 05/17/2013 as measured by End of Course assessments.

### Strategy 1:

English/Language Arts - English/Language Arts teachers will implement curriculum maps based on KCAS which incorporates differentiated teaching strategies in our classes daily; analyze student work; and use data gathered through formative assessments to guide RTI implementation to benefit students as well as guide instructional practices. Additionally, ELA teachers will support literacy/writing in all content areas based on survey data to maximize student learning.

Research Cited: It is important that the literacy team uses these strategies to build an understanding both for themselves and for the school that literacy is not a discipline. It is a responsibility shared by all teachers that allows students to develop their knowledge and potential; construct, create and communicate meaning; participate in society; and achieve their goals. therefore, all instruction must make literacy processing explicit, respond to the unique developmental needs of each student, and create a supportive, safe learning environment.

Activity - 30 Day EPAS and EOC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1H. Through daily instructional practices and weekly mini-lessons all ELA teachers will address the skills assessed on the EPAS and EOC.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	All ELA Teachers

### Measurable Objective 2:

collaborate to increase the overall math score for ABCCHS students from 24% to 34% by 05/17/2013 as measured by End of Course assessments.

### Strategy 1:

Math - Math teachers will use instruction and assessments that are congruent to daily learning targets. Math teachers will implement and expect 100% active student engagement daily, and every minute of instructional time (bell to bell) will be utilized effectively. Math teachers will analyze student assessment data, monitor failures, explore causes, provide interventions, and monitor student progress to address identified gap populations. Math teachers will expect and teach students to take ownership of their learning and monitor their own progress toward meeting goals.

Research Cited: Math skills are essential for students if they are to be successful in the 21st century. If you go down deep enough into any life long goal or dream, you will find that math is a necessity in order to reach that goal. Math instruction at the secondary level must be comprehensive in that it provides students the functional capacity to manage money and finances, estimate expenses, create and balance a budget, read a map and estimate mileage, and gain number sense knowledge in order to become proficient in other math related skills. Math skills are necessary to become college and career ready, which is the goal of every high school student in Kentucky.

Activity - 30 Day Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2.1I. Math teachers will administer, record, and report the fall automaticity diagnostic assessment to Dr. Thomas at EKU.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Math Teachers, Math DEPT. Chairperson
Activity - 30 Day Automaticity Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1J. Math teachers will incorporate automaticity into daily classroom procedures.	Direct Instruction	08/08/2013	09/19/2013	\$1000	Title I SIG	Math Teachers
Activity - 30 Day Dynamic Teaching Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1K. Math teachers will implement the Dynamic Teaching Model in daily instruction.	Direct Instruction	08/08/2013	09/19/2013	\$1700	Title I SIG	Math Teachers
Activity - 30 Day Testing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1L. Math teachers will incorporate appropriate test-taking strategies into daily instruction via bell work (ACT, Quality-Core type questions), timed activities, calculator strategies, and high-yield instructional strategies to help students meet or exceed state standards as measure by EPAS/EOC.	Direct Instruction	08/08/2013	09/19/2013	\$500	School Council Funds	Math Teachers

**Measurable Objective 3:**

collaborate to increase the overall science score for ABCHS students from 40% to 47% by 05/17/2013 as measured by End of Course assessments.

**Strategy 1:**

Science - Science teachers will implement a variety of new teaching and learning activities (Project-Based/Problem-Based/Community-Based learning, high interest male reading material, engineering/STEM) to decrease the gender gap.

Research Cited: Research says that Project-based learning increases student motivation and engagement in learning, is more effective than traditional instruction in increasing academic achievement, improves student retention of knowledge over time, improves mastery of 21st century skills, and is especially effective with lower-achieving students.

Activity - 30 Day Technical Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1M. 100% of science students at ABC High School will become better technical writers, and all science students will complete at least one LDC module.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Science Teachers
Activity - 30 Day PLC Content Partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1N. Science teachers will work with content partners to determine LDC progress and steps for completion.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Science Teachers

**ABCHS 30 Day Plan 2013-2014**

Activity - 30 Day Gender Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1O. To decrease the identified gaps by 5% on science standardized tests and to narrow the gender gap on the Biology EOC. The science department will: Identify gaps from the PLAN and ACT data. During PLC and common planning time, the science department will analyze data from the Biology EOC, PLAN, and ACT to determine gaps in instruction and areas for improvement.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Science Teachers
Activity - 30 Day PD Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1P. Identify professional development opportunities on Problem-Based Learning and Implementation that would help narrow gender gaps.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	Lisa McNeal
Activity - 30 Day Freshman Introduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1Q. The ABCHS Science Department will build on summer meeting to vertically align the new Freshman introduction to chemistry course with biology to help ensure a strong foundation for the biochemistry standards in the 10th grade.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Lisa McNeal
Activity - 30 Day Course Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1R. The ABCHS Science Department will implement the following courses in order to properly address the standards covered within the Biology EOC, the PLAN and the ACT Exams. The 3rd period courses also support RTI initiatives. They are as follows: Freshman: 12 weeks astronomy; 12 weeks chemistry Sophomore: Biology Junior: 12 weeks physics; 12 week geology 3rd period: Math in Science 9th/10th 1st trimester 3rd period: Math in Science 11th grade-2nd trimester 3rd period:	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Science Teachers
Activity - 30 Day Aligned Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1S. All science teachers will begin work on vertically and horizontally aligning instruction with the Next Generation Science Standards (NGSS) for full implementation during the 2014-2015 school year.	Direct Instruction	08/08/2013	09/19/2013	\$0	Title I SIG	Science Teachers
Activity - 30 Day PIMSER Engineering	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1T. Science teachers participating in the Summer PIMSER Engineering Grant Program will report progress in PLC meetings.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	Lisa McNeal, Lynn May, Sherri Bonzo

**Measurable Objective 4:**

collaborate to increase the overall social studies score for ABCHS students from 36% to 43% by 05/17/2013 as measured by End of Course assessments.

**Strategy 1:**

Social Studies - The Social Studies Department will follow ABC High School classroom non-negotiables, conduct departmental PLC meetings to address instructional needs, use formative assessments to guide instruction and provide interventions for students in order to improve achievement levels of students in their classes.

Research Cited: Thomas Jefferson wrote that schooling in America should be "chiefly historical". Our founding fathers believed that democracy has a special need for education and history, because democracy is government by the people. The people must acquire "democratic virtues" and learn through instructive examples from history, respect for the rights of individuals, regard for the law, voluntary participation in public life, and concern for the common good. The discipline of history provides skills such as critical thinking about documents, cause and effect relationships, and abilities to read and summarize material, often to journalize and understand one's local history in order to make more informed decisions.

Activity - 30 Day Classroom Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1Y. Social Studies teachers will clearly define classroom expectations, procedures, and grading policies to all students during the first week of school.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Social Studies Teachers

Activity - 30 Day Reading World History	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1Z. All World History Teachers will give one document based reading assignment (multiple choice in the PLAN format) per week.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Social Studies Teachers

Activity - 30 Day Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1AA. World History teachers will model best practices for answering comprehension questions from text.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Social Studies Teachers

**Measurable Objective 5:**

collaborate to increase the overall program review scores for ABCHS to proficient rating by 06/01/2013 as measured by Program Review Assessments in Writing, Arts & Humanities and Practical Living Career Studies.

**Strategy 1:**

Arts and Humanities - This strategy is part of our school wide program review for A/H. A/H teachers will implement at least two reading and writing strategies per week. A/H staff will have submitted at least one piece of evidence per week (lesson plans, unit plans, assessments, student work, etc.) for each of the three Program review in A/H, Writing and PL/CS. A/H PLC leader and administration have met to draft a vision for the arts programs that is tied to the school's mission and vision statements as well as to create a plan to bring in guest artists to enhance all arts programs. A/H staff and administration will have met, on an individual basis, to devise a program growth plan that will specify what content-specific PD training is needed by the staff and what is available and can be readily provided.

Research Cited: Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

- \*improving the quality teaching and learning for all students in all programs
- \*allowing equal access to all students the skills that will assist them in being productive citizens
- \*allowing student demonstration of understanding beyond a paper-and-pencil test
- \*ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

Activity - 30 Day Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1U. A&H teachers will review/revise their combined curriculum map during a PLC meeting.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Arts & Humanities Teachers

Activity - 30 Day Classroom Instructional Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1V. A&H teachers will develop their own individual "Classroom Instructional Framework" document as well as pacing guides for all courses taught. They will present them for review/feedback at the weekly PLC meeting.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Arts & Humanities Teachers

**Strategy 2:**

Practical Living Career Studies - The PLCS department will actively participate in activities that will lead to increased effectiveness of all three Program Reviews including: PLC meetings, implementing instructional strategies for writing and Arts & Humanities as well as PLCS for submission to program review folders, utilization of program review rubrics, matrices and guidelines, bringing in guest speakers, implementing FIIT plans and school wellness policy, identify and attend PLCS specific professional development, monitor the progress of ILP and advising program, establish a Comprehensive School Physical Activity Program, receive and implement professional learning opportunities to enhance PLCS concepts and submitting evidence to all program reviews each trimester.

Research Cited: Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

- improving the quality teaching and learning for all students in all programs,
- allowing equal access to all students the skills that will assist them in being productive citizens,
- allowing student demonstration of understanding beyond a paper-and-pencil test
- ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas.

Activity - 30 Day KOSSA Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1W. CTE teachers will begin identifying students for the KOSSA Assessment.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	CTE Teachers

Activity - 30 Day Schedule Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1X. CTE teachers will align student schedules and the career pathways that are offered as part of the curriculum of ABCHS.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	CTE Teachers

**Measurable Objective 6:**

collaborate to implement schoolwide non-negotiables in curriculum, assessment and instruction by 01/11/2013 as measured by lesson plans, walkthroughs, program review evidence folders, and IC grading reports.

**Strategy 1:**

Effective Instruction - Teachers will receive professional development to ensure effective instruction is provided.

Activity - 30 Day Rigor Defined	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1A. Leadership will define a school-wide definition of rigor.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	SLT

Activity - 30 Day Identifying Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1B. Each department will complete a t-chart identifying what rigor looks like for the department and will focus on planning more rigorous instruction at least once monthly during PLC meetings.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	Department Chairs

Activity - 30 Day Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1C. Professional development will include an overview of differentiation strategies and how these strategies can be used to reach all students.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Larry Kiser

Activity - 30 Day Differentiation Strategies lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1D. All teachers will identify differentiation strategies in their lesson plans and implement them in classroom instruction to meet the individual learning needs of all students and help them meet or exceed state standards.	Direct Instruction	08/08/2013	09/19/2013	\$3000	School Council Funds	ALL TEACHERS

Activity - 30 Day CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1E. All teachers will put weekly lesson plans in CIITS by September 1, 2013.	Policy and Process	08/08/2013	09/19/2013	\$0	No Funding Required	ALL TEACHERS, DEPT. Chairpersons

Activity - 30 Day PLC Bloom's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1F. Distribute informational sheet on Bloom's Taxonomy and discuss it in a PLC meeting.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	DEPT. Chairpersons

Activity - 30 Day PLC Agenda	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1G. All department PLC meetings will be guided by the revised PLC Agenda utilizing Plan, Study, Do, and Act.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	DEPT. Chairpersons

## Goal 2: Increase the average freshmen graduation rate from 78.9% to 90.0% by 2015.

### Measurable Objective 1:

collaborate to Improve school culture by 09/19/2013 as measured by 100% of faculty/staff will increase communication and build meaningful relationships with parents, students, and other stakeholders as measured by documentation of communication efforts and stakeholder feedback..

### Strategy 1:

Stakeholder Communication - Faculty/staff will expand opportunities for communicating with all stakeholders in our school community to enable us to build relationships, increase stakeholder involvement, and focus on a common vision.

Activity - 30 Day Public Service Announcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1A. School staff will prepare a monthly Public Service Announcement, and the principal and/or his designee will record the announcement at the local radio station to be broadcast to the community.	Community Engagement	08/08/2013	09/19/2013	\$0	No Funding Required	Marianne Johnson, Larry Kiser

Activity - 30 Day Community Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1B. The principal and/or his designee will present a monthly school report to the chamber and rotary	Community Engagement	08/08/2013	09/19/2013	\$0	No Funding Required	Larry Kiser

Activity - 30 Day Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1C. School staff will submit articles from the Raider's Edge to local newspapers to inform the community.	Community Engagement	08/08/2013	09/19/2013	\$0	No Funding Required	April Blevins, Marianne Johnson

Activity - 30 Day Social Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1D. School assistant principals will create and maintain social media (Twitter, Facebook).	Community Engagement	08/08/2013	09/19/2013	\$0	No Funding Required	Veronica Braun, Ben Fritz

Activity - 30 Day Parent Email	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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1.1E. Parent email distribution list will be created so that announcement sheets, monthly newsletters, PTO meeting dates, and Parent Planning Committee dates can be effectively communicated to parents.	Parent Involvement	08/08/2013	09/19/2013	\$0	No Funding Required	Marianne Johnson, Lisa Burnett
Activity - 30 Day Grading Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1F. All teachers will keep up-to-date grading information in Infinite Campus so that it can be easily accessed through the Parent Portal.	Policy and Process	08/08/2013	09/19/2013	\$0	No Funding Required	ALL TEACHERS
Activity - 30 Day Contact Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1G. All teachers will keep a parent contact log to be monitored by school administrators.	Parent Involvement	08/08/2013	09/19/2013	\$0	No Funding Required	ALL TEACHERS
Activity - 30 Day 5 Parent Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1H. All teachers will make at least five positive parent contacts and document on log.	Parent Involvement	08/08/2013	09/19/2013	\$0	No Funding Required	ALL TEACHERS
Activity - 30 Day Friday Student Failures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1I. All teachers will contact parents by Friday of each week when a student is failing.	Parent Involvement	08/08/2013	09/19/2013	\$0	No Funding Required	ALL TEACHERS
Activity - 30 Day AA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1J. All teachers will distribute a form for getting to know students during A.A (when applicable) to begin the process of building relationships with students.	Other	08/08/2013	09/19/2013	\$0	No Funding Required	AA Teachers
Activity - 30 Day Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1K. All teachers will distribute a survey to help identify students who do not have at least on adult who knows them well.	Other	08/08/2013	09/19/2013	\$0	No Funding Required	AA Teachers

### Goal 3: Increase the college and/or career ready percentage from 66% to 80% by May 2017.

#### Measurable Objective 1:

collaborate to monitor student progress by 05/30/2014 as measured by frequent formative/summative classroom assessments, benchmark assessments (DEA/Thinklink, common assessments), EPAS, and other state mandated tests as measured by student assessment results, which will be used to guide instruction..

**Strategy 1:**

Monitoring Student Progress - Through a systematic approach to monitoring student progress that will actively involve students, assessment and progress-monitoring data will be analyzed and used to guide classroom instruction.

Activity - 30 Day Assessment Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1A. An assessment map indicating the dates for benchmark assessment, common assessments, EPAS, and other state-mandated assessments will be created and emailed to all teachers.	Academic Support Program	08/08/2013	09/19/2013	\$0	No Funding Required	Veronica Braun
Activity - 30 Day Formative/Summative Classroom Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1B. All teachers will administer formative/summative classroom assessments, and benchmark assessments, common assessments, EPAS, and other state-mandated assessments according to the assessment calendar.	Direct Instruction	08/08/2013	09/19/2013	\$0	District Funding	ALL TEACHERS, School and District Assessment Coordinators
Activity - 30 Day Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1C. Available student progress-monitoring/assessment data will be analyzed at least once each month during the weekly PLC meetings for each department.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	DEPT. Chairperson
Activity - 30 Day Student Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1D. Students will be actively involved in monitoring their own progress and setting improvement goals.	Direct Instruction	08/08/2013	09/19/2013	\$1000	School Council Funds	ALL TEACHERS
Activity - 30 Day Data Notebook Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1E. Math and ELA teachers will refine/ each department's protocol revise protocol for implementation of data notebooks.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Math & ELA Teachers
Activity - 30 Day Data Notebook Dept. Template	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1F. Math and ELA students will create/set up their data notebooks according to the department template.	Direct Instruction	08/08/2013	09/19/2013	\$2500	Title I SIG	Math & ELA Teachers
Activity - 30 Day Student formative and summative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

3.1G. Math and ELA teachers will have students record their formative and summative assignments according to the department protocol.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Math and ELA Teachers
Activity - 30 Day Science common notebook strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1H Science teachers will work together to develop common notebook strategies to be implemented in all science courses. During PLC meetings and common planning time, science teachers will have a brainstorming session for science journal format, which will include a data portions, but will not be limited to data only. They will look at an example for the data section of this notebook as well as the notes, activity, and investigation sections.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Science Teachers
Activity - 30 Day Paper and Pencil	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1H - All A&H teachers will begin to collect and edit all "paper and pencil" assessments for all A&H courses taught to ensure that they contain the proper amounts of higher-order questions as well as constructed/extended response questions.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	A&H Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
30 Day Differentiation Strategies lessons	2.1D. All teachers will identify differentiation strategies in their lesson plans and implement them in classroom instruction to meet the individual learning needs of all students and help them meet or exceed state standards.	Direct Instruction	08/08/2013	09/19/2013	\$3000	ALL TEACHERS
30 Day Testing Strategies	2.1L. Math teachers will incorporate appropriate test-taking strategies into daily instruction via bell work (ACT, Quality-Core type questions), timed activities, calculator strategies, and high-yield instructional strategies to help students meet or exceed state standards as measure by EPAS/EOC.	Direct Instruction	08/08/2013	09/19/2013	\$500	Math Teachers
30 Day Student Monitoring	3.1D. Students will be actively involved in monitoring their own progress and setting improvement goals.	Direct Instruction	08/08/2013	09/19/2013	\$1000	ALL TEACHERS
<b>Total</b>					\$4500	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
30 Day Public Service Announcement	1.1A. School staff will prepare a monthly Public Service Announcement, and the principal and/or his designee will record the announcement at the local radio station to be broadcast to the community.	Community Engagement	08/08/2013	09/19/2013	\$0	Marianne Johnson, Larry Kiser
30 Day 5 Parent Contacts	1.1H. All teachers will make at least five positive parent contacts and document on log.	Parent Involvement	08/08/2013	09/19/2013	\$0	ALL TEACHERS
30 Day PLC Content Partners	2.1N. Science teachers will work with content partners to determine LDC progress and steps for completion.	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers
30 Day PLC Bloom's	2.1F. Distribute informational sheet on Bloom's Taxonomy and discuss it in a PLC meeting.	Professional Learning	08/08/2013	09/19/2013	\$0	DEPT. Chairpersons
30 Day Progress Monitoring	3.1C. Available student progress-monitoring/assessment data will be analyzed at least once each month during the weekly PLC meetings for each department.	Direct Instruction	08/08/2013	09/19/2013	\$0	DEPT. Chairperson
30 Day Best Practices	2.1AA. World History teachers will model best practices for answering comprehension questions from text.	Direct Instruction	08/08/2013	09/19/2013	\$0	Social Studies Teachers

