

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

(Section 1003g)

Cover Page

| | | | |
|--|---|---------------------------|------------------|
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| Email Dena.Dossett@jefferson.kyschools.us | City | Louisville | ZIP 40218 |
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| | CONTACT Mailing Address (if different) | | |
| | Street Address 1 | VanHoose Education Center | |
| | Street Address 2 | 3332 Newburg Road | |
| | City | Louisville | ZIP 40218 |
| | Phone | 502-485-7074 | |

| District Name | | NCES ID# | Total Awarded |
|---------------|-------------------------------------|--------------|----------------------|
| Jefferson | | 2102990 | \$ |
| School Name | NCES ID# | | Intervention |
| 1 | Stuart Middle School | 210299001427 | Transformation Model |
| 2 | Frederick Law Olmsted Academy North | 2102990 | Transformation Model |
| 3 | Westport Middle School | 210299000670 | Transformation Model |
| 4 | | | Transformation Model |
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| 6 | | | Transformation Model |

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District Verification

If the application is funded, and accepted by the JCBOE, 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.



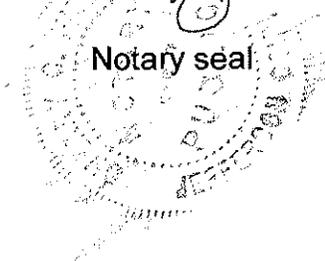
Superintendent Signature

2/26/14
Date



Notary Public

1/3/2015
My commission expires



Notary seal

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District Actions

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

Please Note: You may only, *but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.*

What does it take for a district to effectively support a school's reform efforts? Marzano and Waters (2009) have proven that district leadership can positively impact student achievement. The challenge for the central office leaders is to support schools to do their best work without using top-down directives. It is essential that each individual school have ownership in the turnaround work that is being implemented. Marzano and Waters (2009) suggest that districts use "defined autonomy" to work with principals and other stakeholders to define clear achievement goals. The building leaders then have some autonomy in how to meet the goals.

In order for the district to support the Transformation model in the identified schools, all of the Transformation components will be addressed: (1) effective principals, (2) using a rigorous evaluation system, (3) identifying and rewarding staff, (4) providing high quality job-embedded professional development, (5) implementing recruitment strategies, (6) implementing a research-based instructional program, (7) increasing learning time, (8) providing operational flexibility, and (9) establishing a system of data collection and the District support for each of the components is outlined below in the following paragraphs.

Effective principals (Transformation #1): Because we know that an effective principal is a key component to turnaround, the assistant superintendent and the evaluation transition coordinator (ETC) work closely with the ER staff (particularly the ERL) in coaching the principal and thinking through key decisions. The evaluation transition coordinator is also a support for the schools as they implement the PGES system. The priority schools have all participated in the PGES pilot and the ETCs have provided professional development for the administration and on-site coaching. This work will continue as the state and district move to the full pilot in the 2014-2015 school year and the full implementation in the 2015-2016 school year. Each school has rolled out a series of professional development sessions designed to introduce teachers to the PGES system. This has allowed all staff to have a full understanding of the system while selected staff members have participated in the pilot.

Rigorous evaluation system (Transformation #2): In the summer of 2013, KDE provided a four-day training to all priority schools to make sure that the very latest information was shared. During the 2013-2014 school year, the assistant principals and principals led teachers in developing growth plans and guided them through the reflection process. They also participated in observations using the PGES system. The

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pilot teachers participated in peer observations within the school. Pre- and post-observation tools were developed and used with teachers to support reflection around student achievement. In 2014-15 all teachers and administrators will participate in the PGES pilot using the teachers who piloted this year as mentors.

As teachers participate in the PGES model next year, rigorous student growth goals will be set. As the staff becomes more proficient at setting goals and collaborating to meet those goals, there will be more refined professional development offered that meets individual needs of teachers. Schools report that as teachers are growing and learning together, they are enjoying the camaraderie that is developed as they work toward student success. The district continues to work closely with the 50/50 team on implementing PGES and is using the tools from EDI to compile the CEP document. In addition, the district's evaluation transition coordinators provide individualized support to each of the priority schools. As the work progresses, the priority schools will continue to be at the forefront for receiving support and coaching.

Identifying and rewarding staff (Transformation #3): Teachers are rewarded through multiple opportunities within the building. School staff members have had the opportunity to work in the after school program during the current school year. Not only were staff excited to have the additional time to meet individual students' learning needs, they were also paid to work this additional time. There are also multiple opportunities for staff to be leaders in the school and in the district. Priority schools have been provided additional, ongoing learning opportunities (i.e. systems training, frequent priority school meetings, etc.) to enhance practice and create a network promoting communication and shared resources, strategies, and systems. As a result, many of the priority schools are on the cutting edge of new strategies and are willing and able to share their knowledge with others. The superintendent and human resources department work closely with priority schools to move administrative staff members that were deemed barriers to student achievement. In many cases, teachers who were not meeting the needs of students were also helped to find more appropriate placements.

Providing high quality, job-embedded professional development (Transformation #4): Schools are supported to create a schedule that is aligned to provide teachers with job embedded professional development which is aligned with the instructional program. Schools are working to provide release time for teachers during the school day so that there can be extended planning and learning time for PLCs. The district content specialists are available to consult with school leaders to help Goal Clarity Coaches and/or department heads create effective professional development to support student learning.

Implementing recruitment strategies (Transformation #5): the human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take

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those teachers. When new teachers are hired, the academic department does a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers.

Implementing a research-based instructional program (Transformation #6): The district is focusing instructional efforts around the Professional Learning Communities (DuFour, 2004). This strategy is focused on ensuring that students learn through a culture of collaboration and an emphasis on results. The PLCs allow for schools to create their own pathways to success as measured by specific goals that are established. The entire district is focused on this work and is working in tandem with KDE staff to implement it effectively.

Increasing learning time (Transformation #7): Currently, the district is supporting an after school program for students at priority schools. This program runs three days a week from 2:20-5:00. Students receive instruction based on their own learning needs and also receive a third meal from the federal Nutrition Program. Transportation is provided for every student who needs it. Schools have reports that students are benefitting from the program and that parents/families appreciate the support as well.

Additionally, the principal has been given an extra twenty extended days on her calendar. The purpose of these days is to improve student achievement. The principal is required to submit a calendar with extended days that is approved by the assistant superintendent.

Providing operational flexibility (Transformation #8): Priority schools have the ability to write a special budget request to the district to request funding for a program that will support the work at the school. These requests are carefully considered by the superintendent and if found to be central to the work, they are funded. An example of one of these requests was to fund a partnership with a local church to support the culture work in the school. The district works to fund programs that priority schools have identified as a need.

Establishing a system of data collection (Transformation #9): The district has a well-developed data collection system that supports schools' work. The system was developed by in-house programmers and, as such, is highly adaptive to schools' needs. JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments. Additionally, schools are required to use a diagnostic test. The district does provide a diagnostic test and schools have the option to use the provided assessment or to have PLCs create their own. The results of these assessments are stored in the district's data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats.

The district is also an active partner in KDE's CIITS project. Teachers are creating formative assessments using CIITS. All of these priority schools use MAP as a

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formative assessment and use these results as well. The CSIP and the progress notes that accompany it are found on the ASSIST platform and all schools have experience using that to capture their work.

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

All cohort 3 priority schools are applying for school improvement funds. Stuart Middle, Frederick Law Olmsted Academy North, and Westport Middle School are implementing the transformation model. Myers Middle School and Thomas Jefferson Middle School are implementing the turnaround model.

The JCPS transformation application includes a district section as well as a specific section for Olmsted Academy North and Stuart Middle School, and Westport Middle School. However, the application for Olmsted North and Westport are contingent upon the USDOE granting KDE's waiver that principals who were found by the KDE leadership assessment to have capacity to lead the intervention effort but have three or more years of experience at their schools be allowed to remain at their schools. If the waiver is not approved, JCPS will withdraw the SIG application for Olmsted North and Westport before SIG awards are granted in April.

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).

No SIG funds are being reserved for district level activities. All funds that were previously reserved for district level activities have been redistributed to fund school level activities and are reflected in the individual schools' budgets.

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.)

Title I funding is distributed to eligible schools to assist with the intervention model (Turnaround or Transformation). The purpose is to provide opportunities to increase

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student achievement by utilizing effective instructional strategies based on scientific research that increase the amount and quality of learning time. Funding is targeted to provide an enriched and accelerated curriculum to meet the needs of historically underserved populations.

Some of the resources provided with Title I funds include math and language arts interventionists, response to intervention personnel, training from nationally known consultants for PLCs, college and career preparation, pupil services, mentoring, professional development, etc.

Title I provides funding for parent involvement activities to increase the school-family partnership that supports student achievement. Participation of parents and families is critical throughout a child's entire academic career, therefore training and materials are provided for parents to help improve their child's achievement level. Title I will continue to provide additional support and resources to ensure students are achieving at a high level.

The district is using Title II funds to train Title I schools in using the DuFour's Professional Learning Communities model. Contracting with Solution Tree, has provided the opportunity to have Anthony Mohammad talk with principals about shaping the culture to improve student achievement. Additionally, principals have been assigned to small work groups that are meeting virtually with a coach to focus on student achievement.

The Family Resource/Youth Service Centers at Stuart, Olmsted North and Westport are jointly funded by state and district funds. These centers are active and a huge support to the students and families in the community. Because of the importance of these centers, the district has made up the difference in the state funding knowing that the impact made is monumental in students' lives.

The School Resource Officers (SRO) at Stuart and Olmsted North are funded through the general fund in partnership with local law enforcement agencies. The SROs play a vital role in the school by building relationships with students and families. Safe Schools money funds after school programs that help students build a relationship with their school.

The district has assigned a special education resource teacher to each priority school. This teacher works with teachers to create instructional strategies designed to meet individual students' needs and to ensure that appropriate systems are in place to meet the needs of special education students and their families. This position is funded through federal IDEA funds.

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

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For a more detailed description of the district supports for the nine components of the transformation model is outlined on previous pages of this application. Below is a list of district supports provided for each of the identified schools:

- District reorganization aligned priority schools in K-12 regions with an area superintendent allowing for ongoing, consistent coaching support
- Evaluation Transition Coordinators assigned to regions providing individualized support for PGES implementation and coaching on school improvement
- ECE Consulting Teachers assigned to each priority school providing differentiated support regarding PBIS implementation, SRT development, utilization of district resources, and support to special education students and families, etc.
- Budget proposals submitted/allocated based on the individualized needs of each priority school
- Staffing considerations ensuring school decision-making regarding hiring of instructional staff
- Weekly meetings with cabinet, area assistant superintendents, student support services assistant superintendent, curriculum instruction assistant superintendent, evaluation transition coordinators, and KDE ensuring ongoing communication regarding priority school needs and next steps
- New Teacher Induction with an additional two days supporting priority school new hires
- Regularly-scheduled priority school meetings facilitated by the district's CAO providing opportunities for shared practice, feedback regarding district supports, etc.
- Opportunities for Culture Competency Audits (facilitated by Roger Cleveland) and next step development
- Access to Solution Tree/PLC training for both the principal and GCC
- RTI Academy participation ensuring individualized approach regarding intervention development, implementation, and monitoring
- Collaboration with state ERL/ERS members (including opportunities for ELEOT team walk through across regions)
- Kentucky Leadership Academy participation focused on PGES implementation

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- Sessions facilitated by David Liben providing additional support for CCSS literacy implementation
- PBIS training and opportunities for coaching support
- Access to curriculum maps, assessments, and aligned resources
- Extended Learning Programs providing targeted students with additional learning opportunities (three days a week for an additional 1.5 hours)
- District dashboard access providing opportunities for data manipulation, item analysis, behavior data monitoring, etc.
- Goal Clarity Coaches selected by the schools and funded by the district to facilitate PLCs, coach teachers, co-teach, support progress monitoring, etc.
- Additional professional development/training opportunities focused on systems training, strategic planning, etc.

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

Transformation Model - Permissible Activities

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

The district will participate in all activities sponsored by the Kentucky Department of Education related to priority school work. Additionally, the district will provide professional development or information sessions to the school leadership team and to the site based decision making council around appropriate and allowable activities and expenses. There are no pre-implementation activities that require SIG funding.

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Year 2 Budget.

District Jefferson County Public Schools

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 110 | | |
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| MUNIS Code | Description of Activity | Amount Requested |
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| 584 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-------------------------------|-------------------------|---------------------|
| 585 | | |
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| 647 | | |
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| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| 913 | | |
| Total Amount Requested | | \$ 0.00 |

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Year 3 Budget

District Jefferson County Public Schools

| MUNIS Code | Description of Activity | Amount Requested |
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| MUNIS Code | Description of Activity | Amount Requested |
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| 295 | | |
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| MUNIS Code | Description of Activity | Amount Requested |
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| 913 | | |
| Total Amount Requested | | \$ 0.00 |

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District Jefferson County **School** Stuart Middle School

School Application

Commitment To Serve

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

Literacy Data

The following data is from the 2012-2013 Kentucky Performance Rating for Educational Progress (KPREP) Assessment:

| Grade | % Novice | % Apprentice | % Proficient | % Distinguished |
|-----------------|----------|--------------|--------------|-----------------|
| 6 th | 54.6% | 26.8% | 13.6% | 5.0% |
| 7 th | 45.1% | 25.1% | 23.4% | 6.3% |
| 8 th | 50.4% | 23.2% | 23.5% | 2.9% |

| Gap Group | % Novice | % Apprentice | % Proficient | % Distinguished |
|-----------------------------|----------|--------------|--------------|-----------------|
| All Students | 49.9% | 25.0% | 20.4% | 4.7% |
| Male | 51.5% | 24.4% | 20.6% | 3.5% |
| Female | 47.9% | 25.7% | 20.1% | 6.3% |
| White (non-Hispanic) | 48.0% | 24.0% | 22.2% | 5.8% |
| African American | 56.5% | 24.3% | 17.3% | 1.9% |
| Hispanic | 45.2% | 31.0% | 14.3% | 9.5% |
| Limited English Proficiency | 50.0% | 43.8% | 0.0% | 6.3% |
| Free/Reduced Lunch | 52.9% | 25.4% | 17.4% | 4.3% |
| Disability with an IEP | 58.8% | 30.9% | 9.6% | 0.7% |
| Non-duplicated gap group | 52.6% | 25.4% | 17.6% | 4.4% |

The KPREP data indicates that a majority of our student population is reading below the proficient performance level in all grade levels including over 80% at the 6th grade. The data also indicates that almost all gap group populations have approximately 75% of students reading below the proficient performance level (all students – 74.9%, males –

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75.9%, females – 73.6%, White – 71%, Hispanic – 76.2%, and free/reduced lunch – 78.3%) with the exception of Limited English Proficiency where 93.7% are below proficient, African American where 80.8% are below proficient and students with an Individual Education Plan (IEP) where 89.7% are below proficient.

The following data is from the EXPLORE assessment given to all 8th grade students in September of 2013 as a part of Kentucky’s Accountability model. Students are required to receive a score of 13 to meet the College and Career Readiness Benchmark in English and a score of 15 to meet the College and Career Readiness Benchmark in Reading. Additionally, Jefferson County administers an EXPLORE Diagnostic to all 7th grade students in the fall and spring.

8th grade EXPLORE

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| English (13) | 140 | 40.6% |
| Reading (15) | 68 | 19.7% |

The 8th grade EXPLORE data indicates nearly 59.4% of our current 8th grade population is not College and Career Ready in English and 80.3% are not College and Career Ready in Reading.

7th grade EXPLORE Diagnostic (fall)

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| English (13) | 45 | 16.4% |
| Reading (15) | 25 | 9.2% |

The 7th grade EXPLORE Diagnostic data indicates that 83.6% and 90.8% of students failed to meet the College and Career Readiness benchmarks in English and Reading, respectively. The EXPLORE diagnostic will be given again in the spring to monitor the progress of students.

The following data is from the Jefferson County District Proficiency Assessments, given to each student four (4) times per year in reading, mathematics, science and social studies. The data below represents the first two assessments given thus far in the school year. The format of the assessment is “KPREP like” that includes multiple-choice, short answer, and extended responses.

| | | |
|---------|----------------|----------------|
| Reading | Proficiency #1 | Proficiency #2 |
|---------|----------------|----------------|

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| Grade | %N | %A | %P | %D | %P/D | %N | %A | %P | %D | %P/D |
|-----------------|------|------|------|------|------|------|------|------|-----|------|
| 6 th | 54.4 | 8.7 | 26.8 | 10.1 | 36.9 | 57.6 | 9.4 | 24.7 | 8.2 | 32.9 |
| 7 th | 59.2 | 23.9 | 13.4 | 3.5 | 16.9 | 66.0 | 22.2 | 7.6 | 4.2 | 11.8 |
| 8 th | 43.2 | 22.8 | 26.4 | 7.6 | 34.0 | 63.7 | 16.6 | 16.2 | 3.5 | 19.7 |

The data from the first two proficiency assessments in reading indicate a decline in the percent of students scoring at the Proficient/Distinguished (P/D) performance level from Proficiency #1 to Proficiency #2 at each grade level with a significant decrease of 14.3% at the 8th grade.

Mathematics Data

The following data is from the 2012-13 Kentucky Performance Rating for Educational Progress (KPREP) Assessment.

| Grade | % Novice | % Apprentice | % Proficient | % Distinguished |
|-----------------|----------|--------------|--------------|-----------------|
| 6 th | 41.0% | 43.5% | 12.9% | 2.5% |
| 7 th | 30.3% | 52.3% | 16.3% | 1.1% |
| 8 th | 39.4% | 43.2% | 16.8% | 0.6% |

| Gap Group | % Novice | % Apprentice | % Proficient | % Distinguished |
|-----------------------------|----------|--------------|--------------|-----------------|
| All Students | 36.8% | 46.4% | 15.4% | 1.4% |
| Male | 38.8% | 44.3% | 15.5% | 1.5% |
| Female | 34.3% | 49.0% | 15.3% | 1.3% |
| White (non-Hispanic) | 33.3% | 48.3% | 16.6% | 1.8% |
| African American | 46.3% | 41.2% | 12.5% | 0.0% |
| Hispanic | 23.8% | 59.5% | 11.9% | 4.8% |
| Limited English Proficiency | 50.0% | 43.8% | 6.3% | 0.0% |
| Free/Reduced Lunch | 39.3% | 46.0% | 13.6% | 1.1% |
| Disability with an IEP | 61.0% | 34.6% | 4.4% | 0.0% |
| Non-duplicated gap group | 39.0% | 46.1% | 13.9% | 1.0% |

The K-PREP data indicates that a majority of our student population is scoring below the proficient performance level in mathematics at all grade levels. The mathematics data also indicates that almost all gap group populations have approximately 75% - 80% of students scoring below the proficient performance level (all students – 74.9%,

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males – 76%, females – 73.7%, White – 72%, Hispanic – 80.8%, and free/reduced lunch – 76.2%) with the exception of Limited English Proficiency where 93.7% are below proficient, African American where 87.5% are below proficient and students with an Individual Education Plan (IEP) where 95.6% are below proficient.

The following data is from the EXPLORE assessment given to all 8th grade students in September of 2013 as a part of Kentucky’s Accountability model. Students are required to receive a score of 17 to meet the College and Career Readiness Benchmark in mathematics. Additionally, Jefferson County administers an EXPLORE Diagnostic to all 7th grade students in the fall and spring.

8th grade EXPLORE

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| Mathematics (17) | 50 | 14.5% |

The 8th grade EXPLORE data indicates nearly 85.5% of our current 8th grade population is not College and Career Ready in mathematics.

7th grade EXPLORE Diagnostic (fall)

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| Mathematics (17) | 11 | 4.1% |

The 7th grade EXPLORE Diagnostic data indicates that 95.9% of students failed to meet the College and Career Readiness benchmarks in mathematics. The EXPLORE diagnostic will be given again in the spring to monitor the progress of students.

The following data is from the Jefferson County District Proficiency Assessments, given to each student four (4) times per year in reading, mathematics, science and social studies. The data below represents the first two assessments given thus far in the school year. The format of the assessment is “KPREP like” that includes multiple-choice, short answer, and extended responses.

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| Math | Proficiency #1 | | | | | Proficiency #2 | | | | |
|-----------------|----------------|------|------|------|------|----------------|------|------|------|------|
| | Grade | %N | %A | %P | %D | %P/D | %N | %A | %P | %D |
| 6 th | 42.4 | 24.7 | 24.7 | 8.1 | 32.9 | 47.5 | 31.3 | 18.9 | 2.3 | 21.1 |
| 7 th | 68.5 | 18.5 | 8.9 | 4.1 | 13.0 | 64.1 | 15.3 | 13.9 | 6.8 | 20.7 |
| 8 th | 36.0 | 34.5 | 15.2 | 14.3 | 29.6 | 43.7 | 30.9 | 11.9 | 13.5 | 25.4 |

The data from the first two proficiency assessments in mathematics indicate a decline in the percent of students scoring at the Proficient/Distinguished (P/D) performance level from Proficiency #1 to Proficiency #2 in the 6th and 8th grades where declines were 11.8% and 4.2%, respectively. However, there was an increase in students scoring at the P/D performance level in the 7th grade with a 7.7% increase.

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.

Attendance Data

| | June 2013 Baseline | | October | | December | |
|-------------------------------------|-----------------------|----------------------------|----------------|----------------------------|----------------|----------------------------|
| | Class Count | Percent Present | Class Count | Percent Present | Class Count | Percent Present |
| 6th Grade | 322 | 92.2 | 301 | 95.3 | 306 | 94.8 |
| 7th Grade | 346 | 92 | 321 | 95.4 | 325 | 93.4 |
| 8th Grade | 343 | 89.1 | 355 | 96 | 362 | 94 |
| Total Student Attendance | 1011 | 91.1 | 977 | 95.6 | 993 | 94 |
| | Count | Percent Present | Count | Percent Present | Count | Percent Present |
| Teacher Attendance | 64 | 95.3 | 60 | 96.1 | 60 | 96.1 |

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Retention Rate

| | 2012-13 | | 2013-14 | |
|-----------|---------|----------------|---------|----------------|
| | Goal | Retention Rate | Goal | Retention Rate |
| 6th Grade | <1 | 0.5 | <1 | 0.5 |
| 7th Grade | <1 | 0 | <1 | 0 |
| 8th Grade | <1 | 1.3 | <1 | 1.3 |

Attendance and Retention Rate

Stuart Middle School is committed to improving attendance rates because they are directly related to student achievement. Stuart has continued to maintain a higher attendance rate average compared to the baseline attendance data from the June Quarterly Report. However, for the December quarterly reporting, there has been a slight decline in student attendance across all grade levels (6th: 0.5, 7th: 2.0, and 8th 2.0). The overall student attendance percentage declined 1.6%. Although student attendance records a decline for the quarter, teacher attendance has remained steady reporting at the same percentage, 96.1, as recorded during the October period.

The staff/school will continue to identify students with attendance issues, dialogue the importance of daily attendance, and monitor identified students' progress. Our goal is to maintain a high attendance rate to reach our overall 93% goal. In order to do this we will work closely with individual students and families to improve attendance rates. The staff/school will continue to identify students to the Youth Service Center Coordinator (point person for student Attendance issues) for monitoring and intervening as needed to prevent students from falling into truancy status. We will continue to work within the guidelines of the Truancy Diversion Program and provide the support frequently absent students need at both school and at home.

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Behavior Data

| Identified Group and Issue | Behavior Intervention | 2012 data | First Semester 2013 data* |
|--|-----------------------|-----------|---------------------------|
| All Students suspension | PBIS | 452 | 28 |
| Stop(Suspension Truancy Offsite Program) | PBIS | 858 | 53 |
| Behavior Referrals/TAB | PBIS | 817 | 74 |
| Opportunity Room | PBIS | 37 | 4 |

*Please note: this is half year data, however, even if the figures doubled during the Spring Semester they would be significantly lower than 2012.

Behavior Rationale

Stuart Middle School knows the importance of reducing suspensions and having students in classrooms learning. The behavior data is significantly improved from last year but there is room for improvement. The school has worked consistently to improve the climate and culture. Data does show that the behavior initiatives, such as Positive Behavior Intervention System, the CHAMPS behavior system, and Student Response Teams are working to lower the number of students that are suspended. Administrators are monitoring the student discipline data and are intervening often while creating alternatives to deter overall suspensions. However, there is more work to be done.

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.

Causes and Contributing Factors

- Low performance on K-Prep testing indicates our instructional strategies are ineffective in reaching ALL learners. Classroom instruction needs to be more rigorous, engaging, and aligned to state standards.
- While attendance has increased this school year by 1% over last year to 91.7%, there is still need for continued improvement.

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- A core group of students has been identified as recidivist behavior problems and these students are counseled weekly by the administrative team.
- There is little evidence that content area teachers are incorporating reading strategies into their classroom instruction, or that they feel they have expertise in this area. A lack of implementation of professional development in content reading strategies could be contributing to this problem.
- There is little or no evidence that students are actively engaged in mathematics instruction. A lack of a coherent Math program and additional resources could be contributing to this problem.
- Stuart Middle school is in the beginning stages of implementing Professional Learning Communities (PLCs). PLC implementation fidelity needs to improve.
- Walkthrough data indicates that instructional quality varies from one class to another.
- There is no consistency on the use of the 90-minute block. Most classes do not do bell-to-bell teaching. There is a lack of instructional rigor, most activities focus on lower levels of depth of knowledge.
- Although daily and weekly walkthroughs by the principal and assistant principals began in January, 2014, to provide timely feedback and opportunities for classroom teacher instructional support, the administration wants to refine this practice.
- Collaboration between the regular classroom teacher and the special education teacher needs to be strengthened. In many classrooms the special education teacher is more of an observer than a co-teacher.
- Student motivation to excel needs to be improved. Students do not always value academic excellence according to student surveys.
- Walkthrough data indicates there is not enough emphasis on real world applications in the classroom. Students do not see the relevance of what they are learning, based on student surveys.
- Formative assessment in the classroom could better inform instruction than is currently the case. There is too much reliance on summative assessments. Recent PLC implementation should improve use of formative assessments.
- Family and community collaboration and communication needs to be improved.

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

Stuart Middle School participated in the Diagnostic Review on February 9-12, 2014 and has not received the results at this time. Because Stuart has been analyzing data and working closely with teachers to determine instructional needs, there are a number of literacy and math resources listed in the budget narrative that will help support differentiating instruction for students in both math and literacy.

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

The Transformation model was chosen as the structure for school turnaround at Stuart Middle School. The activities required for this model will give Stuart the greatest opportunity to provide their students and faculty the support they need as they begin their transformation from a persistently low achieving school to a school that exemplifies high expectations and achievement from both students and faculty.

Moving Toward School Autonomy – The KDE Education Recovery team, in collaboration with district and school teams, will be instrumental in designing and implementing systems at Stuart that will allow this school to be able to fully govern itself at the end of the three-year transformation period. This model will allow the school to put systems into place that will make us a high performing school.

Leading Change – This model allows us to build strong principal and teacher leadership through the addition of the Educational Recovery Specialists and the Educational Recovery Leaders. This ER team will collaborate with district and school leadership to put systems in place that ensure Stuart can sustain improvement activities when the grant period ends.

Providing Rigorous Staff Development – The Transformation model allows us to provide the faculty and staff at Stuart Middle School the support they need in the area of professional development. The ER Team, Goal Clarity Coach, Resource Teacher, and Instructional Administrative Team will be able to provide embedded professional development and support to teachers in order to increase teacher efficacy at Stuart and increase student achievement. This model allows us to build teacher leadership to sustain these efforts when the grant period ends.

After a thorough examination of the Transformation Model, the Jefferson County Board of Education approved it was the best model to use to provide Stuart Middle School with the support it needs as it moves toward becoming a high achieving school.

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Transformation Model Required Activities

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

The principal of Stuart Middle School, Rene'e Bledsoe, was hired December 9, 2013. Documentation of hire date is included at the end of this application. The most recent leadership assessment results (February 2014) have not yet been received by the school/district.

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.

Priority schools have the ability to write a special budget request to the district to request funding for a program that will support the work at the school. These requests are carefully considered by the superintendent. The district works to develop and provide programs that priority schools themselves have identified as a need.

Stuart Middle School is identified as a Priority School under KRS 160.346 by the Kentucky Department of Education. As such, the school will be exempt from any requirements that mandate placement of voluntary or overstaffed employees until such time as Stuart is no longer identified as low achieving. Stuart shall participate in the transfer process but will not be required to select any staff from the transfer list.

Since Stuart Middle School is identified as a Priority School, they will receive their transfer list one week earlier than other schools.

In an effort to recruit, retain, and develop highly effective teachers in Priority Schools, JCPS and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools.

Stuart Middle School is currently participating in an extended learning program offered three days a week to support student learning. Students are provided a third meal and transportation. This opportunity has provided students another means to learn the standards that they have not yet mastered.

Additionally, the principal has been given an extra twenty extended days on her calendar. The purpose of these days is to improve student achievement. The principal is required to submit a calendar with extended days that is approved by the assistant superintendent.

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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.

In 2013, the Jefferson County Board of Education (JCBE) adopted the state-recommended Professional Growth and Effectiveness (PGES) model after establishing and consulting with the state-required 50/50 committee (Educator Quality Oversight Committee- EQOC). EQOC consists of five teacher representatives and five district administrators, and meets bi-monthly to provide oversight of Jefferson County's creation of a new certified evaluation system. During the 2013-14 school year, 22 schools are participating in PGES pilot implementation, with the District's Priority Schools participating in a limited capacity. Each pilot school has 5-9 teachers and each participating school has 3-5 teachers piloting all of the components of TPGES with the principal. Pilot principals and assistant superintendents are partnering to pilot the Principal Professional Growth and Effectiveness System (PPGES). In 2014-15, Jefferson County will continue to participate in the statewide implementation of PGES with all teachers and principals involved in the measures and components of the effectiveness system (without consequences), and will fully implement PGES as the adopted evaluation system in 2015-16.

Through personnel deployment, Jefferson County has created a structure to support PGES implementation, with the goal of having an "effective teacher in every classroom and an effective principal in every school." The District's Director of Administrator Recruitment and Development (ARD), along with the President of JCTA, serve on the state's Teacher Effectiveness Steering Committee. In addition, the District has released a teacher to serve as Project Manager to work directly with the ARD Director, to facilitate the collaborative work of the 50/50 EQOC committee. Each of the six Academic Achievement Areas in Jefferson County has been assigned an Evaluation and Transition Coordinator (ETC) who works with schools regarding PGES implementation and planning effective transitions between grade levels. ETCs collaborate with a KDE Effectiveness Coach and participate in PGES awareness activities sponsored by the Kentucky Leadership Academy (KLA) and Ohio Valley Education Cooperative (OVEC).

Jefferson County is involved in a partnership with KDE, Fayette County Public Schools, and the US Education Delivery Institute (EDI) to engage in PGES implementation self-assessments, rubric development, and delivery planning. A district planning team, consisting of the ETCs, ARD Director, and Data Management/Research staff is involved in the day-to-day planning and implementation of information, resources, tools, guidelines, and checklists that impact the school level, and attend state meetings to provide feedback, and obtain updates.

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From this work, strategies to address identified needs from JCPS Self-Assessment using EDI Rubric document was developed as our implementation plan and identified focus areas. In addition, a Professional Growth and Effectiveness Planning Responsibility Matrix was developed with the input of our Cabinet level officials and Superintendent, and is organized around nine Strategy/Focus areas to ensure district-wide engagement and accountability. The culmination of these collaborative activities will result in the District creating a Certified Evaluation Plan that will be approved by JCBE by December of 2014.

The current Teacher PGES (TPGES) model consists of six multiple measures: observation, peer observation, reflection, professional growth, student growth and student voice. With KDE support, Jefferson County has created observation protocols (administrator and peer), professional growth and reflection training materials, and websites and tools for Student Voice Survey administration. With regard to formative data collection, the district has implemented a CIITS Express Test rollout and continues refinement of its Classroom Assessment System- Community Access Dashboard for Education (CASCADE) and data dashboards to provide teachers and principals with access to assessment items, student results, and assessment creation platforms.

As the roll-out for the PGES system is being put into place, the current evaluation system is being used carefully. A series of observations occur for both tenured and non-tenured teachers to provide feedback on performance. The entire administrative staff observes, provides feedback, and evaluates all staff in a serious manner. The Kentucky ten teacher standards are used.

Teachers complete growth plans that they reflect on during the year. Stuart also embraces the new effectiveness system and is implementing dual systems.

The Teacher PGES (TPGES)

A common language and understanding of effective teaching is the foundation of the TPGES. Thus, Kentucky has adopted the Framework for Teaching based on the work of Charlotte Danielson. The framework includes indicators of effective teaching in five domains of practice:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities
- Student Growth

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Multiple Measures for Teachers

Teaching is too complex for any single measure of performance to capture it accurately. Assessing effective teaching requires multiple, valid measures supported by evidence. Observation – A principal is trained and certified to objectively identify effective teaching and document a teacher’s professional practice on multiple occasions, both formally and informally, in order to provide high-quality feedback that can be used to improve practice.

Peer Observation – A trained colleague observes and documents another teacher’s professional practice to increase observation reliability and provide supportive and constructive feedback that can be used to improve practice.

Reflection – A teacher performs critical self-examination of practice on regular basis to deepen knowledge, expand a repertoire of skills and incorporate findings to improve practice.

Professional Growth – A teacher engages in professional growth planning specific to individual needs based on feedback and data from multiple sources and self-reflection.

Student Growth – The impact a teacher has on a student or set of students as measured by multiple sources of data over time.

Student Voice – Student perception surveys provide a reliable indicator of the learning environment and give voice to the intended beneficiaries of instruction.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates.

Teachers are rewarded through multiple opportunities within the building. The staff has had the opportunity to work in the after school program during the current school year. Not only were staff excited to have the additional time to meet individual students’ learning needs, they were also paid to work this additional time. There are also multiple opportunities for staff to be leaders in the school and in the district. Priority schools have been provided additional, ongoing learning opportunities (i.e. systems training, frequent priority school meetings, etc.) to enhance practice and create a network promoting communication and shared resources/strategies/systems. As a result, many of the priority schools are on the cutting edge of new strategies and are willing and able to share their knowledge with others. The superintendent and human resources department work closely with priority schools to move administrative staff members that were deemed barriers to student achievement. In many cases, teachers who were not meeting the needs of students were also helped to find more appropriate placements.

