

**DISTRICT APPLICATION FOR 2007-08 SECTION 1003(g)  
SCHOOL IMPROVEMENT FUNDS**

**General Information:**

**Eligible School District Jackson County**

**Tier 4 schools** Jackson County High School

**Team Completing the Application**

District Instructional Supervisor(s) Elizabeth Norris

District Title I

Coordinator Loretta Gilbert

Principal(s) of Tier 4 schools Steve Carroll

Others Designated by Superintendent (and title) Betty Moore—Director of  
Special Education

**Contact Name (from list above) and Phone Number** Loretta Gilbert 606) 287.7181

**Superintendent's Printed Name** **Ralph Hoskins**

**Narrative:**

Describe the following:

1. Conclusions about student achievement needs based on data analysis and how the proposed uses of school improvement funds will address areas where the data indicate that changes are needed to improve teaching and learning. Include achievement gaps with groups of students not making adequate yearly progress (AYP) as identified on the 2007 NCLB Report.

The Jackson County High School met AYP as reflected on the 2007 No Child Left Behind Report. The school met 10 out of 10 targets. However, as a Tier 4 NCLB school, the school has student achievement gaps that will need to be addressed through Section 1003 (g) School Improvement Funds. According to the report, all reporting subpopulations (all students, white, and free/reduced lunch) met the annual measurable objective in reading. Fifty-five percent of the total population achieved proficiency in reading which exceeded the Annual Measurable Objective of 29.35% for reading. JCHS also met the Annual Measurable Objective in math for all subpopulations (all students, white, free/reduced lunch) as well.

Although the school met the Annual Measurable Objective in math due to the confidence interval, the percent of students achieving proficiency in math for all subpopulations fell below the goal of 29.79% proficient. Twenty-three percent of the total population and the white population achieved proficiency. Twenty-two percent of students who qualified for free/reduced lunch achieved proficiency. Clearly, increasing all students' achievement in math needs to be a primary focus for school improvement.

Although the high school did not carry targets for students with disabilities due to insufficient population size, the data as reflected on the Kentucky Performance Report reflects that increasing the academic achievement of students with disabilities in reading and math is also a priority. According to the Kentucky Performance Report, 16% of students with disabilities were proficient in reading, and 5% of students with disabilities were proficient in math. Students with disabilities fell well below the 2007 Annual Measurable Objective in reading (29.35%) and math (29.79%).

The district believes that a key strategy for improving student achievement is to provide the teachers with quality professional development which focuses on scientifically-based instructional strategies geared toward meeting the needs of students of poverty and the needs of students with disabilities. In addition, the district would like to provide math-specific professional development for members of the math department at JCHS. The district believes that it is imperative to provide teachers with training on scientifically-based instructional strategies that are focused on improving student achievement in mathematics.

The implementation of the professional development will be monitored by the Principal and the Principal Coach. The Principal Coach will be responsible for providing feedback on the implementation of the professional development to the District Support Team on a regular basis.

2. The type of technical assistance and professional development the district provides to the Tier 4 schools in your district. The technical assistance provided to a school being restructured should focus on helping the school make substantive and significant changes in its approaches to teaching and learning by emphasizing the use of student achievement data and research to inform instructional strategies. Additionally, the assistance should help the school with budget allocation, professional development for principals and teachers, and other strategies necessary to ensure the restructuring plan is implemented and sustained in the future.

The district provides services to Jackson County High School through various means. For example, the district provides assistance with the development of the Comprehensive School Improvement (CSIP) plan and conducts Peer Reviews of the CSIP so as to provide the school with formative feedback so as to guide the school toward improving achievement. The district provides annual training for the School-Based Decision Making Council. The district conducts Learning Walks at JCHS using a district Learning Walk Instrument and provides feedback to the school in a timely manner to be used by the school for school-wide improvement.

The District Curriculum Coordinator continues to work with the school to revise curriculum documents to be in alignment with the Kentucky Program of Studies and the Kentucky Core Content 4.1. The District Assessment Coordinator provides assistance as needed on data analysis and keeps the school updated on the Commonwealth Accountability Testing System as it relates to state and federal accountability.

The District Title I Coordinator has worked closely with the school on the following initiatives. The district has provided a Math Coach for grades 6-12. The purpose of this position is to provide job-embedded professional development through modeling and coaching. Vertical alignment of the curriculum has also been a focus. The district has worked collaboratively with the school to reduce class size in the mathematics classrooms in grades 9-12. For example, an additional math teacher was hired for spring 2008 through school level Title I funds. The district spearheaded site visits to other high schools so that JCHS would have the opportunity to observe a modified block schedule. The school did decide to implement a modified block for the 2007-08 school years. Additional site visits were scheduled for the school to observe varied instructional strategies in science classrooms. The district has worked collaboratively with the school to establish a Curriculum Specialist position through school-level Title I funds. The purpose of this position is to assist teachers in the implementation of best instructional practices (QUILT strategies) in the classroom and to assist in the curriculum alignment process.

The District Title 1 coordinator has the "Revisited Reading" program implemented in the 9<sup>th</sup> grade for struggling readers. The Freshmen English teacher was trained in the summer 07 and has had job embedded professional development throughout the school year. The Title I program has also collaborated with the school on numerous parent involvement initiatives: Freshmen Orientation, Distinguished Luncheon, CATS Update, ACT Parent Training, and Financial Aid Workshop.

The district provides a half-time technology resource teacher to provide timely professional development and technology integration resources to JCHS students and staff. The district also provides the services of two district computer technicians to repair and install hardware and troubleshoot software issues. The District Technology Coordinator coordinates all installations and technology projects as well as completes all technology related federal reports and applications to fund hardware and software purchases. The DTC also serves the school as the District Web Access Point of Contract and the CATS Online Administrator. The DTC also utilizes the school/district monies for JCHS teachers and administrators to attend the Kentucky Teacher and Learning Conference.