**ABCHS 30 Day Plan 2013-2014**

30 Day Identifying Rigor	2.1B. Each department will complete a t-chart identifying what rigor looks like for the department and will focus on planning more rigorous instruction at least once monthly during PLC meetings.	Professional Learning	08/08/2013	09/19/2013	\$0	Department Chairs
30 Day Curriculum Map	2.1U. A&H teachers will review/revise their combined curriculum map during a PLC meeting.	Direct Instruction	08/08/2013	09/19/2013	\$0	Arts & Humanities Teachers
30 Day Social Media	1.1D. School assistant principals will create and maintain social media (Twitter, Facebook).	Community Engagement	08/08/2013	09/19/2013	\$0	Veronica Braun, Ben Fritz
30 Day Parent Email	1.1E. Parent email distribution list will be created so that announcement sheets, monthly newsletters, PTO meeting dates, and Parent Planning Committee dates can be effectively communicated to parents.	Parent Involvement	08/08/2013	09/19/2013	\$0	Marianne Johnson, Lisa Burnett
30 Day CIITS	2.1E. All teachers will put weekly lesson plans in CIITS by September 1, 2013.	Policy and Process	08/08/2013	09/19/2013	\$0	ALL TEACHERS, DEPT. Chairpersons
30 Day Assessment Map	3.1A. An assessment map indicating the dates for benchmark assessment, common assessments, EPAS, and other state-mandated assessments will be created and emailed to all teachers.	Academic Support Program	08/08/2013	09/19/2013	\$0	Veronica Braun
30 Day Rigor Defined	2.1A. Leadership will define a school-wide definition of rigor.	Professional Learning	08/08/2013	09/19/2013	\$0	SLT
30 Day PLC Agenda	2.1G. All department PLC meetings will be guided by the revised PLC Agenda utilizing Plan, Study, Do, and Act.	Professional Learning	08/08/2013	09/19/2013	\$0	DEPT. Chairpersons
30 Day Newsletters	1.1C. School staff will submit articles from the Raider's Edge to local newspapers to inform the community.	Community Engagement	08/08/2013	09/19/2013	\$0	April Blevins, Marianne Johnson
30 Day Differentiation	2.1C. Professional development will include an overview of differentiation strategies and how these strategies can be used to reach all students.	Direct Instruction	08/08/2013	09/19/2013	\$0	Larry Kiser
30 Day Reading World History	2.1Z. All World History Teachers will give one document based reading assignment (multiple choice in the PLAN format) per week.	Direct Instruction	08/08/2013	09/19/2013	\$0	Social Studies Teachers
30 Day Grading Policy	1.1F. All teachers will keep up-to-date grading information in Infinite Campus so that it can be easily accessed through the Parent Portal.	Policy and Process	08/08/2013	09/19/2013	\$0	ALL TEACHERS
30 Day Science common notebook strategies	3.1H Science teachers will work together to develop common notebook strategies to be implemented in all science courses. During PLC meetings and common planning time, science teachers will have a brainstorming session for science journal format, which will include a data portions, but will not be limited to data only. They will look at an example for the data section of this notebook as well as the notes, activity, and investigation sections.	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers

**ABCHS 30 Day Plan 2013-2014**

30 Day Technical Writing	2.1M. 100% of science students at ABC High School will become better technical writers, and all science students will complete at least one LDC module.	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers
30 Day Friday Student Failures	1.1I. All teachers will contact parents by Friday of each week when a student is failing.	Parent Involvement	08/08/2013	09/19/2013	\$0	ALL TEACHERS
30 Day Schedule Alignment	2.1X. CTE teachers will align student schedules and the career pathways that are offered as part of the curriculum of ABCHS.	Direct Instruction	08/08/2013	09/19/2013	\$0	CTE Teachers
30 Day EPAS and EOC	2.1H. Through daily instructional practices and weekly mini-lessons all ELA teachers will address the skills assessed on the EPAS and EOC.	Direct Instruction	08/08/2013	09/19/2013	\$0	All ELA Teachers
30 Day Gender Gap	2.1O. To decrease the identified gaps by 5% on science standardized tests and to narrow the gender gap on the Biology EOC. The science department will: Identify gaps from the PLAN and ACT data. During PLC and common planning time, the science department will analyze data from the Biology EOC, PLAN, and ACT to determine gaps in instruction and areas for improvement.	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers
30 Day Paper and Pencil	3.1H - All A&H teachers will begin to collect and edit all "paper and pencil" assessments for all A&H courses taught to ensure that they contain the proper amounts of higher-order questions as well as constructed/extended response questions.	Direct Instruction	08/08/2013	09/19/2013	\$0	A&H Teachers
30 Day Automaticity	2.1I. Math teachers will administer, record, and report the fall automaticity diagnostic assessment to Dr. R at ABCU.	Direct Instruction	08/08/2013	09/19/2013	\$0	Math Teachers, Math DEPT. Chairperson
30 Day PIMSER Engineering	2.1T. Science teachers participating in the Summer PIMSER Engineering Grant Program will report progress in PLC meetings.	Professional Learning	08/08/2013	09/19/2013	\$0	Lisa McNeal, Lynn May, Sherri Bonzo
30 Day AA	1.1J. All teachers will distribute a form for getting to know students during A.A (when applicable) to begin the process of building relationships with students.	Other	08/08/2013	09/19/2013	\$0	AA Teachers
30 Day Course Implementation	2.1R. The ABCHS Science Department will implement the following courses in order to properly address the standards covered within the Biology EOC, the PLAN and the ACT Exams. The 3rd period courses also support RTI initiatives. They are as follows: Freshman: 12 weeks astronomy; 12 weeks chemistry Sophomore: Biology Junior: 12 weeks physics; 12 week geology3rd period: Math in Science 9th/10th 1st trimester3rd period: Math in Science 11th grade-2nd trimester3rd period: 9th grade Biochemistry	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers
30 Day Student formative and summative assessments	3.1G. Math and ELA teachers will have students record their formative and summative assignments according to the department protocol.	Direct Instruction	08/08/2013	09/19/2013	\$0	Math and ELA Teachers
30 Day Survey	1.1K. All teachers will distribute a survey to help identify students who do not have at least on adult who knows them well.	Other	08/08/2013	09/19/2013	\$0	AA Teachers

**ABCCHS 30 Day Plan 2013-2014**

30 Day KOSSA Students	2.1W. CTE teachers will begin identifying students for the KOSSA Assessment.	Direct Instruction	08/08/2013	09/19/2013	\$0	CTE Teachers
30 Day Data Notebook Protocol	3.1E. Math and ELA teachers will refine/ each department's protocol revise protocol for implementation of data notebooks.	Direct Instruction	08/08/2013	09/19/2013	\$0	Math & ELA Teachers
30 Day Classroom Instructional Framework	2.1V. A&H teachers will develop their own individual "Classroom Instructional Framework" document as well as pacing guides for all courses taught. They will present them for review/feedback at the weekly PLC meeting.	Direct Instruction	08/08/2013	09/19/2013	\$0	Arts & Humanities Teachers
30 Day Freshman Introduction	2.1Q. The ABCCHS Science Department will build on summer meeting to vertically align the new Freshman introduction to chemistry course with biology to help ensure a strong foundation for the biochemistry standards in the	Direct Instruction	08/08/2013	09/19/2013	\$0	Lisa McNeal
30 Day Classroom Expectations	2.1Y. Social Studies teachers will clearly define classroom expectations, procedures, and grading policies to all students during the first week of school.	Direct Instruction	08/08/2013	09/19/2013	\$0	Social Studies Teachers
30 Day PD Opportunities	2.1P. Identify professional development opportunities on Problem-Based Learning and Implementation that would help narrow gender gaps.	Professional Learning	08/08/2013	09/19/2013	\$0	Lisa McNeal
30 Day Community Communications	1.1B. The principal and/or his designee will present a monthly school report to the chamber and rotary	Community Engagement	08/08/2013	09/19/2013	\$0	Larry Kiser
30 Day Contact Log	1.1G. All teachers will keep a parent contact log to be monitored by school administrators.	Parent Involvement	08/08/2013	09/19/2013	\$0	ALL TEACHERS
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
30 Day Formative/Summative Classroom Assessments	3.1B. All teachers will administer formative/summative classroom assessments, and benchmark assessments, common assessments, EPAS, and other state-mandated assessments according to the assessment calendar.	Direct Instruction	08/08/2013	09/19/2013	\$0	ALL TEACHERS, School and District Assessment Coordinators
<b>Total</b>					\$0	

**Title I SIG**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
30 Day Dynamic Teaching Model	2.1K. Math teachers will implement the Dynamic Teaching Model in daily instruction.	Direct Instruction	08/08/2013	09/19/2013	\$1700	Math Teachers
30 Day Automaticity Procedures	2.1J. Math teachers will incorporate automaticity into daily classroom procedures.	Direct Instruction	08/08/2013	09/19/2013	\$1000	Math Teachers

**ABCHS 30 Day Plan 2013-2014**

30 Day Data Notebook Dept. Template	3.1F. Math and ELA students will create/set up their data notebooks according to the department template.	Direct Instruction	08/08/2013	09/19/2013	\$2500	Math & ELA Teachers
30 Day Aligned Instruction	2.1S. All science teachers will begin work on vertically and horizontally aligning instruction with the Next Generation Science Standards (NGSS) for full implementation during the 2014-2015 school year.	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers
<b>Total</b>					\$5200	

**Title I, Part A, School Improvement Grant (SIG)**  
**Cohort 3 Monitoring Tool 2013-2014**  
 NCLB, Section 1003(g)

District:

School:

Reviewer(s):

Date(s) of Review:

<b>School/District</b>	<b>Response</b>
1. How is the school ensuring that the application is being carried out?	
2. How have needs changed since the original application?	
3. What has the school done to meet emerging needs?	
4. How is progress toward meeting goals being targeted?	
5. What are the diagnostics being met by the school? (ex: TELL, 30/60/90, Missing Piece)	
6. How is the information from these tools (diagnostics) being used to drive school improvement?	
7. Do expenditures align with goals outlined in the approved application?	
8. How will the systems/processes/programs outlined be sustained?	
9. How do activities build school capacity?	

<b>Students</b>	<b>Response</b>
1. What changes have you seen in your school in the past two years? Provide examples?	
2. How do your teachers support your learning?	
3. Do you feel safe and supported at school? In what way?	
<b>Parents/Stakeholders</b>	<b>Response</b>
1. What changes have you seen in your school in the past two years? Provide examples?	
2. Do you feel welcome in the school and do you feel that your opinions are valued? Provide examples.	
3. Do you feel that your children are safe and supported? Provide examples.	

**Title I, Part A, School Improvement Grant (SIG)  
Monitoring Form  
NCLB, Section 1003(g)**

District:  
School:  
Reviewer(s):  
Date(s) of Review:

Note: Information in *italic* is an example of acceptable evidence for the guiding questions.

- YES indicates the district/school is in compliance with that indicator.
- NO indicates the district/school needs technical assistance to be in compliance with that indicator.
- The technical assistance provided to the district is described at the end of each section.

<b>I. Application Process</b>	YES	NO
<b>Indicator:</b> The application process was carried out consistent with the final requirements of the SIG program.	<input type="checkbox"/>	<input type="checkbox"/>
1. Describe the process, including the timeline, used to identify needs, select a model and develop, write and submit the SIG application. <i>(Interviews with school staff, meeting agendas and minutes)</i>		
2. Have you made any changes or submitted amendments to your application? If so, what was the process for determining and writing the needed revisions? What was the process for submitting the amendments to KDE? How did KDE respond to these amendments? <i>(SIG amendments and approvals/denials, interviews with school staff)</i>		
Notes:		

<b>II. Implementation of the SIG Model</b>	<b>YES</b>	<b>NO</b>
<b>Indicator:</b> The SIG model is being implemented consistent with the final requirements of the SIG program.		
<p>1. How is the school implementing SIG reforms?  <i>(Interviews with school staff)</i></p>		
<p>2. Has the district made any organizational changes to support the implementation of the SIG model?  <i>(organizational charts, reassignment of staff, creation of turnaround offices, addition of staff, job descriptions, changes to union contractual agreements, interviews with school or district staff)</i></p>		
<p>3. Has the district modified practices and/or policies to enable the school to implement interventions fully and effectively?  <i>(practices/policies that have been modified, interviews with school or district staff)</i></p>		
<p>4. Are any external providers being used in the implementation of the SIG plan? If so, how have these providers' programs been evaluated for success?  <i>(process and criteria for external partner evaluation, contracts/agreements with external partners, interviews with school staff)</i></p>		
<p>5. How has progress toward meeting the quarterly and annual SMART goals been measured? Has the school met its quarterly and annual goals this far? If not, has the district provided support to ensure that the goals are met?  <i>(documentation of progress toward reaching those goals, documentation of district support, interviews with school staff)</i></p>		
Notes:		

III. Turnaround Model Required Elements	YES	NO
<b>Indicator:</b> The required elements of the Turnaround Model are being implemented consistent with the final requirements of the SIG program...		
<p>1. How do the school and district ensure that the following required elements of the Turnaround Model are being implemented:  <i>(interviews with school staff, meeting agendas and minutes, district and school policies)</i></p> <ul style="list-style-type: none"> <li>• Allow the principal operational flexibility;</li>   <li>• Use locally adopted competencies to measure the effectiveness of staff (<i>Note: A list of competencies must be provided as evidence for this requirement.</i>);</li>   <li>• Implement working condition strategies designed to recruit, place, and retain staff;</li>   <li>• Provide ongoing, high-quality, job-embedded professional development;</li>   <li>• Adopt a new governance structure;</li>   <li>• Implement research-based literacy and math programs that address the school’s causes and contributing factors;</li>   <li>• Promote the continuous use of student data;</li>   <li>• Establish schedules and implement strategies that increase learning time; and</li>   <li>• Provide appropriate social-emotional and community-oriented services to all students.</li> </ul>		
Notes:		

**IV. Transformation Model Required Elements**

YES

NO

**Indicator:** The required elements of the Transformation Model are being implemented consistent with the final requirements of the SIG Program.

1. How do the school and district ensure that the following required elements of the Transformation Model are being implemented:

*(interviews with school staff, meeting agendas and minutes, district and school policies)*

- Allow the principal operational flexibility;
  
- Develop a rigorous, transparent, and equitable evaluation system that was designed with teacher and principal involvement. The system is aligned with student growth data, multiple observation-based assessments of performance, formative data collection tied to student achievement, and if applicable, increased graduation rate;
  
- Develop a process to identify and reward principals, teachers, and other staff who have increased student achievement and graduation rates;
  
- Develop a process to remove school leaders, teachers, and other staff who, after ample opportunities, have not improved;
  
- Provide ongoing, high-quality, job-embedded professional development;
  
- Implement working condition strategies that are designed to recruit, place, and retain staff;
  
- Implement research-based literacy and math programs that address the school's causes and contributing factors;
  
- Promote the continuous use of student data;
  
- Establish schedules and implement strategies that increase learning time; and
  
- Intensive technical assistance and support from the district.

Notes:

<b>V. Parent and Community Involvement</b>	YES	NO
<b>Indicator:</b> The SIG model and/or SIG interventions are being implemented consistent with the final requirements of the SIG Program.		
1. Describe what you know about the School Improvement Grant Program or changes and reforms that have taken place in the school this year. How is this school different from previous years? <i>(parent interviews)</i>		
2. How did the district/school inform you about the changes that would take place? Did you have opportunity to make suggestions on the changes that should be made or give feedback on the changes being made? Do you have regular opportunities to provide feedback on the school's programs? <i>(letters/newsletters sent to families, meeting agendas and minutes, parent interviews)</i>		
3. What programs and supports are provided by the school or district that helps you and your family? What programs for parents at your school make a positive difference in your child's education? <i>(list of programs/supports, meeting agendas and minutes, parent interviews)</i>		
4. How have you been involved with the school this year? <i>(parent interviews, school contact logs, volunteer lists)</i>		
Notes:		

<b>VI. Student Perceptions</b>	YES	NO
<b>Indicator:</b> The SIG models and/or SIG interventions are being implemented consistent with the final requirements of the SIG program.		
1. How do the school and/or the district support your learning? <i>(student interviews)</i>		
2. Do your teachers and administrators have high expectations for you? How do you know? <i>(student interviews)</i>		
3. Do you find your classes interesting and engaging? <i>(student interviews)</i>		
Notes:		

<b>VII. Fiscal Management</b>	<b>YES</b>	<b>NO</b>
<b>Indicator:</b> Districts and schools are using SIG funds consistent with the final requirements of the SIG Program.		
1. What is the process for ensuring that SIG funds are being used for activities that meet both the intent of the law and the approved application or any subsequent amendments? How does the MUNIS expenditure report reflect the SIG application and any subsequent amendments? <i>(MUNIS reports, internal accounting procedures, budget review procedures, interviews with district and school staff)</i>		
2. What is the process for ensuring that SIG funds are supplemental to state and local funds? <i>(board policy, MUNIS reports, comparability report, ranking report, state allocation reports)</i>		
3. In addition to SIG funds, what are the other sources of funds that school receives? <i>(MUNIS reports for other local, state and/or federal funds)</i>		
Notes:		

<b>VIII. Sustainability</b>	<b>YES</b>	<b>NO</b>
<b>Indicator:</b> District and schools have developed systems and sustainable programs that will positively impact student achievement after funding has expired.		
1. How are the district and the school working to ensure that SIG initiatives are sustainable? <i>(planning meeting agendas/notes, interviews with district and school staff)</i>		
2. What funds will be directed toward ensuring SIG initiatives are sustainable? <i>(planning meeting agendas/notes, interviews with district and school staff)</i>		
3. How will schools be monitored after funding expires to ensure that initiatives are continuing to be implemented successfully? <i>(planning meeting agendas/notes, interviews with district and school staff)</i>		
Notes:		

## DISTRICT 180

TITLE: EDUCATIONAL RECOVERY DIRECTOR (ERD)

BASIC FUNCTION: The Educational Recovery Director (ERD) will be responsible for coordinating resources and providing leadership to the schools and districts assigned to the Centers for Learning Excellence. These schools and districts are identified for educational recovery based on the criteria set forth in No Child Left Behind, House Bill 176, SB 1 and the Kentucky Department of Education regulations. The guidance of the Educational Recovery Director will focus on any and all functions relating to instructional leadership and school improvement.

DISTINGUISHING CHARACTERISTICS: The Educational Recovery Director (ERD) will be under the authority of the Kentucky Department of Education and will report to the Commissioner of the Kentucky Department of Education. An Educational Recovery Director must hold appropriate certification and have successful leadership experience. Contracts will be with the Kentucky Department of Education.

SCOPE OF WORK: The Educational Recovery Director (ERD) will coordinate resources (multiple educational partners and providers) and provide leadership to ensure support in the following areas:

- Curriculum (curriculum is aligned with state and local standards and implemented, monitored and evaluated through a systematic process.)
- Assessment (rigorous and authentic assessments to inform and improve instruction to meet the needs of all students)
- Instruction (planning and monitoring to ensure effective and varied, research-based instructional strategies are used in all classrooms)
- Culture (define resources and outline activities that will make the school function as an effective learning community to support and promote a safe and orderly environment that is conducive to learning.)
- Support Services and Resources (working with families and community groups to remove barriers to learning)
- Professional Development (professional development opportunities for the principal and staff.)
- School Leadership (focus instructional decisions of the school council and school leadership teams around support for teaching and learning and developing leadership skills)
- Organization (organizing the school around all available resources to ensure maximum effectiveness)

- Planning (development, implementation, monitoring, communication, and evaluation of the comprehensive district and school improvement plans)
- Compliance Issues (following guidelines outlined in the School Improvement Grant.)

EVALUATION AND ACCOUNTABILITY: The Educational Recovery Director (ERD) will be evaluated by the Kentucky Department of Education staff and will be held accountable for coordinating resources (educational partners and providers) and providing leadership to district and school leadership that promote improvement in student achievement as measured by state and national assessments and identified goals.