In an effort to recruit, retain, and develop highly effective teachers in Priority Schools, JCPS and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Graduate degree

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completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools.

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.

Discipline, Supports, and Removal of ineffective Teachers.

a. Disciplinary action:

i. Disciplinary action for an Ineffective teacher based on the teacher's professional performance, including his or her removal, shall occur only after the teacher has received support and ample opportunities to improve professional practice.

b. Finding of significant deficiency. The significant deficiency process provided for in the Agreement may be initiated at any point during the school year based on a judgment reached by the principal that takes into account a teacher's formative and summative evaluation(s). In addition, the significant deficiency process shall be initiated if a teacher is determined to be Ineffective in his or her summative evaluation.

c. Supports for Ineffective teachers. A teacher that has been determined to be Ineffective by a summative evaluation shall receive assistance and supports which shall include, but not be limited to:

- Individual Professional Growth Plan
- Five (5) formative observations with immediate feedback to be provided no later than five (5) working days after each evaluation; Immediate implementation of Individualized supports to address weaknesses or deficiencies; Funding to attend professional development; At a minimum, one (1) weekly scheduled planning session with a master teacher. If a scheduled planning session is missed due to an absence, it shall be rescheduled as soon as practicable.
- Common planning time
- New teacher cohort support program;
- Participation in after-school professional learning communities; and
- Job embedded professional development

d. If a teacher, having received assistance and multiple opportunities for improvement, has not demonstrated sufficient professional success, the school district may seek the teacher's removal from the school by making an alternative assignment to a non-PLA school, or through the significant deficiency process

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When significant deficiencies in work performance have been observed:

They shall be noted in writing and discussed with the employee in a conference. The evaluator shall observe the employee's work performance a minimum of four (4) 30-minute periods within a twelve-week period (60 worked days) beginning with notification. For the employee not assigned to a classroom, the evaluator must observe the work performance of the employee for four (4) 30-minute periods when the employee is fulfilling the employee's job responsibilities. Each observation shall be followed by an evaluator/evaluate conference within the first five (5) days the employee is at work following the observation. The evaluator shall identify professional staff services and/or materials that the employee may use to help correct the identified deficiencies. There shall be identified at least one (1) professional staff person who will not evaluate the employee, but who will be available to assist/help a teacher on deficiency correct the identified deficiency areas.

- Once the Employer has identified the professional staff person to be assigned, the employee on deficiency will have the option of waiving any contractual right to assistance from the non-evaluative professional staff person assigned.
- The employee, the Association and the Employer will confirm in writing via a mutually agreeable form that the required assistance has been offered and/or the employee has waived their right to the assistance. This will occur within the first ten (10) days after the notice of significant deficiency is issued. Should the employee refuse to confirm the offer in writing, the Employer will confirm the refusal in writing and provide the Association a copy.
- The Association and the Employer agree that the non-evaluative professional staff person assigned to provide assistance will not provide any testimony or evidence, before any arbitrator, concerning the teacher on deficiency. However, the Employer may provide evidence of dates, times, and description of assistance provided. The Evaluator shall summarize the observations and conferences in writing and provide a copy to the employee.

The superintendent has also worked cosely with the principals of PLA schools. At times to assist in bringing about staff outcomes aimed at improving the school's level of instructional quality.

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

The District supports Stuart's planning and efforts to create a schedule to provide teachers with job embedded professional development which is aligned with the instructional program. Schools will provide release time for teachers during the school

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day so that there can be extended planning and learning time for PLCs., Teachers will be offered training in best practices for creating and conducting PLCs by the Goal Clarity Coach and the outside contractor to maximize student potential. The district content specialists will consult with school leaders to help Goal Clarity Coaches and/or department heads create effective relevant professional development.

As a part of targeted PD based on student and teacher performance data, additional training will be done throughout the school year with all faculty members during PLC meetings, planning period meetings, faculty meetings, and also through modeling teaching strategies in classrooms. The Educational Recovery Specialist in math, math resource teacher, goal clarity coach, and administrative team will deliver this job-embedded training and coach teachers to proficiency in implementing these teaching strategies into their content area instruction. Regular monitoring of implementation of completed PD will occur during weekly classroom walkthrough observations conducted by The Leadership Team and ER staff, through PLC meeting agendas and minutes, lesson plan reviews and feedback from administrative classroom visits. Training will be provided to teachers by Solution Tree, Math in Focus, and Scholastic.

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.

The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers. When new teachers are hired, the academic department does a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers.

District personnel will participate in recruitment strategies such as job fairs, active partnerships with local higher education agencies and networking of current district leadership. Placement strategies will include reassignment of effective teaching staff with students with greatest need. Stuart Middle School will utilize the ER team's expertise (upon assignment) to expand our current practices in recruiting, placing and retaining effective staff. Incentives for staff could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools. Teachers have the opportunity for financial incentives by working the extended school day programs for students.

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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.

The district is focusing instructional efforts around the Professional Learning Communities (DuFour, 2004). This strategy is focused on ensuring that students learn through a culture of teacher collaboration and an emphasis on results. The PLCs allow for schools to create their own pathways to success as measured by specific goals that are established. The entire district is focused on this work and is working in tandem with KDE staff to implement it effectively.

Stuart Middle School's Literacy Plan is multi-faceted to address the needs determined by our data analysis. The faculty at Stuart has engaged in preparing and planning throughout the 2013-2014 school year to implement the Kentucky Core Academic Standards in reading and language arts throughout all content areas. The Educational Recovery Specialist, Goal Clarity Coach, and the Administrative Team will be instrumental in supporting and monitoring to make sure that all content area teachers are incorporating the new standards in their instruction. This team will work with teachers to ensure that instructional strategies identified as best practices in adolescent literacy are being incorporated into their classroom instruction. This work will be built into the school's 30/60/90 day plan to ensure implementation fidelity.

Stuart will meet the needs of students and teachers, with rigorous curriculum, professional development and classroom supports through the Scholastic Code X program. These developmentally appropriate remediation and intervention services will enable students to advance toward proficiency.

Code X is a comprehensive English Language Arts curriculum that includes three major program components available in print and digital format: grade-specific *Student Editions*, *Teacher's Editions*, and *Assessment Guides*. These resources provide teachers and students with a full year of instruction that addresses the key instructional shifts of the Common Core State Standards and prepares students for the Next Generation Assessments. David Liben, one of the Common Core authors, suggested this resource in a recent professional development for JCPS principals.

The Math in Focus program is the American version of the Singapore math framework. It was one of the 15 national curriculums examined by the Common Core committee and had a particularly important impact on the Common Core writers and contributors. *Math in Focus* offers the same authentic Singapore math curriculum that has propelled Singapore students to international success. It follows the pedagogical framework developed by the Singapore Ministry of Education. Numbers and symbols can be confusing when you do not have a grasp of what they actually mean. Singapore math teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world, hands-on experiences. *Math in Focus* adapts instruction to the needs of individual learners through scaffolding, the systematic sequencing of prompted content, and support to optimize learning. The ultimate goal of scaffolding is to gradually

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remove the supports as the learner masters the task. *Math in Focus* provides seamless integration of technology with the use of eBooks, Interactive Whiteboard activities, online student activities, online manipulatives, and a “Bar Modeling” application.

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.

The district has a well-developed data collection system that supports schools’ work. The system was developed by in-house programmers and, as such, is highly adaptive to schools’ needs. JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments. Additionally, schools are required to use a diagnostic test. The district does provide a diagnostic test and schools have the option to use the provided assessment or to have PLCs create their own. The results of these assessments are stored in the district’s data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats.

The district is also an active partner in KDE’s CIITS project. Teachers are creating formative assessments using CIITS. Stuart Middle School uses MAP as a formative assessment and uses these results as well to develop next instructional steps. The CSIP and the progress notes that accompany it are found on the ASSIST platform and all schools have experience using that to capture their work.

I. USE OF DATA AT THE CLASSROOM LEVEL

A. Through PLC implementation, teachers will use formative assessments on a weekly basis to provide both the teacher and their students with timely data from which to guide incremental improvement toward the proficient acquisition of state standards. ER staff will collaborate with school leadership to develop a system that monitors the use of formative assessments in the classroom. Effective use of formative assessment includes the following:

- Involves sharing learning targets with students
- Provides a positive feedback system for helping students know how to improve
- Enables students to be effective self-evaluators
- Motivates students to be owners of their own learning

B. Teachers will use classroom diagnostic assessment data to inform curriculum and/or instruction and to identify students for Tier 2 interventions.

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- Teachers will work in PLCs to create common diagnostic assessments
- Teachers will work together to analyze the results from the assessments to inform instruction
- During analysis sessions, PLCs will determine individualized plans to support students in acquiring standards

C. Teachers will individually, and within departments, use classroom formative assessment data to inform and differentiate instruction, based on the DuFour's 4 Questions that drive PLC work: 1) *What do we expect our students to learn?*, 2) *How will we know if they have learned it?*, 3) *What do we do if they do not learn it?*, and 4) *What do we do if they do learn it?*

- Teachers will closely monitor students previously identified from diagnostic data using Rtl data analysis instruments.
- Teachers will work in departmental PLCs to analyze student data to identify gaps in student understanding and curriculum.
- Teachers will work in departmental PLCs to create formative assessment instruments congruent to learning targets/state standards.
- Based on formative assessment data, teachers will identify students for tutoring and those that need more intensive help. The regular classroom teacher will re-teach skills or concepts where if a significant percentage of students score below mastery based on formative data collected by the teacher.

II. The Use of MAP Data as an Interim Assessment Three Times Per Year in Math and Reading

A. The Instructional Administrative team, Goal Clarity Coach, Resource Teacher and classroom teachers will use MAP to evaluate students' knowledge and skills relative to state standards in reading and math. Typically, this occurs in the fall, winter, and spring. The ER staff will collaborate with school leadership to design and implement a system for the effective collection and use of this data.

B. The data will be used to inform decisions at both the classroom, school and District level.

C. These assessments may serve a variety of purposes, including predicting a student's ability to succeed on a large-scale summative assessment, evaluating a

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particular educational program or pedagogy, diagnosing gaps in a student's learning, and student placement in an Rtl Tier 2 or 3 intervention. Faculty will work with the ER staff to determine the best use of this data.

D. Analyzing the assessments will, in turn, drive the interventions developed for individual students to help them move into proficiency

III. THE USE OF SUMMATIVE ASSESSMENTS

A. Summative assessments, such as the JCPS Proficiencies and state standardized tests, can be used in a variety of ways:

- To evaluate the effectiveness of instructional programs and services at the end of an academic year
- To determine if students have mastered state and national standards to identify instructional areas that need additional attention.

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).

Currently, the district is supporting an after school program for students at priority schools. This program runs three days a week from 2:20-5:00. Students receive instruction based on their learning needs and also receive a third meal from the federal Nutrition Program. Transportation is provided for every student who needs it. Early assessments of the program, begun this past fall, show that students are benefitting and that parents/families appreciate the additional support as well.

Changes to the master schedule provide all students with an additional 50 minutes of math or reading instruction per day. Also for struggling students there are weekly classes that support the core literacy and mathematics by providing supplemental instruction and preventative interventions (Study Island, SuccessMaker, and Read 180) based on students' needs. The master schedule provides for job-embedded professional development/professional learning communities daily. The master schedule will also provide common planning for grade level teachers to work together collaboratively.

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.

Stuart Middle School will hold two meetings with stakeholder groups (parents, community and businesses) to communicate the school's Priority status and turnaround options. These meetings will provide stakeholders the opportunity to understand the

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proposed improvement strategies and the chance to ask clarifying questions and provide feedback. Break-out sessions will be held to discuss how parents, community and businesses can get involved in and support school improvement efforts. Parents, community and businesses will be solicited to serve on SBDM committees, which provide input on decision-making. Based on input from stakeholder groups (needs assessments, parent surveys, Leadership Assessment parent surveys), growth areas will be developed to aid in continued stakeholder involvement.

Several activities are planned to engage our parent and community partners include the following:

- A Spartan Camp orientation program for incoming sixth graders in August of each year; students, parents, administrators and teachers will participate in informational sessions around organizational skills, agendas, and homework. SBDM Committee signups and volunteering opportunities will also be shared with incoming parents during Spartan Camp.
- Math and literacy nights will be held in the fall and spring. This will allow students to showcase their learning of the Common Core Standards. Parents and students will be actively involved in make-and-take workshop sessions that focus on math and literacy skills.
- Newsletters from the Principal, Youth Service Center and PTSA will be distributed to parents and community partners. The newsletters will be sent home with students and mailed home quarterly.
- The Principal will host “Principal’s Night” during the fall and spring as an informal way to engage parents and community partners in developing activities to be included in the comprehensive school improvement plan.
- The Youth Service Center, Counselors and teachers will provide support in the use of the Parent Portal access, student grades, and the Individual Learning Plan.

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

The district works closely with the Tier III schools. The assistant superintendents and evaluation transition coordinators consider these schools a priority and spend a significant amount of time working with the leaders of the school to analyze data, plan next steps, organize the most efficient use of resources, analyze effectiveness of instructional strategies, consider how management techniques are positively effecting instruction and other individualized issues. These district leaders are intensively coaching the principals to be strong leaders and improve student achievement.

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Other departments support these schools and their work. The Data Management, Planning and Program Evaluation department regularly collects data and shares it with schools for inclusion in the Quarterly Reports that are turned in regularly to the Kentucky Department of Education. This data is also used by instructional leadership teams to analyze the ongoing instructional and managerial decisions that are being made so that effective practices can be enhanced and ineffective practices can be changed or eliminated. This department also provides technical assistance on the creation of the school improvement plans and other specific data requests from the school. For example, one school recently wanted to track the achievement of the students who had stayed at the school for three full years versus students who had a shorter enrollment period. The Data Management team provided that data and a short analysis to support the data. In addition, the district has developed a dashboard system enabling priority schools quick access to student data ranging from weekly CCR updates to behavior reports. Frequent modifications/additions are made to the dashboard depending on requests from the schools.

The Academic Department has provided the Tier III schools with a full time Goal Clarity Coach to help guide the instructional work in the building and a Special Education teacher who is there to guide the work around meeting the needs of students with special needs. Both of these positions have played a crucial role in the instructional and cultural work in the building.

The Academic Department also has a curriculum department led by the Assistant Superintendent of Curriculum and Instruction is comprised of content specialists. This department provides curriculum maps, both diagnostic and proficiency assessments and specialists who work closely with schools and/or departments around effective delivery of content to produce higher student achievement. There are also content specialists to support academic areas other than the core: music, art, practical living, and Rtl. These specialists also support the work of the schools particularly in the area of Program Reviews.

The Academic Department has a student support division led by an assistant superintendent and comprised of staff that focuses on all areas of support for students including: special education, behavior supports (PBIS), FRYSCs, psychologists, and social workers to name a few. This department has been refining a system of Student Response Teams (SRTs) to support schools with intensive behavioral challenges. This team comes when the school places a call for support. They provide the child, family, and school with a system of supports to help the student succeed. In addition, each of the priority schools has been staffed with a full-time ECE consultant ensuring timely access to expertise and support required to meet the needs of students.

There are a number of managerial supports in the district to support the work of schools including the Employee Relations department that supports administrators in situations of employee discipline and evaluation. The budget department which helps principals

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think through how to most effectively use their resources. The maintenance department which helps provide support or structural or other upkeep issues to name a few.

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

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

The most recent leadership assessment results (February 2014) has not yet been delivered so the school/district does not have the finding to know if the principal and the SBDM council have the ability to lead the intervention and should continue in their roles and responsibilities established in KRS 160.345. The SBDM model at Stuart is a double model (6 teachers, four parents, the principal and an assistant principal).

The SBDM Council has been working to address the deficiencies that were noted in the 2011 Leadership Review. As they reviewed data, they made decisions to make changes to support student achievement. In the Fall of 2013, the SBDM Council hired a new principal. They worked on the process to ensure that they selected the person that they truly felt embodied the school’s mission and could lead the work at Stuart. Throughout, there has been special support from the SBDM office at the district level.

Every year, the SBDM specialist reviews all of the policies and minutes of the Council and makes recommendations on what needs improvement. Stuart’s policies were reviewed most recently on January 6, 2014. During the hiring process, the SBDM specialist came to several council meetings to provide guidance and work through questions. She also consulted on the phone numerous times. The district’s support of Councils is designed to ensure that that each Council has the support and access to information that it needs in order to lead the turnaround work at the school.

. All Councils depend upon strong data and other information to make thoughtful decisions concerning next steps. The Education Recovery staff from the Kentucky Department of Education and Goal Clarity Coaches from JCPS, will play a key role in helping to supply the information necessary to Instructional Leadership Teams and councils to lead the turnaround work.

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

The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers’ union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers. When new teachers are hired, the academic

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department does a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers. (See the MOA in the appendix for details.)

Stuart Middle School is identified as a Priority School under KRS 160.346 by the Kentucky Department of Education. Stuart Middle School will be exempt from any requirements that mandate placement of voluntary or overstaffed employees until such time as Stuart is no longer identified as low achieving. Stuart shall participate in the transfer process but will not be required to select any staff from the transfer list. Since Stuart Middle School is identified as a Priority School, it will receive their transfer list one week earlier than other schools.

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

The Academic Department also has a curriculum department led by the Assistant Superintendent of Curriculum and Instruction and comprised of content specialists. This department provides curriculum maps, both diagnostic and proficiency assessments and specialists who work closely with schools and/or departments around effective delivery of content to produce higher student achievement. There are also content specialists to support academic areas other than the core: music, art, practical living, and RtI. These specialists also support the work of the schools particularly in the area of Program Reviews

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

Each priority school has assigned a full time Special Education Consulting Teacher. Duties include building school capacity in the following areas:

- Implement research based practices to close the achievement gap in reading, writing, and math for students not at proficiency
- Implement research based practices in teaching grade level content standards for students not at proficiency
- Deconstruct content standards for students with significant academic and cognitive deficits
- Teach social skills to students with behavioral deficits
- Teach organization, problem solving, and decision making to students with executive functioning deficits
- Work with teachers in planning and executing co-taught classes

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- Develop Individual Education Programs, Functional Behavioral Assessments, Behavior Intervention Plans and
- Design and implement data collection systems as a basis for instruction

Priority schools participate in the Positive Behavior Intervention and Supports training, a three to five year training program to create a multi-tiered system of proactive supports within a school. School supporters include a trainer, school based PBIS team, and external district level coach. Finally, Stuart receives academic and behavioral training specific to identified needs. Trainers include district staff, contract trainers and trainers from local universities. Topics may include Research Based Literacy Interventions, Co-teaching, Aggression Replacement Training, Understand the Rage Cycle, Classroom Management, and Teaching Intensive Students.

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.

Stuart Middle has high expectations for all students and is committed to providing Advance Program opportunities to as many students as possible. The counselors and APs conference with students to encourage their participation in the CogAt Assessment, which is one data point used to identify enrollees for advanced course work. These conferences reduce the fear and anxiety around AP qualifying tests. Confidence and enthusiasm are essential when students believe they can achieve at advanced levels. Counselors also assist students and parents in the appeals process if the minimum qualifying scores are not reached. Multiple student factors are considered in placement decisions such as leadership, extracurricular activities, and teacher recommendations. Stuart also accommodates those students on the cusp of qualifying by allowing them to “sit in” the Advance Program classes. It is about getting the students to believe in themselves, presenting them with advanced placement opportunities, holding high expectations for students, and supporting them on their educational journey.

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

Successful transitions from elementary school to middle school and from middle school to high school foster continuous student improvement and set the scene for cognitive, non-cognitive, and emotional growth. Stuart knows that strong relationships are the building blocks to turn a school around. Therefore, they sponsor Spartan Camp for incoming 6th graders and their families. The staff introduces students to the “Spartan Way” regarding routines, procedures, and curriculum. The camp allows students to interact with each other and staff members as they build initial relationships and relieve their anxiety about coming to a new school and new level of school. Students and parents review academic and behavioral expectations. They meet staff members and form friendships and initial supports. Services and supports are reviewed and explained clearly. No questions or concerns go unanswered.

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8th grade transitions are also addressed. Doss high school students are identified and trained to mentor, guide, and build relationships with their future classmates. After this training occurs, the Doss students visit Stuart and interact with the eighth graders. There is a protocol to follow regarding specific information about credits, College/Career Readiness, procedures, extracurricular activities, etc. This is a valuable conversation among all the students, but the biggest transition benefit occurs when the groups discuss the anxiety and questions that only students can identify. Successful transitions pave the way for student achievement. Future ninth graders have friends and mentors at their new high school. Later in the summer the incoming 9th graders attend the high school for orientation and additional relationship building.

Describe strategies to increase graduation rates.

The district has several systems in place to identify and support students considered at-risk of dropping out. These include:

- SmartEd – This system uses a wide variety of research-based factors that identify students that are most at-risk of dropping out of school. (Similar to KDE’s Persistence to Graduation Tool).
- Student Response Teams (SRT) – This team is composed of counselors and specialists that come work with the school when there is a student that is struggling and the school needs additional resources.
- Louisville Linked – This evolving system is in place to match students with needs to the appropriate community agency that can meet that need.

At the school level, there are multiple supports in place. These include:

- Academic interventions – by remediating academic deficiencies early, the student does not fall behind and is less at-risk of dropping out. An example of this currently being offered is the extended school day.
- Behavior interventions – by supporting and adequately addressing behavioral issues, students will be less likely to drop out. This past year the school has done considerable work with PBIS.
- Social-Emotional support – the school counselors are available to work with students that are experiencing social or emotional problems. Along with the counselor is the school FRYSC Coordinator to add support. With students needing more specialized

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attention, community agencies can become involved (possibly through Louisville Linked) or the district Student Response Team may assist.

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

The partnerships for Stuart Middle School during the 2013-2014 School year are as follows:

- Big Brothers Big Sisters-Provides mentoring services for our students
- Center for Women and Families-Provides services and workshops for parents and students
- Child Connection- Stranger Danger- A prevention program for safety, cyber-bullying, and “sexting”
- Cooperative Extension Service- 4-H Youth Development - Provides academic and enrichment programs for students
- Dixie Bowl- Provides enrichment activity for students and provides an opportunity for students to practice team building skills
- Dr. Coker Family Eye Care- A referral service that provides eyeglasses for our students
- Governor’s Commonwealth Institute for Parent Leadership (GCIPL)
- JCPS Health Services-Collaborate with YSC for school physicals, immunizations, and scoliosis screenings
- JCPS Safe and Drug Schools- Collaborate with YSC for SRT, Bullying, and Mental Health
- Private Contractor- Provides mental health counseling for parents and students
- Junior Achievement- program that focuses on Life skills
- Kosair Shriners- enrichment activity for ECE (low incidence) students
- Lincoln Heritage Council-Career Exploration
- Louisville Free Public Library- Community resource for academic support and workshops
- Louisville Metro ABC Project Choices- alcohol and drug prevention program

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- Louisville Metro Public Health & Wellness-Tobacco Prevention & Cessation Program
- Louisville Urban League- community support and resources (tutoring, educational summits, parent programs)
- Neighborhood Place- South Jefferson, Fairdale-“One Stop Shop” that provides basic needs for families
- Private contractor - Provides social skills program and mental health counseling
- Salvation Army - Holiday Assistance program for families in need
- Seven Counties - Mental Health
- Seven Counties - Alcohol and Drug Prevention
- University of Louisville- Upward Bound and Youth Toward Excellence Program- College Readiness/Tutoring Program
- Valley View Baptist Church - Provides mentoring Programs such as: FCA, Tutoring, Basic Needs
- Valley Women’s Club - Provides donation for YSC activities

Describe the strategies implemented to improve school climate and discipline.

Stuart Middle School has recently developed sub-committees for SBDM to help improve discipline and school culture consisting of teachers and administrators that meet monthly. The principal is committed to hearing the voices of multiple stakeholders. As part of the PBIS training, Stuart’s assistant principals have created a common discipline protocol to create consistency dealing with behavior issues. Also, discipline data is being reviewed bi-monthly at administrative meetings. The assistant principals have implemented “Wednesday Freeze” which provides an alternative setting within the school, as a replacement for suspension, where students continue to learn. Stuart has a VITAL committee (Versatility In Teaching All Learners) which monitors and makes suggestions for improvement in common areas. Stuart has an M & M group (Mentor/Mentee) to support new teachers to Stuart. This group meets monthly to discuss issues that are commonly experienced as a new teacher. This group also participates in professional development activities that strengthen classroom and instructional practices.

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Stuart is in the process of creating Guidelines for Success for the school, called the Spartan Way. The Spartan Way will provide guidelines for success which will define important behaviors and attitudes for all staff and students. Training will be given to the entire staff at the beginning of the year so that misconceptions are addressed and consistency is established. A monitoring system is being developed to reward students displaying appropriate guidelines for success.

The basic elements of this program will be incorporated into the annual school improvement objectives, and the 30-60-90 school plan. These basic elements are:

- Emphasizing a preventive perspective based upon the three-tiered Response to Intervention approach will prevent the development of new problem behaviors for all students and staff across all settings. It will reduce the intensity of existing cases by establishing efficient and rapid response to problems.
- Using an instructional perspective, social skills will be taught concurrently with academic skills, thus reducing problem behaviors by teaching functional replacement behaviors. Instruction is focused on defining, teaching, and encouraging expectations in all settings for students and staff.
- Analyzing the factors that cause problem behaviors will be identified directly to build efficient and relevant behavior plans. Plans will be developed for both the school and individual student level so that these behaviors can be addressed immediately to maximize the use of the instructional process.

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

Stuart Middle School serves students in grades 6-8 and does not have a preschool or kindergarten program.

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

In addition to funds provided by the SEEK formula and Title I, the district uses Section 7 funding to specifically provide schools funding based on student need. The following description is from the *JCBOE: School Allocation Standards for Usage in FY 2014-2015 and Beyond – January 2014*:

Section 7, item B states that additional amounts may be distributed “based on pupil needs identified by school councils in their adopted school improvement plans and designated by the Board. Money provided under this subsection shall be used only for the needs identified by the council from its adopted school improvement plan and designated by the Board.”

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The Section 7 allocation is available to all regular instruction schools under this provision, and will be known as an equity allocation. This amount and the strategy or strategies to target at-risk students must be included in each school's Comprehensive School Improvement Plan (CSIP)....

It is the responsibility of instructional leadership at the school and district levels to ensure that these funds and strategies are embedded in the CSIP. These funds and strategies should target improved literacy and/or the mental health counseling needs of at-risk students. Intentional discussions with council representatives regarding evidence-based practices* that can assist in improving literacy and/or meeting the mental health needs of students are imperative. In addition, schools should examine data and eliminate programs that are not producing the intended results.

The equity allocation is separate from and uses a different set of account codes than the site-based allocation. This separation of account codes will ensure the ability of all stakeholders to monitor the budgeting and expense trends of Section 7 allocations. Section 7 requests will be reviewed by a committee. Each school will submit a section 7 request form signed by the SBDM council. The form requires the council to document the proposed budget for the equity allocation. The form also requires an evidence-based justification for the planned strategies. The funds may be transferred in the course of the year within the account codes, as long as the transfer supports the original plan.

In addition to the Section 7 funding, for 2013-2014 school year the JCPS BOE set aside \$5,000,000 for Extended Learning Time (also known as ATTAIN) as well as \$2,500,000 for covering transportation. These funds were set aside for Priority Schools and other schools that demonstrated student need. Schools had to submit plans before funding was provided.

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.

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

Actions

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

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The district will work collaboratively with the district specialists and the KDE Educational Recovery Staff to monitor changes in the instructional practice as a result of job-embedded professional development. Additionally, the assistant superintendents and evaluation transition coordinators will be working closely with the school leadership teams to monitor the instructional practice as well. Analyzing data and determining next steps is a key component to the turnaround work. The Education Recovery (ER) staff is also an active partner in this work. Because the Tier III schools have existing partnerships with the ER staff, these relationships will be already functioning effectively and will have immediate impact on the work.

Principals will collect and analyze information from PLC meetings (i.e., agendas, data, analysis sheets, etc.) to share with their instructional leadership and administrative teams to determine effectiveness of teams and next steps that are necessary to move the work forward by improving student achievement. Analysis of PLC data will help determine how to support the teams. The Goal Clarity Coach or an administrator will provide resources and active support for the PLC. The assistant superintendent and ETC will coach the principal to help determine next steps. Schools will use 30-60-90 plans (or a similar document) to document their short term plans and the next steps.

Additionally, all Priority Schools complete the KDE Quarterly Report. This tool is used for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic interventions, behavioral interventions, and other cognitive and non-cognitive data. Additionally, each section of the Quarterly Reports has a reflection section that is completed by the school's Principal, ER staff, and instructional leaders. The reflection sections contain information on which instructional practices are achieving the desired results and which are not. In combination with the quarterly reports, Stuart will complete a 30-60-90 plan (or other similar planning tool) which details instructional strategies the school is using to improve academic achievement. These 30-60-90 day plans support Stuart's Comprehensive School Improvement Plan (CSIP) and the district's Comprehensive District Improvement Plan (CDIP).

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

In order to address math and reading goals, Stuart has used their school-based budget to add an additional math and reading teacher to each grade level team. The assignment of these teachers, along with changes to the master schedule, provide all students with an additional 50 minutes daily of math or reading instruction. The additional teachers will support literacy and mathematics by providing supplemental instruction and preventative interventions (Study Island, SuccessMaker, Read 180) on a weekly basis.

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Teachers will use formative assessments to monitor students' mastery of learning targets and provide instruction that addresses misconceptions and/or skill deficits that could create barriers to students' success in the core program.

Additionally, reading recovery and SuccessMaker labs will be used for the purpose of addressing the identified needs of students that require more intense interventions. Each of the interventionists operate on a flexible schedule that allows for small-group and individualized instructional support. Schedules are determined by student needs.

The Math Resource Teacher, ER staff, and Goal Clarity Coach will support the mathematics plan by working collaboratively with the weekly coaching team in order to support implementation of plans on a daily basis. The work in PLCs serves to strengthen the practice in classrooms.

The counselors, assistant principals, and opportunity instructor will focus on improving the overall learning environment in order to limit the barriers to instruction created by discipline/management issues. In particular, counselors meet with recidivist students to address student academic and behavior needs. The assistant principals will facilitate the implementation of a positive behavior management plan.

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

While the level of funding from SIG funds cannot be maintained, the systems for curriculum alignment, mastery learning, formative and summative assessments, multiple interventions, and data analysis should become the new norm and a lasting culture for higher expectations for students and collaborative professional learning for staff.

The SIG will allow the school to build capacity on the front end that would set a foundation for the school to turnaround. Recently, the school has added additional reading and math teachers and a math coach from the school's local budget. The district has provided a Goal Clarity Coach and a Special Education Resource teacher to support changes around transformation. Additionally, the principal at Stuart has been given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal submits a calendar which is approved by the assistant superintendent. Funds for these positions have come from various sources including general fund, Title I, etc.

The school will embed professional development to develop teachers to spend more time on task and develop strategies based on formative assessments that demonstrate student learning. Once the SIG funds are no longer available, the PD can be provided by in-house staff, as well as the Goal Clarity Coach.

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By strategically using the master schedule, we will be able to provide interventions and common planning periods. This will support PLCs that will support continued school change to improve student achievement.

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.)

The JCPS Board of Education is engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies ensure that there are no barriers to prevent full implementation of the intervention model. The new policies are strongly aligned with the model. For instance, Policy 8.111 Professional Learning Communities states that the district will support appropriate infrastructure and systems to support the PLC process of teachers working collaboratively to ensure academic achievement for each student.

The district provides sample SBDM policies to schools for use in developing school specific SBDM policies. A process is in place to ensure that all sample policies are aligned with JCBOE policies, applicable laws and administrative procedures. The process to revise all SBDM model policies that are unrelated to JCBOE policies will begin February 2013. All updated SBDM model policies will include information about applicable laws, JCBOE policies and administrative procedures.

Procedures to screen model/sample policies include the following steps:

- SBDM specialist will determine the applicable laws, JCBOE policies and administrative procedures that relate to the sample policy to be developed.
- SBDM specialist will contact the appropriate content specialist (for example, Assistant Superintendent for Diversity, Equity and Poverty Programs will be asked to review the sample Equity and Diversity policy) for assistance in drafting the SBDM sample policy.
- Once drafted, a copy of the sample policy will be forwarded to all cabinet members for final review and approval. SBDM specialist and content specialist will be available to meet with cabinet if necessary.
- Once approved, the policy and information about applicable laws, JCBOE policies and administrative procedures will be emailed to all SBDM principals.
- Additionally, the new sample policy will be highlighted in SBDM Connections and posted on the SBDM website.

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Procedures to screen actual school policies include the following steps:

- SBDM specialist will develop rubrics for each sample policy based on applicable laws, JCBOE policies and administrative procedures to ensure clarity and quality as well as legal compliance.
- All council-approved SBDM policies will be forwarded to the SBDM specialist for review against the rubric. The SBDM specialist will provide feedback to the council, if necessary.
- Implementation of this review process will begin once SBDM sample policies are forwarded to the SBDM principals.

Additionally, the policies are reviewed annual by the district SBDM office. Stuart's policies were most recently reviewed on January 6, 2014.

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

The JCPS Board of Education is engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies support the implementation of the intervention model (i.e. Policy 8.111 Professional Learning Communities).

The district has supported Stuart by providing focused professional development aligned with the identified school needs. The PD is focused on effective classroom instruction, which includes professional learning communities, closing the opportunity gap, and differentiating instruction. Stuart has participated in following district level PD:

- Culture Competency: participated in Cultural Competency Institute provided by Burton's department that was sustained training over several years. The school has participated in follow up sessions this past summer provided by Roger Cleveland.
- Solution Tree/PLC Training for Principal and Goal Clarity Coach
- RTI Academy-provided by Solution Tree
- David Liben – Common Core Literacy Training and Support

Additionally, there have been opportunities provided at the state level. Kentucky Leadership Academy (KLA) has provided training around the TPGES model. The ERS and ERL staff is assigned to the school and provides formal professional development based on the school's needs but also provides elbow-to-elbow coaching in classrooms

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for teachers. This team has been supportive in helping individual teachers and teams to grow their pedagogical skill sets to improve student achievement. The ER staff works hand-in-hand with the goal clarity coach and school-funded math coach to support teachers.