The district is an approved provider by (KDE) of Supplemental Educational Services. The district provides services at both the middle and high as a means of increasing student achievement in reading and math.

The district has work collaboratively with the school on numerous professional development initiatives. For example, the district has located various trainings on "Closing the Achievement Gap" and both staff and administrators have participated. The district has purchased the book the UNDERRESOURCED LEARNERS by Ruby K. Payne which was disseminated to the high school staff for a book study. The district partnered with Gear-Up and funded a 3 day QUILT training and follow-up trainings during the 2006-07 school years. The district did participate in this training and were also trained to be a trainer. The district also provided support and funded a QUILT Leadership Team as a means of building capacity. The District coordinated 2 Math Summits during the 2006-07 school years. For the 2007-08 school year, the district

continued to support job-embedded professional development through the positions of the math coach and the curriculum specialist. The district will support the high school in the development of the professional development training on "Professional Learning Communities" on May 5 as well as setting up the Facilitated Self Assessment by KDE that is designed to allow the entire faculty to engage in conversations about their work and their perceptions about how the school is addressing the Standards and Indicators for School Improvement on June 5, and June 9, 08.

Both Math and Literacy Academies are being planned for grades 6-12 for the summer 2008. The district has developed a Response to Intervention Team and both the middle and high school have representatives serving on the team.

3. How the district will use section 1003(g) funds for Tier 4 schools for a leadership intervention program either through the School Leadership Support Team (SLST) or a model developed by the district. The description must include how the leadership intervention program will provide support to the school principal and to the council.

The district will use Section 1003 (g) funds to provide a leadership intervention program. The program will include two components: a. support for the SBDM council and b. support for the school principal. The district will use the funds to hire a KASC trainer to assist with the development of the monthly agendas and to attend each SBDM meeting. In addition, the district will use the funds to employ a Principal Coach. This individual will have various responsibilities. Please see below for qualifications required and a complete job description. (Remaining funds will be used to provide scientifically-researched based job embedded professional development for teachers. The PD will be focused on the identified areas of need [reading and math] and identified subpopulations [students with special needs and free and reduced].)

Job Description  
Jackson County Public Schools

Principal Coach

Job Description

The Principal Coach/Council Mentor will be responsible for the following:

- To serve as an instructional leader in the school and as an advisor to the principal
- To provide evaluative feedback about the principal to the superintendent or superintendent's designee for action and monitor the implementation of all school activities aimed at improving student achievement
- To be on site at the school a minimum of two days per week for a minimum/maximum 12 hours for 36 weeks
- To provide technical assistance to identify the curricular, instructional, and assessment needs of the school
- To monitor the school's operations and educational program
- To provide feedback to the district on the progress of the school in relation to the school's operations and educational program
- To serve as a member of the District Leadership Support Team
- To provide technical assistance to the school so as to make substantive and significant changes in its approach to teaching and learning
- To provide technical assistance to the school in data analysis and the use of data to inform instruction through the use of scientifically-based research instructional strategies so as to positively impact student learning and achievement
- To provide technical assistance in the identification of achievement gaps
- To provide technical assistance to the school with budget allocations
- To provide technical assistance to the school with appropriate professional development for principals and teachers
- To provide technical assistance in the development, implementation, monitoring, and sustainability of the school restructuring plan
- To develop building-capacity among all stakeholders
- Will be accountable to the Superintendent and/or his designee
- Perform additional tasks and assume additional responsibilities as needed or assigned by the superintendent.

Qualifications

- Kentucky Certification/administrator
- Minimum of 5 years educational administrative experience
- Exemplify instructional leadership
- Knowledge of current educational practice in Kentucky
- Expertise in the Standards and Indicators for School Improvement
- Expertise in the requirements for student achievement as required by No Child Left Behind
- Expertise in Comprehensive School Improvement Planning
- Ability to work well with administrators and teachers

- Expertise in school finance
4. Describe how the leadership intervention program and other reform strategies implemented as a result of the intervention model will contribute to achieving improved student achievement at the Tier 4 schools.

Student achievement will improve as the principal coach and the SBDM trainer will build capacity for all stakeholders to focus on best scientific practices of instruction for all students. Leadership will be strengthened as the school leadership team and the district leadership team will have strategies implemented with this intervention model for the Jackson County High School students.

**Budget:**

Complete the following budget; keep in mind that the majority of the leadership intervention program may be coded as professional service (MUNIS Code 300). Note that the code for salaries for school employees (MUNIS Code 100) has been added for extended day (stipends) for teachers and for substitutes. If other codes are needed, contact Judy Howard in the Division of Budgets at (502) 564-1979 or by email before adding other codes.

CATEGORY	DESCRIPTION	SECTION 1003(g) FUNDS
<b>Salaries for School Staff</b> MUNIS Code 100	Stipends and substitutes	16,000
<b>Professional Services</b> MUNIS Code 300	Mentor for principal Mentor for SBDM council	30,000
<b>Purchased Services</b> MUNIS Code 500	travel	3500
<b>Supplies &amp; Materials</b> MUNIS Code 600	General Supplies	500
<b>Miscellaneous</b> MUNIS Code 800		
<b>OTHER (Describe expenses)</b> MUNIS Code 900		
<b>TOTAL District Grant Award (from page 3)</b>		50,000

Section (g) School Improvement funds will be reimbursed through Federal Cash Request. Munis Project Code 3208g to be added to the request form when requesting funds.

**Please submit Application by email to:**

[title1reports@education.ky.gov](mailto:title1reports@education.ky.gov)

DEADLINE: April 18, 2008