SALARY: District Salary per day multiplied by 240 (number of contract days) plus 30% stipend equals total salary. Salary caps at \$120,000. One hundred percent of salary will count toward retirement.

## DISTRICT 180

TITLE: EDUCATIONAL RECOVERY LEADER (ERL)

BASIC FUNCTION: The Educational Recovery Leader (ERL) will be responsible for mentoring and guidance to the principal in a persistently low achieving school as identified through the criteria set forth in No Child Left Behind, House Bill 176 and the Kentucky Department of Education regulations with any and all functions relating to instructional leadership and school improvement.

DISTINGUISHING CHARACTERISTICS: The Educational Recovery Leader (ERL), will be under the authority of the leadership of District 180, and will report to the Kentucky Department of Education District 180 Office. An Educational Recovery Leader must hold appropriate certification and have successful leadership experience. Contracts with the Kentucky Department of Education will be in the form of a Memorandum of Agreement between the Kentucky Department of Education and the contractor's home district.

SCOPE OF WORK: The Educational Recovery Leader (ERL) will mentor and provide guidance in the following areas:

- Curriculum (ensures curriculum is aligned with state and local standards and implemented, monitored and evaluated through a systematic process.)
- Assessment (assists leadership in providing meaningful feedback to staff to ensure rigorous and authentic assessments inform and improve instruction to meet the needs of all students)
- Instruction (assist leadership with planning and monitoring to ensure effective and varied, research-based instructional strategies are used in all classrooms)
- Culture (define resources and outline activities that will make the school function as an effective learning community to support and promote a safe and orderly environment that is conducive to learning.)
- Support Services and Resources (assist staff in working with families and community groups to remove barriers to learning)
- Professional Development (seek and provide professional development opportunities for the principal and staff.)
- School Leadership (focus instructional decisions of the school council and school leadership teams around support for teaching and learning and developing leadership skills)
- Organization (organizing the school around all available resources to ensure maximum effectiveness)

- Planning (development, implementation, monitoring, communication, and evaluation of the comprehensive school improvement plan)
- Compliance Issues (following guidelines outlined in the School Improvement Grant.)

EVALUATION AND ACCOUNTABILITY: The Educational Recovery Leader (ERL) will be evaluated by the Kentucky Department of Education District 180 staff and will be held accountable for providing guidance to school leadership that leads to improvement in student achievement as measured by state and national assessments and identified goals.

SALARY: District Salary per day multiplied by 240 (number of contract days) plus 20% stipend equals total salary. Salary caps at \$105,000. One hundred percent of salary will count toward retirement.

## DISTRICT 180

TITLE: EDUCATIONAL RECOVERY SPECIALIST (ERS)

BASIC FUNCTION: The Educational Recovery Specialist (ERS) will be responsible for working with staff in a persistently low achieving school as identified through the criteria set forth in No Child Left Behind, House Bill 176 and the Kentucky Department of Education regulations with any and all functions relating to instruction and school improvement with an emphasis on reading and math.

DISTINGUISHING CHARACTERISTICS: The Educational Recovery Specialist (ERS) will be under the authority of the leadership of District 180, and will report to the Kentucky Department of Education District 180 Office. An Educational Recovery Specialist must hold appropriate certification and have successful teaching and/or administrative experience. Contracts with the Kentucky Department of Education will be in the form of a Memorandum of Agreement between the Kentucky Department of Education and the contractor's home district.

SCOPE OF WORK: The Educational Recovery Specialist (ERS) will assist and support staff in the following areas:

- Curriculum (ensures curriculum is aligned with state and local standards and implemented through a systematic process.)
- Assessment (work with staff to ensure rigorous and authentic assessments inform and improve instruction to meet the needs of all students)
- Instruction (assist teachers in developing and implementing effective and varied, research-based instructional strategies to be used in all classrooms)
- Culture (help provide resources and activities that will make the school function as an effective learning community to support and promote a safe and orderly environment that encourages learning.)
- Support Services and Resources (assist staff in working with families and community groups to remove barriers to learning)
- Professional Development (seek and provide appropriate, relative professional development opportunities for teachers and administrators and work with teachers to identify areas of growth that will enhance their teaching skills)
- School Leadership (help identify ways to focus instructional decisions of the school council and school leadership teams around support for teaching and learning and developing leadership skills)
- Organization (work to assist in organizing the school around all available resources to ensure maximum effectiveness.)

- Planning (development, implementation, monitoring, communication, and evaluation of the comprehensive school improvement plan)
- Compliance Issues (help carry out activities identified in the School Improvement Grant.)

EVALUATION AND ACCOUNTABILITY: The Educational Recovery Specialist (ERS) will be evaluated by the Kentucky Department of Education District 180 staff and will be held accountable for providing assistance to school leadership and staff that leads to improvement in student achievement as measured by state and national assessments and identified goals.

SALARY: District Salary per day multiplied by 240 (number of contract days) plus 15% stipend equals total salary. Salary caps at \$95,000. One hundred percent of salary will count toward retirement.

		<b>Project: ERD Meeting Minutes</b>			
<b>Date:</b>		October 15, 2013			
<b>Time:</b>		9:00-1:00 Eastern Time			
<b>Location:</b>		8 <sup>th</sup> Floor Conference Room			
<b>Meeting Purpose:</b>		Meeting every 6 weeks			
<b>Meeting Called by:</b>		Kelly Foster			
<b>Next Meeting:</b>		<b>December 17, 2013, 9:00-1:00 (Eastern Time)</b>			
Attendees (x indicates attendance)					
Leesa Moman	X	Deborah Powers	X	Julia Rawlings	X
Jason Radford	X	Tara Rodriguez	X	Toyah Robey	X
Donna Tackett	X	Kelly Foster	X		
Agenda Items		Lead	What I Need to Know About This Topic for MY Work		
<b>1. Communication</b>		<b>Kelly</b> <i>10 minutes</i>	<p>No communication issues at this point from tower to field—field to tower.</p> <p>**ERLs need to get a copy of SIG budget from Munis each month and check to make sure funds are being spent. The amount of SIG funds in budget need to be in each quarterly report.</p> <p>Quarterly Report due to ERDs on December 11<sup>th</sup>. Due to KDE by December 17.</p>		
<b>2. Program Review Update</b>		<b>Kelly</b> <i>20 minutes</i>	<p>Shared updated info on Program review 77/23. Discussed how the new information will be in a spreadsheet in open house. Kelly will continue to work with Ken to see if we can have a separate document for priority to make this process easier. Kelly will follow up with Next Generation Learners on the quality control piece of program reviews.</p>		
<b>3. Sustainability Plans</b>		<b>Kelly</b> <i>15 minutes</i>	<p>We need a KDE cohesive sustainability plan. ERDs will send items for sustainability plans to Jason by November 15. Big Rocks of sustainability. Possibility of an assurance in ASSIST for 14-15.</p>		
<b>4. Diagnostic Reviews</b>		<b>Kelly/Jason?</b> <i>20 minutes</i>	<p>Target date for notification is November 11 for diagnostic reviews. ERS training dates for a one day training is November 18 BG, 20, 21st in Lexington. All ERLs December 2 and 3 Frankfort. ERL training December 9 and 10 Lexington. Jason will send a registration link at the end of the week. One day visits-two ERLs will attend each one day visit. There will be a specific process for the one day visit.</p>		
<b>5. The 41 Priority Schools Report</b>		<b>Kelly</b> <i>10 minutes</i>	<p>Kelly and JoanMarie are working on this report and it will be shared at KBE in December.</p>		

<b>6. ER Staff</b> <ul style="list-style-type: none"> <li>Vacancies/Support</li> </ul>	<b>Kelly/Jason</b> <i>10 minutes</i>	ERS Literacy-Lincoln Will remain vacant ERS Math-Knox Will remain vacant ERL Seneca-Shirley will be part-time (60 days) **If any of these schools need additional support for a special project training ERL needs to notify Jason and we can send in extra help.
<b>7. Technology:</b> <ul style="list-style-type: none"> <li>CIITS Update</li> <li>Laptops for ER Staff</li> </ul>	<b>Jason</b> <i>15 minutes</i>	CIITS training will occur regionally with ER staff who will then train other ER staff in the region. 2 per region. Laptops-moving slow, some replacements have happened. KIDS is working with us.
<b>Agenda Items</b>	<b>Lead</b>	<b>What I Need to Know About This Topic for MY Work</b>
<b>8. NISL Project Updates</b>	<b>Kelly/Jason</b> <i>10 minutes</i>	KDE will start advertising in November, KASSP, November Superintendent Webinar, Winter Superintendent Conference. New cadre will start in summer of 2014. Will determine the number of cadres based on enrollment. KDE NISL website and email will be setup.
<b>9. PGES Update</b>	<b>Jason</b> <i>10 minutes</i>	ERLs work with principals to make sure there is an implementation plan in place. Three day event in June to talk about year one. The 5 <sup>th</sup> goal in CSIP is PGES. (December due date) 13-14 CSIP the goal will be based around the implementation process. Not based around data but how are you rolling PGES out during 13-14. Presentation to the soft rollout has been updated and will be re-posted to website. Great resource for ER teams to use. KLA-remind principals to participate in KLA. This is the ongoing leadership piece and the videos for teacher development. Tara will send out sample implementation plans.
<b>10. Division of Student Success:</b> <ul style="list-style-type: none"> <li>Co-Teaching for Gap Closure</li> <li>Innovative Pathways to Success</li> <li>Transition Courses</li> <li>Algebra I</li> <li>Digital Guidelines</li> <li>Safe Schools</li> </ul>	<b>Toyah</b> <i>10 minutes</i>	Application for next round of CT4GT has been sent out. Reviewed map of CT4GT across the state. Application due November 1. ELL team going through the next round. Innovative Pathways-Reg 19 Alternative schools have school number and ILPA. Transition Courses-Launch January in East and West. Full scale next year. If you see any issues with bullying please let us know.
<b>11. Plus/Delta</b>	<b>All</b> <i>5 minutes</i>	<b>Plus</b> Always good to share out. Good info on Program review. Agenda ahead of time is beneficial. Huge fan of agenda template.  <b>Delta</b>

		Carry over of SIG money Need to push coteaching in west
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**USE THE FOLLOWING CRITERIA FOR ESTABLISHING ACTION ITEM PRIORITY LEVELS**

Low (L)	No impact to other tasks or decisions; No justification needed for slippage.
Medium (M)	Other non-critical tasks/decisions have a dependency; Justification required for slippage
High (H)	Government regulation; Administrative regulation; Other critical tasks/decisions have a dependency; Immediate impact to current services; Justification required for slippage

**Ongoing Action Items List**

Action Number	Action Item	Date Originated	Expected Completion	Priority (H/M/L)	Status	Assigned To
	Quality control of program review follow up with	10/15				Kelly
	Implementation plans PGES	10/15				Tara

**Closed Action Items List**

Action Number	Action Item	Date Originated	Expected Completion	Priority (H/M/L)	Status	Assigned To

## **Jones, Helen - Division of Consolidated Plans and Audits**

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**Sent:** Thursday, October 24, 2013 4:23 PM  
**To:** Allison May; Davie, Lindsey - NBCT; Hill, Steve; Jackson, Brenda; Jones, Chrissy [FCPS]; Leisa Schulz; Mills, Holly; Raikes, Sarah; Spencer, Jennifer - DPP/Federal Programs; Turner, Craig - DPP; Whitmer, Paula; Writsel, Vicki - CO - Associate Superintendent for Learning Programs  
**Subject:** Comments Requested

In coming weeks, the Kentucky Department of Education (KDE) will be applying to the U.S. Department of Education for a School Improvement Grant (SIG). These grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA) of 1965, are made to State Educational Agencies (SEAs) which, in turn, make competitive sub-grants to Local Education Agencies (LEAs). Successful LEA applicants will demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement in their lowest-performing schools. Due to the state receiving an ESEA flexibility waiver, only those 18 schools identified as Priority Schools in Cohort 3 will be eligible to apply.

KDE is asking for comments on the SIG application process. Those wishing to provide feedback may contact Donna Tackett, [donna.tackett@education.ky.gov](mailto:donna.tackett@education.ky.gov), on or before November 10, 2013.

**David Millanti**  
**Education Administration Program Manager**  
**Audit and Compliance Branch**  
**Kentucky Department of Education**  
**8th Floor, CPT**  
**500 Mero Street**  
**Frankfort, KY 40601**  
**Phone: 502-564-3791, x4060**  
**Fax: 502-564-8149**

## **Jones, Helen - Division of Consolidated Plans and Audits**

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**From:** Millanti, David - Division of Consolidated Plans and Audits  
**Sent:** Wednesday, October 30, 2013 2:22 PM  
**To:** Turner, Craig - DPP  
**Cc:** Tackett, Donna - Director, Division of Consolidated Plans and Audits  
**Subject:** RE: Comments Requested

Thank you for the comments. We will be using them in the review of the application.

**David Millanti**  
**Education Administration Program Manager**  
**Audit and Compliance Branch**  
**Kentucky Department of Education**  
**8th Floor, CPT**  
**500 Mero Street**  
**Frankfort, KY 40601**  
**Phone: 502-564-3791, x4060**  
**Fax: 502-564-8149**

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**From:** Turner, Craig - DPP  
**Sent:** Wednesday, October 30, 2013 2:21 PM  
**To:** Millanti, David - Division of Consolidated Plans and Audits  
**Subject:** RE: Comments Requested

I would write it to provide small group instruction based on MAP Scores or whatever diagnostic software you use. I would put in online software that can help remediate, such as Novel Star which is now part of Edmentum. Add some reading and mathematics materials based on new standards. Visits to high performing schools. Sub costs for additional instructional strategy training for teachers teaching students identified as being At-Risk.

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**From:** Millanti, David - Division of Consolidated Plans and Audits  
**Sent:** Tuesday, October 29, 2013 7:15 AM  
**To:** Allison May; Davie, Lindsey - NBCT; Hill, Steve; Jackson, Brenda; Jones, Chrissy [FCPS]; Leisa Schulz; Mills, Holly; Raikes, Sarah; Spencer, Jennifer - DPP/Federal Programs; Turner, Craig - DPP; Whitmer, Paula; Writsel, Vicki - CO - Associate Superintendent for Learning Programs  
**Subject:** Comments Requested

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KDE is asking for comments on the SIG application process. Those wishing to provide feedback may contact Donna Tackett, [donna.tackett@education.ky.gov](mailto:donna.tackett@education.ky.gov), on or before November 10, 2013.

**David Millanti**  
**Education Administration Program Manager**  
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**Frankfort, KY 40601**  
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**Fax: 502-564-8149**

## **Jones, Helen - Division of Consolidated Plans and Audits**

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**From:** Tackett, Donna - Director, Division of Consolidated Plans and Audits  
**Sent:** Tuesday, November 12, 2013 4:56 PM  
**To:** Jones, Helen - Division of Consolidated Plans and Audits  
**Subject:** Fwd: FEEDBACK FOR KDE - School Improvement Application

Can you scan this to include in SIG feedback?

Sent from my iPhone

Begin forwarded message:

**From:** "Dossett, Dena H" <[dena.dossett@jefferson.kyschools.us](mailto:dena.dossett@jefferson.kyschools.us)>  
**Date:** November 12, 2013 at 4:49:11 PM EST  
**To:** "Tackett, Donna - Director, Division of Consolidated Plans and Audits" <[donna.tackett@education.ky.gov](mailto:donna.tackett@education.ky.gov)>  
**Cc:** "Rodosky, Robert J" <[robert.rodosky@jefferson.kyschools.us](mailto:robert.rodosky@jefferson.kyschools.us)>, "Hargens, D" <[d.hargens@jefferson.kyschools.us](mailto:d.hargens@jefferson.kyschools.us)>, "Hensley, Dewey D" <[dewey.hensley@jefferson.kyschools.us](mailto:dewey.hensley@jefferson.kyschools.us)>, "Branham, Karen" <[karen.branham@jefferson.kyschools.us](mailto:karen.branham@jefferson.kyschools.us)>, "Handley, Linda - Division of Student Success" <[linda.handley@education.ky.gov](mailto:linda.handley@education.ky.gov)>  
**Subject:** FW: FEEDBACK FOR KDE - School Improvement Application

Hi Donna,

We appreciate the opportunity to provide feedback on the waivers regarding the LEA requirements of the state application. Below are our thoughts:

### **Waiver 5: School improvement timeline waiver**

- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

We support the shift in the timeline. It looks like the this waiver will allow districts to have schools start over in their school improvement timeline. We think it would allow persistently low performing schools to “begin again” and attempt another turnaround model and have access to any available funds that new priority schools would access. We understand that schools that started implementing a model in 11-12, 12-13, or 13-14 cannot request this waiver, but does this mean that cohort 1 schools (who began implementation of a 3 year grant in 10-11) would be eligible for re-applying (start-over)?

### **Waiver 6: Schoolwide program waiver**

- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

This waiver appears to be aimed toward smaller districts to give them flexibility with dollars. There are actually two ways of looking at this waiver. First, Title I dollars should be aimed to support high

concentration of children in poverty. Schools that have lower poverty levels should input interventions that work and change practices, not drain dollars to pay for temporary staff that will "band aid" the situation until they get higher performance. However, a second response would be that the dollars need to follow the children, not the school. So, a school with 1000 students and 39% poverty (390 poor kids) should have access to Title I dollars just as much as a school with 500 students and 50% poverty (250 poor kids). Both arguments have merit. In the past, JCPS has not lowered the threshold to ensure that the schools with the most concentrated poverty levels received adequate funding. We try to target our funds to address high concentrations of poverty first - it leads to a school being able to put in place a strategy rather than just a few dollars aimed toward an instructional assistant or some computer software. If the funds become too diluted then no one is able to transform the school.

If KDE's school improvement application is approved, we have already started conversations about how we would set up structures in JCPS for our priority schools to be successful with the new round of application. Our thoughts have centered on:

1. Ensuring close monitoring systems to ensure that funds are being used to support turnaround efforts and improved student achievement.
2. Removing any possible barriers to PLCs, interventions, and developing strategies so that we can place our strongest teachers with our most needy students.
3. Improving our ability to attract and retain the best teachers to these schools so that they are committed to the turnaround process and remain in the school for a specified time period.
4. Fostering dynamic leadership in our turnaround schools.

Feel free to give us a call if you have any questions about our comments. We would be happy to have a larger conversation about them if needed. Again, thanks for the opportunity to respond.