The principal at Stuart has been given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal submits a calendar which is approved by the assistant superintendent.

The district has provided support around the PGES implementation. Stuart is participating in the PGES rollout and working with a small group of teachers to learn the PGES system. The Evaluation Transition Coordinators have provided group training sessions and individual support to the principal and team to implement the system. As the school learns the system, common language is being used and more conversations are held that focus directly on improving the teaching in classrooms. There is also support for schools from the Computer Education Support department for technical help. .

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.

JCPS is a member district to the KY Department of Education Special Education Cooperative system. District training is guided by a KDE designed Logic Model Evaluation System whereby the district discerns needs and then designs district and individual school training based on KY Delivery Models (e.g., College and Career Readiness, Closing the Achievement Gap). Training modules are designed by KDE and then replicated at the district level. Training replicated in JCPS include: Individual Education Program Guidance Document, Evidence Based Practices for Autism, Middle School Math Cohorts, and Evidence Based Practices in Literacy. These supports help teachers better serve special education students.

The district works closely with the Kentucky Department of Education to address disparities around suspensions for African-American and special education students. To address the disparities, JCPS has organized training with Positive Behavior Intervention Systems (PBIS). PBIS training is provided by two different trainers: Mike Waford of KY Center for Instructional Discipline and Susan Isaacs of Safe and Civil Schools. A PBIS program evaluation system is being designed by JCPS. The PBIS training that is being provided helps schools look at their own data and make careful decisions for their own particular building to create a positive learning culture so that students can have a safe learning environment. Stuart is participating in this training.

Stuart has Education Recovery staff members that have been assigned to them by the Kentucky Department of Education (KDE). Currently, there are a math specialist, a

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literacy specialist, and a principal mentor. These specialists work hand-in-hand with the school and district staff to support the schools. The KDE staff primarily supports work around instruction, analyzing data, and other individualized school needs.

The following supports were selected based on results of KPREP analysis, walk through data and teacher needs assessments:

Partnerships with the University of Louisville- representatives from all content areas have participated in a two-week professional development session that focuses on teaching reading in the content areas (LALLI- Leveraging Adolescent Literacy and Language Integration). Evaluation measures for this partnership include increases in student achievement in literacy (reading, English/Language Arts and writing).

Kentucky Department of Education- We are partnering with KDE and District 180. Educational Recovery Leader and Educational Recovery Specialists. ER staff will work cooperatively with the administrative team on professional development and curriculum needs at Stuart Middle School. Evaluation measures include the Effectiveness Rubric for the ER Team, Teacher Effectiveness Rubric as well as student level data on state accountability

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

Solution Tree will be contracted with using SIG funds to focus on developing stronger PLCs. Consultants and resources will be provided to address areas of greatest need. Professional developments provided by Solution Tree will be evaluated for effectiveness through classroom walkthroughs, lesson plan reviews, instructional coach feedback from classroom visits and increases in student achievement.

Scholastic Code-X will be purchased using SIG funds. Code X addresses the key instructional shifts of the Common Core State Standards and prepares students for the Next Generation Assessments. Classroom walkthroughs, lesson plan reviews, instructional coach feedback from classroom visits will determine the effectiveness along with increased students achievement.

Math-in-Focus will be purchased using SIG funds. It teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world, hands-on experiences. Classroom walkthroughs, lesson plan reviews, instructional coach feedback from classroom visits will determine the effectiveness along with increased students achievement.

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

The primary intent of the SIG grant is to build capacity at Stuart for academic and instructional excellence. A culture of high achievement among students and teachers is the goal. The ER team's investment will build the capacity of the leadership team and faculty to continue the work once they are gone and to foster ongoing cultural improvements. Using data to make decisions about instruction and school climate will become the norm at Stuart. Title I funds will continue to provide Stuart Middle School professional development and classroom supports.

| Reform Efforts (SIG) | Funding Adjustments | Monitoring of instructional goals and annual goals |
|---------------------------------|---|--|
| PLC training with Solution Tree | Title I funds will be used to support continued professional development. | Goals will be embedded into the CSIP and the 30-60-90 plan. Minutes from PLC sessions will be used to monitor the PLCs work. |
| CODE-X (reading program) | Title I and Section 7 funds will be used to support continued professional development. | Goals will be embedded into the CSIP and the 30-60-90 plan walkthroughs, lesson plan reviews, instructional walkthrough feedback from classroom visits |
| Math in Focus (Math program) | Title I funds will be used to support continued professional development. | Goals will be embedded into the CSIP and the 30-60-90 plan walkthroughs, lesson plan reviews, instructional walkthrough feedback from classroom visits |
| Parent Involvement workshops | Title I-Parent Involvement funds | Goals will be embedded into the CSIP and the 30-60-90 plan. Sign in sheets and feedback from surveys will determine effectiveness |

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

The achievement area assistant superintendents and the evaluation transition coordinators will work regularly with the identified schools to ensure that a sustainable plan is being created that will positively affect student achievement. As the assistant superintendents, ER staff and school leadership teams work together, it will be incumbent upon them to work and re-work plans as new data is examined. Working as a team will enhance the work and will ensure that there are multiple voices heard and many people are a part of improving the policies, procedures and systems. The work will be captured in the Quarterly Reports as well as 30-60-90 or other similar planning documents. Because these documents are federal requirements, there will be a record of the work. The district staff and the ER staff will work together to monitor the plans and ensure that teams are working together to provide effective strategies to improve student achievement.

Stuart Middle School in collaboration with the ER Team and school leadership will develop and implement a systemic process for monitoring student achievement throughout the school year. Data reflecting student progress on CASCADE in Reading and Math will be reported in October, December, and March each school year. The analysis of this data will be summative in nature to evaluate overall instructional effectiveness, at the same time the teachers will analyze the same data in PLCs for formative purposes to inform instruction.

Procedures for monitoring student achievement

- The ERSs will collaborate with the administrative team, Goal Clarity coach, and teachers to identify areas for improvement. The identified areas will be noted in the CSIP and 30-60-90 plan.
- The ILT will meet monthly to analyze progress and status of 30/60/90 day plans and make revisions as needed for growth.
- PLCs will refine curriculum to identify gaps and develop a plan to address these gaps.
- Administrative Walk Through Data will be analyzed to ensure that teachers are effectively implementing the curriculum with fidelity.
- Identification of students not meeting benchmarks will be completed. These students will be targeted for ESS interventions.

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- Mentors will be assigned to recidivist students to help them reflect on their behavior. Data and determination of barriers will be tracked and progress monitored weekly by each mentor.

Timeline

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

| # | TASK | SPONSOR | Partnerships | DUE DATE |
|---|--|---|---------------------------------|-------------|
| | | YEAR ONE | | |
| 1 | Curriculum Alignment: Math and Reading | Bledsoe, Admin Staff, ILT, ER Staff, Resource Teachers, Goal Clarity Coach, Math and Reading Teachers | Math-in focus Scholastic Code-X | Summer 2014 |
| 2 | Establish Master Schedule with 2 Planning Periods for PLC and Regular Plans for teachers, Math and Reading Intervention Schedules, and student placements (based on needs, i.e. ECE) | Bledsoe, Counselors | Solution Tree | Summer 2014 |
| 3 | Solution Tree – 2 Day Opening, PLC Work: Learning by Doing (Faculty Book Study) | Stuart Middle Staff, ER Staff | Solution Tree | Summer 2014 |
| 4 | Spartan Camp – Transitional Program for incoming 6 th Graders | Bledsoe, Admin Staff, 6 th Grade Staff and additional Stuart Staff, YSC coordinator | Community Partners (YSC) | Summer 2014 |
| 5 | Spartan Camp Parent Workshop – Transitional Program for Parents of incoming 6 th Graders | Bledsoe, Admin Staff, 6 th Grade Staff and additional Stuart Staff, YSC coordinator | Community Partners (YSC) | Summer 2014 |
| 6 | Math In Focus Instructional Strategies Course | Bledsoe, Admin Staff, ILT, ER Staff, Resource Teachers, Goal Clarity Coach, Math Teachers | Math In Focus Trainers | Summer 2014 |

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| 7 | Scholastic Literacy Strategies for Increasing Instructional Rigor | Bledsoe, Admin Staff, ILT, ER Staff, Resource Teachers, Goal Clarity Coach, Reading Teachers | Scholastic Literacy Trainers | Summer 2014 |
| 8 | Spartan Way Faculty Retreat – Introduction of School-Wide Discipline Plan, 2014-2015 School Year Opening Activities, trainings/PD specific to Stuart Middle School, School-Wide Strategies and Expectations, etc. | Bledsoe, Admin Staff, ILT, ER Staff, Resource Teachers, Goal Clarity Coach, All Stuart Certified and Classified Staff | Summer | 2014 |
| 9 | Establish a system for creating and reviewing teacher evidence binders: <ul style="list-style-type: none"> • Syllabi, Pacing Guide, and Learning Targets • Samples of Common Formative Assessments • Samples of Differentiation and Instructional Strategies • Lesson Plans • Student Work Samples, including Exemplars | Bledsoe (with assistance as needed from Admin Staff, ER Staff, Resource Teachers, Goal Clarity Coach, Department Chairs) | Summer | 2014, On-Going |
| 10 | Establish Professional Learning Communities for teachers of the same subject. | Bledsoe (with assistance as needed from Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, Department Chairs) | Solution Tree | Summer 2014 |
| 11 | Schedule common planning periods across all content areas | Bledsoe, Counselors | Solution Tree | Summer 2014 |
| 12 | Schedule weekly meetings to analyze and | Bledsoe, Instructional AP, ER Staff, Resource | Solution Tree | Summer 2014 |

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| | respond to reading and math assessments | Teachers, Goal Clarity Coach, ILT, | | |
| 13 | Establish debriefing protocols for teacher Learning Teams after diagnostic, Common formative, and proficiency assessments | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, | Solution Tree | Summer 2014 |
| 14 | Design after-school reading and math labs for re-teaching, content recovery, etc. | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ESS coordinator | Solution Tree | Summer 2014 |
| 15 | Establish school-wide PD Plan and Calendar, along with a systematic plan to communicate data to ILT, faculty, and Assistant Superintendent | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, | Solution Tree Math in Focus Scholastic Trainers | Summer 2014 |
| 16 | Design and schedule Learning Walk System to monitor: <ul style="list-style-type: none"> • Content recommended by JCPS pacing guides • Instructional Rigor, differentiated instruction, student engagement, etc. • Instructional adjustments suggested during the Learning Team debrief sessions (PLCs) | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, (with Teacher Input) | Solution Tree Math in Focus Scholastic Trainers | Summer 2014 |
| 17 | Schedule on-going, job-embedded PD support sessions throughout the year in order to address instructional challenges and adjustments that are generated by the PLCs | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, (with Teacher Input) | Solution Tree Math in Focus Scholastic Trainers | August 2014 |
| 18 | Establish a system that promotes communication of newly learned | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity | Solution Tree Math in Focus | August 2014 |

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| | successful instructional strategies with the entire faculty, adding to the collective instructional knowledge base of the school. Examples include: sharing observed strategies at department or faculty meetings, integrating successful strategies in PD sessions, etc. | Coach, ILT, Department Chairs (with Teacher Input) | Scholastic Trainers | |
| 19 | Establish system for on-going support for new teachers, especially in the area of classroom management | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach | August | 2014 |
| 20 | Schedule the evaluation for Aps to attend with the teacher training | Bledsoe | | August 2014 |
| 21 | Ensure teacher growth plans align with school CSIP, reading and math strategies, and PLC protocols | Bledsoe, Assistant Principals | August | 2014 |
| 22 | On-going job-embedded PDs, including webinars, on Math in Focus for Math Department Teachers | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, Math Department Chair | Math in Focus Trainers | 7 Sessions, Sept.-May, 2014-2015 |
| 23 | On-going job-embedded Scholastic Literacy Strategies PDs to increase instructional rigor in Literacy | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, Language Arts (Reading) Department Chair | Scholastic Trainers | 3 Sessions, Sept.–May, 2014-2015 |
| 24 | On-going job-embedded PLC training and support visits | All Stuart Staff | Solution Tree | 7 Sessions, Sept.-May, 2014-2015 |
| 25 | Submit KDE Quarterly Reports | Bledsoe, Instructional AP, ILT, ER Staff, | October, | Decembe |

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| # | TASK | SPONSOR | Partnerships | DUE DATE |
|---|---|---|--------------|-------------------------------------|
| | | Resource Teachers, Goal Clarity Coach | | r, March, June, 2014- 2015 |
| | | YEAR TWO | | |
| 1 | Evaluate Year One Assessment Data and Calendar | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs (with Teacher Input) | Summer | 2015 |
| 2 | Evaluate the established system and timelines to communicate data and progress to ILT, Faculty, and Assistant Superintendent | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs (with Teacher Input) | Summer | 2015 |
| 3 | Evaluate the system for creating and reviewing teacher evidence binders: <ul style="list-style-type: none"> • Syllabi, Pacing Guide, and Learning Targets • Creation of Common Formative Assessments • Creation of Differentiation and Instructional Strategies • Lesson Plans • Student Work Samples, including Exemplars | Teachers (with assistance from Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, Department Chairs) | Summer | 2015, On-Going |
| 4 | Evaluate the Professional Learning Communities for content level groups | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2015 |
| 5 | Evaluate the use of scheduled common | Bledsoe, Instructional AP, Counselors | Summer | 2015 |

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| | planning periods of content area groups | | | |
| 6 | Evaluate the effectiveness of scheduled weekly meetings to analyze and respond to reading and math assessments | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2015 |
| 7 | Evaluate the established debriefing protocols for teacher PLCs after District Diagnostic, Proficiency Assessments | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2015 |
| 8 | Evaluate the after school reading and math re-teaching, content recovery, etc. | Bledsoe, Instructional AP, ER Staff | Summer | 2015 |
| 9 | Continue to train teachers on The Spartan Way | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2015 |
| 10 | Continue to train teachers and provide opening day/year PD as applicable to the start of the school year, including classroom management, data, and school-wide strategies | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2015 |
| 11 | Evaluate and revise school-wide PD plan and calendar | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2015 |
| 12 | Evaluate designed Learning Walks and create a scheduled for new Learning Walks | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2015 |
| 13 | Schedule on-going, job-embedded PD support sessions throughout the year in order to increase instruction rigor, challenges and | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2015 |

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| | adjustments that are generated by PLCs | | | |
| 14 | Update and revise the system that promotes communication of newly learned successful instructional strategies with the entire faculty, adding to the collective instructional knowledge base of the school. Examples include: sharing observed strategies at department or faculty meetings, integrating successful strategies in PD sessions, etc. | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs (with Teacher Input) | Math in Focus Scholastic Trainers | August 2014 |
| 15 | Evaluate and revise the system for on-going support for new teachers, especially in the area of classroom management | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach | August | 2015 |
| 16 | Schedule the evaluation for Aps to attend with the teacher training | Bledsoe | | August 2015 |
| 17 | Ensure teacher growth plans align with school CSIP, reading and math strategies, and PLC protocols | Bledsoe, Assistant Principals | August | 2015 |
| 18 | Spartan Camp – Transitional Program for incoming 6 th Graders | Bledsoe, Admin Staff, 6 th Grade Staff and additional Stuart Staff | Community Partners (YSC) | Summer 2015 |
| 19 | Spartan Camp Parent Workshop – Transitional Program for Parents of incoming 6 th Graders | Bledsoe, Admin Staff, 6 th Grade Staff and additional Stuart Staff | Community Partners (YSC) | Summer 2015 |
| 20 | Solution Tree – 2 Day Building Common Assessments (Faculty Book Study) | Stuart Middle Staff, ER Staff | Summer | 2015 |
| 21 | Continued on-going job-embedded PDs support, including webinars, on | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity | Math in Focus Trainers | 7 Sessions, Sept.- |

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| | Math in Focus for Math Department Teachers | Coach, Math Department Chair | | May, 2015-2016 |
| 22 | Continued Scholastic Literacy Strategies PDs to increase instructional rigor in Literacy | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ELA Department Chair | Scholastic Trainers | Summer 2015 |
| 23 | One-Day Scholastic Literacy Strategy Support | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ELA Department Chair | Scholastic Trainers | Summer 2015 |
| 24 | Continued on-going job-embedded PLC training and support visits, Data Analysis and Progress Monitoring support | All Stuart Staff | | 7 Sessions, Sept.-May, 2015-2016 |
| # | TASK | SPONSOR | Partnerships | DUE DATE |
| YEAR THREE | | | | |
| 1 | | | | |
| 2 | One-Day Scholastic Literacy Strategy Support | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ELA Department Chair | Scholastic Trainers | Summer 2016 |
| 3 | Spartan Camp – Transitional Program for incoming 6 th Graders | Bledsoe, Admin Staff, 6 th Grade Staff and additional Stuart Staff, YSC coordinator | Community Partners (YSC) | Summer 2016 |
| 4 | Spartan Camp Parent Workshop – Transitional Program for Parents of incoming 6 th Graders | Bledsoe, Admin Staff, 6 th Grade Staff and additional Stuart Staff, YSC coordinator | Community Partners (YSC) | Summer 2016 |
| 5 | Evaluate (and revise as needed) Year Three Assessment Data and Calendar | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, (with Teacher Input) | Summer | 2016 |
| 6 | Evaluate (and revise as needed) the established system and timelines to communicate data and | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, (with | Summer | 2016 |

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| | progress to ILT, Faculty, and Assistant Superintendent | Teacher Input) | | |
| 7 | Evaluate (and revise as needed) the system for creating and reviewing teacher evidence binders: <ul style="list-style-type: none"> • Syllabi, Pacing Guide, and Learning Targets • Samples of Common Formative Assessments • Samples of Differentiation and Instructional Strategies • Lesson Plans • Student Work Samples, including Exemplars | Teachers (with assistance from Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, Department Chairs) | Summer | 2016, On-Going |
| 8 | Evaluate (and revise as needed) the Professional Learning Communities for content level groups | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2016 |
| 9 | Evaluate (and revise as needed) the use of scheduled common planning periods of content area groups | Bledsoe, Instructional AP, Counselors | Summer | 2016 |
| 10 | Evaluate (and revise as needed) the effectiveness of scheduled weekly meetings to analyze and respond to reading and math assessments | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2016 |
| 11 | Evaluate (and revise as needed) the established debriefing protocols for teacher PLCs after District Diagnostic, Proficiency Assessments | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2016 |
| 12 | Evaluate (and revise as needed) the after school | Bledsoe, Instructional AP, ER Staff | Summer | 2016 |

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| | reading and math re-teaching, content recovery, etc. | | | |
| 13 | Continue to train teachers on The Spartan Way (and revise as needed) | Bledsoe, Assistant Principals | Summer | 2016 |
| 14 | Continue to train teachers and provide opening day/year PD as applicable to the start of the school year, including classroom management, data, and school-wide strategies (and revise as needed) | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2016 |
| 15 | Establish school-wide PD plan and calendar (and revise as needed) | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2016 |
| 16 | Evaluate designed Learning Walks and create a schedule for new Learning Walks (and revise as needed) | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2016 |
| 17 | Schedule on-going, job-embedded PD support sessions throughout the year in order to increase instruction rigor, challenges and adjustments that are generated by PLCs (and revise as needed) | Bledsoe, Assistant Principals, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2016 |
| 18 | Update and revise the system that promotes communication of newly learned successful instructional strategies with the entire faculty, adding to the collective instructional knowledge base of the school. Examples include: sharing observed strategies at department | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs (with Teacher Input) | Math in Focus Scholastic Trainers | August 2014 |

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| | or faculty meetings, integrating successful strategies in PD sessions, etc. | | | |
| 19 | Evaluate the system for on-going support for new teachers, especially in the area of classroom management (and revise as needed) | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach | August | 2016 |
| 20 | Schedule the evaluation for Aps to attend with the teacher training | Bledsoe | | August 2016 |
| 21 | Ensure teacher growth plans align with school CSIP, reading and math strategies, and PLC protocols | Bledsoe, Assistant Principals | August | 2016 |
| 22 | Continued on-going job-embedded PDs support, including webinars, on Math in Focus for Math Department Teachers | Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, Math Department Chair | Math in Focus Trainers | 7 Sessions, Sept.-May, 2016-2017 |
| 23 | Continued on-going job-embedded PLC training and support visits, Data Analysis and Progress Monitoring support | Stuart Middle Staff, ER Staff | Sessions, | Sept.-May, 2016-2017 |
| 24 | Work with external partners, Math in Focus, and Scholastic Trainers, to create sustainable plans once SIG funds are depleted | Bledsoe, Assistant Principals, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Math in Focus Scholastic Trainers | On-going, 2016-2017 School Year |

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Annual Goals

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

Literacy S.M.A.R.T. Goals

Year 1 (2014-15 school year)

6th grade:

After year 1 implementation of the *Scholastic Literacy Curriculum*, focused on Common Core State Standards, at least 44.4% (2014-15 KDE delivery target) of 6th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The results from the 2012-13 K-PREP results showed that only 18.6% of 6th graders scored at the proficient/distinguished performance level.

7th grade:

After year 1 implementation of the *Scholastic Literacy Curriculum*, focused on Common Core State Standards, at least 44.4% (2014-15 KDE delivery target) of 7th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The results from the 2012-13 K-PREP results showed that only 29.7% of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 1 implementation of the *Scholastic Literacy Curriculum*, focused on Common Core State Standards, at least 44.4% (2014-15 KDE delivery target) of 8th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The results from the 2012-13 K-PREP results showed that only 26.4% of 8th graders scored at the proficient/distinguished performance level. Additionally, at least 29.7% of 8th grade students will meet the reading benchmark (15) on the ACT EXPLORE assessment given in September 2014. The 2013 results showed that only 19.7% of 8th graders met the benchmark.

Year 2 (2015-16)

6th grade:

After year 2 implementation of the *Scholastic Literacy Curriculum*, focused on Common Core State Standards, at least 52.3% (2015-16 KDE delivery target) of 6th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 18.6% of 6th graders scored at the proficient/distinguished performance level.

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7th grade:

After year 2 implementation of the *Scholastic Literacy Curriculum*, focused on Common Core State Standards, at least 52.3% (2015-16 KDE delivery target) of 7th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 29.7% of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 2 implementation of the *Scholastic Literacy Curriculum*, focused on Common Core State Standards, at least 52.3% (2015-16 KDE delivery target) of 8th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 26.4% of 8th graders scored at the proficient/distinguished performance level. Additionally, at least 39.7% of 8th grade students will meet the reading benchmark (15) on the ACT EXPLORE assessment given in September 2015. The 2013 baseline results showed that only 19.7% of 8th graders met the benchmark.

Year 3 (2016-17)

6th grade:

After year 3 implementation of the *Scholastic Literacy Curriculum*, focused on Common Core State Standards, at least 60.3% (2016-17 KDE delivery target) of 6th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 18.6% of 6th graders scored at the proficient/distinguished performance level.

7th grade:

After year 3 implementation of the *Scholastic Literacy Curriculum*, focused on Common Core State Standards, at least 60.3% (2016-17 KDE delivery target) of 7th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 29.7% of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 3 implementation of the *Scholastic Literacy Curriculum*, focused on Common Core State Standards, at least 60.3% (2016-17 KDE delivery target) of 8th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 26.4% of 8th graders scored at the proficient/distinguished performance level. Additionally, at least

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49.7% of 8th grade students will meet the reading benchmark (15) on the ACT EXPLORE assessment given in September 2016. The 2013 baseline results showed that only 19.7% of 8th graders met the benchmark.

Mathematics S.M.A.R.T Goals

Year 1 (2014-15 school year)

6th grade:

After year 1 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 38.3% (2014-15 KDE delivery target) of 6th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 15.4% of 6th graders scored at the proficient/distinguished performance level.

7th grade:

After year 1 implementation of the *Math in Focus Curriculum*, focused on Common Core State Standards, at least 38.3% (our 2014-15 KDE delivery target) of 7th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 17.4% of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 1 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 38.3% (2014-15 delivery target) of 8th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The results from the 2012-13 K-PREP results showed that only 17.4% of 8th graders scored at the proficient/distinguished performance level. Additionally, at least 24.5% of 8th grade students will meet the mathematics benchmark (17) on the ACT EXPLORE assessment given in September 2014. The 2013 baseline results showed that only 14.5% of 8th graders met the benchmark.

Year 2 (2015-16)

6th grade:

After year 2 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 47.1% (2015-16 KDE delivery target) of 6th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 15.4% of 6th graders scored at the proficient/distinguished performance level.

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7th grade:

After year 2 implementation of the *Math in Focus Curriculum*, focused on Common Core State Standards, at least 47.1% (2015-16 KDE delivery target) of 7th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 17.4% of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 2 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 47.1% (2015-16 KDE delivery target) of 8th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP showed that only 17.4% of 8th graders scored at the proficient/distinguished performance level. Additionally, at least 34.5% of 8th grade students will meet the mathematics benchmark (17) on the ACT EXPLORE assessment given in September 2015. The 2013 baseline results showed that only 14.5% of 8th graders met the benchmark.

Year 3 (2016-17)

6th grade:

After year 3 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 56% (2016-17 KDE delivery target) of 6th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 15.4% of 6th graders scored at the proficient/distinguished performance level.

7th grade:

After year 3 implementation of the *Math in Focus Curriculum*, focused on Common Core State Standards, at least 56% (2016-17 KDE delivery target) of 7th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 17.4% of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 3 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 56% (2016-17 KDE delivery target) of 8th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP showed that only 17.4% of 8th graders scored at the

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proficient/distinguished performance level. Additionally, at least 44.5% of 8th grade students will meet the mathematics benchmark (17) on the ACT EXPLORE assessment given in September 2016. The 2013 baseline results showed that only 14.5% of 8th graders met the benchmark.

*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.*

Literacy S.M.A.R.T. Goals

Year 1 – (2014-15)

Quarter #1

6th grade:

A minimum of 36.4% (2013-14 KDE reading delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 36.4% (2013-14 KDE reading delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 36.4% (2013-14 KDE reading delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 39.1% of 6th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 39.1% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed

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that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 39.1% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #3

6th grade:

A minimum of 41.8% of 6th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 41.8% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 41.8% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #4

6th grade:

A minimum of 44.4% (our 2014-15 reading delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 44.4% (2014-15 KDE reading delivery target) of 7th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 44.4% (2014-15 KDE reading delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment.

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The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Year 2 – (2015-16)

Quarter #1

6th grade:

A minimum of 44.4% (2014-15 KDE reading delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 44.4% (2014-15 KDE reading delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 44.4% (2014-15 KDE reading delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 47.0% of 6th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 47.0% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 47.0% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Quarter #3

6th grade:

A minimum of 49.6% of 6th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 49.6% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 49.6% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #4

6th grade:

A minimum of 52.3% (2015-16 KDE reading delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 52.3% (2015-16 KDE reading delivery target) of 7th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 52.3% (2015-16 KDE reading delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Year 3 – (2016-17)

Quarter #1

6th grade:

A minimum of 52.3% (2015-16 KDE reading delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 52.3% (2015-16 KDE reading delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 52.3% (2015-16 KDE reading delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 55.0% of 6th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 55.0% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 55.0% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Quarter #3

6th grade:

A minimum of 57.7% of 6th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 57.7% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 57.7% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #4

6th grade:

A minimum of 60.3% (2016-17 KDE reading delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 36.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 60.3% (2016-17 KDE reading delivery target) of 7th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 16.9% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 60.3% (2016-17 KDE reading delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 34.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Mathematics S.M.A.R.T. Goals

Year 1 – (2014-15)

Quarter #1

6th grade:

A minimum of 29.5% (2013-14 KDE mathematics delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 29.5% (2013-14 KDE mathematics delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 29.5% (2013-14 KDE mathematics delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 32.5% of 6th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment

7th grade:

A minimum of 32.5% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 32.5% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Quarter #3

6th grade:

A minimum of 35.5% of 6th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment

7th grade:

A minimum of 35.5% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 35.5% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #4

6th grade:

A minimum of 38.3% (2014-15 KDE mathematics delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment

7th grade:

A minimum of 38.3% (2014-15 KDE mathematics delivery target) of 7th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 38.3% (2014-15 KDE mathematics delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Year 2 – (2015-16)

Quarter #1

6th grade:

A minimum of 38.3% (2014-15 KDE mathematics delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment.

The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 38.3% (2014-15 KDE mathematics delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 38.3% (2014-15 KDE mathematics delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 41.3% of 6th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 41.3% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 41.3% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Quarter #3

6th grade:

A minimum of 44.3% of 6th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 44.3% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 44.3% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #4

6th grade:

A minimum of 47.1% (2015-16 KDE mathematics delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 47.1% (2015-16 KDE mathematics delivery target) of 7th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 47.1% (2015-16 KDE mathematics delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Year 3 – (2016-17)

Quarter #1

6th grade:

A minimum of 47.1% (2015-16 KDE mathematics delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment.

The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 47.1% (2015-16 KDE mathematics delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment.

The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 47.1% (2015-16 KDE mathematics delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 50.1% of 6th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 50.1% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 50.1% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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6th grade:

A minimum of 53.1% of 6th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 53.1% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 53.1% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #4

6th grade:

A minimum of 56.0% (2016-17 KDE mathematics delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment..

7th grade:

A minimum of 56.0% (2016-17 KDE mathematics delivery target) of 7th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 56.0% (2016-17 KDE mathematics delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 29.6% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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The goals outlined above support the school's CSIP goals:

- Climate Goal: By December 19, 2014 there will be a 10% decline in overall suspensions of African American males and African American females. Targeted students will decrease absences to 10 days or less during the 2013-2014 school year.
- Math Proficiency Goal: 56% of students will demonstrate proficiency in Math by 2017.
- Culture-Celebrations Goal: During the 2013-2014 school year there will be a 10% increase in the number of students who qualify for Honor Roll.
- Reading Proficiency Goal: 60% of students will demonstrate proficiency in ELA by 2017.
- SBDM Goal: By December 2014, the SBDM Council will work to maintain a score of 4 on the JCPS Level of Efficiency revised rubric for SBDM Councils by reviewing the policies as needed.
- Writing Proficiency Goal: 58% of students will demonstrate proficiency in writing 2017.
- Big Rock 1: Prioritize standards to create learning targets that are formatively measured daily.
- Big Rock 2: Common Assessments: Collaborate to develop common/balanced assessments by 06/05/2014 as measured by lesson plans, common assessments, flashbacks, evidence binders, and walk through data.
- Big Rock 3: Lesson Study: Collaborate to develop and discuss lessons, assessments, and student work samples by 06/05/2014 as measured by student work and analysis of student data.
- Big Rock 4: Parent Involvement: Collaborate to develop a systematic way to inform parents about academic and school improvement goals by 06/04/2014 as measured by logs of parent communication, participation of parent teacher conferences, sign in sheets from student activities, and responses from stakeholder surveys.

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- Science Proficiency Goal: 64% of students will demonstrate proficiency in science by 2017.
- Social Studies Proficiency Goal: 64% of students will demonstrate proficiency in social studies by 2017.
- Science Gap Goal: 42% African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency on Core Content 4.1 in Science by 12/19/2014 as measured by KPREP (with a focus on African American Students and Students with an IEP).
- Social Studies Gap Goal: 41% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency on Core Content 4.1 in Social Studies by 12/19/2014 as measured by KPREP (with a focus on Students with an IEP).
- Writing Gap Goal: 31% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency on Common Core Standards in English Language Arts by 12/19/2014 as measured by KPREP
- Reading Gap Goal: 36% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency on Common Core Standards in English Language Arts by 12/19/2014 as measured by KPREP (with a focus on Students with an IEP).
- Math Gap Goal: 30% of Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate proficiency on Common Core Standards in Mathematics by 12/19/2014 as measured by KPREP.
- By 2014-15 Stuart Middle School will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2014-2015 school year will be used to set targets for the 2015-2016 school year.

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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.

At the end of each quarter the school will analyze data to determine next steps. The district will review the data analysis and consult with the leadership about plans for improvement. The analysis will be informed by the current teacher performance standards and the Interstate School Leaders Licensure Consortium (ISLLC) standards and the PGES systems. Depending in the results of the analysis at the individual school, the district will make plans to take proactive steps toward improvement.

Consultation

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

When Stuart Middle School selected the Transformation Model, the SBDM approved the selection of tis model. This decision was then presented to the Board of Education who also approved the selection. The district collaborated with the teachers' union to develop the parameters for the transformation model.

The SBDM, Instructional Leadership Team, the staff, and the ER team in conjunction with district support have been involved in writing this application. All of these partners are committed to the success of the students at Stuart.

The improvement in KPREP scores and the reduction in suspensions indicate that the Transformation Model is beginning to have a positive effect on student achievement at Stuart Middle School. The components involved in the model are research-based (as stated earlier in this application)

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School Budget Narrative

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

| Pre-Implementation Activity | Participant | Successful Implementation Preparation | Year 1 | Year 2 | Year 3 |
|--|--|---|--|------------------|------------------|
| PLC Training Solution Tree | Faculty of Stuart Middle School | Professional Learning Communities--- these sessions will be focused on improving instruction for students so that all reach goals. Intervention strategies will be reviewed and refined. 2 day opening PD and 7 return visits (year 1), | 59,150 Training, Follow-up Visits, Materials | | |
| Code -X Instructional Strategies Training | ELA Teachers, Goal Clarity Coach, Administrative Team | Professional Development Sessions- these sessions will help the staff learn to implement the new core reading program effectively. | 10,000 Training, Follow-up Visits, Materials | | |
| Math- in Focus Instructional Strategies Training | Math Teachers, Math Resource Teacher, ERS, Administrative Team | Professional Development Sessions- these sessions will help the staff learn to implement the new core math program effectively. | 52,185 Training, Follow-up Visits, Materials | 10,000 Follow-up | 10,000 Follow-up |

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| Pre-Implementation Activity | Participant | Successful Implementation Preparation | Year 1 | Year 2 | Year 3 |
|---|---|---|-----------------------------------|-----------------------------------|-----------------------------------|
| Spartan Camp (incoming 6 th graders) | 6 th Grade Teachers, Related Arts Teachers, Administrative Team, YSC | Orientation program for incoming sixth graders. Spartan Way Expectations along with helpful tips for a successful transition into middle school. | 880 Teacher Stipend | 880 Teacher Stipend | 880 Teacher Stipend |
| Spartan Camp (Parent workshops) | Administrative Team, YSC | Parents, Administrators and Teachers will participate in informational sessions around organizational skills, agendas, 6th grade curriculum, and Spartan Way Expectations homework. SBDM Committee signups and volunteering opportunities will also be shared with incoming parents during Spartan Camp | 1,000 Parental Workshop Materials | 1,000 Parental Workshop Materials | 1,000 Parental Workshop Materials |
| Spartan Way Retreat | Faculty of Stuart Middle School | Staff members of Stuart will participate in a training to ensure that an intentional focus is on the guidelines for success which | 4,295 Teacher Stipend | 3,000 Teacher Stipend | 3,000 Teacher Stipend |

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| Pre-Implementation Activity | Participant | Successful Implementation Preparation | Year 1 | Year 2 | Year 3 |
|-----------------------------|-------------|---|---|--|--------------------|
| | | will define important behaviors and attitudes for all staff and students. | | | |
| Scholastic Teachers | | Strategies for increasing Scholastic Rigor (Year 1), 1 day training in use (Year 2), annual Scholastic Literacy day | \$3,500 Scholastic Rigor Training \$2,500 Literacy Day | 2,899 Contract 2,500 Literacy Day | 2,500 Literacy Day |

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

The district is using Title II funds to train Title I schools in using the DuFour's Professional Learning Communities model. Contracting with Solution Tree, has provided the opportunity to have Anthony Mohammad talk with principals about sharing the culture to improve student achievement. Additionally, principals have been assigned to small work groups that are meeting virtually with a coach to focus on student achievement. This work will continue and the Goal Clarity coach will be able to support the principals in following up on the strategies from these sessions and making them come alive in the schools.

The Family Resource/Youth Service Center at Stuart is jointly funded by state and district funds. This center is active and a huge support to the students and families in the Start community. Because of the importance of this center, the district has made up the difference in the state funding knowing that the difference made was monumental.

The School Resource Officer (SRO) is funded through the general fund in partnership with local law enforcement agencies. The SROs play a vital role in the school by building relationships with students and families. This important culture work will be augmented by the District's PBIS work. Safe Schools funds help to support after school programs for students.

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The district has assigned a special education resource teacher to each of these schools. This teacher works with teachers to create instructional strategies designed to meet individual students' needs and to ensure that appropriate systems are in place to meet the needs of special education students and their families. This position is funded through federal IDEA funds.

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

All of the district-funded coaches will be looking for patterns across teachers, teams, and schools. As patterns are observed, they will work closely with district leaders that are already in place in the Chief Academic Officer's departments. As the coaches observe patterns and work with district supports, professional development sessions will be provided that serve teachers across priority schools.

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Year 1 Budget

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 Stuart Middle School **District** Jefferson County Public Schools

| MUNIS Code | Description of Activity | Amount Requested |
|-------------------|--------------------------------|-------------------------|
| 110 | Teacher Stipends (contractual) | 4,295 |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | | |
| 231 | | |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--|-----------------------------|
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | PD Consultants (Solution Tree, Math In Focus, Coaching) | \$127,335 |
| 338 | | |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-------------------------------|-----------------------------|---------------------|
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 610 | General Supplies, Materials | \$1,880 |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | | |
| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| 913 | | |
| Total Amount Requested | | \$ 133,510 |

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Year 2 Budget

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 Stuart Middle School **District** Jefferson County Public Schools

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|----------------------------|---------------------|
| 110 | Teacher Stipend (contract) | \$3,000 |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | | |
| 231 | | |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|---|-----------------------------|
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | PD Consultants (Math In Focus, Coaching) | \$15,399 |
| 338 | | |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-------------------------------|-------------------------------------|-----------------------------|
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 610 | General Supplies, Support Materials | \$1,880 |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | | |
| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| 913 | | |
| Total Amount Requested | | \$ 20,279 |

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Year 3 Budget

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 Stuart Middle School **District** Jefferson County Public Schools

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------------|---------------------|
| 110 | Certified Services (contract) | \$3,000 |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | | |
| 231 | | |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--|-----------------------------|
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | PD Consultants (, Math In Focus, Coaching) | \$12,500 |
| 338 | | |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|---------------|--|---------------------|
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 610 | General Supplies and Support Materials | \$1,880 |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | | |
| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| 913 | | |

| | |
|-------------------------------|------------------|
| Total Amount Requested | \$ 17,380 |
|-------------------------------|------------------|

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

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Note: The following pages contain the Olmsted Academy North SIG application. The application for Olmsted Academy North is contingent upon the USDOE granting KDE's waiver that principals who were found by the KDE leadership assessment to have capacity to lead the intervention effort but have three or more years of experience at their schools be allowed to remain at their schools. If the waiver is not approved, JCPS will withdraw the SIG application for Olmsted Academy North before SIG awards are granted in April.

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District Jefferson County **School** Frederick Law Olmsted Academy North
School Application

Commitment To Serve

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

Literacy Data

The following data is from the 2012-13 Kentucky Performance Rating for Educational Progress (K-PREP) Assessment:

| Grade | % Novice | % Apprentice | % Proficient | % Distinguished |
|----------------------|----------|--------------|--------------|-----------------|
| 6 th 67.8 | | 16.8 | 13.9 | 1.5 |
| 7 th 63.0 | | 18.3 | 15.2 | 3.5 |
| 8 th 54.8 | | 26.7 | 16.7 | 1.8 |

| Gap Group | % Novice | % Apprentice | % Proficient | % Distinguished |
|-----------------------------|-----------|--------------|--------------|-----------------|
| All Students | 61.7 | 20.7 | 15.3 | 2.3 |
| Male 61.7 | | 20.7 | 15.3 | 2.3 |
| Female N/A | | N/A | N/A | N/A |
| White (non-Hispanic) | 56.8 | 21.0 | 18.3 | 3.9 |
| African American | 67.3 | 20.7 | 11.0 | 1.0 |
| Hispanic 58.2 | | 16.4 | 25.5 | 0.0 |
| Limited English Proficiency | 71.2 19.5 | | 8.5 | 0.8 |
| Free/Reduced Lunch | 63.3 | 20.1 | 14.3 | 2.3 |
| Disability with an IEP 80.5 | | 11.4 | 8.1 | 0.0 |
| Non-duplicated gap group | 62.4 20.8 | 14.6 | | 2.2 |

The K-PREP data indicates that a majority of the student population is reading below the proficient performance level in all grade levels including over 80% at all grades. The data also indicates that almost all gap group populations have approximately 80% of students reading below the proficient performance level (all students – 82.4%, White – 77.8%, Hispanic – 74.6%, and free/reduced lunch – 83.4%) with the exception of Limited English Proficiency where 90.7% are below proficient, African American where 89.0% are below proficient and students with an Individual Education Plan (IEP) where 91.9% are below proficient.

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The following data is from the EXPLORE assessment given to all 8th grade students in September of 2013 as a part of Kentucky's Accountability model. Students are required to receive a score of 13 to meet the College and Career Readiness Benchmark in English and a score of 15 to meet the College and Career Readiness Benchmark in Reading. Additionally, Jefferson County administers an EXPLORE Diagnostic to all 7th grade students in the fall and spring.

8th grade EXPLORE

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| English (13) | 57 | 24.4 |
| Reading (15) | 27 | 11.5 |

The 8th grade EXPLORE data indicates nearly 75.6% of the current 8th grade population is not College and Career Ready in English and 88.5% are not College and Career Ready in Reading.

7th grade EXPLORE Diagnostic (fall)

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| English (13) | 20 | 10.3 |
| Reading (15) | 7 | 3.6 |

The 7th grade EXPLORE Diagnostic data indicates that 89.7% and 96.4% of students failed to meet the College and Career Readiness benchmarks in English and Reading, respectively. The EXPLORE diagnostic will be given again in the spring to monitor the progress of students.

The following data is from the Jefferson County District Proficiency Assessments, given to each student four (4) times per year in reading, mathematics, science and social studies. The data below represents the first two assessments given thus far in the school year. The format of the assessment is "K-PREP like" that includes multiple-choice, short answer, and extended responses.

| Reading Grade | Proficiency #1 | | | | | Proficiency #2 | | | | |
|-----------------|----------------|-------------|-------------|------------|-------------|----------------|-------------|-------------|------------|-------------|
| | %N | %A | %P | %D | %P/D | %N | %A | %P | %D | %P/D |
| 6 th | 70.2 | 8.9 | 15.7 | 5.2 | 20.9 | 58.3 | 10.7 | 27.3 | 3.7 | 31.0 |
| 7 th | 66.8 | 21.6 | 10.6 | 1.0 | 11.6 | 75.9 | 16.2 | 7.6 | 0.5 | 8.1 |
| 8 th | 50.2 | 17.4 | 27.4 | 5.0 | 32.4 | 73.0 | 9.5 | 12.6 | 4.0 | 16.6 |

The data from the first two proficiency assessments in reading indicate a decline in the percent of students scoring at the Proficient/Distinguished (P/D) performance level from Proficiency #1 to Proficiency #2 in 7th and 8th grades where (P/D) rates fell from 11.6%

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to 8.1% in 7th grade and 32.4% to 16.6% in 8th grade. Only 6th grade showed an increase in the percent of students scoring at the P/D levels; from 20.9% to 31.0%.

Mathematics Data

The following data is from the 2012-13 Kentucky Performance Rating for Educational Progress (K-PREP) Assessment:

| Grade | % Novice | % Apprentice | % Proficient | % Distinguished |
|----------------------|----------|--------------|--------------|-----------------|
| 6 th 54.5 | | 35.1 | 9.4 | 1.0 |
| 7 th 47.4 | | 38.7 | 11.7 | 2.2 |
| 8 th 36.7 | | 43.9 | 17.2 | 2.3 |

| Gap Group | % Novice | % Apprentice | % Proficient | % Distinguished |
|-----------------------------|-----------|--------------|--------------|-----------------|
| All Students | 45.9 | 39.4 | 12.9 | 1.8 |
| Male 45.9 | | 39.4 | 12.9 | 1.8 |
| Female N/A | | N/A | N/A | N/A |
| White (non-Hispanic) | 41.9 | 39.7 | 16.2 | 2.2 |
| African American | 55.0 37.0 | | 7.0 | 1.0 |
| Hispanic 34.5 | | 41.8 | 23.6 | 0 |
| Limited English Proficiency | 50.0 37.3 | 11.9 | | 0.8 |
| Free/Reduced Lunch | 47.9 | 38.5 | 12.0 | 1.6 |
| Disability with an IEP 69.1 | | 28.5 | 1.6 | 0.8 |
| Non-duplicated gap group | 47.0 39.0 | 12.4 | | 1.6 |

The K-PREP data indicates that a majority of the student population is scoring below the proficient performance level in mathematics at all grade levels. The mathematics data also indicates that almost all gap group populations have approximately 80 - 90% of students scoring below the proficient performance level (all students – 85.3%, White – 81.6%, Hispanic – 76.4%, free/reduced lunch – 86.4%, Limited English Proficiency – 87.3) with the exception of African American students where 93.0% are below proficient and students with an Individual Education Plan (IEP) where 97.6% are below proficient.

The following data is from the EXPLORE assessment given to all 8th grade students in September of 2013 as a part of Kentucky’s Accountability model. Students are required to receive a score of 17 to meet the College and Career Readiness Benchmark in mathematics. Additionally, Jefferson County administers an EXPLORE Diagnostic to all 7th grade students in the fall and spring.

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 District Application for School Improvement Funds
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(Section 1003g)

8th grade EXPLORE

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| Mathematics (17) | 26 | 11.1 |

The 8th grade EXPLORE data indicates nearly 88.9% of our current 8th grade population is not College and Career Ready in mathematics.

7th grade EXPLORE Diagnostic (fall)

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| Mathematics (17) | 3 | 1.5 |

The 7th grade EXPLORE Diagnostic data indicates that 98.5% of students failed to meet the College and Career Readiness benchmarks in mathematics. The EXPLORE diagnostic will be given again in the spring to monitor the progress of students.

The following data is from the Jefferson County District Proficiency Assessments, given to each student four (4) times per year in reading, mathematics, science and social studies. The data below represents the first two assessments given thus far in the school year. The format of the assessment is “K-PREP like” that includes multiple-choice, short answer, and extended responses.

| Reading Grade | Proficiency #1 | | | | | Proficiency #2 | | | | |
|-----------------|----------------|------|------|-----|------|----------------|------|------|------|------|
| | %N | %A | %P | %D | %P/D | %N | %A | %P | %D | %P/D |
| 6 th | 64.9 | 17.6 | 13.3 | 4.3 | 17.6 | 60.1 | 21.3 | 14.8 | 3.8 | 18.6 |
| 7 th | 73.5 | 21.7 | 3.2 | 1.6 | 4.8 | 79.3 | 13.2 | 6.9 | 0.6 | 7.5 |
| 8 th | 64.4 | 20.4 | 10.7 | 4.4 | 15.0 | 43.7 | 31.7 | 14.2 | 10.4 | 24.6 |

The data from the first two proficiency assessments in mathematics indicate an increase in the percent of students scoring at the Proficient/Distinguished (P/D) performance level from Proficiency #1 to Proficiency #2 in all grades levels with increases of 1.0%, 2.7% and 9.6%, respectively.

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Mathematics Data

The following data is from the 2012-13 Kentucky Performance Rating for Educational Progress (K-PREP) Assessment:

| Grade | % Novice | % Apprentice | % Proficient | % Distinguished |
|----------------------|----------|--------------|--------------|-----------------|
| 6 th 54.5 | | 35.1 | 9.4 | 1.0 |
| 7 th 47.4 | | 38.7 | 11.7 | 2.2 |
| 8 th 36.7 | | 43.9 | 17.2 | 2.3 |

| Gap Group | % Novice | % Apprentice | % Proficient | % Distinguished |
|-----------------------------|-----------|--------------|--------------|-----------------|
| All Students | 45.9 | 39.4 | 12.9 | 1.8 |
| Male 45.9 | | 39.4 | 12.9 | 1.8 |
| Female N/A | | N/A | N/A | N/A |
| White (non-Hispanic) | 41.9 | 39.7 | 16.2 | 2.2 |
| African American | 55.0 37.0 | | 7.0 | 1.0 |
| Hispanic 34.5 | | 41.8 | 23.6 | 0 |
| Limited English Proficiency | 50.0 37.3 | 11.9 | | 0.8 |
| Free/Reduced Lunch | 47.9 | 38.5 | 12.0 | 1.6 |
| Disability with an IEP 69.1 | | 28.5 | 1.6 | 0.8 |
| Non-duplicated gap group | 47.0 39.0 | 12.4 | | 1.6 |

The K-PREP data indicates that a majority of the student population is scoring below the proficient performance level in mathematics at all grade levels. The mathematics data also indicates that almost all gap group populations have approximately 80 - 90% of students scoring below the proficient performance level (all students – 85.3%, White – 81.6%, Hispanic – 76.4%, free/reduced lunch – 86.4%, Limited English Proficiency – 87.3) with the exception of African American students where 93.0% are below proficient and students with an Individual Education Plan (IEP) where 97.6% are below proficient.

The following data is from the EXPLORE assessment given to all 8th grade students in September of 2013 as a part of Kentucky’s Accountability model. Students are required to receive a score of 17 to meet the College and Career Readiness Benchmark in mathematics. Additionally, Jefferson County administers an EXPLORE Diagnostic to all 7th grade students in the fall and spring.

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8th grade EXPLORE

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| Mathematics (17) | 26 | 11.1 |

The 8th grade EXPLORE data indicates nearly 88.9% of the current 8th grade population is not College and Career Ready in mathematics.

7th grade EXPLORE Diagnostic (fall)

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| Mathematics (17) | 3 | 1.5 |

The 7th grade EXPLORE Diagnostic data indicates that 98.5% of students failed to meet the College and Career Readiness benchmarks in mathematics. The EXPLORE diagnostic will be given again in the spring to monitor the progress of students.

The following data is from the Jefferson County District Proficiency Assessments, given to each student four (4) times per year in reading, mathematics, science and social studies. The data below represents the first two assessments given thus far in the school year. The format of the assessment is “K-PREP like” that includes multiple-choice, short answer, and extended responses.

| Reading Grade | Proficiency #1 | | | | | Proficiency #2 | | | | |
|-----------------|----------------|------|------|-----|------|----------------|------|------|------|------|
| | %N | %A | %P | %D | %P/D | %N | %A | %P | %D | %P/D |
| 6 th | 64.9 | 17.6 | 13.3 | 4.3 | 17.6 | 60.1 | 21.3 | 14.8 | 3.8 | 18.6 |
| 7 th | 73.5 | 21.7 | 3.2 | 1.6 | 4.8 | 79.3 | 13.2 | 6.9 | 0.6 | 7.5 |
| 8 th | 64.4 | 20.4 | 10.7 | 4.4 | 15.0 | 43.7 | 31.7 | 14.2 | 10.4 | 24.6 |

The data from the first two proficiency assessments in mathematics indicate an increase in the percent of students scoring at the Proficient/Distinguished (P/D) performance level from Proficiency #1 to Proficiency #2 in all grades levels with increases of 1.0%, 2.7% and 9.6%, respectively.

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

Attendance Data

| | June 2013 Baseline | | October | | December | |
|---------------------------------|--------------------|-----------------|-------------|-----------------|-------------|-----------------|
| | Class Count | Percent Present | Class Count | Percent Present | Class Count | Percent Present |
| 6th Grade | 205 | 92.5 | 203 | 95.77 | 202 | 95.07 |
| 7th Grade | 227 | 93.7 | 217 | 96.17 | 211 | 95.06 |
| 8th Grade | 221 | 92 | 235 | 95.22 | 227 | 94.4 |
| Total Student Attendance | 653 | 92.7 | 645 | 95.71 | 640 | 94.83 |
| | Count | Percent Present | Count | Percent Present | Count | Percent Present |
| Teacher Attendance | 68 | 94.5 | 69 | 95.7 | 69 | 95.1 |

Olmsted North Academy has continued to maintain a higher attendance rate average compared to the baseline attendance data from the June Quarterly Report. However, for the December reporting, there was a slight decline in student attendance across all grade levels (6th: 0.70, 7th: 1.11, and 8th 0.82). The overall student attendance percentage declined 0.88%. Teacher attendance has had a slight decline, reporting a decrease of 0.60%. The data does not tell us the bearing of cold temperatures, ice, snow, and inclement weather on attendance. The student attendance rates still continue to be above the goal of 94% across all grade levels (even with the slight declines). The staff/school will continue to identify students with attendance issues, dialogue around the importance of daily attendance, and monitor identified students' progress. Olmsted's goal is to maintain a high attendance rate to reach the overall 94% goal. The staff/school will continue to identify students to the Youth Service Center Coordinator (point person for student attendance issues) for monitoring and intervening as needed to prevent students from falling into truancy status. Olmsted will continue to work within the guidelines of the Truancy Diversion Program and provide the support frequently

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absentee students need at both school and at home. Intervention will be provided to these students.

Retention Data

| | 2012-13 | | 2013-14 | |
|------------------|---------|----------------|---------|----------------|
| | Goal | Retention Rate | Goal | Retention Rate |
| 6th Grade | 1 1.2 | | 1 | |
| 7th Grade | 2 2.7 | | 1 | |
| 8th Grade | 2 2.4 | | 1 | |

Behavior Data

| Identified Group and Issue | Behavior Intervention | 1st Six Weeks | | 2nd Six Weeks | |
|-----------------------------|-----------------------|---------------|--------|---------------|--------|
| | | Goal | Actual | Goal | Actual |
| ECE Suspensions | PBIS | 15 5 | 15 9 | | |
| African American Suspension | PBIS 15 | | 9 | 15 | 17 |
| Total Suspensions | PBIS | 40 13 | 40 37 | | |

The number of students suspended in the 2nd reporting quarter of the 2013-2014 school year has nearly doubled from the 1st reporting quarter. African American students accounted for nearly half, while ECE students accounted for 25%, of all recorded suspensions this quarter. The data does not show the attention that the administrators have taken in collecting and analyzing behavior data. They are keeping a close eye on the list and using the PBIS strategies from the District to make behavior modifications and plans to deter inappropriate behaviors across the building. Olmsted's administrators understand that there is always room for growth and feel that they are utilizing the strategies gleaned from the District to support students and staff keeping students in school preventing the loss of instructional time. They plan to look at discipline data weekly to determine what is going well and determine areas for improvement. In addition, they will continue to take a close look at all areas of student discipline data (referrals, race, etc.) to spark dialogue and ensure consistency in assigning consequences. Although the total number of suspensions has almost surpassed the goal, ECE student suspensions are below goal level for two Quarterly Reporting periods in a row. Olmsted will continue to monitor suspension data and utilize the Student Response Team to continue to implement behavior management strategies.

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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.

Causes and Contributing Factors

Causes and Contributing Factors

- Low performance on K-Prep testing indicate that instructional strategies are ineffective in reaching ALL learners. Classroom instruction needs to be more rigorous, engaging, and aligned to state standards
- There is little evidence that content area teachers are incorporating reading strategies into classroom instruction, or that they feel they have expertise in this area. A lack of implementation of professional development in content reading strategies could be contributing to this problem.
- There is little or no evidence that students are actively engaged in math instruction.
- A lack of a coherent Math program and additional resources could be contributing to this problem.
- Frederick Law Olmsted Academy North is in the beginning stages of implementing Professional Learning Communities (PLCs). PLC work needs to be focused.
- Walkthrough data indicates that instructional quality varies from one class to another.
- There is a lack of instructional rigor; most activities focus on low level learning experiences on Bloom's taxonomy (knowledge, comprehension).
- Collaboration between the regular classroom teacher and the special education teacher needs to be strengthened. In many classrooms the special education teacher is more of an observer than a co-teacher.
- Student motivation to excel needs to be improved. Students do not always value academic excellence according to student surveys.
- Walkthrough data indicates there is not enough emphasis on real world applications in the classroom.

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- The average level of experience of the teachers at Olmsted North is 5.5 years. High teacher turnover rates create a challenge to the continuous implementation of initiatives.
- The use of formative assessment in the classroom to inform instruction is not sophisticated in nature. Additionally, there is too much reliance on summative assessments. Recent PLC implementation should improve use of formative assessments.
- Family and community collaboration and communication needs to be improved.

Summarize the Diagnostic Review results.

Olmsted North Middle School received five deficiencies through the 2011-12 Leadership Assessment process. Per the Leadership Diagnostic Review shared on February 25, 2014, Olmsted North has addressed one of the deficiencies satisfactorily, and partially addressed the remaining four deficiencies. The four deficiencies determined to have been partially addressed will continue to be addressed and monitored so that they are addressed completely during the 2014-15 school year.

| Deficiency | Recommended Next Steps |
|--|---|
| <p>Deficiency 1:</p> <p>The principal has not ensured that instruction is rigorous, relevant, and engaging to students resulting in off-task student behavior.</p> | <p>The principal should ensure that all teachers are trained in and effectively and consistently implement the use of rigorous instructional practices that are research based, relevant to the student’s world and address the learning styles and multiple intelligences of the diverse student population (e.g., gender specific, inquiry based learning). The principal should monitor to ensure that instruction in all classrooms is rigorous and relevant and that all students are highly engaged. Follow up support and training should be provided to teachers as needed.</p> |
| 2014 Progress Review: This deficiency has been partially addressed | |

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| <p>Deficiency 2:</p> <p>The principal has not made a consistent connection between strategies and activities in the comprehensive school improvement plan and instructional practices</p> | <p>The principal should ensure the strategies and activities in the comprehensive school improvement plan are evident in the instructional practices. A process to intentionally connect unit and lesson plans to the improvement plan should be developed to ensure the implementation of the plan and its impact on student growth and achievement.</p> |
| 2014 Progress Review: This deficiency has been partially addressed | |
| <p>Deficiency 3:</p> <p>The principal does not ensure that formative assessments are used to guide instruction or that they are rigorous and relevant.</p> | <p>The principal should ensure all teachers have an understanding of and regularly use formative assessments in the classroom to inform and modify instruction. Training in the use of formative assessments for learning should be provided for all teachers.</p> |
| 2014 Progress Review: This deficiency has been partially addressed | |
| Deficiency | |
| Recommended Next Step | |
| <p>Deficiency 4:</p> <p>The principal has not communicated a clear process for refocusing staff efforts to maximize student growth and achievement.</p> | <p>The principal should lead his instructional leadership team in a comprehensive review of the roles and expectations for all staff to maximize the impact of their work on student growth and academic achievement. Specific focus should be placed in the area of ensuring that rigorous, relevant and engaging instruction is prevalent throughout the school. The principal should continue and expand his efforts to ensure that the evaluation process leads to targeted changes in teacher behaviors and instructional practices, and that professional development experiences are manifested in practice.</p> |
| 2014 Progress Review: This deficiency has been addressed satisfactorily | |
| <p>Deficiency 5:</p> <p>The principal and school council have not ensured all staff</p> | <p>The school council should revise the Assignment of Instructional and Non-Instructional Staff Time policy to ensure that matching teacher strengths to student needs is the primary criteria in placement of staff within the master schedule. The principal and his administrative team should</p> |

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| assignments are determined by matching teacher strengths and student needs to provide a successful middle school experience for all students. | ensure that the master schedule maximizes the impact of time on instructional practices (e.g., flexible scheduling within the team blocks of time, expand the related arts rotating schedule to maximize student exposure to multiple areas of study). |
| 2014 Progress Review: This deficiency has been addressed satisfactorily | |

Olmsted Academy North received the results of the leadership diagnostic on February 25, 2014. A diagnostic review team of six educators including system practitioners, classroom teachers, parents, and college/university educators conducted on site visits from January 27-29, 2014 at Olmsted Academy North. The principal and his leadership team gave a formal presentation on the first day of the visit to the diagnostic review team which focused on recent improvements, 2012 Leadership Assessment deficiencies, and future plans.

In preparation for the visit, representatives from Olmsted Academy North completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic required by the diagnostic review team. The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.

During the on-site visit, the diagnostic review team conducted 66 live interviews of school leaders, advisory council members, teachers and support personnel, parents and community members, and students. Diagnostic review team members also conducted 53 classroom observations spending 20 minutes in each classroom using the Effective Learning Environment Observation Tool (ELEOT).

The report received by the school was organized around the five AdvancEd standards and 33 indicators aimed at supporting continuous school improvement. The five standards include:

- Standard 1: Purpose and Direction
- Standard 2: Governance and Leadership
- Standard 3: Teaching and Assessing for Learning
- Standard 4: Resources and Support Systems
- Standard 5: Using Results for Continuous Improvement

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Olmsted Academy North received seventeen (17) **Opportunities for Improvement** relative to the indicator ratings from the above mentioned standards, with six of them falling within Standard 3: Teaching and Assessing for Learning. Additionally, Olmsted North received five (5) **Improvement Priorities**, with three of the priorities in Standard 3, one in Standard 4, and the remaining three in Standard 5. These Improvement Priorities as well as the Opportunities for Improvement will be monitored for action, implementation, and effectiveness by the principal, area superintendent, evaluation transition coordinator, instructional leadership team and the education recovery team at Olmsted Academy North through the 2014-15 school year and continuing through the next scheduled leadership diagnostic during the 2015-16 school year.

The tables below indicate the specific Improvement Priorities recommended by the diagnostic review team and included in the report dated February 25, 2014.

| AdvancED Indicator for School Improvement | Improvement Priority Statement-Recommendation |
|---|---|
| 3.1 – The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | Develop and implement a clearly defined process to ensure the curriculum is monitored and adjusted regularly to provide all students with equitable, challenging and individualized learning opportunities to be successful and prepared for the next level. Ensure that like courses have the same high learning experiences and that learning activities are individualized for each student in a way that supports achievement of expectations. |
| 3.3 – Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Design and implement new practices that ensure teachers engage students in their learning through the use of instructional strategies such as personalization of learning, authentic use of technology, student collaboration, development of critical thinking skills, etc. Monitor and evaluate implementation of these strategies to ensure improvement in student achievement. |
| 3.10 – Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | Initiate a collaborative process to examine current grading policies and the extent to which they contribute to rigorous coursework and high academic expectations. Use the results of this examination to revise grading policies that assure academic grades |

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| AdvancED Indicator for School Improvement | Improvement Priority Statement-Recommendation |
|--|--|
| | are based on content knowledge and skills and common courses have the same high expectations. |
| 4.5- The technology infrastructure supports the school’s teaching, learning, and operational needs. | Engage in a collaborative process to examine existing technology resources and infrastructure, the school technology plan and planning process, and the extent to which technology is being used by students as learning tools and resources. Use the results of this examination to develop new policies, practices, expectations, etc., that will ensure students frequently and consistently use technology as learning tools and resources. |
| 5.5- Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. | Devise, deploy, and document a system to monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Ensure that school leaders regularly communicate the results to all stakeholder groups using multiple methods of delivery. |

The final recommendation to the Kentucky Commissioner of Education from the diagnostic review team was that the principal does have the capacity to lead the turnaround work at Frederick Law Olmsted Academy North and should continue in that role.

JCPS has developed and implemented a differentiated support system for each of the cohort 3 priority schools. These schools would continue to have district support in the areas of curriculum and instruction, professional development, human resources, and other critical needs areas. The district will continue to support these schools on a weekly basis through its priority school meetings with JCPS Chief Academic Officer, Assistant Superintendents/ Evaluation Transition Coordinators, and Education Recovery Director. In addition, the District will track the school’s progress on a regular basis through their quarterly reports to ensure that the necessary supports are in place to continue the momentum that has led to the initial positive results.

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Identify the literacy and math resources and related supports that are needed based on the audit.

The 2014 Leadership Diagnostic shared with Olmsted Academy North on February 25, 2014, indicated a need for focus on Standard 3: Teaching and Assessing for Learning. The report indicated the following particular to reading and math:

Opportunity for Improvement

3.1 Establish a systematic and collaborative process to monitor curriculum, instruction, and assessment in response to data from multiple assessments of student learning and an examination of professional practice to improve student achievement.

Student Performance Data:

- The school also reduced the percentage of gap students performing at the Novice level in reading by 4.5% during the same time period. Likewise, the percentage of students performing at the Novice level in math was reduced by 5.2%.
- According to the accountability scores, the greatest concerns are that 82% of students are performing at the Novice or Apprentice levels in reading, and 85% are performing at the Novice and Apprentice levels in math.

Classroom Observation Data:

- Classroom observation data does not suggest that curriculum, instruction, and assessment are being systematically adjusted and differentiation being provided based on new data to ensure improvement in professional practice and student success. In most classrooms, students were completing the exact same tasks, sometimes in small groups, but usually in whole-group settings.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 19% of classrooms.
 - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 21% of classrooms.
 - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs were evident/very evident in 36% of the classrooms.

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Stakeholder interviews, document and artifact review:

- Interviews with teachers indicated the need for additional support for curriculum planning and implementation.
- Interviews and review of documentation revealed no systematic process to monitor and adjust curriculum, instruction, and assessment practices to support improved student performance and teacher professional practice.
- Evidence of the consistent use of tuning protocols, examination of student work, analysis of formative assessment data, and horizontal and vertical curriculum alignment is limited. Some of these practices have been recently implemented during PLC meetings, but the degree to which they are being consistently implemented across the school is not apparent.

Opportunity for Improvement

3.2 Establish a systemic and collaborative process to monitor curriculum, instruction, and assessment in response to data from multiple assessments of student learning and an examination of professional practice to improve student achievement.

Student Performance Data:

- Student performance data does not suggest that supervision, evaluation, and monitoring processes are effective in improving professional practice and student success. For example:
 - The 2012-2013 School Report Card indicates that approximately 82% of students are performing below the Proficient level in reading and 85% below the Proficient level in math.
 - A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.7% increase in reading and a 0.5% decrease in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in reading was reduced by 4.5% and the percentage of students scoring at the Novice level in math was reduced by 5.2%.
 - According to the 2012-2013 School Report Card, 44.7% of students made typical or higher growth in reading, while the typical or higher growth for the state was 59.8%. In math, 49.1% of students made typical or higher growth, while the typical or higher growth for the state was 60%.

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- A comparison of the 2011-2012 and the 2012-2013 School Report Cards for College and Career Readiness (CCR), which is derived from the percentage of accountable students who meet benchmark on EXPLORE in English, reading, and math, indicates an increase in the total weighted score from 2.4 to 2.8. The percentage of students meeting benchmark increased from 25.1% to 31.2% in English and from 8.1% to 12.0% in math. The percentage of students meeting benchmark in reading decreased from 12.2% to 9.0%.

There is a clearly demonstrated need to support teaching and assessment resulting in higher levels of student achievement. An emerging theme from the 2014 Leadership Diagnostic surrounded the need to teachers to build their capacity to provide additional differentiation and personalization of instruction to better meet the needs of every student at Olmsted North. Further, the report called for increased implementation, monitoring, and evaluation of systems relative to instructional protocols at Olmsted North. These recommendations serve to support the need for additional instructional coaching and guidance at Olmsted North in addition to the resources and personnel already in place.

Olmsted Academy North participated in the Diagnostic Review on February 9-12, 2014.

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

The Transformation model was chosen as the structure for school turnaround at Olmsted Academy North. The activities required for this model will give Olmsted North the greatest opportunity to provide their students and faculty the support they need as they begin their transformation from a persistently low achieving school to a school that exemplifies high expectations and achievement from both students and faculty.

Moving Toward School Autonomy – The KDE Education Recovery team, in collaboration with district and school teams, will be instrumental in designing and implementing systems at Olmsted North that will allow this school to be able to fully govern itself at the end of the three-year transformation period. This model will allow the school to put systems into place that will make us a high performing school. Leading Change – This model allows us to build strong principal and teacher leadership through the addition of the Educational Recovery Specialists and the Educational Recovery Leaders. This ER team will collaborate with district and school leadership to put systems in place that ensure Stuart can sustain improvement activities when the grant period ends.

Providing Rigorous Staff Development – The Transformation model provides the faculty and staff at Olmsted Academy North the support they need in the area of professional

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development. The ER Team, Goal Clarity Coach, Resource Teacher, and Instructional Administrative Team will be able to provide embedded professional development and support to teachers in order to increase teacher efficacy at Olmsted North and increase student achievement. This model provides structures for teacher leadership to sustain these efforts when the grant period ends.