Dena

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**From:** Tackett, Donna - Director, Division of Consolidated Plans and Audits

**Sent:** Tuesday, October 29, 2013 7:45 AM

**To:** Daryl Chittenden; Hargens, Donna; Flynn, James; Superintendent; Jay Brewer; Evans, Jim; Jett, Jonathan (Superintendent); Hatter, Karen; Sprinkles, Kelly - Knox Superintendent; Zellich, Linda - Superintendent of Hopkins County Schools; Dunaway, Marcia - Superintendent; Butcher, Steve; Price, Tom; Shelton, Tom (Fayette)

**Cc:** Foster, Kelly - Associate Commissioner, Office of Next Generation Schools and Districts; Millanti, David - Division of Consolidated Plans and Audits; Jones, Helen - Division of Consolidated Plans and Audits

**Subject:** School Improvement Application

In coming weeks, the Kentucky Department of Education (KDE) will be applying to the U.S. Department of Education for a School Improvement Grant (SIG). These grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA) of 1965, are made to State Educational Agencies (SEAs) which, in turn, make competitive sub-grants to Local Education Agencies (LEAs). Successful LEA applicants will demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement in their lowest-performing schools. Due to the state receiving an ESEA flexibility waiver, only

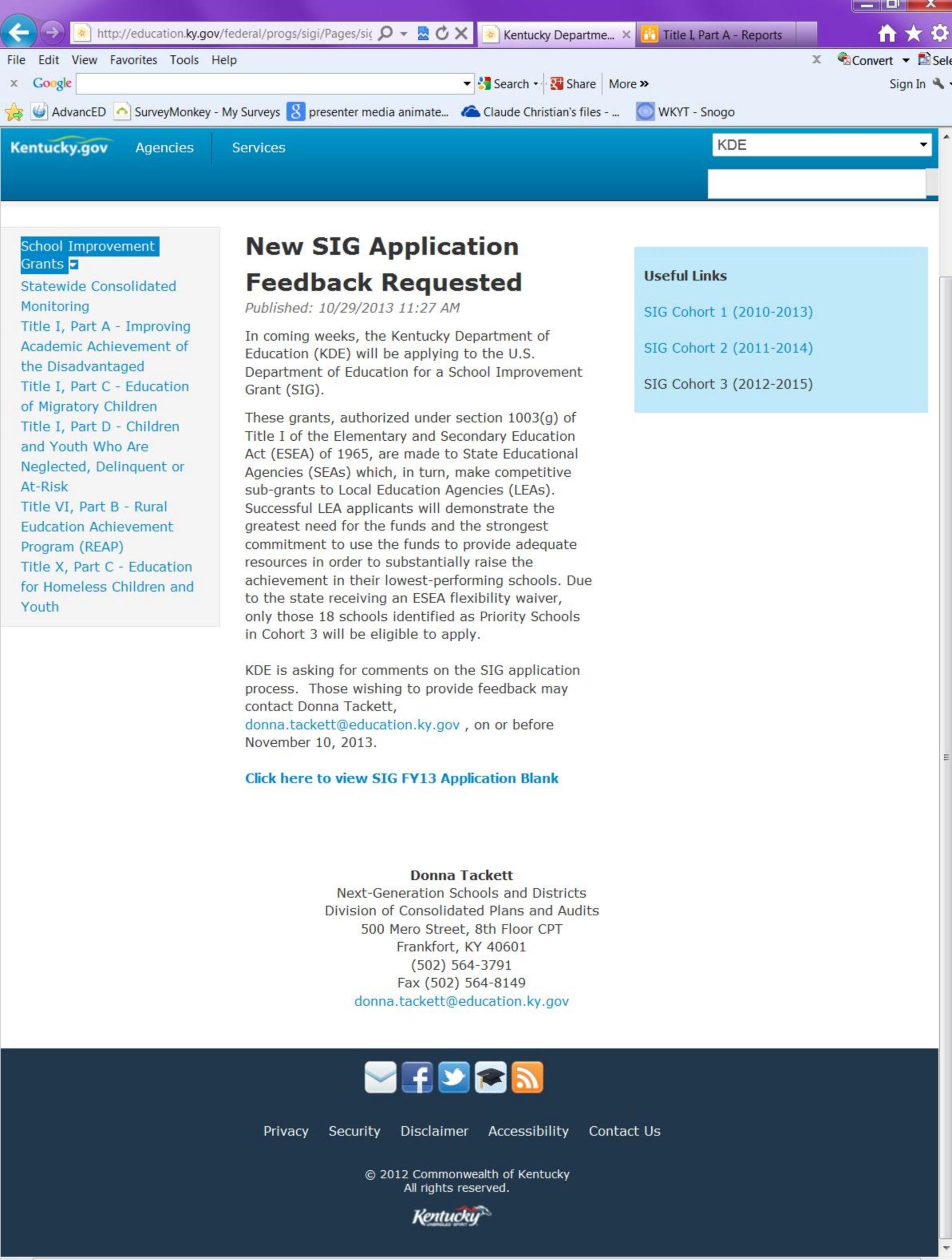
those 18 schools identified as Priority Schools in Cohort 3 will be eligible to apply.

KDE is asking for comments on the SIG application process. Superintendents of districts with Cohort 3 priority school will have an opportunity to comment on the waiver(s) (*page 9* of the attached application) separate from the comments on the total application.

If you wish to provide feedback on these waivers, you may contact me on or before **November 10, 2013**. Thanks!

*Donna*

Donna R. Tackett  
Director, Division of Consolidated Plans and Audits  
Office of Next Generation Schools and Districts  
Kentucky Department of Education  
502-564-3791 - Office  
859-333-4215 – Cell



- School Improvement Grants
  - Statewide Consolidated Monitoring
  - Title I, Part A - Improving Academic Achievement of the Disadvantaged
  - Title I, Part C - Education of Migratory Children
  - Title I, Part D - Children and Youth Who Are Neglected, Delinquent or At-Risk
  - Title VI, Part B - Rural Education Achievement Program (REAP)
  - Title X, Part C - Education for Homeless Children and Youth

# New SIG Application Feedback Requested

Published: 10/29/2013 11:27 AM

In coming weeks, the Kentucky Department of Education (KDE) will be applying to the U.S. Department of Education for a School Improvement Grant (SIG).

These grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA) of 1965, are made to State Educational Agencies (SEAs) which, in turn, make competitive sub-grants to Local Education Agencies (LEAs). Successful LEA applicants will demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement in their lowest-performing schools. Due to the state receiving an ESEA flexibility waiver, only those 18 schools identified as Priority Schools in Cohort 3 will be eligible to apply.

KDE is asking for comments on the SIG application process. Those wishing to provide feedback may contact Donna Tackett, [donna.tackett@education.ky.gov](mailto:donna.tackett@education.ky.gov), on or before November 10, 2013.

[Click here to view SIG FY13 Application Blank](#)

**Donna Tackett**  
 Next-Generation Schools and Districts  
 Division of Consolidated Plans and Audits  
 500 Mero Street, 8th Floor CPT  
 Frankfort, KY 40601  
 (502) 564-3791  
 Fax (502) 564-8149  
[donna.tackett@education.ky.gov](mailto:donna.tackett@education.ky.gov)

- ### Useful Links
- [SIG Cohort 1 \(2010-2013\)](#)
  - [SIG Cohort 2 \(2011-2014\)](#)
  - [SIG Cohort 3 \(2012-2015\)](#)



## **Tackett, Donna - Director, Division of Consolidated Plans and Audits**

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**From:** Whitmer, Paula  
**Sent:** Monday, November 11, 2013 4:45 PM  
**To:** Tackett, Donna - Director, Division of Consolidated Plans and Audits  
**Subject:** FW: Comments Requested  
**Attachments:** Waiver Cohort 2 Year 2 SIG Letter to Sec Delisle.doc

I approve of this waiver request.

### **Paula F. Whitmer, EdS**

Associate Director/Title 1 Coordinator | Teaching & Learning Team  
Fayette County Public Schools  
Physical Address: 701 E. Main St. | Lexington, KY 40502-1699  
Mailing Address: 1126 Russell Cave Rd. | Lexington, KY 40505  
P. 859.381.4250 | F. 859.381.4320 | E. [paula.whitmer@fayette.kyschools.us](mailto:paula.whitmer@fayette.kyschools.us)  
Title 1 SharePoint: <http://sharepoint.fcps.net/iakss/title1>

**Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.**

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**From:** Millanti, David - Division of Consolidated Plans and Audits  
**Sent:** Friday, November 08, 2013 9:01 AM  
**To:** Allison May; Davie, Lindsey - NBCT; Hill, Steve; Jackson, Brenda; Jones, Chrissy [FCPS]; Leisa Schulz; Mills, Holly; Raikes, Sarah; Spencer, Jennifer - DPP/Federal Programs; Turner, Craig - DPP; Whitmer, Paula; Writsel, Vicki - CO - Associate Superintendent for Learning Programs  
**Subject:** Comments Requested

The Kentucky Department of Education is requesting a waiver from the United States Department of Education from the requirement in Section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2011 School Improvement Grant funds for the SEA and all of its LEAs to September 30, 2014. Kentucky received and reviewed all submitted applications from eligible LEAs in cohort two. The State fully funded all approvable applications in cohort two using FY 2011 allocations. The State believes that the requested waiver and extension of time will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I and Tier II schools. Attached is the letter that will be sent to request the waiver.

If you have any comments on this waiver request, please e-mail Donna Tackett at [donna.tackett@education.ky.gov](mailto:donna.tackett@education.ky.gov) by close of business on November 14.

**David Millanti**  
**Education Administration Program Manager**  
**Audit and Compliance Branch**  
**Kentucky Department of Education**  
**8th Floor, CPT**  
**500 Mero Street**  
**Frankfort, KY 40601**  
**Phone: 502-564-3791, x4060**  
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# DISTRICT 180

## SCHOOL IMPROVEMENT GRANT (1003g)

SCHOOL QUARTERLY AND ANNUAL REPORTS 2011-2014  
Tier I and II Schools

<b>School Name:</b>	
Greenup County High School	
<b>Intervention Model:</b>	<b>School's Tier Status:</b>
Transformation	Tier II

**Reporting Dates (e.g., 10-03-11):**

2011-2012				2012-2013				2013-2014			
Oct.	Dec	Mar.	June	Oct.	Dec	Mar.	June	Oct.	Dec	Mar.	June
10-1-2011	12-1-2011	3-1-12	6-1-12	10-1-12	12-1-12	3-1-2013	6-1-2013				

Reporting Colors **Red- October** **Green- December**  
**Blue-March** **Purple-June**

## Non-Cognitive Data

**Attendance [Report in Percentages] McKell attendance will be updated Feb 20, 2013.**

	Baseline	2011-2012				TOTAL Average for Year	2012-2013				TOTAL Average for Year	2013-2014		
	June 2011	Oct.	Dec.	Mar.	June		Oct.	Dec.	Mar.	June		Oct.	Dec.	Mar.
<b>6<sup>th</sup> grade</b>	Wurtland 93.44% Middle- Mckell Middle- 93.15%	Wurtland Middle- 96.46% Mckell Middle- 93%	Wurtland Middle- 94.48% Mckell Middle- 92.40%	Wurtland Middle- 94.41% Mckell Middle- 94.26%	Wurtland Middle- 94.19% Mckell Middle-	WMS <b>94.89%</b>  MMS <b>93.01%</b>	Wurtland Middle- 95.94% Mckell Middle- 95.93%	Wurtland Middle- 95.08% Mckell Middle- 95.20%	<u>Dec 3 thru Feb 20</u> Wurtland Middle 93.98% McKell Middle 94.25%	<u>Feb 21 thru May 21</u> <u>Wurtland Middle 93.78%</u> <u>McKell Middle 93.91%</u>	WMS <b>94.56%</b>  MMS <b>94.85%</b>			
<b>7<sup>th</sup> grade</b>	Wurtland Middle- 92.08% Mckell Middle- 93.45%	Wurtland Middle- 95.05% Mckell Middle- 93.69%	Wurtland Middle- 92.51% Mckell Middle- 92.53%	Wurtland Middle- 93.11% Mckell Middle- 93.80%	Wurtland Middle- 93.24% Mckell Middle-	WMS- <b>93.48%</b>  MMS <b>93.14%</b>	Wurtland Middle- 95.87% Mckell Middle- 93.99%	Wurtland Middle- 93.51% Mckell Middle- 93.57%	Wurtland Middle 94.47% McKell Middle 93.54%	<u>Wurtland Middle 92.93%</u> <u>McKell Middle 92.28%</u>	WMS- <b>94.56%</b> MMS <b>93.66%</b>			
<b>8<sup>th</sup> grade</b>	Wurtland Middle- 92.92% Mckell Middle- 92.95%	Wurtland Middle- 95.17% Mckell Middle- 92.99%	Wurtland Middle- 93.21% Mckell Middle- 92.62%	Wurtland Middle- 93.08% Mckell Middle- 93.08%	Wurtland Middle- 92.38% Mckell Middle-	WMS- <b>93.46%</b>  MMS <b>92.65%</b>	Wurtland Middle- 96.68% Mckell Middle- 95.31%	Wurtland Middle- 95% Mckell Middle- 92.65%	Wurtland Middle 91.84% McKell Middle 93.42%	<u>Wurtland Middle 93.7%</u> <u>McKell Middle 93.64%</u>	WMS- 93.68% MMS <b>94.37%</b>			
<b>9<sup>th</sup> grade</b>	91%	94%	89.8%	90.96%	89.35%	<b>91%</b>	95.12%	93.94%	92.98%	91.86%	<b>93.04%</b>			
<b>10<sup>th</sup> grade</b>	90.3%	93.4%	90.2%	90.48%	86.52%	<b>90.15%</b>	93.59%	92.41%	91.13%	90.74%	<b>91.93%</b>			
<b>11<sup>th</sup> grade</b>	91.3%	92%	90.1%	88.59%	85.55%	<b>89.1%</b>	91.54%	90.13%	89.53%	87.88%	<b>89.86%</b>			
<b>12<sup>th</sup> grade</b>	89%	92.2%	89.3%	89.30%	88.25%	<b>89.76%</b>	92.4%	90.89%	88.57%	88.69%	<b>89.90%</b>			
<b>Total School</b>	90.4%	93%	89.9%	89.68%	87.63%	<b>90.1%</b>	93.29%	91.98%	90.55%	89.95%***	<b>91.33%***</b>			

\*\*\*Our fourth quarter March 2<sup>nd</sup> thru May 21 student attendance took a hit when the day after we had threat of intruder in building attendance was low due to a knee

jerk reaction of students and parents this was right after Newtown, Conn incident. The other hit we took was the last two days of school-students simply did not come (many reasons, it was a Monday and Tuesday, other surrounding districts were already out of school) Had it not been for these three days we would have been at 92+

<b>Teacher Attendance % Teresa Daniels</b>	94.1%	97%	95%	93.01%	95.1%	<b>95.02%</b>	94.15%	95.06%	91%***	93.7%****	<b>93.5%</b>			
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\*\*\*\*The drop in teacher attendance reflects three teachers who have been facing long term family illnesses two resulting in death. (reflecting 34 days for this reporting period)

\*\*\*\*Reflects one teacher who has missed entire time for surgery; one for 19 days for various health related issues

**Retention Rate [Report in Percentages]**

	Baseline June 2011	June 2012	June 2013	June 2014
<b>Grade 9</b>	12.5%	15/240 6.25%	8/233 3.4%	
<b>Grade 10</b>	3%	4/210 2%	2/197 1%	
<b>Grade 11</b>	1%	2/185 1.2%	3/195 1.5%	
<b>Grade 12</b>	1%	1/221 1%	0/163 0%	

<b>Graduation Rate [Report in Percentages]</b>	Baseline June 2011	June 2012	June 2013	June 2014
	80.29%	81.1%	n/a 5-30-2013	

<b>Dropout Rate [Report in Percentages]</b>	Baseline June 2011	June 2012	June 2013	June 2014
	3.01%	n/a	n/a 5-30-2013	

**Behavior Interventions (Beyond Universal) Aaron Collier**

<b>Baseline</b>	<b>2011-2012</b>
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	June 2011	% of students served		% of students progressing to a less intensive tiered intervention		Additional Comments about the increase or decrease of special education students' referrals:
		Dec./Jan	June	Dec./Jan	June	
		Grade 9	13%	16%	18%	
Grade 10	7%	13%	14%			
Grade 11	5%	23%	25%			
Grade 12	4%	13%	12%			

	Baseline June 2012	2012-2013				Additional Comments about the increase or decrease of special education students' referrals:
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 9	18%	13/242 5.4%	20/234 8.5%	9/235 .04%	0/227	<p>Data included is from students in PASS, Alternative learning center, Credit Recovery, Pathways, Ramey Home</p> <p>The alternative learning center provides other services not listed above. Students may complete court ordered community service hours through our program. Currently we have 3 students completing community service. Students found to be in possession of or using drugs at school are remanded to the alternative center. These students serve five days in the success academy followed by five days of monitoring in the PASS program. We have five students that have completed the drug program. A staff member from IMPACT plus provides substance use/abuse counseling one hour per day for ten school days. Seven students are working on credit recovery in the alternative program. These students have been placed for various circumstances ranging from disruptive behavior to early graduation.</p> <p>The alternative learning center provides other services not listed above. Students may complete court ordered community service hours through our program. Currently we have 3 students completing community service. Students found to be in possession of, or using drugs at school are remanded to the alternative center. These students serve five days in the success academy followed by five days of monitoring in the PASS program. We have 5 students that have completed, or are currently completing the drug program. A staff member from IMPACT plus provides substance use/abuse counseling one hour per day for ten school days. Seven students are working on credit recovery in the alternative program. These students have been placed for various circumstances ranging from disruptive behavior to early graduation.</p>
Grade 10	14%	9/219 4.1%	11/197 5.5%	0/196 0%	1/190 0.5%	
Grade 11	25%	10/204 4.9%	14/194 7.2%	6/194 .03%	2/192 1.1%	
Grade 12	12%	2/177 1.1%	8/160 5.0%	2/165 .01%	1/160 0.6%	

### Behavior Interventions (Beyond Universal)

KDE: ONGSD: DT: JBL 07072011

	Baseline June 2013	2013-2014				Additional Comments about the increase or decrease of special education students' referrals:
		% of students served		% of students progressing to a less intensive tiered intervention		
		Dec./Jan	June	Dec./Jan	June	
Grade 9						
Grade 10						
Grade 11						
Grade 12						

**Additional Comments Concerning Non-Cognitive Data:**

**There has been a significant decline in behavior referrals, student write-ups, and the number of students served for behavior interventions from 2011 to 2012 due to the implementation of a new behavior program, PASS.**

## Academic/Cognitive Data

### KPREP Core Content Test [Proficient/Distinguished Results in Percentages]

	Baseline 2010-2011	2011-2012	2012-2013	2013-2014
<b>English II</b>	55.73%	72% scored A or B 38% Proficient/Distinguished	51.33% scored A or B(187) Proficient/Distinguished not available	
<b>Algebra II</b>	36.52%	38% scored A or B 37.9% Proficient/Distinguished	10.21% scored A or B(137) Proficient/Distinguished not available	
<b>Biology</b>	38.70%	67% scored A or B 23.5% Proficient/Distinguished	30.77% scored A or B(195) Proficient/Distinguished not available	
<b>US History</b>	37.39%	45% scored A or B 40.8% Proficient/Distinguished	45.25% scored A or B(179) Proficient/Distinguished not available	
<b>On-Demand Writing Grade 10 &amp; 11</b>	16.75%	Writing-26% Proficient/Distinguished Language Mechanics- 39.2% Proficient/Distinguished	Breakdown is not available as of 5/30	

## Reading Interventions

	Baseline June 2011	2011-2012								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 9	13%	14%	17%	16%	16%	0%	0%	0%	3%	0 students have been referred for special education. All students with IEP's in the high school student body came to GCHS with IEPs intact.  Students did not leave the intervention programs between October and March 2011-2012 because program was in beginning stages.
Grade 10	6%	0.08%	11%	36%	40%	0%	0%	0%	5%	
Grade 11	26%	0.08%	0.08%	0.09%	10%	0%	0%	0%	2%	
Grade 12	0%	18%	24%	20%	11%	0%	0%	0%	11%	