After a thorough examination of the Transformation Model, the Jefferson County Board of Education approved it was the best model to use to provide Olmsted Academy North with the support it needs as it moves toward becoming a high achieving school.

Transformation Model Required Activities

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

The principal of Olmsted Academy North was hired January 1, 2007. The most recent leadership assessment results (February 2014) found that the principal has the ability to lead the intervention and should remain as principal and continue in his roles and responsibilities established in KRS 160.345. Documentation of hire date is included at the end of this application.

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.

Priority schools have the ability to write a special budget request to the district to request funding for a program that will support the work at the school. These requests are carefully considered by the superintendent. The district works to develop and provide programs that priority schools themselves have identified as a need.

Olmsted Academy North is identified as a Priority School under KRS 160.346 by the Kentucky Department of Education. As such, the school will be exempt from any requirements that mandate placement of voluntary or overstaffed employees until such time as Olmsted North is no longer identified as low achieving. Olmsted North shall participate in the transfer process but will not be required to select any staff from the transfer list.

Since Olmsted Academy North is identified as a Priority School, they will receive their transfer list one week earlier than other schools.

In an effort to recruit, retain, and develop highly effective teachers in Priority Schools, JCPS and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to: National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools.

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Olmsted Academy North is currently participating in an extended learning program, funded by the District, offered three days a week to support student learning. Students are provided a third meal and transportation. This opportunity has provided students another means to learn the standards that they have not yet mastered.

Additionally, the principal has been given an extra twenty extended days on his calendar. The purpose of these days is to improve student achievement. The principal is required to submit a calendar with extended days that is approved by the assistant superintendent.

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.

In 2013, the Jefferson County Board of Education (JCBE) adopted the state-recommended Professional Growth and Effectiveness (PGES) model after establishing and consulting with the state-required 50/50 committee (Educator Quality Oversight Committee- EQOC). EQOC consists of five teacher representatives and five district administrators, and meets bi-monthly to provide oversight of Jefferson County's creation of a new certified evaluation system. During the 2013-14 school year, 22 schools are participating in PGES pilot implementation, with the District's Priority Schools participating in a limited capacity. Each pilot school has 5-9 teachers and each participating school has 3-5 teachers piloting all of the components of TPGES with the principal. Pilot principals and assistant superintendents are partnering to pilot the Principal Professional Growth and Effectiveness System (PPGES). In 2014-15, Jefferson County will continue to participate in the statewide implementation of PGES with all teachers and principals involved in the measures and components of the effectiveness system (without consequences), and will fully implement PGES as the adopted evaluation system in 2015-16.

Through personnel deployment, Jefferson County has created a structure to support PGES implementation, with the goal of having an "effective teacher in every classroom and an effective principal in every school." The District's Director of Administrator Recruitment and Development (ARD), along with the President of JCTA, serve on the state's Teacher Effectiveness Steering Committee. In addition, the District has released a teacher to serve as Project Manager to work directly with the ARD Director, to facilitate the collaborative work of the 50/50 EQOC committee. Each of the six Academic Achievement Areas in Jefferson County has been assigned an Evaluation and Transition Coordinator (ETC) who works with schools regarding PGES implementation and planning effective transitions between grade levels. ETCs collaborate with a KDE Effectiveness Coach and participate in PGES awareness

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activities sponsored by the Kentucky Leadership Academy (KLA) and Ohio Valley Education Cooperative (OVEC).

Jefferson County is involved in a partnership with KDE, Fayette County Public Schools, and the US Education Delivery Institute (EDI) to engage in PGES implementation self-assessments, rubric development, and delivery planning. A district planning team, consisting of the ETCs, ARD Director, and Data Management/Research staff is involved in the day-to-day planning and implementation of information, resources, tools, guidelines, and checklists that impact the school level, and attend state meetings to provide feedback, and obtain updates.

From this work, strategies to address identified needs from JCPS Self-Assessment using EDI Rubric document was developed as our implementation plan and identified focus areas. In addition, a Professional Growth and Effectiveness Planning Responsibility Matrix was developed with the input of our Cabinet level officials and Superintendent, and is organized around nine Strategy/Focus areas to ensure district-wide engagement and accountability. The culmination of these collaborative activities will result in the District creating a Certified Evaluation Plan that will be approved by JCBE by December of 2014.

The current Teacher PGES (TPGES) model consists of six multiple measures: observation, peer observation, reflection, professional growth, student growth and student voice. With KDE support, Jefferson County has created observation protocols (administrator and peer), professional growth and reflection training materials, and websites and tools for Student Voice Survey administration. With regard to formative data collection, the district has implemented a CIITS Express Test rollout and continues refinement of its Classroom Assessment System- Community Access Dashboard for Education (CASCADE) and data dashboards to provide teachers and principals with access to assessment items, student results, and assessment creation platforms.

As the roll-out for the PGES system is being put into place, the current evaluation system is being used carefully. A series of observations occur for both tenured and non-tenured teachers to provide feedback on performance. The entire administrative staff observes, provides feedback, and evaluates all staff in a serious manner. The Kentucky ten teacher standards are used.

Teachers complete growth plans that they reflect on during the year. Olmsted North also embraces the new effectiveness system and is implementing dual systems.

The Teacher PGES (TPGES)

A common language and understanding of effective teaching is the foundation of the TPGES. Thus, Kentucky has adopted the Framework for Teaching based on the work of Charlotte Danielson. The framework includes indicators of effective teaching in five domains of practice:

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- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities
- Student Growth

Multiple Measures for Teachers

Teaching is too complex for any single measure of performance to capture it accurately. Assessing effective teaching requires multiple, valid measures supported by evidence. Observation – A principal is trained and certified to objectively identify effective teaching and document a teacher’s professional practice on multiple occasions, both formally and informally, in order to provide high-quality feedback that can be used to improve practice.

Peer Observation – A trained colleague observes and documents another teacher’s professional practice to increase observation reliability and provide supportive and constructive feedback that can be used to improve practice.

Reflection – A teacher performs critical self-examination of practice on regular basis to deepen knowledge, expand a repertoire of skills and incorporate findings to improve practice.

Professional Growth – A teacher engages in professional growth planning specific to individual needs based on feedback and data from multiple sources and self-reflection.

Student Growth – The impact a teacher has on a student or set of students as measured by multiple sources of data over time.

Student Voice – Student perception surveys provide a reliable indicator of the learning environment and give voice to the intended beneficiaries of instruction.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates.

Teachers are rewarded through multiple opportunities within the building. The staff has had the opportunity to work in the after school program during the current school year. Not only were staff excited to have the additional time to meet individual students’ learning needs, they were also paid to work this additional time. There are also multiple opportunities for staff to be leaders in the school and in the district. Priority schools have been provided additional, ongoing learning opportunities (i.e. systems training, frequent priority school meetings, etc.) to enhance practice and create a network promoting communication and shared resources/strategies/systems. As a result, many of the priority schools are on the cutting edge of new strategies and are willing and able to share their knowledge with others. The superintendent and human resources

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department work closely with priority schools to move administrative staff members that were deemed barriers to student achievement. In many cases, teachers who were not meeting the needs of students were also helped to find more appropriate placements.

In an effort to recruit, retain, and develop highly effective teachers in Priority Schools, JCPS and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to: National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools.

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.

Discipline, Supports, and Removal of Ineffective Teachers.

a. Disciplinary action:

i. Disciplinary action for an Ineffective teacher based on the teacher's professional performance, including his or her removal, shall occur only after the teacher has received support and ample opportunities to improve professional practice.

b. Finding of significant deficiency. The significant deficiency process provided for in the Agreement may be initiated at any point during the school year based on a judgment reached by the principal that takes into account a teacher's formative and summative evaluation(s). In addition, the significant deficiency process shall be initiated if a teacher is determined to be Ineffective in his or her summative evaluation.

c. Supports for Ineffective teachers. A teacher that has been determined to be Ineffective by a summative evaluation shall receive assistance and supports which shall include, but not be limited to:

- Individual Professional Growth Plan
- Five (5) formative observations with immediate feedback to be provided no later than five (5) working days after each evaluation; Immediate implementation of Individualized supports to address weaknesses or deficiencies; Funding to attend professional development; At a minimum, one (1) weekly scheduled planning session with a master teacher. If a scheduled planning session is missed due to an absence, it shall be rescheduled as soon as practicable.
- Common planning time
- New teacher cohort support program;
- Participation in after-school professional learning communities; and
- Job embedded professional development

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d. If a teacher, having received assistance and multiple opportunities for improvement, has not demonstrated sufficient professional success, the school district may seek the teacher's removal from the school by making an alternative assignment to a non-PLA school, or through the significant deficiency process

When significant deficiencies in work performance have been observed:

They shall be noted in writing and discussed with the employee in a conference. The evaluator shall observe the employee's work performance a minimum of four (4) 30-minute periods within a twelve-week period (60 worked days) beginning with notification. For the employee not assigned to a classroom, the evaluator must observe the work performance of the employee for four (4) 30-minute periods when the employee is fulfilling the employee's job responsibilities. Each observation shall be followed by an evaluator/evaluate conference within the first five (5) days the employee is at work following the observation. The evaluator shall identify professional staff services and/or materials that the employee may use to help correct the identified deficiencies. There shall be identified at least one (1) professional staff person who will not evaluate the employee, but who will be available to assist/help a teacher on deficiency correct the identified deficiency areas.

- Once the Employer has identified the professional staff person to be assigned, the employee on deficiency will have the option of waiving any contractual right to assistance from the non-evaluative professional staff person assigned.
- The employee, the Association and the Employer will confirm in writing via a mutually agreeable form that the required assistance has been offered and/or the employee has waived their right to the assistance. This will occur within the first ten (10) days after the notice of significant deficiency is issued. Should the employee refuse to confirm the offer in writing, the Employer will confirm the refusal in writing and provide the Association a copy.
- The Association and the Employer agree that the non-evaluative professional staff person assigned to provide assistance will not provide any testimony or evidence, before any arbitrator, concerning the teacher on deficiency. However, the Employer may provide evidence of dates, times, and description of assistance provided. The Evaluator shall summarize the observations and conferences in writing and provide a copy to the employee.

The superintendent has also worked cosely with the principals of PLA schools. At times to assist in bringing about staff outcomes aimed at improving the school's level of instructional quality.

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

The District supports Olmsted Academy North's planning and efforts to create a schedule to provide teachers with job embedded professional development which is aligned with the instructional program. Schools will provide release time for teachers during the school day so that there can be extended planning and learning time for PLCs. Teachers will be offered training in best practices for creating and conducting PLCs by the Goal Clarity Coach and the outside contractor to maximize student potential. The district content specialists will consult with school leaders to help Goal Clarity Coaches and/or department heads create effective relevant professional development.

As a part of targeted PD based on student and teacher performance data, additional training will be done throughout the school year with all faculty members during PLC meetings, planning period meetings, faculty meetings, and also through modeling teaching strategies in classrooms. The Educational Recovery Specialist in math, math resource teacher, goal clarity coach, and administrative team will deliver this job-embedded training and coach teachers to proficiency in implementing these teaching strategies into their content area instruction. Regular monitoring of implementation of completed PD will occur during weekly classroom walkthrough observations conducted by The Leadership Team and ER staff, through PLC meeting agendas and minutes, lesson plan reviews and feedback from administrative classroom visits. Training will be provided to teachers by Solution Tree, Math in Focus, and Scholastic.

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.

The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers. When new teachers are hired, the academic department does a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers.

District personnel will participate in recruitment strategies such as job fairs, active partnerships with local higher education agencies and networking of current district leadership. Placement strategies will include reassignment of effective teaching staff with students with greatest need. Olmsted Academy North will utilize the ER team's expertise (upon assignment) to expand current practices in recruiting, placing and retaining effective staff. Incentives for staff could possibly include but are not limited to: National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to

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challenges within Priority Schools. Teachers have the opportunity for financial incentives by working the extended school day programs for students.

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.

The district is focusing instructional efforts around the Professional Learning Communities (DuFour, 2004). This strategy is focused on ensuring that students learn through a culture of teacher collaboration and an emphasis on results. The PLCs allow schools to create their own pathways to success as measured by specific goals that are established. The entire district is focused on this work and is working in tandem with KDE staff to implement it effectively.

Olmsted Academy North's Literacy Plan is multi-faceted to address the needs determined by data analysis. The faculty at Olmsted Academy North has engaged in preparing and planning throughout the 2013-2014 school year to implement the Kentucky Core Academic Standards in reading and language arts throughout all content areas. The Educational Recovery Specialist, Goal Clarity Coach, and the Administrative Team will be instrumental in supporting and monitoring to make sure that all content area teachers are incorporating the new standards in their instruction. This team will work with teachers to ensure that instructional strategies identified as best practices in adolescent literacy are being incorporated into their classroom instruction. This work will be built into the school's 30/60/90 day plan to ensure implementation fidelity.

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.

The district has a well-developed data collection system that supports schools' work. The system was developed by in-house programmers and, as such, is highly adaptive to schools' needs. JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments. Additionally, schools are required to use a diagnostic test. The district does provide a diagnostic test and schools have the option to use the provided assessment or to have PLCs create their own. The results of these assessments are stored in the district's data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats.

The district is also an active partner in KDE's CIITS project. Teachers are creating formative assessments using CIITS. Olmsted North uses MAP as a formative assessment and uses these results as well to develop next instructional steps. The CSIP and the progress notes that accompany it are found on the ASSIST platform and all schools have experience using that to capture their work.

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I. USE OF DATA AT THE CLASSROOM LEVEL

A. Through PLC implementation, teachers will use formative assessments on a weekly basis to provide both the teacher and their students with timely data from which to guide incremental improvement toward the proficient acquisition of state standards. ER staff will collaborate with school leadership to develop a system that monitors the use of formative assessments in the classroom. Effective use of formative assessment includes the following:

- Involves sharing learning targets with students
- Provides a positive feedback system for helping students know how to improve
- Enables students to be effective self-evaluators
- Motivates students to be owners of their own learning

B. Teachers will use classroom diagnostic assessment data to inform curriculum and/or instruction and to identify students for Tier 2 interventions.

- Teachers will work in PLCs to create common diagnostic assessments
- Teachers will work together to analyze the results from the assessments to inform instruction
- During analysis sessions, PLCs will determine individualized plans to support students in acquiring standards

C. Teachers will individually, and within departments, use classroom formative assessment data to inform and differentiate instruction, based on the DuFour's 4 Questions that drive PLC work: 1) *What do we expect our students to learn?*, 2) *How will we know if they have learned it?*, 3) *What do we do if they do not learn it?*, and 4) *What do we do if they do learn it?*

- Teachers will closely monitor students previously identified from diagnostic data using Rtl data analysis instruments.
- Teachers will work in departmental PLCs to analyze student data to identify gaps in student understanding and curriculum.
- Teachers will work in departmental PLCs to create formative assessment instruments congruent to learning targets/state standards.

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- Based on formative assessment data, teachers will identify students for tutoring and those that need more intensive help. The regular classroom teacher will re-teach skills or concepts where if a significant percentage of students score below mastery based on formative data collected by the teacher.

II. The Use of MAP Data as an Interim Assessment Two Times Per Year in Math and Reading

A. The Instructional Administrative team, Goal Clarity Coach, Resource Teacher and classroom teachers will use MAP to evaluate students' knowledge and skills relative to state standards in reading and math. Typically, this occurs in the fall and spring. The ER staff will collaborate with school leadership to design and implement a system for the effective collection and use of this data.

B. The data will be used to inform decisions among the classroom, school and District levels.

C. These assessments may serve a variety of purposes, including predicting a student's ability to succeed on a large-scale summative assessment, evaluating a particular educational program or pedagogy, diagnosing gaps in a student's learning, and student placement in an Rtl Tier 2 or 3 intervention. Faculty will work with the ER staff to determine the best use of this data.

D. Analyzing the assessments will, in turn, drive the interventions developed for individual students to help them move into proficiency

III. THE USE OF SUMMATIVE ASSESSMENTS

A. Summative assessments, such as the JCPS Proficiencies and state standardized tests, can be used in a variety of ways including:

- To evaluate the effectiveness of instructional programs and services at the end of an academic year
- To determine if students have mastered state and national standards to identify instructional areas that need additional attention.

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).

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Currently, the district is supporting an after school program for students at priority schools. This program runs three days a week from 2:20-5:00. Students receive instruction based on their learning needs and also receive a third meal from the federal Nutrition Program. Transportation is provided for every student who needs it. Early assessments of the program, begun this past fall, show that students are benefitting and that parents/families appreciate the additional support as well.

Changes to the master schedule provide all students with an additional 50 minutes of math or reading instruction per day. Also for struggling students there are weekly classes that support the core literacy and mathematics by providing supplemental instruction and preventative interventions (Study Island, SuccessMaker, and Read 180) based on students' needs. The master schedule provides for job-embedded professional development/professional learning communities daily. The master schedule will also provide common planning for grade level teachers to work together collaboratively.

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.

Olmsted Academy North will hold two meetings with stakeholder groups (parents, community and businesses) to communicate the school's Priority status and turnaround options. These meetings will provide stakeholders the opportunity to understand the proposed improvement strategies and the chance to ask clarifying questions and provide feedback. During the meetings there will be discussions on how parents, community and businesses can get involved in and support school improvement efforts. Parents, community and businesses will be solicited to serve on SBDM committees, which provide input on decision-making. Based on input from stakeholder groups (needs assessments, parent surveys, Leadership Assessment parent surveys), growth areas will be developed to aid in continued stakeholder involvement.

Several activities are planned to engage our parent and community partners include the following:

- A grade 6 transition/orientation program for incoming sixth graders in August of each year; students, parents, administrators and teachers will participate in informational sessions around organizational skills, agendas, and homework. SBDM Committee signups and volunteering opportunities will also be shared with incoming parents during orientation.
- Math and literacy nights will be held in the fall and spring. This will allow students to showcase their learning of the Common Core Standards. Parents and students will be actively involved in make-and-take workshop sessions that focus on math and literacy skills.

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- Newsletters from the Principal, Youth Service Center and PTSA will be distributed to parents and community partners. The newsletters will be sent home with students and mailed home quarterly.
- The Principal will host “Principal’s Night” during the fall and spring as an informal way to engage parents and community partners in developing activities to be included in the comprehensive school improvement plan.
- The Youth Service Center, Counselors and teachers will provide support in the use of the Parent Portal access, student grades, and the Individual Learning Plan.

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

The district works closely with the Tier III schools. The assistant superintendents and evaluation transition coordinators consider these schools a priority and spend a significant amount of time working with the leaders of the school to analyze data, plan next steps, organize the most efficient use of resources, analyze effectiveness of instructional strategies, consider how management techniques are positively effecting instruction and other individualized issues. These district leaders are intensively coaching the principals to be strong leaders and improve student achievement.

Other departments support these schools and their work. The Data Management, Planning and Program Evaluation department regularly collects data and shares it with schools for inclusion in the Quarterly Reports that are turned in regularly to the Kentucky Department of Education. This data is also used by instructional leadership teams to analyze the ongoing instructional and managerial decisions that are being made so that effective practices can be enhanced and ineffective practices can be changed or eliminated. This department also provides technical assistance on the creation of the school improvement plans and other specific data requests from the school. For example, one school recently wanted to track the achievement of the students who had stayed at the school for three full years versus students who had a shorter enrollment period. The Data Management team provided that data and a short analysis to support the data. In addition, the district has developed a dashboard system enabling priority schools quick access to student data ranging from weekly CCR updates to behavior reports. Frequent modifications/additions are made to the dashboard depending on requests from the schools.

The Academic Department has provided the Tier III schools with a full time Goal Clarity Coach to help guide the instructional work in the building and a Special Education teacher who is there to guide the work around meeting the needs of students with special needs. Both of these positions have played a crucial role in the instructional and cultural work in the building. The district also provides English as a Second Language (ESL) resource teachers to those schools with English Language Learners (ELLs). These district-based ESL resource teachers support the work of both the ESL teachers

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and the regular classroom teachers in finding strategies to meet the needs of students who are working on language acquisition skills.

The Academic Department also has a curriculum department led by the Assistant Superintendent of Curriculum and Instruction is comprised of content specialists. This department provides curriculum maps, both diagnostic and proficiency assessments and specialists who work closely with schools and/or departments around effective delivery of content to produce higher student achievement. There are also content specialists to support academic areas other than the core: music, art, practical living, and RtI. These specialists also support the work of the schools particularly in the area of Program Reviews.

The Academic Department has a student support division led by an assistant superintendent and comprised of staff that focuses on all areas of support for students including: special education, behavior supports (PBIS), FRYSCs, psychologists, and social workers to name a few. This department has been refining a system of Student Response Teams (SRTs) to support schools with intensive behavioral challenges. This team comes when the school places a call for support. They provide the child, family, and school with a system of supports to help the student succeed. In addition, each of the priority schools has been staffed with a full-time ECE consultant ensuring timely access to expertise and support required to meet the needs of students.

There are a number of managerial supports in the district to support the work of schools including the Employee Relations department that supports administrators in situations of employee discipline and evaluation. The budget department which helps principals think through how to most effectively use their resources. The maintenance department which helps provide support or structural or other upkeep issues to name a few.

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

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

The most recent leadership assessment results (February 2014) found that the principal and the SBDM council have the ability to lead the intervention and should continue in their roles and responsibilities established in KRS 160.345. The SBDM model at Olmsted North is (3 teachers, 2 parents, the principal and an assistant principal).

The SBDM Council has been working to address the deficiencies that were noted in the 2011 Leadership Review. As they work, they are keeping the focus on student achievement as the primary goal of all decisions.

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Every year, the SBDM specialist reviews all of the policies and minutes of the Council and makes recommendations on what needs improvement. Olmsted North's policies were reviewed most recently in January of 2014. The district's support of Councils is designed to ensure that that each Council has the support and access to information that it needs in order to lead the turnaround work at the school.

All Councils depend upon strong data and other information to make thoughtful decisions concerning next steps. The Education Recovery staff from the Kentucky Department of Education and Goal Clarity Coaches from JCPS, will play a key role in helping to supply the information necessary to Instructional Leadership Teams and councils to lead the turnaround work.

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

The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers. When new teachers are hired, the academic department does a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers. See the MOA in the appendix for details.

Olmsted Academy North is identified as a Priority School under KRS 160.346 by the Kentucky Department of Education. Olmsted Academy North will be exempt from any requirements that mandate placement of voluntary or overstaffed employees until such time as Olmsted North is no longer identified as low achieving. Olmsted Academy North shall participate in the transfer process but will not be required to select any staff from the transfer list. Since Olmsted Academy North is identified as a Priority School, it will receive their transfer list one week earlier than other schools.

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

The Academic Department also has a curriculum department led by the Assistant Superintendent of Curriculum and Instruction and comprised of content specialists. This department provides curriculum maps, both diagnostic and proficiency assessments and specialists who work closely with schools and/or departments around effective delivery of content to produce higher student achievement. There are also content specialists to support academic areas other than the core: music, art, practical living, and RtI. These specialists also support the work of the schools particularly in the area of Program Reviews.

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

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Each priority school has assigned a full time Special Education Consulting Teacher. Duties include building school capacity in the following areas:

- Implement research based practices to close the achievement gap in reading, writing, and math for students not at proficiency
- Implement research based practices in teaching grade level content standards for students not at proficiency
- Deconstruct content standards for students with significant academic and cognitive deficits
- Teach social skills to students with behavioral deficits
- Teach organization, problem solving, and decision making to students with executive functioning deficits
- Work with teachers in planning and executing co-taught classes
- Develop Individual Education Programs, Functional Behavioral Assessments, Behavior Intervention Plans and
- Design and implement data collection systems as a basis for instruction

Priority schools participate in the Positive Behavior Intervention and Supports training, a three to five year training program to create a multi-tiered system of proactive supports within a school. School supporters include: a trainer, school based PBIS team, and external district level coach.

Finally, Olmsted Academy North receives academic and behavioral training specific to identified needs. Trainers include district staff, contract trainers and trainers from local universities. Topics may include: Research Based Literacy Interventions, Co-teaching, Aggression Replacement Training, Understand the Rage Cycle, Classroom Management, and Teaching Intensive Students.

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.

Olmsted Academy North has high expectations for all students and is committed to providing Advance Program opportunities to as many students as possible. The counselors and APs conference with students to encourage their participation in the CogAt Assessment, which is one data point used to identify enrollees for advanced course work. These conferences reduce the fear and anxiety around AP qualifying tests. Confidence and enthusiasm are essential when students believe they can

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achieve at advanced levels. Counselors also assist students and parents in the appeals process if the minimum qualifying scores are not reached. Multiple student factors are considered in placement decisions such as leadership, extracurricular activities, and teacher recommendations. Olmsted Academy North also accommodates those students on the cusp of qualifying by allowing them to “sit in” the Advance Program classes. It is about getting the students to believe in themselves, presenting them with advanced placement opportunities, holding high expectations for students, and supporting them on their educational journey.

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

Successful transitions from elementary school to middle school and from middle school to high school foster continuous student improvement and set the scene for cognitive, non-cognitive, and emotional growth. Olmsted Academy North knows that strong relationships are the building blocks to turn a school around. Therefore, they sponsor student orientation/transition for incoming 6th graders and their families. The staff introduces students to the “Olmsted Way” regarding routines, procedures, and curriculum. The camp allows students to interact with each other and staff members as they build initial relationships and relieve their anxiety about coming to a new school and new level of school. Students and parents review academic and behavioral expectations. They meet staff members and form friendships and initial supports. Services and supports are reviewed and explained clearly. No questions or concerns go unanswered.

6th grade transitions at Olmsted North are addressed in multiple ways. The orientation/transition camp meets the needs of students and parents. Each feeder elementary school has an Olmsted point of contact to ensure effective communication pathways. New 7th and 8th graders are provided their own orientation to support a successful transition to Olmsted Academy North. Olmsted North embeds the College and Career Readiness Standards into instruction, counseling, and transition activities. The destination high schools are contacted to share cognitive and anecdotal data which would support student success at the next level. High school staffs visit and orient 8th graders as a proactive transition event.

Describe strategies to increase graduation rates.

The district has several systems in place to identify and support students considered at-risk of dropping out. These include:

- SmartEd – This system uses a wide variety of research-based factors that identify students that are most at-risk of dropping out of school. (Similar to KDE’s Persistence to Graduation Tool).

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- Student Response Teams (SRT) – This team is composed of counselors and specialists that come work with the school when there is a student that is struggling and the school needs additional resources.
- Louisville Linked – This evolving system is in place to match students with needs to the appropriate community agency that can meet that need.

At the school level, there are multiple supports in place. These include:

- Academic interventions – by remediating academic deficiencies early, the student does not fall behind and is less at-risk of dropping out. An example of this currently being offered is the extended school day.
- Behavior interventions – by supporting and adequately addressing behavioral issues, students will be less likely to drop out. This past year the school has done considerable work with PBIS and implemented its School Response Team which responds to student needs, analyzes data, and plans next steps.
- Social-Emotional support – the school counselors are available to work with students that are experiencing social or emotional problems. Along with the counselor is the school FRYSC Coordinator to add support. With students needing more specialized attention, community agencies can become involved (possibly through Louisville Linked) or the district Student Response Team may assist.

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

The partnerships for Olmsted Academy North during the 2013-2014 School year are as follows:

- Big Brothers Big Sisters-Provides mentoring services for our students
- Center for Women and Families-Provides services and workshops for parents and students
- Child Connection- Stranger Danger- A prevention program for safety, cyber-bulling, and “sexting”
- Cooperative Extension Service- 4-H Youth Development - Provides academic and enrichment programs for students
- Governor’s Commonwealth Institute for Parent Leadership (GCIPL)

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- JCPS Health Services-Collaborate with YSC for school physicals, immunizations, and scoliosis screenings
- JCPS Safe and Drug Schools- Collaborate with YSC for SRT, Bullying, and Mental Health
- Junior Achievement- program that focuses on life skills
- Kosair Shriners- enrichment activity for ECE (low incidence) students
- Lincoln Heritage Council-Career Exploration
- Louisville Free Public Library- Community resource for academic support and workshops
- Louisville Metro ABC Project Choices- alcohol and drug prevention program
- Louisville Metro Public Health & Wellness-Tobacco Prevention & Cessation Program
- Louisville Urban League- community support and resources (tutoring, educational summits, parent programs)
- Neighborhood Place- South Jefferson, Fairdale-“One Stop Shop” that provides basic needs for families
- Salvation Army - Holiday Assistance program for families in need
- Seven Counties - Mental Health
- Seven Counties - Alcohol and Drug Prevention
- University of Louisville- Upward Bound and Youth Toward Excellence Program- College Readiness/Tutoring Program
- University of Louisville School of Engineering which supports engineering curriculum
- Dixie Kiwanis Club – support Angel Tree Program which provides assistance to needy families during holiday season
- PeaceEd – Trains students to be Peer Mediators to resolve conflict

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Describe the strategies implemented to improve school climate and discipline.

Olmsted Academy North has well defined sub-committees for SBDM to help improve discipline and school culture consisting of teachers and administrators that meet monthly. The principal is committed to hearing the voices of multiple stakeholders. As part of the PBIS training, Olmsted Academy North's principal created a common discipline protocol to create consistency dealing with behavior issues. Also, discipline data is being reviewed bi-monthly at administrative meetings. The principal has implemented a Positive Action Center to teach replacement behaviors and has created a Transition Classroom to mentor and work with are most behaviorally at-risk students. The Transition Class serves students as they reenter Olmsted North from alternative placements.

Olmsted Academy North has a new teacher cadre group to support new teachers to Olmsted North. This group meets monthly to discuss issues that are commonly experienced as a new teacher. This group also participates in professional development activities that strengthen classroom and instructional practices.

Olmsted Academy North is in the process of creating Guidelines for Success for the school, called the Olmsted Way. The Olmsted Way will provide guidelines for success which will define important behaviors and attitudes for all staff and students. Training will be given to the entire staff at the beginning of the year so that misconceptions are addressed and consistency is established. A monitoring system is being developed to reward students displaying appropriate guidelines for success.

The basic elements of this program will be incorporated into the annual school improvement objectives, and the 30-60-90 school plan. These basic elements are:

- Emphasizing a preventive perspective based upon the three-tiered Response to Intervention approach will prevent the development of new problem behaviors for all students and staff across all settings. It will reduce the intensity of existing cases by establishing efficient and rapid response to problems.
- Using an instructional perspective, social skills will be taught concurrently with academic skills, thus reducing problem behaviors by teaching functional replacement behaviors. Instruction is focused on defining, teaching, and encouraging expectations in all settings for students and staff.
- Analyzing the factors that cause problem behaviors will be identified directly to build efficient and relevant behavior plans. Plans will be developed for both the school and individual student level so that these behaviors can be addressed immediately to maximize the use of the instructional process.

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

Olmsted Academy North serves students in grades 6-8 and does not have a preschool or kindergarten program.

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

In addition to funds provided by the SEEK formula and Title I, the district uses Section 7 funding to specifically provide schools funding based on student need. The following description is from the *JCBOE: School Allocation Standards for Usage in FY 2014-2015 and Beyond – January 2014*:

Section 7, item B states that additional amounts may be distributed “based on pupil needs identified by school councils in their adopted school improvement plans and designated by the Board. Money provided under this subsection shall be used only for the needs identified by the council from its adopted school improvement plan and designated by the Board.”

The Section 7 allocation is available to all regular instruction schools under this provision, and will be known as an equity allocation. This amount and the strategy or strategies to target at-risk students must be included in each school’s Comprehensive School Improvement Plan (CSIP)....

It is the responsibility of instructional leadership at the school and district levels to ensure that these funds and strategies are embedded in the CSIP. These funds and strategies should target improved literacy and/or the mental health counseling needs of at-risk students. Intentional discussions with council representatives regarding evidence-based practices* that can assist in improving literacy and/or meeting the mental health needs of students are imperative. In addition, schools should examine data and eliminate programs that are not producing the intended results.

The equity allocation is separate from and uses a different set of account codes than the site-based allocation. This separation of account codes will ensure the ability of all stakeholders to monitor the budgeting and expense trends of Section 7 allocations. Section 7 requests will be reviewed by a committee. Each school will submit a section 7 request form signed by the SBDM council. The form requires the council to document the proposed budget for the equity allocation. The form also requires an evidence-based justification for the planned strategies. The funds may be transferred in the course of the year within the account codes, as long as the transfer supports the original plan.

In addition to the Section 7 funding, for 2013-2014 school year the JCPS BOE set aside \$5,000,000 for Extended Learning Time (also known as ATTAIN) as well as \$2,500,000 for covering transportation. These funds were set aside for Priority Schools and other

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schools that demonstrated student need. Schools had to submit plans before funding was provided.

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.

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

Actions

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

The district will work collaboratively with the district specialists and the KDE Educational Recovery Staff to monitor changes in the instructional practice as a result of job-embedded professional development. Additionally, the assistant superintendents and evaluation transition coordinators will be working closely with the school leadership teams to monitor the instructional practice as well. Analyzing data and determining next steps is a key component to the turnaround work. The Education Recovery (ER) staff is also an active partner in this work. Because the Tier III schools have existing partnerships with the ER staff, these relationships will be already functioning effectively and will have immediate impact on the work.

Principals will collect and analyze information from PLC meetings (i.e., agendas, data, analysis sheets, etc.) to share with their instructional leadership and administrative teams to determine effectiveness of teams and next steps that are necessary to move the work forward by improving student achievement. Analysis of PLC data will help determine how to support the teams. The Goal Clarity Coach or an administrator will provide resources and active support for the PLC. The assistant superintendent and ETC will coach the principal to help determine next steps. Schools will use 30-60-90 plans (or a similar document) to document their short term plans and the next steps.

Additionally, all Priority Schools complete the KDE Quarterly Report. This tool is used for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic interventions, behavioral interventions, and other cognitive and non-cognitive data. Additionally, each section of the Quarterly Reports has a reflection section that is completed by the school's Principal, ER staff, and instructional leaders. The reflection

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sections contain information on which instructional practices are achieving the desired results and which are not. In combination with the quarterly reports, Olmsted North will complete a 30-60-90 plan (or other similar planning tool) which details instructional strategies the school is using to improve academic achievement. These 30-60-90 day plans support Olmsted North's Comprehensive School Improvement Plan (CSIP) and the district's Comprehensive District Improvement Plan (CDIP).

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

In order to address math and reading goals, Olmsted North has used their school-based budget to add an additional math and reading teacher to each grade level team. The assignment of these teachers, along with changes to the master schedule, provide all students with an additional 50 minutes daily of math or reading instruction. The additional teachers will support literacy and mathematics by providing supplemental instruction and preventative interventions (Study Island, SuccessMaker, Read 180) on a weekly basis.

Teachers will use formative assessments to monitor students' mastery of learning targets and provide instruction that addresses misconceptions and/or skill deficits that could create barriers to students' success in the core program.

Additionally, reading recovery and SuccessMaker labs will be used for the purpose of addressing the identified needs of students that require more intense interventions. Each of the interventionists operate on a flexible schedule that allows for small-group and individualized instructional support. Schedules are determined by student needs.

The Math Resource Teacher, ER staff, and Goal Clarity Coach will support the mathematics plan by working collaboratively with the weekly coaching team in order to support implementation of plans on a daily basis. The work in PLCs serves to strengthen the practice in classrooms.

The counselors, assistant principals, and opportunity instructor will focus on improving the overall learning environment in order to limit the barriers to instruction created by discipline/management issues. In particular, counselors meet with recidivist students to address student academic and behavior needs. The assistant principals will facilitate the implementation of a positive behavior management plan.

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

While the level of funding from SIG funds cannot be maintained, the systems for curriculum alignment, mastery learning, formative and summative assessments, multiple interventions, and data analysis should become the new norm and a lasting culture for higher expectations for students and collaborative professional learning for staff.

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The SIG will allow the school to build capacity on the front end that would set a foundation for the school to turnaround. The school has additional locally-funded resource teachers that work to support student achievement. The district has provided a Goal Clarity Coach and a Special Education Resource teacher to support changes around transformation. Additionally, the principal at Olmsted North has been given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal submits a calendar which is approved by the assistant superintendent.

The school will embed professional development to develop teachers to spend more time on task and develop strategies based on formative assessments that demonstrate student learning. Once the SIG funds are no longer available, the PD can be provided by in-house staff, as well as the Goal Clarity Coach.

By strategically using the master schedule, Olmsted will be able to provide interventions and common planning periods. This will support PLCs that will support continued school change to improve student achievement.

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.)

The JCPS Board of Education is engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies ensure that there are no barriers to prevent full implementation of the intervention model. The new policies are strongly aligned with the model. For instance, Policy 8.111 Professional Learning Communities states that the district will support appropriate infrastructure and systems to support the PLC process of teachers working collaboratively to ensure academic achievement for each student.

Once the JCBOE updates current policies, this affects SBDM model policies. These model policies will be revised to ensure that they align with board policy. The process to revise all SBDM model policies that are unrelated to JCBOE policies began February 2013. All updated SBDM model policies will include information about applicable laws, JCBOE policies and administrative procedures.

Procedures to screen model/sample policies include the following steps:

- SBDM specialist will determine the applicable laws, JCBOE policies and administrative procedures that relate to the sample policy to be developed.

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- SBDM specialist will contact the appropriate content specialist (for example, Assistant Superintendent for Diversity, Equity and Poverty Programs will be asked to review the sample Equity and Diversity policy) for assistance in drafting the SBDM sample policy.
- Once drafted, a copy of the sample policy will be forwarded to all cabinet members for final review and approval. SBDM specialist and content specialist will be available to meet with cabinet if necessary.
- Once approved, the policy and information about applicable laws, JCBOE policies and administrative procedures will be emailed to all SBDM principals.
- Additionally, the new sample policy will be highlighted in SBDM Connections and posted on the SBDM website.

Procedures to screen actual school policies include the following steps:

- SBDM specialist will develop rubrics for each sample policy based on applicable laws, JCBOE policies and administrative procedures to ensure clarity and quality as well as legal compliance.
- All council-approved SBDM policies will be forwarded to the SBDM specialist for review against the rubric. The SBDM specialist will provide feedback to the council, if necessary.
- Implementation of this review process will begin once SBDM sample policies are forwarded to the SBDM principals.

Additionally, the policies are reviewed annual by the district SBDM office. Olmsted Academy North's policies were most recently reviewed on January 14, 2014.

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

The JCPS Board of Education is engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies support the implementation of the intervention model (i.e. Policy 8.111 Professional Learning Communities).

The district has supported Olmsted Academy North by providing focused professional development aligned with the identified school needs. The PD is focused on effective classroom instruction, which includes professional learning communities, closing the

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opportunity gap, and differentiating instruction. Olmsted North has participated in following district level PD:

- Cultural Competency: participated in Cultural Competency Institute provided by Aukram Burton's department that was sustained training over several years.
- Solution Tree/PLC Training for Principal and Goal Clarity Coach
- RTI Academy-provided by Solution Tree
- David Liben – Common Core Literacy Training and Support

Additionally, there have been opportunities provided at the state level. Kentucky Leadership Academy (KLA) has provided training around the TPGES model. The ERS and ERL staff is assigned to the school and provides formal professional development based on the school's needs but also provides elbow-to-elbow coaching in classrooms for teachers. This team has been supportive in helping individual teachers and teams to grow their pedagogical skill sets to improve student achievement. The ER staff works hand-in-hand with the goal clarity coach and school-based resource teachers to support classroom teachers. .

The principal at Olmsted North has been given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal submits a calendar which is approved by the assistant superintendent.

The district has provided support around the PGES implementation. Olmsted Academy North is participating in the PGES rollout and working with a small group of teachers to learn the PGES system. The Evaluation Transition Coordinators have provided group training sessions and individual support to the principal and team to implement the system. As the school learns the system, common language is being used and more conversations are held that focus directly on improving the teaching in classrooms. There is also support for schools from the Computer Education Support department for technical help.

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.

JCPS is a member district to the KY Department of Education Special Education Cooperative system. District training is guided by a KDE designed Logic Model Evaluation System whereby the district discerns needs and then designs district and individual school training based on KY Delivery Models (e.g., College and Career Readiness, Closing the Achievement Gap). Training modules are designed by KDE and then replicated at the district level. Training replicated in JCPS include: Individual

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Education Program Guidance Document, Evidence Based Practices for Autism, Middle School Math Cohorts, and Evidence Based Practices in Literacy. These supports help teachers better serve special education students.

The district works closely with the Kentucky Department of Education to address disparities around suspensions for African-American and special education students. To address the disparities, JCPS has organized training with Positive Behavior Intervention Systems (PBIS). PBIS training is provided by two different trainers: Mike Waford of KY Center for Instructional Discipline and Susan Isaacs of Safe and Civil Schools. A PBIS program evaluation system is being designed by JCPS. The PBIS training that is being provided helps schools look at their own data and make careful decisions for their own particular building to create a positive learning culture so that students can have a safe learning environment. Olmsted North is participating in this training.

Olmsted Academy North has Education Recovery staff members that have been assigned to them by the Kentucky Department of Education (KDE). Currently, there is a math specialist and a principal mentor. These specialists work hand-in-hand with the school and district staff to support the schools. The KDE staff primarily supports work around instruction, analyzing data, and other individualized school needs. These specialists will hone in on areas of particular need.

The following supports were selected based on results of KPREP analysis, walk through data and teacher needs assessments:

Partnerships with the University of Louisville- representatives from all content areas have participated in a two-week professional development session that focuses on teaching reading in the content areas (LALLI- Leveraging Adolescent Literacy and Language Integration). Evaluation measures for this partnership include increases in student achievement in literacy (reading, English/Language Arts and writing).

Kentucky Department of Education- We are partnering with KDE and District 180 Educational Recovery Leader and Educational Recovery Specialists. ER staff works cooperatively with the administrative team on professional development and curriculum needs at Olmsted Academy North. Evaluation measures include the Effectiveness Rubric for the ER Team, Teacher Effectiveness Rubric, as well as student level data on state accountability

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

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Solution Tree will be contracted with using SIG funds to focus on developing stronger PLCs. Consultants and resources will be provided to address areas of greatest need. Professional developments provided by Solution Tree will be evaluated for effectiveness through classroom walkthroughs, lesson plan reviews, instructional coach feedback from classroom visits and increases in student achievement.

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

The primary intent of the SIG grant is to build capacity at Olmsted Academy North for academic and instructional excellence. A culture of high achievement among students and teachers is the goal. The ER team's investment will build the capacity of the leadership team and faculty to continue the work once they are gone and to foster ongoing cultural improvements. Using data to make decisions about instruction and school climate will become the norm at Olmsted Academy North. Title I funds will continue to provide Olmsted North professional development and classroom supports.

| Reform Efforts (SIG) | Funding Adjustments | Monitoring of instructional goals and annual goals |
|---------------------------------|---|---|
| PLC training with Solution Tree | Title I funds will be used to support continued professional development. | Goals will be embedded into the CSIP and the 30-60-90 plan. Minutes from PLC sessions will be used to monitor the PLCs work. |
| Parent Involvement workshops | Title I-Parent Involvement funds | Goals will be embedded into the CSIP and the 30-60-90 plan. Sign in sheets and feedback from surveys will determine effectiveness |

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

The achievement area assistant superintendents and the evaluation transition coordinators will work regularly with the identified schools to ensure that a sustainable plan is being created that will positively affect student achievement. As the assistant superintendents, ER staff and school leadership teams work together, it will be incumbent upon them to work and re-work plans as new data is examined. Working as a team will enhance the work and will ensure that there are multiple voices heard and many people are a part of improving the policies, procedures and systems. The work will be captured in the Quarterly Reports as well as 30-60-90 or other similar planning documents. Because these documents are federal requirements, there will be a record of the work. The district staff and the ER staff will work together to monitor the plans and ensure that teams are working together to provide effective strategies to improve student achievement.

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Olmsted Academy North in collaboration with the ER Team and school leadership will develop and implement a systemic process for monitoring student achievement throughout the school year. Data reflecting student progress on CASCADE in Reading and Math will be reported in October, December, and March each school year. The analysis of this data will be summative in nature to evaluate overall instructional effectiveness, at the same time the teachers will analyze the same data in PLCs for formative purposes to inform instruction.

Procedures for monitoring student achievement

- The ERSs will collaborate with the administrative team, Goal Clarity coach, and teachers to identify areas for improvement. The identified areas will be noted in the CSIP and 30-60-90 plan.
- The Instructional Leadership Team (ILT) will meet monthly to analyze progress and status of 30/60/90 day plans and make revisions as needed for growth.
- PLCs will refine curriculum to identify gaps and develop a plan to address these gaps.
- Administrative Walk Through Data will be analyzed to ensure that teachers are effectively implementing the curriculum with fidelity.
- Identification of students not meeting benchmarks will be completed. These students will be targeted for ESS interventions.
- Mentors will be assigned to recidivist students to help them reflect on their behavior. Data and determination of barriers will be tracked and progress monitored weekly by each mentor.

Timeline

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

| # | TASK | SPONSOR | Partnerships | DUE DATE |
|---|---|---------------------|---------------|-------------|
| | | YEAR ONE | | |
| 1 | Establish Master Schedule with 2 Planning | Perkins, Counselors | Solution Tree | Summer 2014 |

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| | Periods for PLC and Regular Plans for teachers, Math and Reading Intervention Schedules, and student placements (based on needs, i.e. ECE) | | | |
| 2 | Solution Tree – 2 Day Opening, PLC Work: Learning by Doing (Faculty Book Study) | Olmsted Academy North Staff, ER Staff | Solution Tree | Summer 2014 |
| 3 | Transitional Program for incoming 6 th Graders | Perkins, Admin Staff, 6 th Grade Staff and additional Olmsted North Staff, YSC coordinator | Community Partners (YSC) | Summer 2014 |
| 4 | Transitional Program for Parents of incoming 6 th Graders | Perkins, Admin Staff, 6 th Grade Staff and additional Olmsted Academy North Staff, YSC coordinator | Community Partners (YSC) | Summer 2014 |
| 5 | Faculty Retreat – Introduction of School-Wide Discipline Plan, 2014-2015 School Year Opening Activities, trainings/PD specific to Olmsted Academy North, School-Wide Strategies and Expectations, etc. | Perkins, Admin Staff, ILT, ER Staff, Resource Teachers, Goal Clarity Coach, All Olmsted North Certified and Classified Staff | Summer | 2014 |
| 6 | Establish a system for creating and reviewing teacher evidence binders: <ul style="list-style-type: none"> • Syllabi, Pacing Guide, and Learning Targets • Samples of Common Formative Assessments • Samples of Differentiation and Instructional Strategies • Lesson Plans • Student Work | Perkins (with assistance as needed from Admin Staff, ER Staff, Resource Teachers, Goal Clarity Coach, Department Chairs) | Summer | 2014, On-Going |

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| | Samples, including Exemplars | | | |
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| 7 | Establish Professional Learning Communities for teachers of the same subject. | Perkins (with assistance as needed from Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, Department Chairs) | Solution Tree | Summer 2014 |
| 8 | Schedule common planning periods across all content areas | Perkins, Counselors | Solution Tree | Summer 2014 |
| 9 | Schedule weekly meetings to analyze and respond to reading and math assessments | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, | Solution Tree | Summer 2014 |
| 10 | Establish debriefing protocols for teacher Learning Teams after diagnostic, Common formative, and proficiency assessments | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, | Solution Tree | Summer 2014 |
| 11 | Design after-school reading and math labs for re-teaching, content recovery, etc. | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ESS coordinator | Solution Tree | Summer 2014 |
| 12 | Establish school-wide PD Plan and Calendar, along with a systematic plan to communicate data to ILT, faculty, and Assistant Superintendent | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, | Solution Tree Trainers | Summer 2014 |
| 13 | Design and schedule Learning Walk System to monitor: <ul style="list-style-type: none"> • Content recommended by JCPS pacing guides • Instructional Rigor, differentiated instruction, student engagement, etc. • Instructional adjustments | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, (with Teacher Input) | Scholastic Trainers | Summer 2014 |

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| | <p>suggested during the Learning Team debrief sessions (PLCs)</p> <ul style="list-style-type: none"> • Danielson Framework implementation | | | |
| 14 | Schedule on-going, job-embedded PD support sessions throughout the year in order to address instructional challenges and adjustments that are generated by the PLCs | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, (with Teacher Input) | Solution Tree Trainers | August 2014 |
| 15 | Establish a system that promotes communication of newly learned successful instructional strategies with the entire faculty, adding to the collective instructional knowledge base of the school. Examples include: sharing observed strategies at department or faculty meetings, integrating successful strategies in PD sessions, etc. | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs (with Teacher Input) | Solution Tree Trainers | August 2014 |
| 16 | Establish system for on-going support for new teachers, especially in the area of classroom management | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach | August | 2014 |
| 17 | Schedule the evaluation for APs to attend with the teacher training | Perkins | | August 2014 |
| 18 | Ensure teacher growth plans align with school CSIP, reading and math strategies, and PLC protocols | Perkins, Assistant Principals | August | 2014 |
| 19 | On-going job-embedded PDs to increase | Perkins, Instructional AP, ER Staff, Resource | 3 | Sessions, |

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| | instructional rigor in Literacy | Teachers, Goal Clarity Coach, Language Arts (Reading) Department Chair | | Sept.– May, 2014-2015 |
| 20 | On-going job-embedded PLC training and support visits | All Olmsted Academy North Staff | Solution Tree | 7 Sessions, Sept.- May, 2014-2015 |
| 21 | Submit KDE Quarterly Reports | Perkins, Instructional AP, ILT, ER Staff, Resource Teachers, Goal Clarity Coach | October, | December, March, June, 2014-2015 |
| # | TASK | SPONSOR | Partnerships | DUE DATE |
| | | YEAR TWO | | |
| 1 | Evaluate Year One Assessment Data and Calendar | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs (with Teacher Input) | Solution Tree | Summer 2015 |
| 2 | Evaluate the established system and timelines to communicate data and progress to ILT, Faculty, and Assistant Superintendent | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs (with Teacher Input) | Solution Tree | Summer 2015 |
| 3 | Evaluate the system for creating and reviewing teacher evidence binders: <ul style="list-style-type: none"> • Syllabi, Pacing Guide, and Learning Targets • Creation of Common Formative Assessments • Creation of Differentiation and Instructional Strategies | Teachers (with assistance from Bledsoe, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, Department Chairs) | Summer | 2015, On-Going |

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| | <ul style="list-style-type: none"> • Lesson Plans • Student Work Samples, including Exemplars | | | |
| 4 | Evaluate the Professional Learning Communities for content level groups | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Solution Tree | Summer 2015 |
| 5 | Evaluate the use of scheduled common planning periods of content area groups | Perkins, Instructional AP, Counselors | Solution Tree | Summer 2015 |
| 6 | Evaluate the effectiveness of scheduled weekly meetings to analyze and respond to reading and math assessments | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2015 |
| 7 | Evaluate the established debriefing protocols for teacher PLCs after District Diagnostic, Proficiency Assessments | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2015 |
| 8 | Evaluate the after school reading and math re-teaching, content recovery, etc. | Perkins, Instructional AP, ER Staff | Summer | 2015 |
| 9 | Continue to train teachers on The Olmsted Way | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2015 |
| 10 | Continue to train teachers and provide opening day/year PD as applicable to the start of the school year, including classroom management, data, and school-wide strategies | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2015 |
| 11 | Evaluate and revise school-wide PD plan and calendar | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2015 |

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| 12 | Evaluate designed Learning Walks and create a scheduled for new Learning Walks | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2015 |
| 13 | Schedule on-going, job-embedded PD support sessions throughout the year in order to increase instruction rigor, challenges and adjustments that are generated by PLCs | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Solution Tree | Summer 2015 |
| 14 | Update and revise the system that promotes communication of newly learned successful instructional strategies with the entire faculty, adding to the collective instructional knowledge base of the school. Examples include: sharing observed strategies at department or faculty meetings, integrating successful strategies in PD sessions, etc. | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs (with Teacher Input) | Solution Tree Trainers | August 2014 |
| 15 | Evaluate and revise the system for on-going support for new teachers, especially in the area of classroom management | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach | August | 2015 |
| 16 | Schedule the evaluation for APs to attend with the teacher training | Perkins | | August 2015 |
| 17 | Ensure teacher growth plans align with school CSIP, reading and math strategies, and PLC protocols | Perkins, Assistant Principals | August | 2015 |
| 18 | Transitional Program for incoming 6 th Graders | Perkins, Admin Staff, 6 th Grade Staff and additional Olmsted Academy North Staff | Community Partners (YSC) | Summer 2015 |

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| 19 | Transitional Program for Parents of incoming 6 th Graders | Perkins, Admin Staff, 6 th Grade Staff and additional Olmsted Academy North Staff | Community Partners (YSC) | Summer 2015 |
| 20 | Solution Tree – 2 Day Building Common Assessments (Faculty Book Study) | Olmsted Academy North Staff, ER Staff | Solution Tree | Summer 2015 |
| 21 | Continued on-going job-embedded PDs support, for Math Department Teachers | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, Math Department Chair | 7 | Sessions, Sept.- May, 2015-2016 |
| 22 | Continued Literacy Strategies PDs to increase instructional rigor in Literacy | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ELA Department Chair | Summer | 2015 |
| 23 | Continued on-going job-embedded PLC training and support visits, Data Analysis and Progress Monitoring support | All Olmsted Academy North Staff | Solution Tree | Sessions, Sept.- May, 2015-2016 |
| # | TASK | SPONSOR | Partnerships | DUE DATE |
| | | YEAR THREE | | |
| 1 | Solution Tree – Transitioning to Independence for Teams and Teacher Leaders, One Day | Olmsted Academy North Staff, ER Staff | Solution Tree | Summer 2016 |
| 2 | One-Day Literacy Strategy Support | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ELA Department Chair | Summer | 2016 |
| 3 | Transitional Program for incoming 6 th Graders | Perkins, Admin Staff, 6 th Grade Staff and additional Olmsted Academy North Staff, YSC coordinator | Community Partners (YSC) | Summer 2016 |

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| 4 | Parent Workshop – Transitional Program for Parents of incoming 6 th Graders | Perkins, Admin Staff, 6 th Grade Staff and additional Olmsted Academy North Staff, YSC coordinator | Community Partners (YSC) | Summer 2016 |
| 5 | Evaluate (and revise as needed) Year Three Assessment Data and Calendar | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, (with Teacher Input) | Solution Tree | Summer 2016 |
| 6 | Evaluate (and revise as needed) the established system and timelines to communicate data and progress to ILT, Faculty, and Assistant Superintendent | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, (with Teacher Input) | Solution Tree | Summer 2016 |
| 7 | Evaluate (and revise as needed) the system for creating and reviewing teacher evidence binders: <ul style="list-style-type: none"> • Syllabi, Pacing Guide, and Learning Targets • Samples of Common Formative Assessments • Samples of Differentiation and Instructional Strategies • Lesson Plans • Student Work Samples, including Exemplars | Teachers (with assistance from Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, Department Chairs) | Summer | 2016, On-Going |
| 8 | Evaluate (and revise as needed) the Professional Learning Communities for content level groups | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Solution Tree | Summer 2016 |
| 9 | Evaluate (and revise as needed) the use of scheduled common planning periods of content area groups | Perkins, Instructional AP, Counselors | Solution Tree | Summer 2016 |

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| 10 | Evaluate (and revise as needed) the effectiveness of scheduled weekly meetings to analyze and respond to reading and math assessments | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2016 |
| 11 | Evaluate (and revise as needed) the established debriefing protocols for teacher PLCs after District Diagnostic, Proficiency Assessments | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2016 |
| 12 | Evaluate (and revise as needed) the after school reading and math re-teaching, content recovery, etc. | Perkins, Instructional AP, ER Staff | Summer | 2016 |
| 13 | Continue to train teachers on The Spartan Way (and revise as needed) | Perkins, Assistant Principals | Summer | 2016 |
| 14 | Continue to train teachers and provide opening day/year PD as applicable to the start of the school year, including classroom management, data, and school-wide strategies (and revise as needed) | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2016 |
| 15 | Establish school-wide PD plan and calendar (and revise as needed) | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Summer | 2016 |
| 16 | Evaluate designed Learning Walks and create a schedule for new Learning Walks (and revise as needed) | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT | Summer | 2016 |
| 17 | Schedule on-going, job-embedded PD support sessions throughout the year in order to increase instruction rigor, challenges and | Perkins, Assistant Principals, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Solution Tree | Summer 2016 |

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| | adjustments that are generated by PLCs (and revise as needed) | | | |
| 18 | Update and revise the system that promotes communication of newly learned successful instructional strategies with the entire faculty, adding to the collective instructional knowledge base of the school. Examples include: sharing observed strategies at department or faculty meetings, integrating successful strategies in PD sessions, etc. | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs (with Teacher Input) | Solution Tree | August 2014 |
| 19 | Evaluate the system for on-going support for new teachers, especially in the area of classroom management (and revise as needed) | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach | August | 2016 |
| 20 | Schedule the evaluation for Aps to attend with the teacher training | Perkins | | August 2016 |
| 21 | Ensure teacher growth plans align with school CSIP, reading and math strategies, and PLC protocols | Perkins, Assistant Principals | August | 2016 |
| 22 | Continued on-going job-embedded PDs support, for Math Department Teachers | Perkins, Instructional AP, ER Staff, Resource Teachers, Goal Clarity Coach, Math Department Chair | 7 | Sessions, Sept.-May, 2016-2017 |
| 23 | Continued on-going job-embedded PLC training and support visits, Data Analysis and Progress Monitoring support | Olmsted Academy North Staff, ER Staff | Solution Tree | 7 Sessions, Sept.-May, 2016-2017 |

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| 24 | Work with external partners, Solution Tree, to create sustainable plans once SIG funds are depleted | Perkins, Assistant Principals, ER Staff, Resource Teachers, Goal Clarity Coach, ILT, Department Chairs | Solution Tree | On-going, 2016-2017 School Year |
|----|---|--|---------------|---------------------------------|

Annual Goals

Literacy S.M.A.R.T. Goals

Year 1 (2014-15 school year)

6th grade:

After year 1 implementation of the Scholastic Literacy Curriculum focused on Common Core State Standards, at least 40.2% (our 2014-15 delivery target) of our 6th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The results from the 2012-13 K-PREP results showed that only 15.3% of 6th graders scored at the proficient/distinguished performance level.

7th grade:

After year 1 implementation of the Scholastic Literacy Curriculum focused on Common Core State Standards, at least 40.2% (our 2014-15 delivery target) of our 7th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The results from the 2012-13 K-PREP results showed that only 18.7% of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 1 implementation of the Scholastic Literacy Curriculum focused on Common Core State Standards, at least 40.2% (our 2014-15 delivery target) of our 8th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The results from the 2012-13 K-PREP results showed that only 18.6% of 8th graders scored at the proficient/distinguished performance level. Additionally, at least 30% of 8th grade students will meet the reading benchmark (15) on the ACT EXPLORE assessment given in September 2014. The 2013 results showed that only 24.4% of 8th graders met the benchmark.

Year 2 (2015-16)

6th grade:

After year 2 implementation of the Scholastic Literacy Curriculum focused on Common Core State Standards, at least 48.8% (our 2015-16 delivery target) of our 6th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The

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baseline results from the 2012-13 K-PREP results showed that only 15.3% of 6th graders scored at the proficient/distinguished performance level.

7th grade:

After year 2 implementation of the Scholastic Literacy Curriculum focused on Common Core State Standards, at least 48.8% (our 2015-16 delivery target) of our 7th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 18.7% of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 2 implementation of the Scholastic Literacy Curriculum focused on Common Core State Standards, at least 48.8% (our 2015-16 delivery target) of our 8th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 18.6% of 8th graders scored at the proficient/distinguished performance level. Additionally, at least 40% of 8th grade students will meet the reading benchmark (15) on the ACT EXPLORE assessment given in September 2015. The 2013 baseline results showed that only 24.4% of 8th graders met the benchmark.

Year 3 (2016-17)

6th grade:

After year 3 implementation of the Scholastic Literacy Curriculum focused on Common Core State Standards, at least 57.3% (our 2016-17 delivery target) of our 6th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 15.3% of 6th graders scored at the proficient/distinguished performance level.

7th grade:

After year 3 implementation of the Scholastic Literacy Curriculum focused on Common Core State Standards, at least 57.3% (our 2016-17 delivery target) of our 7th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 18.7% of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 3 implementation of the Scholastic Literacy Curriculum focused on Common Core State Standards, at least 57.3% (our 2016-17 delivery target) of our 8th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 18.6% of 8th

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graders scored at the proficient/distinguished performance level. Additionally, at least 50% of 8th grade students will meet the reading benchmark (15) on the ACT EXPLORE assessment given in September 2016. The 2013 baseline results showed that only 24.4% of 8th graders met the benchmark.

Mathematics S.M.A.R.T Goals

Year 1 (2014-15 school year)

6th grade:

After year 1 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 40.5% (our 2014-15 delivery target) of our 6th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 10.4% of 6th graders scored at the proficient/distinguished performance level.

7th grade:

After year 1 implementation of the *Math in Focus Curriculum*, focused on Common Core State Standards, at least 40.5% (our 2014-15 delivery target) of our 7th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 13.9 of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 1 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 40.5% (our 2014-15 delivery target) of our 8th grade students will score at the proficient/distinguished performance level on the 2014-15 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The results from the 2012-13 K-PREP results showed that only 19.5% of 8th graders scored at the proficient/distinguished performance level. Additionally, at least 24% of 8th grade students will meet the mathematics benchmark (17) on the ACT EXPLORE assessment given in September 2014. The 2013 baseline results showed that only 11.1% of 8th graders met the benchmark.

Year 2 (2015-16)

6th grade:

After year 2 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 49% (our 2015-16 delivery target) of our 6th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 10.4% of 6th graders scored at the proficient/distinguished performance level.

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7th grade:

After year 2 implementation of the *Math in Focus Curriculum*, focused on Common Core State Standards, at least 49% (our 2015-16 delivery target) of our 7th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 13.9% of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 2 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 49% (our 2015-16 delivery target) of our 8th grade students will score at the proficient/distinguished performance level on the 2015-16 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP showed that only 19.5% of 8th graders scored at the proficient/distinguished performance level. Additionally, at least 37% of 8th grade students will meet the mathematics benchmark (17) on the ACT EXPLORE assessment given in September 2015. The 2013 baseline results showed that only 11.1% of 8th graders met the benchmark.

Year 3 (2016-17)

6th grade:

After year 3 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 57.5% (our 2016-17 delivery target) of our 6th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 10.4% of 6th graders scored at the proficient/distinguished performance level.

7th grade:

After year 3 implementation of the *Math in Focus Curriculum*, focused on Common Core State Standards, at least 57.5% (our 2016-17 delivery target) of our 7th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP results showed that only 13.9% of 7th graders scored at the proficient/distinguished performance level.

8th grade:

After year 3 implementation of the *Math In Focus Curriculum*, focused on Common Core State Standards, at least 57.5% (our 2016-17 delivery target) of our 8th grade students will score at the proficient/distinguished performance level on the 2016-17 Kentucky Performance Rating for Educational Progress (K-PREP) assessment. The baseline results from the 2012-13 K-PREP showed that only 19.5% of 8th graders scored at the proficient/distinguished performance level. Additionally, at least 50% of 8th grade students will meet the mathematics benchmark (17) on the ACT EXPLORE assessment

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given in September 2016. The 2013 baseline results showed that only 11.1% of 8th graders met the benchmark.

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.

Literacy S.M.A.R.T. Goals

Year 1 – (2014-15)

Quarter #1

6th grade:

A minimum of 31.7% (our 2013-14 reading delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 31.7% (our 2013-14 reading delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 31.7% (our 2013-14 reading delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 34.5% of 6th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 34.5% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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8th grade:

A minimum of 34.5% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #3

6th grade:

A minimum of 37.3% of 6th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 37.3% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 37.3% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #4

6th grade:

A minimum of 40.2% (our 2014-15 reading delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 40.2% (our 2014-15 reading delivery target) of 7th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 40.2% (our 2014-15 reading delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Year 2 – (2015-16)

Quarter #1

6th grade:

A minimum of 40.2% (our 2014-15 reading delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 40.2% (our 2014-15 reading delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 40.2% (our 2014-15 reading delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 43.1% of 6th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 43.1% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 43.1% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Quarter #3

6th grade:

A minimum of 46% of 6th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 46% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 46% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #4

6th grade:

A minimum of 48.8% (our 2015-16 reading delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 48.8% (our 2015-16 reading delivery target) of 7th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 48.8 (our 2015-16 reading delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Year 3 – (2016-17)

Quarter #1

6th grade:

A minimum of 48.8% (our 2015-16 reading delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 48.8% (our 2015-16 reading delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 48.8% (our 2015-16 reading delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 51.6% of 6th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 51.6% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 51.6% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #3

6th grade:

A minimum of 54.4% of 6th graders will score proficient/distinguished on the 3rd

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Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 54.4% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 54.4% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #4

6th grade:

A minimum of 57.3% (our 2016-17 reading delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 20.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 57.3% (our 2016-17 reading delivery target) of 7th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 11.6% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 57.3% (our 2016-17 reading delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.4% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Mathematics S.M.A.R.T. Goals

Year 1 – (2014-15)

Quarter #1

6th grade:

A minimum of 32.0% (our 2013-14 mathematics delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment.

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The 2013-14 baseline data showed that only 17.6% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 32.0% (our 2013-14 mathematics delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 4.8% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 32.0% (our 2013-14 mathematics delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 34.8% of 6th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 17.6% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment

7th grade:

A minimum of 34.8% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 4.8% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 34.8% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #3

6th grade:

A minimum of 37.6% of 6th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 17.6% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment

7th grade:

A minimum of 37.6% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed

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that only 4.8% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 37.6% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #4

6th grade:

A minimum of 40.5% (our 2014-15 mathematics delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 17.6% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment

7th grade:

A minimum of 40.5% (our 2014-15 mathematics delivery target) of 7th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 4.8% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 40.5% (our 2014-15 mathematics delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Year 2 – (2015-16)

Quarter #1

6th grade:

A minimum of 40.5% (our 2014-15 mathematics delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 17.6% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 40.5% (our 2014-15 mathematics delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 4.8% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

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A minimum of 40.5% (our 2014-15 mathematics delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 43.3% of 6th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 17.6% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 43.3% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 4.8% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 43.3% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #3

6th grade:

A minimum of 46.1% of 6th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 17.6% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 46.1% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 4.8% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 46.1% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

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Quarter #4

6th grade:

A minimum of 49.0% (our 2015-16 mathematics delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 17.6% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 49.0% (our 2015-16 mathematics delivery target) of 7th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 13.0% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 49.0% (our 2015-16 mathematics delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Year 3 – (2016-17)

Quarter #1

6th grade:

A minimum of 49.0% (our 2015-16 mathematics delivery target) of 6th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 17.6% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 49.0% (our 2015-16 mathematics delivery target) of 7th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 4.8% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 49.0% (our 2015-16 mathematics delivery target) of 8th graders will score proficient/distinguished on the 1st Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #2

6th grade:

A minimum of 51.8% of 6th graders will score proficient/distinguished on the 2nd

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Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 32.9% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 51.8% of 7th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 4.8% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 51.8% of 8th graders will score proficient/distinguished on the 2nd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #3

6th grade:

A minimum of 54.6% of 6th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 17.6% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

7th grade:

A minimum of 54.6% of 7th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 4.8% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 54.6% of 8th graders will score proficient/distinguished on the 3rd Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

Quarter #4

6th grade:

A minimum of 57.5% (our 2016-17 mathematics delivery target) of 6th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 17.6% of 6th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment..

7th grade:

A minimum of 57.5% (our 2016-17 mathematics delivery target) of 7th graders will score

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proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 4.8% of 7th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

8th grade:

A minimum of 57.5% (our 2016-17 mathematics delivery target) of 8th graders will score proficient/distinguished on the 4th Jefferson County Reading Proficiency Assessment. The 2013-14 baseline data showed that only 15.0% of 8th graders scored proficient/distinguished on the Jefferson County Reading Proficiency Assessment.