	Baseline June 2012	2012-2013								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 9	16%	4.56%	36.6%	33%		27.3%	0%	.05%	29.87%	We anticipate that more students will leave reading intervention following the Dec. 2012 MAP Reading results.
Grade 10	40%	35.68%	41.5%	40%		9.21%	0%	29%	28.37%	
Grade 11	10%	33.66%	31.1%	33%		11.8%	0%	49%	15%	
Grade 12	11%	13.07%	16.7%	31%		34.8%	1%	0%	0%	
	Baseline June 2013	2013-2014								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 9										
Grade 10										

Grade 11										
Grade 12										

### Math Interventions

	Baseline June 2011	2011-2012								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 9	24%	36%	36%	33%	29%					
Grade 10	12%	31%	31%	41%	33%					
Grade 11	13%	34%	34%	18%	17%					
Grade 12	2%	0.02%	0.02%	2%	4%					

	Baseline June 2012	2012-2013								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 9	29%	15.09%	16%					19%	19%	<p>Students were taken out of RTI as indicated by their scores at the end of 2011-12 school year and placed in appropriate classes for 2012-2013. Senior numbers reflect transition classes for those students.</p> <p>We are currently analyzing new data to make adjustments in student placement for the 2012-13 school year. Math placements were based on MAP, PLAN, Explore, and ACT. After one round of MAP RIT bands were used to reevaluate placement of students based on these scores and classroom performance. (The October and December percentages reflect the RTI labs.)</p> <p>As of 11/27, no students have exited out of Math RTI; we are waiting on round II of Map testing.</p> <p>Numbers were calculated on the following enrollment:</p>
Grade 10	33%	6.7%	5.3%					0%	0%	
Grade 11	17%	10.3%	9.2%					0%	0%	
Grade 12	4%	.6%	.6%					0%	0%	

											9 <sup>th</sup> -232 10 <sup>th</sup> -207 11 <sup>th</sup> -196 12 <sup>th</sup> - 166
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	Baseline June 2011	2013-2014								Additional Comments about the increase or decrease of special education students' referrals:
		% of students served				% of students progressing to a less intensive tiered intervention				
		Oct	Dec	Mar	June	Oct	Dec	Mar	June	
Grade 9										
Grade 10										
Grade 11										
Grade 12										

### Explore and Plan [Report in Percentages]

	Baseline Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Explore</b> [% Below Benchmark]	Math 90% English 47% Reading 68% Science 95%	Math 74% English 48% Reading 68% Science 93%	Math 76% English 44% Reading 66% Science 90%	
<b>Plan</b> [% Below Benchmark]	Math 77% English 48% Reading 53% Science 84%	Math 85% English 43% Reading 69% Science 88%	Math 80% English 35% Reading 61% Science 84%	

### Interventions for Explore and/or Plan [Report in Percentages]

Percent of students receiving support as a result of Explore or Plan scores.	Describe interventions and/or supports	Data to show results for the interventions and/or supports	Comments
2010  72%	<b>Pre-Algebra</b> Designed for students showing deficiency in Algebra. <b>Algebra I Lab</b> Additional period of math assistance. <b>Int. Algebra II</b> Two period math classes.	<b>Pre-Algebra:</b> 63% scored 70% and above in the intervention class. <b>Algebra I Lab:</b> 35% scored 70% and above in the intervention class. <b>Int. Algebra II:</b> 38% scored 70% and above in the intervention class.	
2011	<b>Transition Math Class- For Freshmen, sophomore and juniors.</b> RTI for math with lab- for freshmen, sophomores, and juniors. <b>Read Right-</b> Available for Freshmen-Seniors not meeting EPAS benchmark or 230 RIT band on MAP testing. <b>ACT Prep/Reading-</b> For Seniors not meeting benchmark on ACT. <b>Reading Strategies Class-</b> For Freshmen not meeting Explore benchmark or receiving a 225 RIT	<b>Based on 40% score on Spring Map Scores:</b> 9 <sup>th</sup> - 38.5% 10 <sup>th</sup> -54.9% 11 <sup>th</sup> -61.21%	Intervention teachers need to keep data on students enrolled in an intervention class and turn into Ms. Gollihue to create a spreadsheet to show the effectiveness of the RTI classes.

Percent of students receiving support as a result of Explore or Plan scores.	Describe interventions and/or supports	Data to show results for the interventions and/or supports	Comments
	<p>band on Reading.  <b>Test Taking Strategies-For Sophomores not in Read Right that didn't meet PLAN benchmark or scored below 230 on Map testing.</b>  <b>ACT/Vocational Test Prep- offered to Juniors not in Read Right that failed to meet PLAN benchmark or the 230 RIT band on Map test.</b></p>		
2012-13	<p><b>Reading- All students scoring below benchmark on Explore and PLAN are receiving Read Right and/or Musketeer Literacy Intervention.</b></p> <p><b>Freshmen-Seniors not meeting EPAS benchmark or 230 RIT band on MAP testing.</b>  <b>ACT Prep/Reading- For Seniors not meeting benchmark on ACT.</b>  <b>Reading Strategies Class-For Freshmen not meeting Explore benchmark or receiving a 225 RIT band on Reading.</b>  <b>Test Taking Strategies-For Sophomores not in Read Right that didn't meet PLAN benchmark or scored below 230 on Map testing.</b>  <b>ACT/Vocational Test Prep- offered to Juniors not in Read Right that failed to meet PLAN benchmark or the 230 RIT band on Map test.</b></p> <p><b>Plan Boot Camp</b></p> <p><b>ACT prep offered to all students school-wide before each administration of test</b></p>	<p><b>CCR has improved from 45.8 to 69.1</b></p> <p><b>Freshman failures have decreased in all core subjects</b></p> <p><b>Student attendance has improved</b></p> <p><b>Improvements in behavior have led to decreases in failures in core content classes</b></p> <p><b>Discipline referrals have decreased</b>  <b>Retention decreased</b></p>	

### Ninth Grade Course Failures [Report in Percentages]

	Baseline	2011-2012				2012-2013				2013-2014			
	June 2011	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
<b>English Language Arts</b>	16%	0.06%	0.07%	21%	9%	15%	12%	6.5%	4.29%				
<b>Mathematics</b>	30%	16%	31%	24%	7%	12%	6%	9.4%	7.2%				
<b>Science</b>	13%	20%	20%	17%	3%	18%	3%	12.88%	8.15%				
<b>Social Studies</b>	14%	14%	14%	7%	13%	13%	5%	6.43%	2.14%				

**College Readiness [Report in Percentages]**

	Baseline Spring 2011	Spring 2012	Spring 2013	Spring 2014
<b>ACT % Below CPE Benchmarks</b>	English 54% Math 85% Reading 31% Science 89%	English 47.5% Math 57.5% Reading 51.7% Science 63%	English 53.65% Math 72.56% Reading 60.37% Science 89.02%	
<b>% Seniors with Interventions</b>	ACT Prep Interventions- 6/219 0.03% Reading- 0% Math- 0%	College Readiness – 13/229 6% Reading 25/229 11% Math- 3/229 3%	ACT Prep 13/180 7.22%	
<b>% Seniors with Interventions Passing College Placement Exams</b>	0 seniors participated in interventions that were offered to 100% of seniors	41/229 18%	18%	

**Career Readiness\* [Report in Percentages]**

	Baseline Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>*Work Keys</b>	0.01%	24%	26.8 reflects class of 2012	

\*Work Keys or any industry recognized certificates that a school might use (e.g., CISCO, Microsoft).

## Content Focus – English Language Arts/Literacy

<p style="text-align: center;"><b>SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS</b></p> <p>(Report of Progress on SMART Goals listed in SIG Application)</p>	<p>Goal:</p> <p>According to the 2011 Interim Performance Report, 53.7% of the students scored proficient in reading.</p> <p>By the end of the 1<sup>st</sup> quarter, at least 12.5% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.</p> <p>By the end of the 2<sup>nd</sup> quarter, at least 25% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.</p> <p>By the end of the 3<sup>rd</sup> quarter, at least 37.5% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments.</p> <p>By the end of the 4th quarter, at least 50% of GCHS students in each grade level will achieve at a proficient level in reading/language usage on the MAP assessment as determined by cut scores associated with state and national assessments</p> <p>**Goals will be created based on first quarter MAP test results.</p>
	<p>Person Responsible:</p> <p>ERS Administrative Team English Department Reading Interventionist Exceptional Educators</p>

Name of Assessment:	Baseline 2011	2011-2012	2012-2013	2013-2014
MAP	<p>Percentage of Students that met benchmark 55%(Fall 2011) 9<sup>th</sup>-111/247=44% 10<sup>th</sup>-96/207=46.37% 11<sup>th</sup>-116/188=61.7%</p>	<p>Percentage of Students that met benchmark 55%(Spring 2012) 9<sup>th</sup>-98/237=41% 10<sup>th</sup>-95/204=46.5% 11<sup>th</sup>- 94/157=59.8%</p>	<p>Percentage of Students that met benchmark 55% (Fall 2012) 9<sup>th</sup>-110/236=46.6% 10<sup>th</sup>-112/203=55% 11<sup>th</sup>-102/182=56%</p> <p>Percentage of Students that met benchmark 55% (Winter 2013) 9<sup>th</sup>- 119/233= 51% 10<sup>th</sup>-88/196=45% 11<sup>th</sup>-74/185=40%</p> <p>Percentage of Students that met benchmark 55% (Spring 2013) 9<sup>th</sup>- 122/242=50.41% 10<sup>th</sup>-108/191=56.54% 11<sup>th</sup>-98/180=54.44%</p>	
Was goal met? (Yes or No)				

If goal was not met, what additionally will the district be doing to assist the school in reaching goals?

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)													
Name of Assessment::	Baseline June 2011	2011-2012				2012-2013				2013-2014			
		Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
MAP													

<b>% Proficient or above</b>	49.6%	<b>52%</b>	<b>52%</b>			52.1%	53.4%	53.51%					
<b>% Novice</b>	50.3%	47.9%	47.9%			47.8%	44.9%	46.16%					

<b>SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)</b>													
	Baseline June 2011	2011-2012				2012-2013				2013-2014			
		Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
<b>African-American</b>	NA	NA				N/A							
<b>Free/Reduced Lunch</b>	60% at Proficient Level	60% at proficient level	60% at proficient level	63% at proficient level		43% at proficient level	47% at proficient level	44.39% proficient level					
<b>Students with Disabilities</b>	<b>9TH</b> 4.3 at proficient level <b>10TH</b> 9.6% at proficient level <b>11TH</b> 13.4% at proficient level <b>COMBINED</b> 15.1% at proficient level	9TH 4.3 at proficient level 10TH 9.6% at proficient level 11TH 13.4% at proficient level <b>COMBINED</b> 15.1% at proficient level	9TH 4.3 at proficient level 10TH 9.6% at proficient level 11TH 13.4% at proficient level <b>COMBINED</b> 15.1% at proficient level	9TH 21% at proficient level 10TH 31% at proficient level 11TH 14% at proficient level <b>COMBINED</b> 22% at proficient level		9TH 0% at proficient level 10TH 9% at proficient level 11TH 7% at proficient level <b>COMBINED</b> 1% at proficient level	9TH .07% at proficient level 10TH .07% at proficient level 11TH 2% at proficient level <b>COMBINED</b> 12% at proficient level	9TH 0% at proficient level 10TH 7.14% at proficient level 11TH 33.3% at proficient level <b>COMBINED</b> 13.63% at proficient level					

**October 2012 MAP scores are based on cut score of 55% instead of 40%**



## Content Focus – Mathematics

<p style="text-align: center;"><b>SIG ANNUAL SMART GOAL FOR <u>ALL</u> STUDENTS</b></p> <p>(Report of Progress on SMART Goals listed in SIG Application)</p>	<p>Goal:</p> <p>According to IPR report 36.6% of the students scored proficient in Math.</p> <p>By the end of the 1st quarter, at least 12.5% of GCHS students in each grade level will achieve at a proficient level in mathematics usage on the MAP assessment as determined by cut scores associated with state and national assessments.</p> <p>By the end of the 2nd quarter, at least 25% of GCHS students in each grade level will achieve at a proficient level in mathematics usage on the MAP assessment as determined by cut scores associated with state and national assessments.</p> <p>By the end of the 3rd quarter, at least 37.5% of GCHS students in each grade level will achieve at a proficient level in mathematics usage on the MAP assessment as determined by cut scores associated with state and national assessments.</p> <p>By the end of the 4th quarter, at least 50% of GCHS students in each grade level will achieve at a proficient level in mathematics usage on the MAP assessment as determined by cut scores associated with state and national assessments.</p> <p>****Goals will be created based on first quarter MAP test results.</p>
	<p>Person Responsible: EKU Ms. Darlene Gee, ERS Math Department</p>

Name of Assessment:	Baseline 2011	2011-2012	2012-2013	2013-2014
MAP	<p>Percentage of Students that met benchmark 55%(Fall 2011)</p> <p>9th-89/246=36% 10<sup>th</sup>-68/207=32% 11<sup>th</sup>-79/187=42%</p>	<p>Percentage of Students that met benchmark 55%(Spring 2012)</p> <p>9th-79/236=33% 10<sup>th</sup>-76/203=37% 11<sup>th</sup>-77/162=47.5%</p>	<p>Percentage of Students that met benchmark 55%(Fall 2012) 9th- 87/236=36.8% 10<sup>th</sup>-78/203=38% 11<sup>th</sup>-79/188=41%</p> <p>Percentage of Students that met benchmark 55%(Winter 2013) 9th- 85/233=36% 10<sup>th</sup>-84/196=43% 11<sup>th</sup>-67/185=36%</p> <p>Percentage of Students that met benchmark 55%(Spring 2013) 9th- 101/241=41.90% 10<sup>th</sup>-83/190=43.68% 11<sup>th</sup>-67/179=37.43%</p>	
Was goal met? (Yes or No)				

**If goal was not met, what additionally will the district be doing to assist the school in reaching goals?**  
 MAP data will be available by October 15, 2011 for the 1st quarter of the 2011-12 school year.

SIG BENCHMARK DATA FOR <u>ALL</u> STUDENTS (Report of Progress on Benchmark Goals listed in SIG Application)													
Name of	Baseline	2011-2012				2012-2013				2013-2014			
	June 2010	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June

<b>Assessment::</b>										The final round for Map was March 2013				
<b>MAP</b>														
<b>% Proficient or above</b>	<b>36%</b>	36%	36%	38.6%		38.9%	39%	41.15%						
<b>% Novice</b>	64%	64%	64%	61.4%		61.8%	60%	58.85%						

<b>SIG BENCHMARK DATA FOR SUB GROUPS_ (Report of Progress on Benchmark Goals listed in SIG Application)</b>													
	Baseline June 2011	2011-2012				2012-2013				2013-2014			
		Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June	Oct.	Dec.	Mar.	June
<b>African-American</b>	NA	NA	NA	NA		NA	NA	NA	NA				
<b>Free/Reduced Lunch</b>	44% are at proficient level	44% are at proficient level	44% are at proficient level	46% are at proficient level		29.6% are at proficient level	30.5% are at proficient level	32.88% are at proficient level	The final round for Map was March 2013				
<b>Students with Disabilities</b>	9TH-4.8 at proficient level 10TH	9 <sup>TH</sup> -4.8% at proficient level 10 <sup>TH</sup>	9TH-4.8% at proficient level 10TH	9TH- 1% at proficient level 10TH		9 <sup>TH</sup> -0% at proficient level 10 <sup>TH</sup> 8% at	9 <sup>TH</sup> -0 % at proficient level 10 <sup>TH</sup>	9 <sup>TH</sup> -0 % at proficient level 10 <sup>TH</sup>					

	20% at proficient level 11TH 15.33% at proficient level	<b>20% at proficient level 11<sup>TH</sup></b> <b>15.33% at proficient level</b>	20% at proficient level 11TH 15.33% at proficient level	23% at proficient level 11TH 14% at proficient level		<b>proficient level 11<sup>TH</sup></b> <b>0% at proficient level</b>	<b>.06% at proficient level 11<sup>TH</sup></b> <b>15 % at proficient level</b>	<b>7.14% at proficient level 11<sup>TH</sup></b> <b>18 % at proficient level</b>					
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## Additional SMART Goals

(May duplicate as necessary)

<p><b>OTHER SIG SMART GOALS</b> (Report of Progress on any and all other SMART Goals listed in SIG Application)</p>	<p><b>Goal:</b> By June 2012, the GCHS student population will improve the attendance from a baseline of 89.3% to 90.9%</p> <p>By June 2012, the number of students with behavior incidents as recorded in the annual safe schools data report for GCHS will decrease by 20%. 2010-11 baseline- 246 –duplicated count</p> <p>By June 2012, the GCHS retention rate for all students will decrease from 8.5% to 6.6%.</p> <p>By June 2012, the GCHS graduation rate will increase from 85.5.% to 87.7.%.</p> <p>By June 2012, at least 50% of parents, students and staff will reflect positive attitudes and perceptions for the culture of GCHS as measured by the annual culture survey.</p>
	<p><b>PROGRESS TOWARD GOAL (NARRATIVE):</b>  <b>At a cut-off point of September 25, 2012, student attendance exceeded 93%.</b>  <b>At a cut-off point of September 25, 2012, student discipline referrals are reduced by 27%.</b></p>
	<p><b>SUPPORTING EVIDENCE (name of assessment):</b>  <b>Infinite Campus Data</b></p>
	<p><b>2012-13 goals</b></p> <p>By June 2013, the GCHS student population will improve the attendance from a baseline of 90.1% to 92%</p> <p>By December 2012 Quarterly Report, the number of students with behavior incidents as recorded in the annual safe schools data report for GCHS will help determine the new baseline we are process of developing.</p>

	<p>Once we receive the state assessment data we will determine a clear baseline for graduation rate.</p> <p>By June 2013, the GCHS graduation rate will increase from 81.1% to 83.3%.</p> <p>By June 2013, we will have completed and compiled data on new culture survey conducted with all stakeholders, 50% of those taking survey will reflect a positive perception toward Greenup County High School.</p>
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## Data Summary Questions

### Data Summary for October 2011

1. What does the data tell us?
  - a. The data tells us that attendance has improved for the students.
  - b. The data tells us that attendance has improved for teachers.
  - c. The data tells us that a higher percentage of students are receiving interventions in reading through the SIG supported Read Right program.
  - d. The data tells that a higher percentage of students score at higher levels on math automaticity assessments as designed by the SIG supported EKU (Robert Thomas) as seen in daily classroom work.
  - e. The data tells us that 100% of students have been assigned to courses in mathematics that address their learning needs, including intervention, remediation and enrichment.
  - f. The data from Interim Performance Reports 2011 / KPREP tells us that too many gifted students score below proficient level in all assessed areas.
  - g. The data from IPR 2011 / KPREP tells us that a great deficiency in students' understanding basic math concepts, computation and number recognition.
  - h. The data from IPR 2011/KPREP tells us that a vast majority of students score below the proficient level in every assessed area.
  - i. In all content areas, open responses indicated that students are not writing well in content areas.
  
2. What does the data not tell us?
  - a. The data does not tell us, yet, what our baseline scores should be in regards to MAP.
  - b. The data does not tell us why students are failing to gain proficiency in any assessed area.
  - c. The data does not tell us why the 2010-2011 ninth graders failed mathematics.
  - d. The data does not tell us the root causes for the percentage of novices in the IPR.
  - e. The data does not tell us why seniors did not avail themselves of ACT interventions in order to retake the ACT.
  - f. The data does not tell us, yet, if decisions made for the allocation of resources were appropriately tied to student needs.
  