The goals outlined above support the school's CSIP goals:

- Professional Development Plan is implemented, frequently evaluated for effectiveness, is aligned based on needs, and is reviewed and revised as needed.
- Increase the percentage of students meeting benchmark in reading, mathematics, and English from 6.8% to 41.0% in 2017.
- Increase the averaged combined reading and mathematics proficiency rate from 16.2% to 57.4% by 2017.
- Increase the averaged combined reading and mathematics proficiency ratings for all students in the non-duplicated gap group from 15.4% to 57.2% by 2017.
- Increase the percentage of students scoring proficient/distinguished in science from 29.0% to 67.3% and in non-duplicated gap groups from 31.1 to 67.3% by 2017.
- Increase the percentage of students scoring proficient/distinguished in social studies from 42.8% to 68.7% and in non-duplicated gap groups from 43.3% to 68.7% by 2017.
- Increase the percentage of students scoring proficient/distinguished in writing from 9.6% to 55.4% and in non-duplicated gap groups from 9.5% to 55.4% by 2017.
- Increase parental involvement in school functions and committees.
- The Professional Growth and Effectiveness System (PGES) will be fully implemented by 2014-15.
- Frederick Law Olmsted Academy North's principal and SBDM Council will recruit, train, and retain highly qualified teachers.
- Increase our school-wide Program Review score

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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.

At the end of each quarter the school will analyze data to determine next steps. The district will review the data analysis and consult with the leadership about plans for improvement. The analysis will be informed by the current teacher performance standards and the Interstate School Leaders Licensure Consortium (ISLLC) standards and the PGES systems. Depending in the results of the analysis at the individual school, the district will make plans to take proactive steps toward improvement.

Consultation

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

When Olmsted Academy North selected the Transformation Model, the SBDM approved the selection of this model. This decision was then presented to the Board of Education who also approved the selection. The district collaborated with the teachers' union to develop the parameters for the transformation model.

The Leadership and the ER team in conjunction with district support have been involved in writing this application. All of these partners are committed to the success of the students at Olmsted Academy North. The school leadership team will work closely with school staff, parents and community to monitor the success of the strategies in the SIG grant and make modifications when necessary.

The improvement in KPREP scores and the reduction in suspensions indicate that the Transformation Model is beginning to have a positive effect on student achievement at Olmsted Academy North. The components involved in the model are research-based (as stated earlier in this application)

School Budget Narrative

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

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| Pre-Implementation Activity | Participant | Successful Implementation Preparation | Year 1 | Year 2 | Year 3 |
|---|---|---|-----------------------------------|-----------------------------------|-----------------------------------|
| PLC Training | Faculty of Olmsted Academy North | Professional Learning Communities--- these sessions will be focused on improving instruction for students so that all reach goals. Intervention strategies will be reviewed and refined. | 4,000 Teacher Stipend | 4,000 Teacher Stipend | |
| Mustang Camp (incoming 6 th graders) | 6 th Grade Teachers, Related Arts Teachers, Administrative Team, YSC | Orientation program for incoming sixth graders. Mustang Way Expectations along with helpful tips for a successful transition into middle school. | 880 Teacher Stipend | 880 Teacher Stipend | 880 Teacher Stipend |
| Mustang Camp (Parent workshops) | Administrative Team, YSC | Parents, Administrators and Teachers will participate in informational sessions around organizational skills, agendas, 6th grade curriculum, and Spartan Way Expectations homework. SBDM Committee signups and volunteering opportunities will also be shared | 1,000 Parental Workshop Materials | 1,000 Parental Workshop Materials | 1,000 Parental Workshop Materials |

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| Pre-Implementation Activity | Participant | Successful Implementation Preparation | Year 1 | Year 2 | Year 3 |
|-----------------------------|----------------------------------|---|-----------------------|------------------------------------|-----------------------|
| | | with incoming parents during Mustang Camp | | | |
| Mustang Way Retreat | Faculty of Olmsted Academy North | Staff members of Stuart will participate in a training to ensure that an intentional focus is on the guidelines for success which will define important behaviors and attitudes for all staff and students. | 5,000 Teacher Stipend | 5,000 Teacher Stipend | 5,000 Teacher Stipend |
| Solution Tree | School Faculty | 2 day opening PD and 7 return visits (year 1), Common Assessments for PLCs (Year 2), Data analysis and progress monitoring support (Year 2 and 3), Transition To Independence PD (Year 3) | 59,150 Contract | 26,576 Contract 13,000 Contract | 31,500 |
| Supplies | Classroom Teachers | Books for students, Books for teachers regarding PLCs | 5,500 | 4,000 | 3,500 |

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Transformation Model

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

The district is using Title II funds to train Title I schools in using the DuFour's Professional Learning Communities model. Contracting with Solution Tree has provided the opportunity to have Anthony Muhammad talk with principals about sharing the culture to improve student achievement. Additionally, principals have been assigned to small work groups that are meeting virtually with a coach to focus on student achievement. This work will continue and the ~~PLC and PBIS coaches~~ Goal Clarity Coach will be able to support the principals in following up on the strategies from these sessions and making them come alive in the schools.

The Family Resource/Youth Service Center at Olmsted Academy North is jointly funded by state district funds. This center is active and a huge support to the students and families in the Olmsted North community. Because of the importance of this center, the district has made up the difference in the state funding knowing that the difference made was monumental.

The School Resource Officer (SRO) is funded through the general fund in partnership with local law enforcement agencies. The SROs play a vital role in the school by building relationships with students and families. This important culture work will be augmented by the district's PBIS work. Safe Schools funds help to support after school programs for students

The district has assigned a special education resource teacher to each of these schools. This teacher works with teachers to create instructional strategies designed to meet individual students' needs and to ensure that appropriate systems are in place to meet the needs of special education students and their families. This position is funded through federal IDEA funds.

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

The district-funded coaches will be looking for patterns across teachers, teams, and schools. As patterns are observed, they will work closely with district leaders that are already in place in the Chief Academic Officer's departments. As the coaches observe patterns and work with district supports, professional development sessions will be provided that serve teachers across priority schools.

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Year 1 Budget

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 Olmsted Academy North **District** Jefferson County Public Schools

| MUNIS Code | Description of Activity | Amount Requested |
|-------------------|--------------------------------|-------------------------|
| 110 | Certified Services | 9,880 |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | | |
| 231 | | |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--|-----------------------------|
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | PD Consultants (Solution Tree, Coaching) | \$59,150 |
| 338 | | |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-------------------------------|-----------------------------|---------------------|
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 610 | General Supplies, Materials | \$6,500 |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | | |
| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| 913 | | |
| Total Amount Requested | | \$ 75,530 |

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Year 2 Budget

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 Olmsted Academy North **District** Jefferson County Public Schools

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 110 | Certified Services | \$9,880 |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | | |
| 231 | | |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |

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(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--|-----------------------------|
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | PD Consultants (Solution Tree, Coaching) | \$39,576 |
| 338 | | |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |

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 District Application for School Improvement Funds
Transformation Model

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-------------------------------|-------------------------------------|-----------------------------|
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 610 | General Supplies, Support Materials | \$5,000 |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | | |
| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| 913 | | |
| Total Amount Requested | | \$ 54,456 |

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Year 3 Budget

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 Olmsted Academy North **District** Jefferson County Public Schools

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 110 | Certified Services | \$5,880 |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 140 | | |
| 160 | | |
| 213 | | |
| 214 | | |
| 219 | | |
| 221 | | |
| 222 | | |
| 231 | | |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | | |
| 260 | | |
| 291 | | |
| 293 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--|-----------------------------|
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | PD Consultants (Solution Tree, Coaching) | \$31,500 |
| 338 | | |
| 432 | | |
| 433 | | |
| 441 | | |
| 443 | | |
| 444 | | |
| 511 | | |
| 513 | | |
| 514 | | |
| 519 | | |
| 521 | | |
| 531 | | |
| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |

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| MUNIS Code | Description of Activity | Amount Requested |
|---------------|--|---------------------|
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 610 | General Supplies and Support Materials | \$4,500 |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | | |
| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| 913 | | |

| | |
|-------------------------------|------------------|
| Total Amount Requested | \$ 41,880 |
|-------------------------------|------------------|

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

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Note: The following pages contain the Westport Middle School SIG application. The application for Westport Middle School is contingent upon the USDOE granting KDE's waiver that principals who were found by the KDE leadership assessment to have capacity to lead the intervention effort but have three or more years of experience at their schools be allowed to remain at their schools. If the waiver is not approved, JCPS will withdraw the SIG application for Westport Middle School before SIG awards are granted in April.

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District Jefferson County **School** Westport Middle School

School Application

Commitment To Serve

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

Literacy Data

The following data is from the 2012-2013 Kentucky Performance Rating for Educational Progress (KPREP) Assessment:

| Grade | % Novice | % Apprentice | % Proficient | % Distinguished |
|-----------------|----------|--------------|--------------|-----------------|
| 6 th | 48.6 | 24.1 | 20.9 | 6.4 |
| 7 th | 42.9 | 20.1 | 27.6 | 9.4 |
| 8 th | 39.8 | 27.5 | 26.4 | 6.3 |

| Gap Group | % Novice | % Apprentice | % Proficient | % Distinguished |
|-----------------------------|----------|--------------|--------------|-----------------|
| All Students | 43.9 | 24 | 24.7 | 7.3 |
| Male | 50.1 | 24.4 | 20.5 | 5 |
| Female | 36.5 | 23.6 | 29.8 | 10.1 |
| White (non-Hispanic) | 36.3 | 23.2 | 30.2 | 10.3 |
| African American | 55.5 | 22.7 | 17.9 | 3.9 |
| Hispanic | 35.5 | 30.3 | 28.9 | 5.3 |
| Limited English Proficiency | 65.5 | 23.1 | 11.5 | 0 |
| Free/Reduced Lunch | 49.4 | 24.3 | 20.4 | 5.9 |
| Disability with an IEP | 62.3 | 22 | 13.2 | 2.5 |
| Non-duplicated gap group | 48.4 | 24.5 | 21.7 | 5.5 |

The KPREP data indicates the following in the area of Reading:

- **Grade 6** - Only 27.3% of the students are performing at the Proficient/Distinguished levels and 72.7% of the students are performing below the Proficient level

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- Grade 7 – Only 37% of the students are performing at the Proficient/Distinguished levels and 63% of the students are performing below the Proficient level

- Grade 8 – Only 37% of the students are performing at the Proficient/Distinguished levels and 63% of the students are performing below the Proficient level

- Gap Group Data – Only 32% of all students are performing at the Proficient/Distinguished levels while 67.9% performed below the Proficient level

- Gap Group Data – Only 40.5 % White (non-Hispanic) students performed at the Proficient/Distinguished levels

- Gap Group Data – Only 39.9% of the female students performed at the Proficient/Distinguished levels while 60.1% performed below the Proficient level

- Gap Group Data – 74.5% of the male students performed below the Proficient level

- Gap Group Data – 78.2% of the African-American students performed below the Proficient level

- Gap Group Data – 88.6% of the Limited English Proficiency students performed below the Proficient level

- Gap Group Data – 74.5% of the male students performed below the Proficient level

- Gap Group Data – Only 26.3% of the Free/Reduced Lunch students are performing at the Proficient/Distinguished levels while 73.7% performed below the Proficient level

- Gap Group Data – Only 15.7% of the Disability with an IEP students are performing at the Proficient/Distinguished levels while 84.3% performed below the Proficient level.

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8th grade EXPLORE

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| English (13) | 101 | 39.2 |
| Reading (15) | 55 | 20.8 |

The Explore data indicates the following in the areas of English and Reading:

- Only 39.2% of the students met the benchmark for College and Career Ready in the area of English while 60.8 students did not meet benchmark
- Only 20.8% of the students met the benchmark for College and Career Ready in the area of Reading while 79.2% did not meet benchmark
- More students are benchmark for College and Career Ready in the area of English than in Reading

7th grade EXPLORE Diagnostic (fall)

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| English (13) | 125 | 43.9 |
| Reading (15) | 36 | 12.7 |

The 7th Grade Explore Diagnostic data indicates the following in the areas of English and Reading:

- Only 43.9% of the students met the benchmark for College and Career Ready in the area of English while 56.1% students did not meet benchmark
- Only 12.7% of the students met the benchmark for College and Career Ready in the area of Reading while 87.3% did not meet benchmark
- More students are benchmark for College and Career Ready in the area of English than in Reading

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| Reading | Proficiency #1 | | | | | Proficiency #2 | | | | |
|-----------------|----------------|-------|-------|-------|-------|----------------|-------|-------|-------|-------|
| | %N | %A | %P | %D | %P/D | %N | %A | %P | %D | %P/D |
| 6 th | 48.7 | 6.69 | 26.77 | 17.84 | 44.61 | 40.64 | 9.56 | 33.86 | 15.94 | 49.8 |
| 7 th | 49.12 | 27.21 | 21.55 | 2.12 | 23.67 | 68.4 | 15.24 | 8.18 | 8.18 | 16.36 |
| 8 th | 31.54 | 22.41 | 30.29 | 15.77 | 46.06 | 45.45 | 21.34 | 21.74 | 11.46 | 33.2 |

The District Proficiency data indicates the following in the area Reading:

- Grade 6 – Students scoring in the Proficient/Distinguished levels increase on Proficiency #2 from Proficiency #1 by 5.19%
- Grade 6 – The number of students (48.7%) scoring in the Novice level on Proficiency #1 decreased to 40.6% on Proficiency #2
- Grade 6 - The number of students scoring in the Proficient Level increased from 26.77% on Proficiency #1 to 33.86% on Proficiency #2
- Grade 7 – The number of students scoring in the distinguished level increased from 2.12% on Proficiency #1 to 8.18% on Proficiency #2
- Grade 7 – Students scoring in the Proficient/Distinguished levels decreased from 23.67% to 16.36% from Proficiency #1 to Proficiency #2
- Grade 7 – More students (68.4%) scored in the Novice level on Proficiency #2 as compared to 49.12% on Proficiency #1
- Grade 8 - Students scoring in the Proficient/Distinguished levels decreased from 46.06% to 33.2% from Proficiency #1 to Proficiency #2
- Grade 8 – Fewer students (21.74%) scored in the Proficient level on Proficiency #2 as compared to 30.29% on Proficiency #1
- Grade 8 – The number of students scoring in the Novice level increased from 31.54% on Proficiency #1 to 45.45% on Proficiency #2

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Mathematics Data

The following data is from Westport Middle School's Accountability results on the 2012-2013 Kentucky Performance Rating for Educational Progress (KPREP) Assessment.

| Grade | % Novice | % Apprentice | % Proficient | % Distinguished |
|-----------------|----------|--------------|--------------|-----------------|
| 6 th | 33.1 | 46.3 | 15.4 | 5.1 |
| 7 th | 35.8 | 41.3 | 18.5 | 4.3 |
| 8 th | 36.3 | 41.9 | 20.1 | 1.8 |

| Gap Group | % Novice | % Apprentice | % Proficient | % Distinguished |
|-----------------------------|----------|--------------|--------------|-----------------|
| All Students | 35 | 43.3 | 17.9 | 3.8 |
| Male | 38.9 | 43.0 | 15.1 | 3.0 |
| Female | 30.3 | 43.8 | 21.2 | 4.7 |
| White (non-Hispanic) | 28.1 | 45.4 | 21.4 | 5.2 |
| African American | 44.2 | 41.8 | 11.3 | 2.7 |
| Hispanic | 28.9 | 46.1 | 23.7 | 1.3 |
| Limited English Proficiency | 40.4 | 51.9 | 7.7 | 0.0 |
| Free/Reduced Lunch | 39.6 | 43.9 | 14.1 | 2.4 |
| Disability with an IEP | 49.1 | 40.3 | 9.4 | 1.3 |
| Non-duplicated gap group | 38.9 | 43.7 | 15.2 | 2.2 |

The K-PREP data indicates that a majority of the student population is scoring below the proficient performance level in mathematics at all grade levels- grade 6 - 79%, grade 7 – 77% and grade 8 – 78%. The mathematics data also indicates that gap group populations scoring below the proficiency level range from a low of 73% to a high of 92%. The top three gap groups with the highest percentage of students scoring below proficiency are Limited English Proficiency – 92%, Disability with Individualized Education Plans – 89% and African Americans – 86%.

The following data is from the EXPLORE assessment given to all 8th grade students in September of 2013 as a part of Kentucky's Accountability model. Students are required to receive a score of 17 to meet the College and Career Readiness Benchmark in mathematics. Additionally, Jefferson County administers an EXPLORE Diagnostic to all 7th grade students in the fall and spring.

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8th grade EXPLORE

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| Mathematics (17) | 31 | 11.9 |

The 8th grade EXPLORE data indicates nearly 88% of the current 8th grade population is not College and Career Ready in mathematics.

7th grade EXPLORE Diagnostic (fall)

| EXPLORE Assessment | # of students meeting benchmark | % of students meeting benchmark |
|--------------------|---------------------------------|---------------------------------|
| Mathematics (17) | 24 | 8.4 |

The 7th grade EXPLORE Diagnostic data indicates that 91.6% of students failed to meet the College and Career Readiness benchmarks in mathematics. The EXPLORE diagnostic will be given again in the spring to monitor the progress of students.

The following data is from the Jefferson County District Proficiency Assessments, given to each student four (4) times per year in reading, mathematics, science and social studies. The math data below represents the first two assessments given thus far in the school year. The format of the assessment is “KPREP like” that includes multiple-choice, short answer, and extended responses.

| Math Grade | Proficiency #1 | | | | | Proficiency #2 | | | | |
|-----------------|----------------|-------|-------|-------|-------|----------------|-------|-------|-------|-------|
| | %N | %A | %P | %D | %P/D | %N | %A | %P | %D | %P/D |
| 6 th | 29.1 | 33.96 | 26.49 | 10.45 | 36.94 | 27.27 | 29.25 | 27.67 | 15.81 | 43.48 |
| 7 th | 40.2 | 31.7 | 22.55 | 5.56 | 28.14 | 2.81 | 31.16 | 18.15 | 7.88 | 26.03 |
| 8 th | 41.42 | 33.05 | 13.81 | 11.72 | 25.52 | 26.32 | 34.21 | 18.86 | 20.61 | 39.47 |

For 6th grade the data indicates a decline in the percent of students scoring at the Novice/Apprentice (N/A) performance level and an increase in the percent of students scoring Proficient/Distinguished (P/D) from Proficiency #1 to Proficiency #2. In 7th grade there was a slight increase in the percent Novice and a slight decrease in the percent Proficient. In 8th grade there was a significant decrease in the percent of Novice and a significant increase in the percent scoring Proficient.

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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.

Attendance Data

| | June 2013 Baseline | | October | | December | | Comments |
|--------------------------|-----------------------|--------------------|----------------|--------------------|----------------|--------------------|--|
| | Class Count | Percent Present | Class Count | Percent Present | Class Count | Percent Present | |
| 6th Grade | 316 | 94.2 | 302 | 97.3 | 301 | 95.9 | 3.1 % improvement from the June 2013 Baseline. |
| 7th Grade | 269 | 93.9 | 330 | 96.4 | 329 | 94.7 | 2.5 % improvement from the June 2013 Baseline. |
| 8th Grade | 293 | 93 | 268 | 96.2 | 266 | 94.9 | 3.2 % improvement from the June 2013 Baseline. |
| | | | | | | | |
| Total Student Attendance | 952 | 94.2 | 900 | 96.6 | 896 | 95.1 | 2.4 % improvement from the June 2013 Baseline. |

| | Count | Percent Present | Count | Percent Present | Count | Percent Present | Comments |
|--------------------|-----------|-----------------|-----------|-----------------|-------|-----------------|--|
| Teacher Attendance | 67 | 95.7 | 67 | 97.3 | 66 | 96.6 | 1.6 % improvement from the June 2013 Baseline. |

Retention Rate

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| Retention Rate | | | | | |
|----------------|---------|---------------------|---------|----------------|--|
| | 2012-13 | | 2013-14 | | Comments |
| | Goal | Retention Rate Goal | | Retention Rate | |
| 6th Grade | 0 1.00% | 0 | | 0.3 | One 6th grader was retained for the 2013-14 school year. |
| 7th Grade | 0 1.00% | 0 | | 0.9 | Four students repeated 7th Grade for the 2013-14 school year. Two of the four 7th graders are currently attending Liberty. |
| 8th Grade | 0 0.00% | 0 | | 0.4 | One student repeated 8th grade for 2013-14. |

Attendance and Retention Rate

Westport Middle School is committed to improving attendance rates because they are directly related to student achievement. Westport has continued to maintain a higher attendance rate average compared to the baseline attendance data from the June Quarterly Report.

The staff/school will continue to identify students with attendance issues, discuss the importance of daily attendance, and monitor identified students' progress. Our goal is to maintain a high attendance rate to reach our overall 94.2% goal. In order to do this we will work closely with individual students and families to improve attendance rates. The staff/school will continue to identify students to the Youth Service Center Coordinator (point person for student attendance issues) for monitoring and intervening as needed to prevent students from falling into truancy status. We will continue to work within the guidelines of the Truancy Diversion Program and provide the support frequently absent students need at both school and at home.

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Behavior Data

| Identified Group and Issue | Behavior Intervention | 2012 data | First Semester 2013 data* |
|--|-----------------------|-----------|---------------------------|
| All Students suspension | PBIS | 224 | 85 |
| Stop(Suspension Truancy Offsite Program) | PBIS | 172 | 60 |
| Behavior Referrals | PBIS | 1521 | 652 |

*Please note: this is half year data however, even if the figures doubled during the Spring Semester they would be lower than 2012.

Behavior Rationale

Westport Middle School knows the importance of reducing suspensions and having students in classrooms learning. The behavior data is significantly improved from last year but there is room for improvement. The school has worked consistently to improve the climate and culture. Data does show that the behavior initiatives, such as Positive Behavior Intervention System, the school's Social Curriculum, and Student Response Teams are working to lower the number of students that are suspended. Administrators are monitoring the student discipline data and are intervening often while creating alternatives to deter overall suspensions. However, there is more work to be done.

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.

Causes and Contributing Factors:

- Performance on K-Prep testing has improved yearly for the last 2 years but is still not at the level desired. The school continues to emphasize classroom instruction that is rigorous, engaging, and aligned to state standards.
- While attendance has increased this school year over last year, there is still need for continued improvement.
- While the school has reduced suspensions and behavior referrals due to the implementation of a social curriculum (which includes SRT and PBIS), inappropriate

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behaviors in the classroom and in common areas still negatively impact student learning.

- There is little or no evidence that students are actively engaged in mathematics instruction. A lack of a coherent Math program and additional resources could be contributing to this problem.
- Walkthrough data indicates that instructional quality varies from one class to another.
- Regular walkthroughs by the principal and assistant principals with timely feedback and opportunities for classroom teacher instructional support are not happening consistently.
- Collaboration between the regular classroom teacher and the special education teacher needs to be strengthened. In many classrooms the special education teacher is more of an observer than a co-teacher.
- Student motivation to excel in academics needs to be improved. Students do not always value academic excellence according to student surveys.
- Family and community collaboration and communication needs to be improved.

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

Westport Middle School received five deficiencies through the 2011-12 Leadership Assessment process. Per the Leadership Diagnostic Review shared on February 25, 2014, Westport Middle School partially addressed the five deficiencies over the past year. The five deficiencies will continue to be addressed and monitored so that they are addressed completely during the 2014-15 school year.

| Deficiency | Recommended Next Steps |
|--|---|
| <p>Deficiency 1</p> <p>The principal has not implemented a uniform school wide behavior management system.</p> | <p>The principal should collaborate with all stakeholders to research and recommend a school wide behavior management system to the school council for adoption. The principal should implement a uniform behavior management system across all grade levels. The principal should ensure that all staff members receive the necessary training and support to carry out the behavior management system in their classrooms. The principal should continuously monitor classrooms to make sure all teachers consistently implement the behavior management strategies. The principal should proactively review discipline data by student and teacher to identify areas of concern.</p> |

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| 2014 Progress Review: This deficiency has been partially addressed | |
|--|--|
| Deficiency 2 Instruction time is lost due to ineffective classroom management. | The principal should provide on-going support (e.g., professional development, mentoring, modeling) focused on classroom management. School leadership should arrange visits to highly successful schools with similar demographics to observe effective classroom management. Teachers should use common planning time to share classroom management techniques that minimize the loss of instruction time. Teachers should be included in walkthrough observations with members of the school leadership team (e.g., principal, assistant principal, resource teachers, department heads) and participate in follow up discussions focused on improving classroom instruction and classroom behavior management. |
| 2014 Progress Review: This deficiency has been partially addressed | |
| Deficiency 3 The principal has not implemented a school wide protocol for analyzing student data to guide instructional planning. | The principal should collaborate with the school leadership team to develop a protocol to collect, disaggregate, and analyze classroom assessment data to determine individual instructional needs of all students. The protocol should include monitoring of instructional strategies to measure their effectiveness on student achievement. The principal should monitor common planning time to make sure teachers are following the protocol to review student data and make instructional decisions that lead to rigorous instruction. |
| 2014 Progress Review: This deficiency has been partially addressed | |
| Deficiency | Recommended Next Step |
| Deficiency 4 Programs are not monitored for their impact on student achievement. | The principal and school council should examine all current programs and resources (e.g., master schedule, time between classes, interventions, behavior management) to measure their impact on student achievement. Human, fiscal, and physical resources should be monitored and adjusted as needed to ensure the most efficient and effective use. The leadership team should provide the school council with regular updates on the effectiveness of all programs and expenditures. |
| 2014 Progress Review: This deficiency has been partially addressed | |
| Deficiency 5 The school council is not fully effective and | The principal should lead the council members toward a better understanding of the roles and responsibilities of the council. All council decisions should be data driven. The school council should establish fully functioning committees |

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| | |
|---|---|
| is not functioning at capacity. | that regularly report their activities. The council should revise and adopt policies that are based on research and geared toward improving student achievement. The council should expect the principal to fully implement all policies. The school council should be viewed as the governing body of the school with all stakeholders being a part of the process. The council should continue to strive for more parent and community involvement. |
| 2014 Progress Review: This deficiency has been partially addressed | |

Westport Middle School received the results of the leadership diagnostic on February 25, 2014. A diagnostic review team of seven educators including system practitioners, classroom teachers, parents, and college/university educators conducted on site visits from January 12-15, 2014 at Westport Middle School. The principal and her leadership team gave a formal presentation on the first day of the visit to the diagnostic review team which focused on recent improvements, 2012 Leadership Assessment deficiencies, and future plans.

In preparation for the visit, representatives from Westport Middle School completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic required by the diagnostic review team. The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.

During the onsite visit, the diagnostic review team conducted 79 live interviews of school leaders, advisory council members, teachers and support personnel, parents and community members, and students. Diagnostic review team members also conducted 60 classroom observations spending 20 minutes in each classroom using the Effective Learning Environment Observation Tool (ELEOT).

The report received by the school was organized around the five AdvancEd standards and 33 indicators aimed at supporting continuous school improvement. The five standards include:

- Standard 1: Purpose and Direction
- Standard 2: Governance and Leadership
- Standard 3: Teaching and Assessing for Learning
- Standard 4: Resources and Support Systems
- Standard 5: Using Results for Continuous Improvement

Westport Middle School received twelve (12) **Opportunities for Improvement** relative to the indicator ratings from the above mentioned standards, with six of them

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falling within Standard 3: Teaching and Assessing for Learning and four in Standard 5: Using Results for Continuous Improvement. Additionally, Westport Middle School received three (3) **Improvement Priorities**, with all three falling within in Standard 3. These Improvement Priorities as well as the Opportunities for Improvement will be monitored for action, implementation, and effectiveness by the principal, area superintendent, instructional leadership team and the education recovery team at Westport Middle School through the 2014-15 school year and continuing through the next scheduled leadership diagnostic during the 2015-16 school year.

The tables below indicate the specific Improvement Priorities recommended by the diagnostic review team and included in the report dated February 25, 2014.

| AdvancED Indicator for School Improvement | Improvement Priority Statement-Recommendation |
|---|--|
| 3.4 – School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | Develop and implement a formal, frequent, and consistent instructional monitoring system that includes timely feedback and timelines for implementing improvement strategies to ensure student success. Ensure that the process is well documented. |
| 3.7 – Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. | Develop and implement a mentoring, coaching, and induction program to support instructional improvement consistent with the school’s values and beliefs about teaching and learning. |
| 3.9 – The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. | Develop and implement a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. |

Westport Middle School received positive feedback from the diagnostic review team regarding the Report on Standards found on pages 37-38 of the 2014 diagnostic review. The team commented:

“The Diagnostic Review team also conducted classroom observations in 60 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

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Report on Standards:

Westport Middle School is experiencing a resurgence of its professional culture and learning environment and enjoying a new level of community support and goodwill. The principal has exhibited a clear vision of improvement based on positive personal relationships, collaboration, and student-centered instruction. Through re-staffing and greater hiring flexibility granted by the district, the principal has assembled a staff that largely shares her vision for school improvement. Through collaborative processes, the principal has articulated a mission statement that clearly guides improvement activities. Parents and community members who were interviewed indicate that public perceptions of the school are increasingly positive and applications for admission are on the rise.

The principal has led a collaborative effort to establish school-wide expectations for student behavior. Collectively organized as the school's "Social Curriculum," these expectations represent an effort to promote improved student conduct and more effective classroom environments through an emphasis on strong teacher-student relationships and positive behavior. A Student Response Team has been established to deal with more disruptive student behaviors and to create a structure for developing individual student behavior plans and monitoring their progress.

The principal has also established Professional Learning Communities that are relatively high functioning and give teachers a regular, structured opportunity to review student achievement data, discuss curricular and instructional implications, and share ideas. By creating school-specific professional development opportunities (locally branded as the "Dynamic Classroom") the principal has provided training for teachers in a variety of student-centered learning strategies.

The centerpiece of this effort to shift the school toward more rigorous, engaging, and student-driven learning is Westport Middle School's magnet program based on the Montessori philosophy. In some Montessori classrooms, team members observed exemplary models of differentiated, personalized, and student-centered learning. There was evidence of attempts at similar strategies in several non-Montessori classrooms as well.

An intentional program to support and coach teachers toward improvement is not only consistent with the principal's philosophy of collaborative leadership, but a natural outgrowth of the school's work toward developing high-

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functioning PLC's and a student-centered culture. More attention to consistency of classroom practice and ongoing growth and development for individual teachers will greatly enhance Westport Middle School's capacity to continue its path of improvement."

The final recommendation to the Kentucky Commissioner of Education from the diagnostic review team was that the principal does have the capacity to lead the turnaround work at Westport Middle School and should continue in that role.

JCPS has developed and implemented a differentiated support system for each of the cohort 3 priority schools. These schools would continue to have district support in the areas of curriculum and instruction, professional development, human resources, and other critical needs areas. The district will continue to support these schools on a weekly basis through its priority school meetings with JCPS Chief Academic Officer, Assistant Superintendents/ Evaluation Transition Coordinators, and Education Recovery Director. In addition, the district will track the progress of these schools on a regular basis through their quarterly reports to ensure that the necessary supports are in place to continue the momentum that has led to the initial positive results.

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

The Transformation model was chosen as the structure for school turnaround at Westport Middle School. The activities required for this model will give Westport the greatest opportunity to provide their students and faculty the support they need as they begin their transformation from a persistently low achieving school to a school that exemplifies high expectations and achievement from both students and faculty.

Moving Toward School Autonomy – The KDE Education Recovery team, in collaboration with district and school teams, will be instrumental in designing and implementing systems at Westport that will allow this school to be able to fully govern itself at the end of the three-year transformation period. This model will allow the school to put systems into place that will make Westport a high performing school.

Leading Change – This model allows Westport to build strong principal and teacher leadership through the addition of the Educational Recovery Specialists and the Educational Recovery Leader. This ER team will collaborate with district and school leadership to put systems in place that ensure Westport can sustain improvement activities when the grant period ends.

Providing Rigorous Staff Development – The Transformation model allows Westport to provide the faculty and staff the support they need in the area of professional development. The ER Team, Goal Clarity Coach, Resource Teacher, and Instructional Administrative Team will be able to provide embedded professional development and support to teachers in order to increase teacher efficacy at Westport and increase

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student achievement. This model allows Westport to build teacher leadership to sustain these efforts when the grant period ends.

After a thorough examination of the Transformation Model, the Jefferson County Board of Education approved it was the best model to use to provide Westport Middle School with the support it needs as it moves toward becoming a high achieving school.

Transformation Model Required Activities

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

The principal of Westport Middle School was hired March 10, 2010. The most recent leadership assessment results (February 2014) found that the principal has the ability to lead the intervention and should remain as principal and continue in their roles and responsibilities established in KRS 160.345. Documentation of hire date is included at the end of this application.

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.

Priority schools have the ability to write special budget requests to the district to request funding for a program that will support the work at the school. These requests are carefully considered by the superintendent. The district works to develop and provide programs that priority schools themselves have identified as a need.

Westport Middle School is identified as a Priority School under KRS 160.346 by the Kentucky Department of Education. As such, the school will be exempt from any requirements that mandate placement of voluntary or overstaffed employees until such time as Westport is no longer identified as low-achieving. Westport shall participate in the transfer process but will not be required to select any staff from the transfer list. Since Westport Middle School is identified as a Priority School, they will receive their transfer list one week earlier than other schools.

In an effort to recruit, retain, and develop highly effective teachers in Priority Schools, JCPS and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to: National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools. Westport Middle School is currently participating in a district-funded extended learning program offered three days a week to support student learning. Students are provided a third meal and transportation. This opportunity has provided students another means to learn the standards that they have not yet mastered.

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Additionally, the principal has been given an extra twenty extended days on her calendar. The purpose of these days is to improve student achievement. The principal is required to submit a calendar with extended days that is approved by the assistant superintendent.

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.

In 2013, the Jefferson County Board of Education (JCBE) adopted the state-recommended Professional Growth and Effectiveness (PGES) model after establishing and consulting with the state-required 50/50 committee (Educator Quality Oversight Committee- EQOC). EQOC consists of five teacher representatives and five district administrators, and meets bi-monthly to provide oversight of Jefferson County's creation of a new certified evaluation system. During the 2013-14 school year, 22 schools are participating in PGES pilot implementation, with the District's Priority Schools participating in a limited capacity. Each pilot school has 5-9 teachers and each participating school has 3-5 teachers piloting all of the components of TPGES with the principal. Pilot principals and assistant superintendents are partnering to pilot the Principal Professional Growth and Effectiveness System (PPGES). In 2014-15, Jefferson County will continue to participate in the statewide implementation of PGES with all teachers and principals involved in the measures and components of the effectiveness system (without consequences), and will fully implement PGES as the adopted evaluation system in 2015-16.