3. What are causes for celebration?
  - a. The attendance for both students and teachers has improved.
  - b. The NCLB Status in Reading made "Safe Harbor" by students scoring at least 10% higher than in the previous year.
  - c. Staff analysis of IPR data as led by the ERS-Literacy showed teacher ownership and diligence.
  - d. The language of college/career readiness is evident in most interactions between teachers and students.

- e. More students are volunteering for interventions that have the potential to improve ACT scores and enhance college readiness.
  - f. The collaboration between the Greenup County Area Vocational School and Greenup County High School has streamlined access to industry certification in the areas of Information Technology, Nursing Assistant, Welding and other Work Skills career opportunities.
4. What are the opportunities for improvement?
- a. The opportunities for improvement mandate the implementation of the research-based strategies to improve student skills in mathematics. These opportunities must be implemented with fidelity.
  - b. Student reading ability will be improved through interventions established by persistent analysis of data from Read Right, MAP, and teacher observations
  - c. Communication of SIG goals and activities will be improved through principal and committee designed efforts.
  - d. Student suspensions, having increased due to the absence of a middle-level, site-based intervention, will be reduced by the creation of a such an intervention.
  - e. The principal will be able to focus solely on academic and instructional issues through the amendment of the SIG to include a School Administrative Manager.
  - f. The math department teachers, due to the absence of an ERS-Mathematics, will collaborate with a school based math content leader to be created through the SIG.
  - g. The ERS-Literacy and ERS-Systems will coordinate joint and separate implementation of research-based strategies for various school needs, including but not limited to improved instruction
5. What are our next steps?
- a. Convene the School Transformation Committee (SIG committee) to amend the grant request to include the creation of and hiring for a School Administrative Manager and a Math Content Leader.
  - b. After analysis of MAP data, we will revisit student and teacher assignment and make adjustments accordingly.
  - c. Establish a solid schedule of teacher evaluation to determine efficacy and future assignments.
  - d. Require Professional Learning Committees for each teacher and department on a weekly basis.
  - e. Require teachers to create a plan for writing in all content areas.
  - f. Continue to add strategies and amend the 30-60-90 day plans to be cohesive, congruent and comprehensive within the SIG structure for transformation.
  - g. Work with Robert Thomas and Tony Carr to establish two math labs, the use of rapid response systems and Air Writers and other technology to meet the needs of students and teachers and continue the goals of the SIG in math.

## Data Summary for December 2011

1. What does the data tell us?
  - a. Student attendance has dropped approximately 3%.
  - b. Teacher attendance has dropped 2%.
  - c. The data tells us that a “break down” in student attendance referrals has occurred.
  - d. Reading interventions have increased at three grade levels.
  - e. Math interventions have remained the same for the school year.
  - f. Explore scores show a gain in math, English, reading, and science.
  - g. Plan scores decreased in Math, Science, and Reading. English scores increased.
  - h. 9<sup>th</sup> grade course failures have increased for English and Math since October, while science and social studies remained the same.
  - i. Special Ed students are well below the proficient level in reading and math at all grade levels.
  - j. There is not a significant gap between the regular education students and free and reduced students in math or reading.
  - k. The percentage of students receiving interventions for behavior has increased.
  
2. What does the data not tell us?
  - a. The data does not tell us whether the definition of proficiency is consistent from all of the different assessments.
  - b. The data does not tell us why the PLAN scores decreased in Math, Science and Reading.
  - c. The data does not tell us about the effectiveness of Math and Reading interventions.
  
3. What are causes for celebration?
  - a. More students are receiving math interventions than last year.
  - b. More students are being provided with interventions to meet their individual needs.
  - c. Successful implementation of Professional Learning Communities within the regular schedule of department meetings.
  - d. Math teachers have started using student achievement data to identify individual needs and to assign settings to appropriate settings.
  - e. Math teachers have participated in professional development focusing on state-of-the-art use of technology to enhance and enrich learning.

4. What are the opportunities for improvement?
  - a. Increase student and teacher attendance.
  - b. To decrease the percentage of students being served with behavior interventions.
  - c. Increase levels of proficient scores on MAP test in all tested areas.
  - d. Increase the number of special education students scoring proficient.
  - e. Ensure accommodations and modifications are being made for Special Education students by the teachers assigned to provide them.
  - f. Provide professional development in differentiation, formative assessment, instructional strategies, learning targets, and collaboration.
  - g. Continued time and training with data analysis particularly with MAP.
  
5. What are our next steps?
  - a. One next step is to identify the “break down” in attendance reporting, isolate its causes and provide a remedy.
  - b. Monitor the effectiveness of special education accommodations.
  - c. Implement a strategy to improve the effectiveness of Math labs for RTI.
  - d. Explore the possibilities of Reading Labs within the English department.

### **Data Summary for March 2012**

1. What does the data tell us?
  - a. Student attendance is about the same and still needs to improve.
  - b. Teacher attendance has dropped 2%.
  - c. The data tells us that there is a break down with attendance referrals and procedures after students have been referred to DPP.
  - e. Math interventions / RTI now has 203 students.
  - f. MAP scores indicate an increase in achievement for students with disabilities and those who qualify for free and reduced lunches
  - h. 9th grade course failures have decreased for Science, Social Studies and Math since December, English has increased.
  - i. Special Ed students scoring at the proficient level in reading have increased
  - j. There is not a significant gap between the regular education students and free and reduced students in math or reading.

2. What does the data not tell us?
  - a. The data does not tell us why the attendance procedures have failed.
  - b. The data does not tell us the effectiveness of the behavior intervention programs for all students.
  - c. The data does not yet tell us the effectiveness of reading and writing programs.
  - d. The data does tell us the impact of college and career readiness programs.
  
3. What are causes for celebration?
  - a. The math intervention programs are more and more effective.
  - b. Behavior and discipline referrals are processed more effectively and have been reduced significantly from last year.
  - c. Successful implementation of Professional Learning Communities within the regular schedule of department meetings.
  - d. Core content teachers are focusing on individual student needs as determined by MAP and other assessments.
  - e. All but 4 faculty members attended an optional yet expected PD with Anthony Muhammed. All participated.
  
4. What are the opportunities for improvement?
  - a. Improve student and teacher attendance.
  - b. Decrease the percentage of students being served with behavior interventions.
  - c. Ensure accommodations and modifications are being made for Special Education students by the teachers assigned to provide them.
  - f. Provide professional development in differentiation, formative assessment, instructional strategies, learning targets, and collaboration.
  
5. What are our next steps?
  - a. We have reported the “break down” in attendance reporting. We would like to have KDE assistance in correcting it.
  - b. We must implement an immediate and effective continuation of the walkthrough process established in the fall and winter.
  - c. We must review all data to determine the effectiveness of SIG programs and draft amendments as necessary.
  - d. We must blend all school transformation efforts with staffing and programming for 2012-2013.

## Data Summary for June 2012

### 1. What does the data tell us?

- We are not doing a good job of tracking students with interventions by name.
- GCHS has made some improvements in a variety of areas.
- More students are college and career ready than last year.
- More students are receiving interventions.
- Teacher attendance has improved.
- Student attendance is flat.
- Course failures are down.
- Retention rate is down.

### 2. What does the data not tell us?

- Why are the MAP scores down?
- How effective our interventions are.
- Why our attendance is not improving.

### 3. What are causes for celebration?

- College and Career readiness
- Retention Rates
- Course failures for ninth grade has improved

### 4. What are the opportunities for improvement?

- Better tracking of data for interventions
- Assessment for MAP
- Student attendance
- Closing gap for special ed students

### 5. What are our next steps?

- PIA for tracking students with interventions

- Revisit and revise PIA for MAP testing
- Revisit and revise PIA for attendance
- Communication plan- How are stakeholders getting this information?
- Monitor college and career readiness from beginning of year.
- Develop a PIA for student and staff recognition.
- Develop PIA for targeting low level math/reading (student tutors)
- Develop a mentoring PIA
- Intervention teachers need to keep data on students enrolled in an intervention class and turn in to Ms. Gollihue to create a spreadsheet to show the effectiveness of the RTI classes.

### **Data Summary for October 2012**

#### 1. What does the data tell us?

- The data tells us that attendance has improved for the students.
- The data tells us that attendance has improved for teachers.
- The data tells us that a higher percentage of 11th and 12th grade students are receiving interventions in reading through the SIG supported Read Right program.
- A longitudinal increase in proficiency in math is indicative that the interventions in are working.
- Explore data tells us that students are entering ninth grade well below benchmark.
- The data tells us we are servicing a higher percentage of seniors in our math transition courses.
- The data tells us that we need to service more Math Students in RTI
- The data tells us the number proficient students on free and reduced lunch is declining.
- The data tells us the number of students with disabilities declined in all grade levels except for 11th grade making the gap wider
- The data tells us Novice decreased for all levels.
- The data tells us that the percentage of students proficient for all student population is increasing

#### 2. What does the data not tell us?

- The data does not tell us why students are not entering high school at grade level
- Does not tell us root causes for low attendance rates.
- Does not tell us why certain reading scores decreased
- Changes in accountability tools create issues with establishing benchmarks and baselines.

- Does not tell us why the gap for students with disabilities and free/reduced lunch is getting wider

### 3. What are causes for celebration?

- The attendance for both students and teachers has improved.
- The language of college/career readiness is evident in most interactions between teachers and students.
- More students are being placed in interventions at all grade levels that have the potential to improve ACT scores and enhance college readiness.
- The collaboration between the Greenup County Area Vocational School and Greenup County High School has streamlined access to industry certification in the areas of Information Technology, Nursing Assistant, Welding and other Work Skills career opportunities.
- MAP scores have improved for math
- Implementation of new behavioral guidelines has decreased discipline referrals
- Decrease in retention rates.

### 4. What are the opportunities for improvement?

- Enroll more juniors in Math RTI.
- Enroll more freshmen in Reading
- Ensure all GCHS personnel are trained to implement the GCHS Discipline Procedures
- Continue collaboration with all stake holders to improve attendance
- Introducing the teachers to the Professional Growth and Effectiveness System (PGES)
- Target individual students to set academic goals
- Teachers will continue to receive training in the use of CIITS

### 5. What are our next steps?

- Review MAP and classroom data to determine any changes that need to be made in student placement.
- All faculty will continue to be trained and supported in KYCID and PASS Behavior Procedures
- Attendance committee will meet regularly to target attendance needs.
- All faculty will be informed/trained on the new PGES system
- Stakeholders will meet with groups of juniors to set academic goals for College/Career Readiness

### 5. What are our next steps?

## Data Summary for December 2012

### Non Cognitive Data

#### 1. What does the data tell us?

- Attendance is slightly better
  - 9<sup>th</sup> grade increase from December 2011 by 4.1%
  - 10<sup>th</sup> grade increase from December 2011 by 2.2%
  - 11<sup>th</sup> grade has stayed the same as compared to December 2011
  - 12<sup>th</sup> grade has increased from December 2011 by 1.6%
  - Total school attendance is up 2% as compared to December 2011
  - Teacher attendance has remained the same at 95% as compared to December 2011
- Graduation rate is up 1% according to school report card
- Dropout rate has decreased by 1%

#### 2. What does the data not tell us?

- The data doesn't tell us specific gender information on attendance.
- The data on attendance doesn't tell us the attendance rate of at-risk groups
- The data doesn't tell us the number of excused and unexcused absences
- The data doesn't tell us the number of tardies
- The data doesn't tell us the number of teacher absences that are due to professional development activities

#### 3. What are causes for celebration?

- Student attendance has improved
- Dropout Rate has improved
- Retention Rate has decreased

#### 4. What are the opportunities for improvement?

- Develop ways to encourage greater attendance for teachers and students
- Revisit PIA for Attendance
- Increase graduation rate

#### 5. What are our next steps?

- Provide weekly attendance incentives for teachers and students
- Add next steps from Quarterly to 30-60-90 day plan, monitor and evaluate the effectiveness

- Communicate these next steps to teachers, students, and other stakeholders

## Behavior Interventions

1. What does the data tell us?
  - The percentage of students receiving a behavior intervention (beyond universal) has dramatically declined as compared to Dec/Jan 2011-12.
    - Freshmen % of students served decreased by 11%
    - Sophomore % of students served decreased by 9%
    - Junior % of students served decreased by 18.1%
    - Senior % of students served decreased by 12%
  - 32% of students served in the alternative program have moved to a less restrictive setting
  - There is a steady decline in attendance from middle school to high school
2. What does the data not tell us?
  - Gender of students served
  - What behavior infractions are occurring
  - The grades or performance on assessments from students placed in PASS program
  - What the middle school attendance incentives are
3. What is the cause for celebration?
  - The decline in the number of students served from the 2011-12 school year to the 2012-13 school year
  - The percentage of seniors served (1.1%)
4. What are the opportunities for improvement?
  - To track the academic progress from the time students enter the behavior intervention until the time they move to a less restrictive environment
  - Develop a systematic approach to monitor behavior school-wide
5. What are our next steps?
  - Develop a spreadsheet to track grades and test scores (Explore, PLAN, and ACT. Etc.)
  - Develop a monitoring tool to monitor at-risk students as a preventative measure to keep them from having to be placed in the most restrictive behavioral intervention program
  - Have the middle school principals share attendance incentives and rewards

## ACADEMIC/COGNITIVE DATA KPREP or EOC

1. What does the data tell us?
  - US history is our highest level of proficient and distinguished scores with 40.8% of students scoring at this level
  - Writing, Algebra II, Biology, scored below 40% on EOC
2. What does the data not tell us?
  - The percentage of students scoring at the novice level and apprentice level
  - How the sub populations of special ed and free and reduced lunch students scored
  - The score of the constructed response on each EOC
3. What are the causes for celebration?
  - EOC score for US History
  - English II, Algebra II and On-Demand Writing is very close to 40% proficiency
4. What are the opportunities for improvement?
  - Increase EOC scores in all areas
  - Move the percentage of apprentice into proficient
  - Decrease the gaps on EOC scores
5. What are our next steps
  - Spend PLC time with EOC item analysis for each tested subject
  - Develop lesson plans that reteach items that were missed by more than 40% of students
  - Provide after school remediation for students earning less than a C in End of Course assessed subjects
  - Continue with all content area teachers provided Quality Core bell work for all classes
  - Math students will continue to use ALEKS in Algebra II

## TARGETED ACADEMIC INTERVENTIONS and EPAS Data

1. What does the data tell us?
  - Explore scores slightly improved
  - PLAN slightly increased in all areas
  - 9<sup>th</sup> grade failures have increased in ELA
  - 9<sup>th</sup> grade failures have decreased in Math, Science, and Social Studies
  - Science and Social Studies failures have remained steady
  - MAP scores increased for percentage below benchmark for 9<sup>th</sup> and 10<sup>th</sup> grade

- MAP scores decreased for percentage below benchmark for 11<sup>th</sup> grade
- 2012 MAP scores increased for 9<sup>th</sup> and 10<sup>th</sup> grade in Literacy Proficiency; 11<sup>th</sup> grade percentage of students decreased in proficiency
- Free and reduced student scores increased from October 2011 to Fall 2012
- 2% more students are career ready
- MAP math scores show an increase at all grade levels from Spring of 2011 to Fall of 2012
- Overall school-wide we have increased in proficiency and decreased the students in novice
- Students with disabilities at 9<sup>th</sup> and 10<sup>th</sup> grade improved in proficiency while 11<sup>th</sup> grade decreased the number of proficient students

2. What does the data not tell us?

- How Reading RTI is helping student performance
- Why is there a difference between the number of students making an A or B on EOC and actually scoring proficient or distinguished
- Why students aren't moving out of RTI
- Why is there an increase in the English failures at 9<sup>th</sup> grade
- Why is the gap getting larger for free and reduced lunch students and according to MAP scores in both math and reading

3. What are causes for celebration?

- 9<sup>th</sup> grade failures are down in Math, Social Studies, and Science
- Students with disabilities increased their math and reading proficiency level according to MAP scores in 9<sup>th</sup> grade
- More students are receiving intervention for math and reading as compared to last year

4. What are the opportunities for improvement?

- GCHS needs to develop a reading program to target students who fall below benchmark as part of their daily schedule
- Improve academic performance of free and reduced lunch students

5. What are our next steps?

- Create a position for GAP coordinator to track and remediate sub group data
- Gap coordinator will track and remediate sub group data
- Monitor students to get them into the credit recovery at each grade level
- All seniors who have not met benchmark on ACT will have opportunities to have ACT prep and opportunities to take Compass and KYOTE

- Administration team and teachers will visit schools with successful reading intervention programs
- Adopt research based reading intervention classes for the 2013-14 school year
- Continue meeting with the district on the district Literacy Initiative
- Add all Next Steps into the school 30-60-90 day plan

### College and Career Readiness

1. What does the data tell us?
  - Explore scores are up in English, Reading and Science
  - PLAN scores show more students meeting benchmark than in 2011 in all areas
  - More students are receiving interventions due to PLAN, ACT and Explore scores than in previous years
  - More supports in place for students falling below benchmark
2. What does the data not tell us?
  - Subgroup data for performance on assessments
  - How males performed as compared to females
  - How effective interventions are
  - Why students are stagnant on PLAN growth from 2011 to 2012
3. What are causes for celebration?
  - PLAN scores increased
  - Explore scores increased in all areas except for Math
4. What are the opportunities for improvement?
  - Provide students with the opportunity for an online ACT prep program
  - Discuss math RTI plan with middle school admin team and staff for Math
  - Continue monitoring students who are not college and career ready
  - Make sure teachers are getting the spreadsheet that shows status of college and career ready students for 11th and 12th grade
5. What are our next steps?
  - All teachers need to take students to lab and have students access ILP to use the online ACT Prep
  - Invite middle school principals to 30-60-90 meeting to share their MATH RTI plan
  - Provide teachers with CCR spreadsheet
  - Add all next steps to 30/60/90 day plan.

### SMART Goals (addressed in other sets of data questions throughout the data summary.)

KDE: ONGSD: DT: JBL 07072011

## Data Summary for March 2013(NON-COGNITIVE)

### 1. What does the data tell us?

Comparing student attendance March to March; 6<sup>th</sup> grade Wurtland decreased; 6<sup>th</sup> McKell stayed same; Wurtland Middle 7<sup>th</sup> is up McKell stayed same; 8<sup>th</sup> Wurtland down McKell up. At GCHS 9<sup>th</sup> grade attendance has increased about 2%; 10<sup>th</sup> grade is up about 1.5%; juniors are up 1% but seniors are down almost a point. New policies toward participation in other activities has helped with encouraging students to attend school.

Teacher attendance is down 6% from March to March (this reflects 41 days for one with physical injuries who will be out the rest of year as well as three others who have encountered family illnesses two ending in death of a family member.

Non-transported students have more unexcused absences than any other group; seniors have more unexcused absences than any other group

### 2. What does the data not tell us?

Does not tell us root causes for unexcused absences; or for teacher absences  
Infinite Campus does not allow us to compare male/female absentees and track them

### 3. What are causes for celebration?

Overall attendance is up over 1% March to March (2% for 9<sup>th</sup> grade)

### 4. What are the opportunities for improvement?

Encourage and reinforce student attendance; work with teachers to eliminate stress and health issues that cause attendance problems and work toward providing incentives

### 5. What are our next steps?

Revisit student attendance policy

Survey teachers on why they miss school

Add next steps from Quarterly 30-60-90 day plan monitor and evaluate

### Data Summary for March 201(Behavior)

1. What does the data tell us?  
Editorial Comment (With the alternative learning program in place at GCHS we are focusing on more than universal discipline- previously we had no where for beyond universal students to go we used same tier one interventions this is our first year to address individual needs with clearly defined procedures in place for placement and movement.) We will address overall student discipline in the June report.
2. What does the data not tell us?  
 Not identifying by gender  
 Does not tell grades of students  
 Type of behavior infractions are being incurred
3. What are causes for celebration?  
 Some students moving to lower tiers of behavior intervention  
 We have the means to address their individual needs (counseling etc)  
 These students are protected by confidentiality  
 Lower numbers of discipline referrals
4. What are the opportunities for improvement?  
 Using the model for our alternative learning program to service more students, create more capacity, opportunity
5. What are our next steps?  
 Continue to update and train faculty and staff on procedures and achievements  
 Add next steps from Quarterly 30-60-90 day plan monitor and evaluate

### Data Summary for March 2013 (TARGETED ACADEMIC INTERVENTIONS AND EPAS DATA)

1. What does the data tell us?  
 RTI math scores increased and some students were move within the program, there were not enough to move to a less intensive tier  
 Winter Reading MAP scores for 9<sup>th</sup> grade improved; 10<sup>th</sup> and 11<sup>th</sup> decreased (MAP suggests that while you may wish to use all scores for individual tracking Spring scores are most predictable)

Winter Math MAP scores for 10<sup>th</sup> grade improved 5% while the 9<sup>th</sup> remained approximately the same and 11<sup>th</sup> decreased by 5% (MAP suggests that while you may wish to use all scores for individual tracking Spring scores are most predictable)  
 December to December Math scores increased 3% overall.  
 4% decrease in % of novice from Dec 2011-Dec 2012  
 Increase in proficient in Free and Reduced  
 MATH 15% Increase at Junior level in Students with Disabilities  
 Reading 11% Increase at Junior level in Students with Disabilities

2. What does the data not tell us?

Why students are not moving out of Math RTI

Why juniors have decreased overall in proficiency from December to December in categories with Students with Disabilities

3. What are causes for celebration?

Some Math RTI student scores increased overall

Failures for the second nine weeks dropped significantly in all core content areas from the first nine weeks. (Data was not available for the December reports) Reflects same significant drops from Dec 2011 except for English

MAP proficient scores at the Junior Level within Students with Disabilities increased 15%

4. What are the opportunities for improvement?

Schedule needs to provide opportunities for students to have more choices as they complete RTI programs

English/Language arts improved the least, data needs to be reviewed

5. What are our next steps?

Teachers need to implement instructional strategies to eliminate course failures

Add next steps from Quarterly 30-60-90 day plan monitor and evaluate

Tracking students as cohorts including non academic and academic assessment data

Target all seniors who have not met benchmark in ACT for additional intervention

Input from teachers on student placement 2013-14

Input from teachers on 2013-14 schedule

## Data Summary for June 2013

KDE: ONGSD: DT: JBL 07072011

### **Data Summary for June 2013(NON-COGNITIVE)**

1. What does the data tell us?

Comparing student attendance for the 2011-2012 and 2012-13 school years; Wurtland Middle School 6th grade decreased by .30%, 7th grade increased by 1%, and 8th grade increased by .22%. McKell Middle School 6th grade increased by 1.84% 7th grade had a .52% increase, and 8th grade increased by 1.72%. Both of these middle schools show gains in overall attendance. When comparing attendance for the 2011-2012 and 2012-2013 school year at Greenup County High School, the 9th grade had a 2.04% increase, 10th grade had a 1.78% increase, 11th grade showed a 0.76% increase and the seniors increase attendance from last year by .14%. Total school attendance increased by 1.23% from the previous year. Teacher attendance has decreased by almost 2% from the last school year to the 2012-2013 school year

2. What does the data not tell us?

The data does not break the attendance down into departments, content area, or grade levels.

Does not tell us root causes for unexcused absences; or for teacher absences.

Infinite Campus does not allow us to compare male/female absentees

We do not have data to compare attendance from students riding busses to student being transported by cars

3. What are causes for celebration?

Overall attendance is up over 1.23% from year 1 of school transformation

The 9th grade students had a 2.04% increase in student attendance compared to last year's freshmen class

4. What are the opportunities for improvement?

Increase student and teacher attendance

Have a better communication about attendance

Student and staff recognition for attendance

Encourage and reinforce student attendance; work with teachers to eliminate stress and health issues that cause attendance problems and work toward providing incentives

5. What are our next steps?

Our communication plan will address attendance in the first 3 issue of GCHS Month in Review and periodically after that

Revisit student attendance policy

Better communicate attendance policy through month and review and social media

Attendance surveys for teachers and students

Add next steps from Quarterly 30-60-90 day plan and monitor and evaluate

### **Data Summary for June 2013 (Behavior)**

1. What does the data tell us?

The data tells us that our Behavior Intervention system, has been very effective this year. The following chart shows decreases in the amount of student that have been served for the 2012-2013 school year as compared to the previous year. The intervention system is proactive and begins with classroom interventions and monitoring that are working, thus decreasing the need for more intense interventions.

Grade Level	2012 Baseline for % of students being served with Behavior Interventions (beyond universal)	2013 Percentage of students being served with behavior interventions (beyond universal)
9	18%	8.5%
10	14%	5.5%
11	25%	7.2%
12	12%	5%

2. What does the data not tell us?

Not identifying by gender

Does not tell us root causes of behavior problems

Does not tell us what interventions are effective or not effective

Does not tell us academically how the students with interventions are doing

Type of behavior infractions are being incurred

3. What are causes for celebration?

Some students moving to lower tiers of behavior intervention

We have the means to address their individual needs (counseling etc)

The behavior intervention system allow for immediate praise and consequences for students being monitored

Lower numbers of discipline referrals throughout the entire school year

4. What are the opportunities for improvement?

Using the model for our alternative learning program to service more students, create more capacity, opportunity

Take our behavior intervention system into the middle schools to intervene at an earlier point in a child's education

5. What are our next steps?

Continue to update and train faculty and staff on procedures and achievements

Add behavior intervention strategies into department 30/60/90 day plans to help ensure that the strategies are being used school wide

Add next steps from Quarterly 30-60-90 day plan monitor and evaluate

**Data Summary for June 2013 (TARGETED ACADEMIC INTERVENTIONS AND EPAS DATA)**

1. What does the data tell us?

Reading RTI larger percentage of juniors progressed to less intensive intervention

From March to June about 30% of freshman and 30% sophomores moved to less intensive tier interventions

Reading Spring MAP scores numbers within the free and reduced lunch population increased from fall to spring in the proficient category

Freshman from fall of 2012 to spring of 2013 gained 3.81%; sophomores from fall of 2012 to spring of 2013 gained 1.54%; Juniors from fall of 2012 to spring of 2013 gained 2.44%

Note we did not test seniors in MAP this year

Students with disabilities

11<sup>th</sup> grade increased approximately 26% from fall to spring in reading on MAP testing; ninth and tenth grade did not see gains.

Free/reduced students in reading

Made a 1.39% gain from fall of 2012 to spring of 2013

MAP-MATH In spring of 2012 the 9<sup>th</sup> grade which is now 10<sup>th</sup> in 2013 made a 5.1% gain overall. Sophomores from fall of 2012 to spring of 2013 made a 5.68% gain. Junior dropped 4.43%

In math the percentage of students served and the percentage of students progressing in RTI interventions remained the same.

Students with disabilities

11<sup>th</sup> grade increased approximately 18% from fall to spring in math on MAP testing; ninth and tenth grade did not see gains.

Free/reduced students in math

Made a 3.28% gain from fall of 2012 to spring of 2013

2 What does the data not tell us?

Why we have a larger percentage of reading students moving to less intensive interventions than we do in math

Why freshman and sophomore math scores are increasing in math and reading , while decreasing at the junior level  
 Why the opposite is happening with the students with disabilities

3. What are causes for celebration?

**CCR has improved from 45.8 to 69.1**

Ninth grade failures decreased in all core subjects

Attendance has increased at all grade levels

MAP reading and math have increased at freshman and sophomore level

4. What are the opportunities for improvement?

Teachers making students aware of assessments are utilized to address individual needs

Teachers making students aware of importance of CCR to their future

Schedule needs to provide opportunities for students to have more choices as they complete RTI programs

More rigid review of assessment results

5. What are our next steps

Implement Reading Plus as a less intensive intervention program in reading

Teachers need to implement instructional strategies to eliminate course failures

Add next steps from Quarterly 30-60-90 day plan monitor and evaluate

Tracking students as cohorts including non academic and academic assessment data

Target all seniors who have not met benchmark in ACT for additional intervention

Input from teachers on student placement 2013-14

Input from teachers on 2013-14 schedule

To expand use of data for student placement

Expand use of student data notebooks

1. What does the data tell us?

2. What does the data not tell us?

3. What are causes for celebration?

4. What are the opportunities for improvement?

5. What are our next steps?

### **Data Summary for October 2013**

1. What does the data tell us?

2. What does the data not tell us?

3. What are causes for celebration?

4. What are the opportunities for improvement?

5. What are our next steps?

### **Data Summary for December 2013**

1. What does the data tell us?

2. What does the data not tell us?

3. What are causes for celebration?

4. What are the opportunities for improvement?
5. What are our next steps?

**Data Summary for March 2014**

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are the opportunities for improvement?
5. What are our next steps?

**Data Summary for June 2014**

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?

4. What are the opportunities for improvement?

5. What are our next steps?

# **ECHS 30 Day Plan 2013-2014**

East Carter County High School

Carter County Schools

Larry Kiser, Principal  
405 Hitchins Rd  
Grayson, KY 41143

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## **Overview**

### **Plan Name**

ECHS 30 Day Plan 2013-2014

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math scores for Carter County high school students from 38.5% to 69.3% by 2017.	Objectives: 6 Strategies: 7 Activities: 27	Organizational	\$6200
2	Increase the average freshmen graduation rate from 78.9% to 90.0% by 2015.	Objectives: 1 Strategies: 1 Activities: 11	Organizational	\$0
3	Increase the college and/or career ready percentage from 66% to 80% by May 2017.	Objectives: 1 Strategies: 1 Activities: 9	Organizational	\$3500

# Goal 1: Increase the average combined reading and math scores for Carter County high school students from 38.5% to 69.3% by 2017.

**Measurable Objective 1:**

collaborate to increase the overall reading score for ECHS students from 51% to 61% by 05/17/2013 as measured by End of Course assessments.

**Strategy 1:**

English/Language Arts - English/Language Arts teachers will implement curriculum maps based on KCAS which incorporates differentiated teaching strategies in our classes daily; analyze student work; and use data gathered through formative assessments to guide RTI implementation to benefit students as well as guide instructional practices. Additionally, ELA teachers will support literacy/writing in all content areas based on survey data to maximize student learning.

Research Cited: It is important that the literacy team uses these strategies to build an understanding both for themselves and for the school that literacy is not a discipline. It is a responsibility shared by all teachers that allows students to develop their knowledge and potential; construct, create and communicate meaning; participate in society; and achieve their goals. therefore, all instruction must make literacy processing explicit, respond to the unique developmental needs of each student, and create a supportive, safe learning environment.

Activity - 30 Day EPAS and EOC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1H. Through daily instructional practices and weekly mini-lessons all ELA teachers will address the skills assessed on the EPAS and EOC.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	All ELA Teachers

**Measurable Objective 2:**

collaborate to increase the overall math score for ECHS students from 24% to 34% by 05/17/2013 as measured by End of Course assessments.

**Strategy 1:**

Math - Math teachers will use instruction and assessments that are congruent to daily learning targets. Math teachers will implement and expect 100% active student engagement daily, and every minute of instructional time (bell to bell) will be utilized effectively. Math teachers will analyze student assessment data, monitor failures, explore causes, provide interventions, and monitor student progress to address identified gap populations. Math teachers will expect and teach students to take ownership of their learning and monitor their own progress toward meeting goals.

Research Cited: Math skills are essential for students if they are to be successful in the 21st century. If you go down deep enough into any life long goal or dream, you will find that math is a necessity in order to reach that goal. Math instruction at the secondary level must be comprehensive in that it provides students the functional capacity to manage money and finances, estimate expenses, create and balance a budget, read a map and estimate mileage, and gain number sense knowledge in order to become proficient in other math related skills. Math skills are necessary to become college and career ready, which is the goal of every high school student in Kentucky.

Activity - 30 Day Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ECHS 30 Day Plan 2013-2014**

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2.1I. Math teachers will administer, record, and report the fall automaticity diagnostic assessment to Dr. Thomas at ECU.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Math Teachers, Math DEPT. Chairperson
Activity - 30 Day Automaticity Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1J. Math teachers will incorporate automaticity into daily classroom procedures.	Direct Instruction	08/08/2013	09/19/2013	\$1000	Title I SIG	Math Teachers
Activity - 30 Day Dynamic Teaching Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1K. Math teachers will implement the Dynamic Teaching Model in daily instruction.	Direct Instruction	08/08/2013	09/19/2013	\$1700	Title I SIG	Math Teachers
Activity - 30 Day Testing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1L. Math teachers will incorporate appropriate test-taking strategies into daily instruction via bell work (ACT, Quality-Core type questions), timed activities, calculator strategies, and high-yield instructional strategies to help students meet or exceed state standards as measure by EPAS/EOC.	Direct Instruction	08/08/2013	09/19/2013	\$500	School Council Funds	Math Teachers

**Measurable Objective 3:**

collaborate to increase the overall science score for ECHS students from 40% to 47% by 05/17/2013 as measured by End of Course assessments.

**Strategy 1:**

Science - Science teachers will implement a variety of new teaching and learning activities (Project-Based/Problem-Based/Community-Based learning, high interest male reading material, engineering/STEM) to decrease the gender gap.

Research Cited: Research says that Project-based learning increases student motivation and engagement in learning, is more effective than traditional instruction in increasing academic achievement, improves student retention of knowledge over time, improves mastery of 21st century skills, and is especially effective with lower-achieving students.

Activity - 30 Day Technical Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1M. 100% of science students at East Carter High School will become better technical writers, and all science students will complete at least one LDC module.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Science Teachers
Activity - 30 Day PLC Content Partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1N. Science teachers will work with content partners to determine LDC progress and steps for completion.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Science Teachers

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Activity - 30 Day Gender Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1O. To decrease the identified gaps by 5% on science standardized tests and to narrow the gender gap on the Biology EOC. The science department will: Identify gaps from the PLAN and ACT data. During PLC and common planning time, the science department will analyze data from the Biology EOC, PLAN, and ACT to determine gaps in instruction and areas for improvement.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Science Teachers
Activity - 30 Day PD Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1P. Identify professional development opportunities on Problem-Based Learning and Implementation that would help narrow gender gaps.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	Lisa McNeal
Activity - 30 Day Freshman Introduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1Q. The ECCHS Science Department will build on summer meeting to vertically align the new Freshman introduction to chemistry course with biology to help ensure a strong foundation for the biochemistry standards in the 10th grade.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Lisa McNeal
Activity - 30 Day Course Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1R. The ECCHS Science Department will implement the following courses in order to properly address the standards covered within the Biology EOC, the PLAN and the ACT Exams. The 3rd period courses also support RTI initiatives. They are as follows: Freshman: 12 weeks astronomy; 12 weeks chemistry Sophomore: Biology Junior: 12 weeks physics; 12 week geology 3rd period: Math in Science 9th/10th 1st trimester 3rd period: Math in Science 11th grade-2nd trimester 3rd period: 9th grade Biochemistry	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Science Teachers
Activity - 30 Day Aligned Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1S. All science teachers will begin work on vertically and horizontally aligning instruction with the Next Generation Science Standards (NGSS) for full implementation during the 2014-2015 school year.	Direct Instruction	08/08/2013	09/19/2013	\$0	Title I SIG	Science Teachers
Activity - 30 Day PIMSER Engineering	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1T. Science teachers participating in the Summer PIMSER Engineering Grant Program will report progress in PLC meetings.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	Lisa McNeal, Lynn May, Sherri Bonzo

## Measurable Objective 4:

collaborate to increase the overall social studies score for ECCHS students from 36% to 43% by 05/17/2013 as measured by End of Course assessments.

**Strategy 1:**

Social Studies - The Social Studies Department will follow East Carter High School classroom non-negotiables, conduct departmental PLC meetings to address instructional needs, use formative assessments to guide instruction and provide interventions for students in order to improve achievement levels of students in their classes.

Research Cited: Thomas Jefferson wrote that schooling in America should be "chiefly historical". Our founding fathers believed that democracy has a special need for education and history, because democracy is government by the people. The people must acquire "democratic virtues" and learn through instructive examples from history, respect for the rights of individuals, regard for the law, voluntary participation in public life, and concern for the common good. The discipline of history provides skills such as critical thinking about documents, cause and effect relationships, and abilities to read and summarize material, often to journalize and understand one's local history in order to make more informed decisions.

Activity - 30 Day Classroom Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1Y. Social Studies teachers will clearly define classroom expectations, procedures, and grading policies to all students during the first week of school.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Social Studies Teachers

Activity - 30 Day Reading World History	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1Z. All World History Teachers will give one document based reading assignment (multiple choice in the PLAN format) per week.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Social Studies Teachers

Activity - 30 Day Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1AA. World History teachers will model best practices for answering comprehension questions from text.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Social Studies Teachers

**Measurable Objective 5:**

collaborate to increase the overall program review scores for ECCHS to proficient rating by 06/01/2013 as measured by Program Review Assessments in Writing, Arts & Humanities and Practical Living Career Studies.

**Strategy 1:**

Arts and Humanities - This strategy is part of our school wide program review for A/H. A/H teachers will implement at least two reading and writing strategies per week. A/H staff will have submitted at least one piece of evidence per week (lesson plans, unit plans, assessments, student work, etc.) for each of the three Program review in A/H, Writing and PL/CS. A/H PLC leader and administration have met to draft a vision for the arts programs that is tied to the school's mission and vision statements as well as to create a plan to bring in guest artists to enhance all arts programs. A/H staff and administration will have met, on an individual basis, to devise a program growth plan that will specify what content-specific PD training is needed by the staff and what is available and can be readily provided.

Research Cited: Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

- \*improving the quality teaching and learning for all students in all programs
- \*allowing equal access to all students the skills that will assist them in being productive citizens
- \*allowing student demonstration of understanding beyond a paper-and-pencil test
- \*ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

Activity - 30 Day Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1U. A&H teachers will review/revise their combined curriculum map during a PLC meeting.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Arts & Humanities Teachers

Activity - 30 Day Classroom Instructional Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1V. A&H teachers will develop their own individual "Classroom Instructional Framework" document as well as pacing guides for all courses taught. They will present them for review/feedback at the weekly PLC meeting.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Arts & Humanities Teachers

**Strategy 2:**

Practical Living Career Studies - The PLCS department will actively participate in activities that will lead to increased effectiveness of all three Program Reviews including: PLC meetings, implementing instructional strategies for writing and Arts & Humanities as well as PLCS for submission to program review folders, utilization of program review rubrics, matrices and guidelines, bringing in guest speakers, implementing FIIT plans and school wellness policy, identify and attend PLCS specific professional development, monitor the progress of ILP and advising program, establish a Comprehensive School Physical Activity Program, receive and implement professional learning opportunities to enhance PLCS concepts and submitting evidence to all program reviews each trimester.

Research Cited: Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

- improving the quality teaching and learning for all students in all programs,
- allowing equal access to all students the skills that will assist them in being productive citizens,
- allowing student demonstration of understanding beyond a paper-and-pencil test
- ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas.

Activity - 30 Day KOSSA Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1W. CTE teachers will begin identifying students for the KOSSA Assessment.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	CTE Teachers

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Activity - 30 Day Schedule Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1X. CTE teachers will align student schedules and the career pathways that are offered as part of the curriculum of ECHS.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	CTE Teachers

## Measurable Objective 6:

collaborate to implement schoolwide non-negotiables in curriculum, assessment and instruction by 01/11/2013 as measured by lesson plans, walkthroughs, program review evidence folders, and IC grading reports.

## Strategy 1:

Effective Instruction - Teachers will receive professional development to ensure effective instruction is provided.

Activity - 30 Day Rigor Defined	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1A. Leadership will define a school-wide definition of rigor.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	SLT

Activity - 30 Day Identifying Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1B. Each department will complete a t-chart identifying what rigor looks like for the department and will focus on planning more rigorous instruction at least once monthly during PLC meetings.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	Department Chairs

Activity - 30 Day Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1C. Professional development will include an overview of differentiation strategies and how these strategies can be used to reach all students.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Larry Kiser

Activity - 30 Day Differentiation Strategies lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1D. All teachers will identify differentiation strategies in their lesson plans and implement them in classroom instruction to meet the individual learning needs of all students and help them meet or exceed state standards.	Direct Instruction	08/08/2013	09/19/2013	\$3000	School Council Funds	ALL TEACHERS

Activity - 30 Day CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1E. All teachers will put weekly lesson plans in CIITS by September 1, 2013.	Policy and Process	08/08/2013	09/19/2013	\$0	No Funding Required	ALL TEACHERS, DEPT. Chairpersons

Activity - 30 Day PLC Bloom's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1F. Distribute informational sheet on Bloom's Taxonomy and discuss it in a PLC meeting.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	DEPT. Chairpersons

Activity - 30 Day PLC Agenda	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2.1G. All department PLC meetings will be guided by the revised PLC Agenda utilizing Plan, Study, Do, and Act.	Professional Learning	08/08/2013	09/19/2013	\$0	No Funding Required	DEPT. Chairpersons

## Goal 2: Increase the average freshmen graduation rate from 78.9% to 90.0% by 2015.

### Measurable Objective 1:

collaborate to Improve school culture by 09/19/2013 as measured by 100% of faculty/staff will increase communication and build meaningful relationships with parents, students, and other stakeholders as measured by documentation of communication efforts and stakeholder feedback..

### Strategy 1:

Stakeholder Communication - Faculty/staff will expand opportunities for communicating with all stakeholders in our school community to enable us to build relationships, increase stakeholder involvement, and focus on a common vision.

Activity - 30 Day Public Service Announcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1A. School staff will prepare a monthly Public Service Announcement, and the principal and/or his designee will record the announcement at the local radio station to be broadcast to the community.	Community Engagement	08/08/2013	09/19/2013	\$0	No Funding Required	Marianne Johnson, Larry Kiser

Activity - 30 Day Community Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1B. The principal and/or his designee will present a monthly school report to the chamber and rotary	Community Engagement	08/08/2013	09/19/2013	\$0	No Funding Required	Larry Kiser

Activity - 30 Day Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1C. School staff will submit articles from the Raider's Edge to local newspapers to inform the community.	Community Engagement	08/08/2013	09/19/2013	\$0	No Funding Required	April Blevins, Marianne Johnson

Activity - 30 Day Social Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1D. School assistant principals will create and maintain social media (Twitter, Facebook).	Community Engagement	08/08/2013	09/19/2013	\$0	No Funding Required	Veronica Braun, Ben Fritz

Activity - 30 Day Parent Email	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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1.1E. Parent email distribution list will be created so that announcement sheets, monthly newsletters, PTO meeting dates, and Parent Planning Committee dates can be effectively communicated to parents.	Parent Involvement	08/08/2013	09/19/2013	\$0	No Funding Required	Marianne Johnson, Lisa Burnett
Activity - 30 Day Grading Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1F. All teachers will keep up-to-date grading information in Infinite Campus so that it can be easily accessed through the Parent Portal.	Policy and Process	08/08/2013	09/19/2013	\$0	No Funding Required	ALL TEACHERS
Activity - 30 Day Contact Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1G. All teachers will keep a parent contact log to be monitored by school administrators.	Parent Involvement	08/08/2013	09/19/2013	\$0	No Funding Required	ALL TEACHERS
Activity - 30 Day 5 Parent Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1H. All teachers will make at least five positive parent contacts and document on log.	Parent Involvement	08/08/2013	09/19/2013	\$0	No Funding Required	ALL TEACHERS
Activity - 30 Day Friday Student Failures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1I. All teachers will contact parents by Friday of each week when a student is failing.	Parent Involvement	08/08/2013	09/19/2013	\$0	No Funding Required	ALL TEACHERS
Activity - 30 Day AA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1J. All teachers will distribute a form for getting to know students during A.A (when applicable) to begin the process of building relationships with students.	Other	08/08/2013	09/19/2013	\$0	No Funding Required	AA Teachers
Activity - 30 Day Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1.1K. All teachers will distribute a survey to help identify students who do not have at least on adult who knows them well.	Other	08/08/2013	09/19/2013	\$0	No Funding Required	AA Teachers

### Goal 3: Increase the college and/or career ready percentage from 66% to 80% by May 2017.

#### Measurable Objective 1:

collaborate to monitor student progress by 05/30/2014 as measured by frequent formative/summative classroom assessments, benchmark assessments (DEA/Thinklink, common assessments), EPAS, and other state mandated tests as measured by student assessment results, which will be used to guide instruction..

**Strategy 1:**

Monitoring Student Progress - Through a systematic approach to monitoring student progress that will actively involve students, assessment and progress-monitoring data will be analyzed and used to guide classroom instruction.

Activity - 30 Day Assessment Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1A. An assessment map indicating the dates for benchmark assessment, common assessments, EPAS, and other state-mandated assessments will be created and emailed to all teachers.	Academic Support Program	08/08/2013	09/19/2013	\$0	No Funding Required	Veronica Braun
Activity - 30 Day Formative/Summative Classroom Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1B. All teachers will administer formative/summative classroom assessments, and benchmark assessments, common assessments, EPAS, and other state-mandated assessments according to the assessment calendar.	Direct Instruction	08/08/2013	09/19/2013	\$0	District Funding	ALL TEACHERS, School and District Assessment Coordinators
Activity - 30 Day Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1C. Available student progress-monitoring/assessment data will be analyzed at least once each month during the weekly PLC meetings for each department.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	DEPT. Chairperson
Activity - 30 Day Student Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1D. Students will be actively involved in monitoring their own progress and setting improvement goals.	Direct Instruction	08/08/2013	09/19/2013	\$1000	School Council Funds	ALL TEACHERS
Activity - 30 Day Data Notebook Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1E. Math and ELA teachers will refine/ each department's protocol revise protocol for implementation of data notebooks.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Math & ELA Teachers
Activity - 30 Day Data Notebook Dept. Template	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1F. Math and ELA students will create/set up their data notebooks according to the department template.	Direct Instruction	08/08/2013	09/19/2013	\$2500	Title I SIG	Math & ELA Teachers
Activity - 30 Day Student formative and summative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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3.1G. Math and ELA teachers will have students record their formative and summative assignments according to the department protocol.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Math and ELA Teachers
Activity - 30 Day Science common notebook strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1H Science teachers will work together to develop common notebook strategies to be implemented in all science courses. During PLC meetings and common planning time, science teachers will have a brainstorming session for science journal format, which will include a data portions, but will not be limited to data only. They will look at an example for the data section of this notebook as well as the notes, activity, and investigation sections.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	Science Teachers
Activity - 30 Day Paper and Pencil	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3.1H - All A&H teachers will begin to collect and edit all "paper and pencil" assessments for all A&H courses taught to ensure that they contain the proper amounts of higher-order questions as well as constructed/extended response questions.	Direct Instruction	08/08/2013	09/19/2013	\$0	No Funding Required	A&H Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
30 Day Differentiation Strategies lessons	2.1D. All teachers will identify differentiation strategies in their lesson plans and implement them in classroom instruction to meet the individual learning needs of all students and help them meet or exceed state standards.	Direct Instruction	08/08/2013	09/19/2013	\$3000	ALL TEACHERS
30 Day Testing Strategies	2.1L. Math teachers will incorporate appropriate test-taking strategies into daily instruction via bell work (ACT, Quality-Core type questions), timed activities, calculator strategies, and high-yield instructional strategies to help students meet or exceed state standards as measure by EPAS/EOC.	Direct Instruction	08/08/2013	09/19/2013	\$500	Math Teachers
30 Day Student Monitoring	3.1D. Students will be actively involved in monitoring their own progress and setting improvement goals.	Direct Instruction	08/08/2013	09/19/2013	\$1000	ALL TEACHERS
<b>Total</b>					<b>\$4500</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
30 Day Public Service Announcement	1.1A. School staff will prepare a monthly Public Service Announcement, and the principal and/or his designee will record the announcement at the local radio station to be broadcast to the community.	Community Engagement	08/08/2013	09/19/2013	\$0	Marianne Johnson, Larry Kiser
30 Day 5 Parent Contacts	1.1H. All teachers will make at least five positive parent contacts and document on log.	Parent Involvement	08/08/2013	09/19/2013	\$0	ALL TEACHERS
30 Day PLC Content Partners	2.1N. Science teachers will work with content partners to determine LDC progress and steps for completion.	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers
30 Day PLC Bloom's	2.1F. Distribute informational sheet on Bloom's Taxonomy and discuss it in a PLC meeting.	Professional Learning	08/08/2013	09/19/2013	\$0	DEPT. Chairpersons
30 Day Progress Monitoring	3.1C. Available student progress-monitoring/assessment data will be analyzed at least once each month during the weekly PLC meetings for each department.	Direct Instruction	08/08/2013	09/19/2013	\$0	DEPT. Chairperson
30 Day Best Practices	2.1AA. World History teachers will model best practices for answering comprehension questions from text.	Direct Instruction	08/08/2013	09/19/2013	\$0	Social Studies Teachers

**ECCHS 30 Day Plan 2013-2014**

East Carter County High School

30 Day Identifying Rigor	2.1B. Each department will complete a t-chart identifying what rigor looks like for the department and will focus on planning more rigorous instruction at least once monthly during PLC meetings.	Professional Learning	08/08/2013	09/19/2013	\$0	Department Chairs
30 Day Curriculum Map	2.1U. A&H teachers will review/revise their combined curriculum map during a PLC meeting.	Direct Instruction	08/08/2013	09/19/2013	\$0	Arts & Humanities Teachers
30 Day Social Media	1.1D. School assistant principals will create and maintain social media (Twitter, Facebook).	Community Engagement	08/08/2013	09/19/2013	\$0	Veronica Braun, Ben Fritz
30 Day Parent Email	1.1E. Parent email distribution list will be created so that announcement sheets, monthly newsletters, PTO meeting dates, and Parent Planning Committee dates can be effectively communicated to parents.	Parent Involvement	08/08/2013	09/19/2013	\$0	Marianne Johnson, Lisa Burnett
30 Day CIITS	2.1E. All teachers will put weekly lesson plans in CIITS by September 1, 2013.	Policy and Process	08/08/2013	09/19/2013	\$0	ALL TEACHERS, DEPT. Chairpersons
30 Day Assessment Map	3.1A. An assessment map indicating the dates for benchmark assessment, common assessments, EPAS, and other state-mandated assessments will be created and emailed to all teachers.	Academic Support Program	08/08/2013	09/19/2013	\$0	Veronica Braun
30 Day Rigor Defined	2.1A. Leadership will define a school-wide definition of rigor.	Professional Learning	08/08/2013	09/19/2013	\$0	SLT
30 Day PLC Agenda	2.1G. All department PLC meetings will be guided by the revised PLC Agenda utilizing Plan, Study, Do, and Act.	Professional Learning	08/08/2013	09/19/2013	\$0	DEPT. Chairpersons
30 Day Newsletters	1.1C. School staff will submit articles from the Raider's Edge to local newspapers to inform the community.	Community Engagement	08/08/2013	09/19/2013	\$0	April Blevins, Marianne Johnson
30 Day Differentiation	2.1C. Professional development will include an overview of differentiation strategies and how these strategies can be used to reach all students.	Direct Instruction	08/08/2013	09/19/2013	\$0	Larry Kiser
30 Day Reading World History	2.1Z. All World History Teachers will give one document based reading assignment (multiple choice in the PLAN format) per week.	Direct Instruction	08/08/2013	09/19/2013	\$0	Social Studies Teachers
30 Day Grading Policy	1.1F. All teachers will keep up-to-date grading information in Infinite Campus so that it can be easily accessed through the Parent Portal.	Policy and Process	08/08/2013	09/19/2013	\$0	ALL TEACHERS
30 Day Science common notebook strategies	3.1H Science teachers will work together to develop common notebook strategies to be implemented in all science courses. During PLC meetings and common planning time, science teachers will have a brainstorming session for science journal format, which will include a data portions, but will not be limited to data only. They will look at an example for the data section of this notebook as well as the notes, activity, and investigation sections.	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers

# ECHS 30 Day Plan 2013-2014

East Carter County High School

30 Day Technical Writing	2.1M. 100% of science students at East Carter High School will become better technical writers, and all science students will complete at least one LDC module.	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers
30 Day Friday Student Failures	1.1I. All teachers will contact parents by Friday of each week when a student is failing.	Parent Involvement	08/08/2013	09/19/2013	\$0	ALL TEACHERS
30 Day Schedule Alignment	2.1X. CTE teachers will align student schedules and the career pathways that are offered as part of the curriculum of ECHS.	Direct Instruction	08/08/2013	09/19/2013	\$0	CTE Teachers
30 Day EPAS and EOC	2.1H. Through daily instructional practices and weekly mini-lessons all ELA teachers will address the skills assessed on the EPAS and EOC.	Direct Instruction	08/08/2013	09/19/2013	\$0	All ELA Teachers
30 Day Gender Gap	2.1O. To decrease the identified gaps by 5% on science standardized tests and to narrow the gender gap on the Biology EOC. The science department will: Identify gaps from the PLAN and ACT data. During PLC and common planning time, the science department will analyze data from the Biology EOC, PLAN, and ACT to determine gaps in instruction and areas for improvement.	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers
30 Day Paper and Pencil	3.1H - All A&H teachers will begin to collect and edit all "paper and pencil" assessments for all A&H courses taught to ensure that they contain the proper amounts of higher-order questions as well as constructed/extended response questions.	Direct Instruction	08/08/2013	09/19/2013	\$0	A&H Teachers
30 Day Automaticity	2.1I. Math teachers will administer, record, and report the fall automaticity diagnostic assessment to Dr. Thomas at ECU.	Direct Instruction	08/08/2013	09/19/2013	\$0	Math Teachers, Math DEPT. Chairperson
30 Day PIMSER Engineering	2.1T. Science teachers participating in the Summer PIMSER Engineering Grant Program will report progress in PLC meetings.	Professional Learning	08/08/2013	09/19/2013	\$0	Lisa McNeal, Lynn May, Sherri Bonzo
30 Day AA	1.1J. All teachers will distribute a form for getting to know students during A.A (when applicable) to begin the process of building relationships with students.	Other	08/08/2013	09/19/2013	\$0	AA Teachers
30 Day Course Implementation	2.1R. The ECHS Science Department will implement the following courses in order to properly address the standards covered within the Biology EOC, the PLAN and the ACT Exams. The 3rd period courses also support RTI initiatives. They are as follows: Freshman: 12 weeks astronomy; 12 weeks chemistry Sophomore: Biology Junior: 12 weeks physics; 12 week geology 3rd period: Math in Science 9th/10th 1st trimester 3rd period: Math in Science 11th grade-2nd trimester 3rd period: 9th grade Biochemistry	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers
30 Day Student formative and summative assessments	3.1G. Math and ELA teachers will have students record their formative and summative assignments according to the department protocol.	Direct Instruction	08/08/2013	09/19/2013	\$0	Math and ELA Teachers
30 Day Survey	1.1K. All teachers will distribute a survey to help identify students who do not have at least on adult who knows them well.	Other	08/08/2013	09/19/2013	\$0	AA Teachers

## ECHS 30 Day Plan 2013-2014

East Carter County High School

30 Day KOSSA Students	2.1W. CTE teachers will begin identifying students for the KOSSA Assessment.	Direct Instruction	08/08/2013	09/19/2013	\$0	CTE Teachers
30 Day Data Notebook Protocol	3.1E. Math and ELA teachers will refine/ each department's protocol revise protocol for implementation of data notebooks.	Direct Instruction	08/08/2013	09/19/2013	\$0	Math & ELA Teachers
30 Day Classroom Instructional Framework	2.1V. A&H teachers will develop their own individual "Classroom Instructional Framework" document as well as pacing guides for all courses taught. They will present them for review/feedback at the weekly PLC meeting.	Direct Instruction	08/08/2013	09/19/2013	\$0	Arts & Humanities Teachers
30 Day Freshman Introduction	2.1Q. The ECCHS Science Department will build on summer meeting to vertically align the new Freshman introduction to chemistry course with biology to help ensure a strong foundation for the biochemistry standards in the 10th grade.	Direct Instruction	08/08/2013	09/19/2013	\$0	Lisa McNeal
30 Day Classroom Expectations	2.1Y. Social Studies teachers will clearly define classroom expectations, procedures, and grading policies to all students during the first week of school.	Direct Instruction	08/08/2013	09/19/2013	\$0	Social Studies Teachers
30 Day PD Opportunities	2.1P. Identify professional development opportunities on Problem-Based Learning and Implementation that would help narrow gender gaps.	Professional Learning	08/08/2013	09/19/2013	\$0	Lisa McNeal
30 Day Community Communications	1.1B. The principal and/or his designee will present a monthly school report to the chamber and rotary	Community Engagement	08/08/2013	09/19/2013	\$0	Larry Kiser
30 Day Contact Log	1.1G. All teachers will keep a parent contact log to be monitored by school administrators.	Parent Involvement	08/08/2013	09/19/2013	\$0	ALL TEACHERS
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
30 Day Formative/Summative Classroom Assessments	3.1B. All teachers will administer formative/summative classroom assessments, and benchmark assessments, common assessments, EPAS, and other state-mandated assessments according to the assessment calendar.	Direct Instruction	08/08/2013	09/19/2013	\$0	ALL TEACHERS, School and District Assessment Coordinators
<b>Total</b>					\$0	

### Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
30 Day Dynamic Teaching Model	2.1K. Math teachers will implement the Dynamic Teaching Model in daily instruction.	Direct Instruction	08/08/2013	09/19/2013	\$1700	Math Teachers
30 Day Automaticity Procedures	2.1J. Math teachers will incorporate automaticity into daily classroom procedures.	Direct Instruction	08/08/2013	09/19/2013	\$1000	Math Teachers

**ECHS 30 Day Plan 2013-2014**

East Carter County High School

30 Day Data Notebook Dept. Template	3.1F. Math and ELA students will create/set up their data notebooks according to the department template.	Direct Instruction	08/08/2013	09/19/2013	\$2500	Math & ELA Teachers
30 Day Aligned Instruction	2.1S. All science teachers will begin work on vertically and horizontally aligning instruction with the Next Generation Science Standards (NGSS) for full implementation during the 2014-2015 school year.	Direct Instruction	08/08/2013	09/19/2013	\$0	Science Teachers
<b>Total</b>					\$5200	