Through personnel deployment, Jefferson County has created a structure to support PGES implementation, with the goal of having an "effective teacher in every classroom and an effective principal in every school." The District's Director of Administrator Recruitment and Development (ARD), along with the President of JCTA, serve on the state's Teacher Effectiveness Steering Committee. In addition, the District has released a teacher to serve as Project Manager to work directly with the ARD Director, to facilitate the collaborative work of the 50/50 EQOC committee. Each of the six Academic Achievement Areas in Jefferson County has been assigned an Evaluation and Transition Coordinator (ETC) who works with schools regarding PGES implementation and planning effective transitions between grade levels. ETCs collaborate with a KDE Effectiveness Coach and participate in PGES awareness activities sponsored by the Kentucky Leadership Academy (KLA) and Ohio Valley Education Cooperative (OVEC).

Jefferson County is involved in a partnership with KDE, Fayette County Public Schools, and the US Education Delivery Institute (EDI) to engage in PGES implementation self-assessments, rubric development, and delivery planning. A district planning team, consisting of the ETCs, ARD Director, and Data Management/Research staff is involved

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in the day-to-day planning and implementation of information, resources, tools, guidelines, and checklists that impact the school level, and attend state meetings to provide feedback, and obtain updates.

From this work, strategies to address identified needs from JCPS Self-Assessment using EDI Rubric document was developed as our implementation plan and identified focus areas. In addition, a Professional Growth and Effectiveness Planning Responsibility Matrix was developed with the input of our Cabinet level officials and Superintendent, and is organized around nine Strategy/Focus areas to ensure district-wide engagement and accountability. The culmination of these collaborative activities will result in the District creating a Certified Evaluation Plan that will be approved by JCBE by December of 2014.

The current Teacher PGES (TPGES) model consists of six multiple measures: observation, peer observation, reflection, professional growth, student growth and student voice. With KDE support, Jefferson County has created observation protocols (administrator and peer), professional growth and reflection training materials, and websites and tools for Student Voice Survey administration. With regard to formative data collection, the district has implemented a CIITS Express Test rollout and continues refinement of its Classroom Assessment System- Community Access Dashboard for Education (CASCADE) and data dashboards to provide teachers and principals with access to assessment items, student results, and assessment creation platforms. As the roll-out for the PGES system is being put into place, the current evaluation system is being used carefully. A series of observations occur for both tenured and non-tenured teachers to provide feedback on performance. The entire administrative staff observes, provides feedback, and evaluates all staff in a serious manner. The Kentucky ten teacher standards are used.

Teachers complete growth plans that they reflect on during the year. Westport also embraces the new effectiveness system and is implementing dual systems.

The Teacher PGES (TPGES)

A common language and understanding of effective teaching is the foundation of the TPGES. Thus, Kentucky has adopted the Framework for Teaching based on the work of Charlotte Danielson. The framework includes indicators of effective teaching in five domains of practice:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities
- Student Growth

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Multiple Measures for Teachers

Teaching is too complex for any single measure of performance to capture it accurately. Assessing effective teaching requires multiple, valid measures supported by evidence. Observation – A principal is trained and certified to objectively identify effective teaching and document a teacher’s professional practice on multiple occasions, both formally and informally, in order to provide high-quality feedback that can be used to improve practice.

Peer Observation – A trained colleague observes and documents another teacher’s professional practice to increase observation reliability and provide supportive and constructive feedback that can be used to improve practice.

Reflection – A teacher performs critical self-examination of practice on regular basis to deepen knowledge, expand a repertoire of skills and incorporate findings to improve practice.

Professional Growth – A teacher engages in professional growth planning specific to individual needs based on feedback and data from multiple sources and self-reflection.

Student Growth – The impact a teacher has on a student or set of students as measured by multiple sources of data over time.

Student Voice – Student perception surveys provide a reliable indicator of the learning environment and give voice to the intended beneficiaries of instruction.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates.

Teachers are rewarded through multiple opportunities within the building. The staff has had the opportunity to work in the after school program during the current school year. Not only were staff excited to have the additional time to meet individual students’ learning needs, they were also paid to work this additional time. There are also multiple opportunities for staff to be leaders in the school and in the district. Priority schools have been provided additional, ongoing learning opportunities (i.e. systems training, regular priority school meetings, etc.) to enhance practice and create a network promoting communication and shared resources, strategies, and systems. As a result, many of the priority schools are on the cutting edge of new strategies and are willing and able to share their knowledge with others. The superintendent and human resources department work closely with priority schools to move administrative staff members that were deemed barriers to student achievement. In many cases, teachers who were not meeting the needs of students were also helped to find more appropriate placements.

In an effort to recruit, retain, and develop highly effective teachers in Priority Schools, JCPS and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to: National Board Certification, Graduate degree

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completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools.

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.

Discipline, Supports, and Removal of Ineffective Teachers.

a. Disciplinary action:

i. Disciplinary action for an Ineffective teacher based on the teacher's professional performance, including his or her removal, shall occur only after the teacher has received support and ample opportunities to improve professional practice.

b. Finding of significant deficiency. The significant deficiency process provided for in the Agreement may be initiated at any point during the school year based on a judgment reached by the principal that takes into account a teacher's formative and summative evaluation(s). In addition, the significant deficiency process shall be initiated if a teacher is determined to be Ineffective in his or her summative evaluation.

c. Supports for Ineffective teachers. A teacher that has been determined to be Ineffective by a summative evaluation shall receive assistance and supports which shall include, but not be limited to:

- Individual Professional Growth Plan
- Five (5) formative observations with immediate feedback to be provided no later than five (5) working days after each evaluation; Immediate implementation of Individualized supports to address weaknesses or deficiencies; Funding to attend professional development; At a minimum, one (1) weekly scheduled planning session with a master teacher. If a scheduled planning session is missed due to an absence, it shall be rescheduled as soon as practicable.
- Common planning time
- New teacher cohort support program;
- Participation in after-school professional learning communities; and
- Job embedded professional development

d. If a teacher, having received assistance and multiple opportunities for improvement, has not demonstrated sufficient professional success, the school district may seek the teacher's removal from the school by making an alternative assignment to a non-PLA school, or through the significant deficiency process.

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When significant deficiencies in work performance have been observed: They shall be noted in writing and discussed with the employee in a conference. The evaluator shall observe the employee's work performance a minimum of four (4) 30-minute periods within a twelve-week period (60 worked days) beginning with notification. For the employee not assigned to a classroom, the evaluator must observe the work performance of the employee for four (4) 30-minute periods when the employee is fulfilling the employee's job responsibilities. Each observation shall be followed by an evaluator/evaluate conference within the first five (5) days the employee is at work following the observation. The evaluator shall identify professional staff services and/or materials that the employee may use to help correct the identified deficiencies. There shall be identified at least one (1) professional staff person who will not evaluate the employee, but who will be available to assist/help a teacher on deficiency correct the identified deficiency areas.

- Once the Employer has identified the professional staff person to be assigned, the employee on deficiency will have the option of waiving any contractual right to assistance from the non-evaluative professional staff person assigned.
- The employee, the Association and the Employer will confirm in writing via a mutually agreeable form that the required assistance has been offered and/or the employee has waived their right to the assistance. This will occur within the first ten (10) days after the notice of significant deficiency is issued. Should the employee refuse to confirm the offer in writing, the Employer will confirm the refusal in writing and provide the Association a copy.
- The Association and the Employer agree that the non-evaluative professional staff person assigned to provide assistance will not provide any testimony or evidence, before any arbitrator, concerning the teacher on deficiency. However, the Employer may provide evidence of dates, times, and description of assistance provided. The Evaluator shall summarize the observations and conferences in writing and provide a copy to the employee.

The superintendent has also worked closely with the principals of PLA schools when necessary to assist in bringing about administrative transfers with the goal aimed at improving the school's level of instructional quality.

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

The District supports Westport's planning and efforts to create a schedule to provide teachers with job embedded professional development which is aligned with the instructional program. With SIG funds, teachers will be offered training in best practices for creating and conducting PLCs by the Goal Clarity Coach and the outside contractor

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to maximize student potential. The district content specialists will consult with school leaders to help Goal Clarity Coaches and/or department heads create effective relevant professional development.

As a part of targeted PD based on student and teacher performance data, additional training will be done throughout the school year with all faculty members during PLC meetings, planning period meetings, faculty meetings, and also through modeling teaching strategies in classrooms. The Educational Recovery Specialist in math, math resource teacher, goal clarity coach, and administrative team will deliver this job-embedded training and coach teachers to proficiency in implementing these teaching strategies into their content area instruction.

Regular monitoring of implementation of completed PD will occur during weekly classroom walkthrough observations conducted by the leadership Team and ER staff, through PLC meeting agendas and minutes, and feedback from administrative classroom visits. Training will be provided to teachers by district funded support through Solution Tree.

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.

The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. Priority schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers. When new teachers are hired, the academic department does a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers.

District personnel will participate in recruitment strategies such as job fairs, active partnerships with local higher education agencies and networking of current district leadership. Placement strategies will include reassignment of effective teaching staff with students with greatest need. Westport Middle School will utilize the ER team's expertise (upon assignment) to expand our current practices in recruiting, placing and retaining effective staff. Incentives for staff could possibly include but are not limited to: National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools. Teachers have the opportunity for financial incentives by working the extended school day programs for students.

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.

The district is focusing instructional efforts around the Professional Learning Communities (DuFour, 2004). This strategy is focused on ensuring that students learn

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through a culture of teacher collaboration and an emphasis on results. The PLCs allow for schools to create their own pathways to success as measured by specific goals that are established. The entire district is focused on this work and is working in tandem with KDE staff to implement it effectively.

Westport Middle School's Literacy Plan is multi-faceted to address the needs determined by data analysis. The faculty at Westport has engaged in preparing and planning throughout the 2013-2014 school year to implement the Kentucky Core Academic Standards in English and language arts throughout all content areas. The Educational Recovery Specialist, ELA Master Teacher, Goal Clarity Coach, and the Administrative Team will be instrumental in supporting and monitoring to make sure that all content area teachers are incorporating the new standards in their instruction. This team will work with teachers to ensure that instructional strategies identified as best practices in adolescent literacy are being incorporated into their classroom instruction. This work will be built into the school's CSIP to ensure implementation fidelity.

Westport also uses the SpringBoard program for ELA instruction. This program is developed by College Board and is vertically aligned with Advanced Placement curricula. The content and strategies are research-based, rigorous, and aligned with KY Core Academic Standards. ELA teachers received 12 hours of initial training from College Board when the program was adopted.

This year Westport adopted the Carnegie Math program, after researching a variety of available resources and programs and consulting with the district secondary math content specialist. Math teachers received 6 hours of training from Carnegie on how to best utilize the materials.

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

The district has a well-developed data collection system that supports schools' work. The system was developed by in-house programmers and, as such, is highly adaptive to schools' needs. JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments. Additionally, schools are required to use a diagnostic test. The district does provide a diagnostic test and schools have the option to use the provided assessment or to have PLCs create their own. The results of these assessments are stored in the district's data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats.

The district is also an active partner in KDE's CIITS project. Teachers are creating formative assessments using CIITS. Westport Middle School uses MAP as a formative assessment and uses these results as well to develop next instructional steps. The

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CSIP and the progress notes that accompany it are found on the ASSIST platform and all schools have experience using that to capture their work.

I. USE OF DATA AT THE CLASSROOM LEVEL

A. Through PLC implementation, teachers will use formative assessments on a weekly basis to provide both the teacher and their students with timely data from which to guide incremental improvement toward the proficient acquisition of state standards. ER staff will collaborate with school leadership to develop a system that monitors the use of formative assessments in the classroom. Effective use of formative assessment includes the following:

- Involves sharing learning targets with students
- Provides a positive feedback system for helping students know how to improve
- Enables students to be effective self-evaluators
- Motivates students to be owners of their own learning

B. Teachers will use classroom diagnostic assessment data to inform curriculum and/or instruction and to identify students for Tier 2 interventions.

- Teachers will work in PLCs to create common diagnostic assessments
- Teachers will work together to analyze the results from the assessments to inform instruction
- During analysis sessions, PLCs will determine individualized plans to support students in acquiring standards

C. Teachers will individually, and within departments, use classroom formative assessment data to inform and differentiate instruction, based on the DuFour's 4 Questions that drive PLC work: *1) What do we expect our students to learn?, 2) How will we know if they have learned it?, 3) What do we do if they do not learn it?, and 4) What do we do if they do learn it?*

- Teachers will closely monitor students previously identified from diagnostic data using Rtl data analysis instruments.
- Teachers will work in departmental PLCs to analyze student data to identify gaps in student understanding and curriculum.
- Teachers will work in departmental PLCs to create formative assessment instruments congruent to learning targets/state standards.

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- Based on formative assessment data, teachers will identify students for tutoring and those that need more intensive help. The regular classroom teacher will re-teach skills or concepts where if a significant percentage of students score below mastery based on formative data collected by the teacher

II. The Use of MAP Data as an Interim Assessment Three Times Per Year in Math and Reading

- The School Improvement Team, Goal Clarity Coach, and classroom teachers will use MAP to evaluate students' knowledge and skills relative to state standards in reading and math. Typically, this occurs in the fall, winter, and spring. The ER staff will collaborate with school leadership to design and implement a system for the effective collection and use of this data.
- The data will be used to inform decisions at the classroom, school and district level.
- These assessments may serve a variety of purposes, including predicting a student's ability to succeed on a large-scale summative assessment, evaluating a particular educational program or pedagogy, diagnosing gaps in a student's learning, and student placement in an Rtl Tier 2 or 3 intervention. Faculty will work with the ER staff to determine the best use of this data.
- Analyzing the assessments will, in turn, drive the interventions developed for individual students to help them move into proficiency.

III. THE USE OF SUMMATIVE ASSESSMENTS

A. Summative assessments, such as the JCPS Proficiencies and state standardized tests, can be used in a variety of ways:

- To evaluate the effectiveness of instructional programs and services at the end of an academic year
- To determine if students have mastered state and national standards to identify instructional areas that need additional attention.

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).

Currently, the district is supporting an after school program for students at priority schools. This program runs three days a week from 2:20-5:00. Students receive instruction based on their learning needs and also receive a third meal from the federal

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Nutrition Program. Transportation is provided for every student who needs it. Early assessments of the program, begun this past fall, show that students are benefitting and that parents/families appreciate the additional support as well.

Also for struggling students there are daily intervention classes that support the core literacy and mathematics instruction by providing supplemental instruction and preventative interventions (Study Island, SuccessMaker, and Read 180) based on students' needs.

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

Parents, community and businesses will be solicited to serve on SBDM and PTSA committees, which provide input on decision-making. Based on input from stakeholder groups (needs assessments, parent surveys, Leadership Assessment parent surveys), growth areas will be developed to aid in continued stakeholder involvement.

Westport is currently a Signature Partnership School with the University of Louisville. Through the partnership Westport receives for professional development and to support teachers in graduate education programs and National Board Certification. The university teaches some pre-service education classes at the school, and the UL students complete observations and student teaching in our classrooms.

Several activities are planned to engage our parent and community partners include the following:

- An orientation program for families living in the Portland neighborhood (satellite area) in August of each year; students, parents, administrators and teachers will participate in informational sessions around school expectations, transportation, extracurricular activities, and communication systems. SBDM Committee signups and volunteering opportunities will also be shared with incoming parents during this orientation.
- A whole school orientation program for all families in August to help new sixth graders transition to middle school.
- A Fall Festival, coordinated in collaboration with Westport staff and the PTSA.
- The school website, a PTSA e-mail blast, and social media are used to communicate with parents and community partners.
- The Youth Service Center, Counselors and teachers will provide support in the use of the Parent Portal access, student grades, and the Individual Learning Plan.

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

The district works closely with the Tier III schools. The assistant superintendents and evaluation transition coordinators consider these schools a priority and spend a significant amount of time working with the leaders of the school to analyze data, plan next steps, organize the most efficient use of resources, analyze effectiveness of instructional strategies, consider how management techniques are positively effecting instruction and other individualized issues. These district leaders are intensively coaching the principals to be strong leaders and improve student achievement.

Other departments support these schools and their work. The Data Management, Planning and Program Evaluation department regularly collects data and shares it with schools for inclusion in the Quarterly Reports that are turned in regularly to the Kentucky Department of Education. This data is also used by instructional leadership teams to analyze the ongoing instructional and managerial decisions that are being made so that effective practices can be enhanced and ineffective practices can be changed or eliminated. This department also provides technical assistance on the creation of the school improvement plans and other specific data requests from the school. For example, one school recently wanted to track the achievement of the students who had stayed at the school for three full years versus students who had a shorter enrollment period. The Data Management team provided that data and a short analysis to support the data. In addition, the district has developed a dashboard system enabling priority schools quick access to student data ranging from weekly CCR updates to behavior reports. Frequent modifications/additions are made to the dashboard depending on requests from the schools.

The Academic Department has provided the Tier III schools with a full time Goal Clarity Coach to help guide the instructional work in the building and a Special Education teacher who is there to guide the work around meeting the needs of students with special needs. Both of these positions have played a crucial role in the instructional and cultural work in the building.

The Academic Department also has a curriculum department led by the Assistant Superintendent of Curriculum and Instruction is comprised of content specialists. This department provides curriculum maps, both diagnostic and proficiency assessments and specialists who work closely with schools and/or departments around effective delivery of content to produce higher student achievement. There are also content specialists to support academic areas other than the core: music, art, practical living, and Rtl. These specialists also support the work of the schools particularly in the area of Program Reviews.

The Academic Department has a student support division led by an assistant superintendent and comprised of staff that focuses on all areas of support for students including: special education, behavior supports (PBIS), FRYSCs, psychologists, and social workers to name a few. This department has been refining a system of Student

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Response Teams (SRTs) to support schools with intensive behavioral challenges. This team comes when the school places a call for support. They provide the child, family, and school with a system of supports to help the student succeed. In addition, each of the priority schools has been staffed with a full-time ECE consultant ensuring timely access to expertise and support required to meet the needs of students.

There are a number of managerial supports in the district to support the work of schools including the Employee Relations department that supports administrators in situations of employee discipline and evaluation. The budget department which helps principals think through how to most effectively use their resources. The maintenance department which helps provide support or structural or other upkeep issues to name a few.

The SIG-funded Interventionist will be housed in the school and will work primarily with teachers in their PLCs and in their classrooms. Having an Interventionist will help Westport teachers refine and improve their practice. A detailed explanation of their work is described later in this narrative.

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

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

The most recent leadership assessment results (February 2014) found that the principal and the SBDM council have the ability to lead the intervention and should continue in their roles and responsibilities established in KRS 160.345. The SBDM model at Westport is a single model (three teachers, two parents, and the principal).

The SBDM Council has been working to address the deficiencies that were noted in the 2011 Leadership Review. As they reviewed data, they made decisions to make changes to support student achievement. Throughout, there has been special support from the SBDM office at the district level.

Every year, the SBDM specialist reviews all of the policies and minutes of the Council and makes recommendations on what needs improvement. Westport’s policies were reviewed most recently in April 2013. The district’s support of Councils is designed to ensure that that each Council has the support and access to information that it needs in order to lead the turnaround work at the school.

All Councils depend upon strong data and other information to make thoughtful decisions concerning next steps. The principals, in conjunction with the Education Recovery staff from the Kentucky Department of Education and Goal Clarity Coaches from JCPS, will play a key role in helping to supply the information necessary to Instructional Leadership Teams and councils to lead the turnaround work.

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

The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers. When new teachers are hired, the academic department does a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers. See the MOA in the appendix for details.

Westport Middle School is identified as a Priority School under KRS 160.346 by the Kentucky Department of Education. Westport Middle School will be exempt from any requirements that mandate placement of voluntary or overstaffed employees until such time as Westport is no longer identified as low achieving. Westport shall participate in the transfer process but will not be required to select any staff from the transfer list. Since Westport Middle School is identified as a Priority School, it will receive the transfer list one week earlier than other schools.

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

The Academic Department also has a curriculum department led by the Assistant Superintendent of Curriculum and Instruction and comprised of content specialists. This department provides curriculum maps, both diagnostic and proficiency assessments and specialists who work closely with schools and/or departments around effective delivery of content to produce higher student achievement. There are also content specialists to support academic areas other than the core: music, art, practical living, and Rtl. These specialists also support the work of the schools particularly in the area of Program Reviews. Then the school administrative team will support implementation of academic and cultural initiatives around standards. They will work closely with teachers to help ensure implementation fidelity and will support modifications that need to be made to ensure a safe environment of academic achievement.

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

Each priority school has assigned a full time Special Education Consulting Teacher. Duties include building school capacity in the following areas:

- Implement research based practices to close the achievement gap in reading, writing, and math for students not at proficiency
- Implement research based practices in teaching grade level content standards for students not at proficiency

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- Deconstruct content standards for students with significant academic and cognitive deficits
- Teach social skills to students with behavioral deficits
- Teach organization, problem solving, and decision making to students with executive functioning deficits
- Work with teachers in planning and executing co-taught classes
- Develop Individual Education Programs, Functional Behavioral Assessments, Behavior Intervention Plans and
- Design and implement data collection systems as a basis for instruction

Priority schools participate in the Positive Behavior Intervention and Supports training, a three- to five-year training program to create a multi-tiered system of proactive supports within a school. School supporters include a trainer, school based PBIS team, and external district level coach. The Special Education Consulting Teacher will support the implementation of the school's PBIS plan.

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.

Westport Middle has high expectations for all students and is committed to providing Advance Program opportunities to as many students as possible. The counselors and APs conference with students to encourage their participation in the CogAt Assessment, which is one data point used to identify enrollees for advanced course work. These conferences reduce the fear and anxiety around AP qualifying tests. Confidence and enthusiasm are essential when students believe they can achieve at advanced levels. Counselors also assist students and parents in the appeals process if the minimum qualifying scores are not reached. Multiple student factors are considered in placement decisions such as leadership, extracurricular activities, and teacher recommendations. Westport also accommodates those students on the cusp of qualifying by allowing them to "sit in" the Advance Program classes. It is about getting the students to believe in themselves, presenting them with advanced placement opportunities, holding high expectations for students, and supporting them on their educational journey.

Describe strategies to increase graduation rates.

The district has several systems in place to identify and support students considered at-risk of dropping out. These include:

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- SmartEd – This system uses a wide variety of research-based factors that identify students that are most at-risk of dropping out of school. (Similar to KDE’s Persistence to Graduation Tool).
- Student Response Teams (SRT) – This team is composed of counselors and specialists that come work with the school when there is a student that is struggling and the school needs additional resources.
- Louisville Linked – This evolving system is in place to match students with needs to the appropriate community agency that can meet that need.

At the school level, there are multiple supports in place. These include:

- Academic interventions – by remediating academic deficiencies early, the student does not fall behind and is less at-risk of dropping out. An example of this currently being offered is the extended school day.
- Behavior interventions – by supporting and adequately addressing behavioral issues, students will be less likely to drop out. This past year the school has done considerable work with PBIS.
- Social-Emotional support – the school counselors are available to work with students that are experiencing social or emotional problems. Along with the counselor is the school FRYSC Coordinator to add support. With students needing more specialized attention, community agencies can become involved (possibly through Louisville Linked) or the district Student Response Team may assist.

Describe the strategies implemented to improve school climate and discipline.

Westport Middle School provides many opportunities for staff, students, and parents to contribute to improving the school climate. The school has a Social Curriculum Committee that developed and continues to review the school-wide behavior management plan, that trains teachers, and that provides resources to teachers for teaching and practicing the plan. Team Leaders meet monthly as the School Climate Committee to review data and discuss implementation issues with the plan. The PBIS/SRT team also reviews discipline data and discusses ways to improve the safety and security of the building.

The Student Support Team meets bi-weekly to discuss struggling students, either because of attendance, health, social, or behavior issues. They assign a mentor to identified students and communicate with those students’ teachers.

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Westport teaches students about Westport PRIDE (potential, respect, integrity, determination, and excellence) and recognize students going “above and beyond” with PRIDE referrals and public recognitions.

The basic elements of the school’s social curriculum will be incorporated into the annual school improvement objectives, and the 30-60-90 school plan. These basic elements are:

- Emphasizing a preventive perspective based upon the three-tiered Response to Intervention approach will prevent the development of new problem behaviors for all students and staff across all settings. It will reduce the intensity of existing cases by establishing efficient and rapid response to problems.
- Using an instructional perspective, social skills will be taught concurrently with academic skills, thus reducing problem behaviors by teaching functional replacement behaviors. Instruction is focused on defining, teaching, and encouraging expectations in all settings for students and staff.
- Analyzing the factors that cause problem behaviors will be identified directly to build efficient and relevant behavior plans. Plans will be developed for both the school and individual student level so that these behaviors can be addressed immediately to maximize the use of the instructional process.

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

Westport Middle School serves students in grades 6-8 and does not have a preschool or kindergarten program.

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

In addition to funds provided by the SEEK formula and Title I, the district uses Section 7 funding to specifically provide schools funding based on student need. The following description is from the *JCBOE: School Allocation Standards for Usage in FY 2014-2015 and Beyond – January 2014*:

Section 7, item B states that additional amounts may be distributed “based on pupil needs identified by school councils in their adopted school improvement plans and designated by the Board. Money provided under this subsection shall be used only for the needs identified by the council from its adopted school improvement plan and designated by the Board.”

The Section 7 allocation is available to all regular instruction schools under this provision, and will be known as an equity allocation. This amount and the strategy or strategies to target at-risk students must be included in each school’s Comprehensive School Improvement Plan (CSIP)....

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It is the responsibility of instructional leadership at the school and district levels to ensure that these funds and strategies are embedded in the CSIP. These funds and strategies should target improved literacy and/or the mental health counseling needs of at-risk students. Intentional discussions with council representatives regarding evidence-based practices* that can assist in improving literacy and/or meeting the mental health needs of students are imperative. In addition, schools should examine data and eliminate programs that are not producing the intended results.

The equity allocation is separate from and uses a different set of account codes than the site-based allocation. This separation of account codes will ensure the ability of all stakeholders to monitor the budgeting and expense trends of Section 7 allocations. Section 7 requests will be reviewed by a committee. Each school will submit a section 7 request form signed by the SBDM council. The form requires the council to document the proposed budget for the equity allocation. The form also requires an evidence-based justification for the planned strategies. The funds may be transferred in the course of the year within the account codes, as long as the transfer supports the original plan.

In addition to the Section 7 funding, for 2013-2014 school year the JCPS BOE set aside \$5,000,000 for Extended Learning Time (also known as ATTAIN) as well as \$2,500,000 for covering transportation. These funds were set aside for Priority Schools and other schools that demonstrated student need. Schools had to submit plans before funding was provided.

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.

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

Actions

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

The district will work collaboratively with the district specialists and the KDE Educational Recovery Staff to monitor changes in the instructional practice as a result of job-embedded professional development. Additionally, the assistant superintendents and evaluation transition coordinators will be working closely with the school leadership teams to monitor the instructional practice as well. Analyzing data and determining next steps is a key component to the turnaround work. The Education Recovery (ER) staff is

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also an active partner in this work. Because the Tier III schools have existing partnerships with the ER staff, these relationships will be already functioning effectively and will have immediate impact on the work.

Principals will collect and analyze information from PLC meetings (i.e., agendas, data, analysis sheets, etc.) to share with their instructional leadership and administrative teams to determine effectiveness of teams and next steps that are necessary to move the work forward by improving student achievement. Analysis of PLC data will help determine how to support the teams. The Goal Clarity Coach or an administrator will provide resources and active support for the PLC. The assistant superintendent and ETC will coach the principal to help determine next steps. Schools will use 30-60-90 plans (or a similar document) to document their short term plans and the next steps.

Additionally, all Priority Schools complete the KDE Quarterly Report. This tool is used for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic interventions, behavioral interventions, and other cognitive and non-cognitive data. Additionally, each section of the Quarterly Reports has a reflection section that is completed by the school's Principal, ER staff, and instructional leaders. The reflection sections contain information on which instructional practices are achieving the desired results and which are not. In combination with the quarterly reports, Westport will complete a 30-60-90 plan (or other similar planning tool) which details instructional strategies the school is using to improve academic achievement. These 30-60-90 day plans support Westport's Comprehensive School Improvement Plan (CSIP) and the district's Comprehensive District Improvement Plan (CDIP).

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

While the level of funding from SIG funds cannot be maintained, the systems for curriculum alignment, mastery learning, formative and summative assessments, multiple interventions, and data analysis should become the new norm and a lasting culture for higher expectations for students and collaborative professional learning for staff.

The SIG will allow the school to build capacity on the front end that would set a foundation for the school to turnaround. The district has provided a Goal Clarity Coach and a Special Education Resource teacher to support changes around transformation. Additionally, the principal at Westport has been given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal submits a calendar which is approved by the assistant superintendent. Funds for these positions have come from various sources including general fund, Title I, etc.

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By strategically using the master schedule, Westport will be able to provide interventions and common planning periods. This will support PLCs that will reinforce continued school change to improve student achievement.

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.)

The JCPS Board of Education is engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies ensure that there are no barriers to prevent full implementation of the intervention model. The new policies are strongly aligned with the model. For instance, Policy 8.111 Professional Learning Communities states that the district will support appropriate infrastructure and systems to support the PLC process of teachers working collaboratively to ensure academic achievement for each student.

Once the JCBOE updates current policies, this affects SBDM model policies. These model policies will be revised to ensure that they align with board policy. The process to revise all SBDM model policies that are unrelated to JCBOE policies will begin February 2013. All updated SBDM model policies will include information about applicable laws, JCBOE policies and administrative procedures.

Procedures to screen model/sample policies include the following steps:

- SBDM specialist will determine the applicable laws, JCBOE policies and administrative procedures that relate to the sample policy to be developed
- SBDM specialist will contact the appropriate content specialist (for example, Assistant Superintendent for Diversity, Equity and Poverty Programs will be asked to review the sample Equity and Diversity policy) for assistance in drafting the SBDM sample policy
- Once drafted, a copy of the sample policy will be forwarded to all cabinet members for final review and approval. SBDM specialist and content specialist will be available to meet with cabinet if necessary
- Once approved, the policy and information about applicable laws, JCBOE policies and administrative procedures will be emailed to all SBDM principals
- Additionally, the new sample policy will be highlighted in SBDM Connections and posted on the SBDM website

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Procedures to screen actual school policies include the following steps:

- SBDM specialist will develop rubrics for each sample policy based on applicable laws, JCBOE policies and administrative procedures to ensure clarity and quality as well as legal compliance
- All council-approved SBDM policies will be forwarded to the SBDM specialist for review against the rubric. The SBDM specialist will provide feedback to the council, if necessary
- Implementation of this review process will begin once SBDM sample policies are forwarded to the SBDM principals

Additionally, the policies are reviewed annual by the district SBDM office. Westport's policies were most recently reviewed April 2013.

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

The JCPS Board of Education is engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies support the implementation of the intervention model (i.e. Policy 8.111 Professional Learning Communities).

The district has supported Westport by providing focused professional development aligned with the identified school needs. The PD is focused on effective classroom instruction, which includes professional learning communities, closing the opportunity gap, and differentiating instruction. Westport has participated in following district level PD:

- Solution Tree/PLC Training for Principal and Goal Clarity Coach
- David Liben – Common Core Literacy Training and Support

Additionally, there have been opportunities provided at the state level. Kentucky Leadership Academy (KLA) has provided training around the TPGES model. The ER staff is assigned to the school and provides formal professional development based on the school's needs but also provides elbow-to-elbow coaching in classrooms for teachers. This team has been supportive in helping individual teachers and teams to grow their pedagogical skill sets to improve student achievement. The ER staff works hand-in-hand with the goal clarity coach and school-funded math coach to support teachers.

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The principal at Westport has been given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal submits a calendar which is approved by the assistant superintendent.

The district has provided support around the PGES implementation. Westport is participating in the PGES rollout and working with a small group of teachers to learn the PGES system. The Evaluation Transition Coordinators have provided group training sessions and individual support to the principal and team to implement the system. As the school learns the system, common language is being used and more conversations are held that focus directly on improving the teaching in classrooms. There is also support for schools from the Computer Education Support department for technical help.

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.

JCPS is a member district to the KY Department of Education Special Education Cooperative system. District training is guided by a KDE designed Logic Model Evaluation System whereby the district discerns needs and then designs district and individual school training based on KY Delivery Models (e.g., College and Career Readiness, Closing the Achievement Gap). Training modules are designed by KDE and then replicated at the district level. Training replicated in JCPS include: Individual Education Program Guidance Document, Evidence Based Practices for Autism, Middle School Math Cohorts, and Evidence Based Practices in Literacy. These supports help teachers better serve special education students.

The district works closely with the Kentucky Department of Education to address disparities around suspensions for African-American and special education students. To address the disparities, JCPS has organized training with Positive Behavior Intervention Systems (PBIS). PBIS training is provided by two different trainers: Mike Waford of KY Center for Instructional Discipline and Susan Isaacs of Safe and Civil Schools.

A PBIS program evaluation system is being designed by JCPS. The PBIS training that is being provided helps schools look at their own data and make careful decisions for their own particular building to create a positive learning culture so that students can have a safe learning environment. Westport is participating in this training.

Westport has Education Recovery staff members that have been assigned to them by the Kentucky Department of Education (KDE). Currently, there are a math specialist, a literacy specialist, and a principal mentor. These specialists work hand-in-hand with the school and district staff to support the schools. The KDE staff primarily supports work around instruction, analyzing data, and other individualized school needs. These specialists will hone in on areas of particular need.

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District Application for School Improvement Funds
(Section 1003g) **Transformation Model**

The following supports were selected based on results of KPREP analysis, walk through data, and teacher needs assessments:

Partnerships with the University of Louisville- representatives from all content areas have participated in a two-week professional development session that focuses on teaching reading in the content areas (LALLI- Leveraging Adolescent Literacy and Language Integration). Evaluation measures for this partnership include increases in student achievement in literacy (reading, English/Language Arts and writing).

Kentucky Department of Education- We are partnering with KDE and District 180. Educational Recovery Leader and Educational Recovery Specialists work cooperatively with the administrative team on professional development and curriculum needs at Westport Middle School. Evaluation measures include the Effectiveness Rubric for the ER Team, Teacher Effectiveness Rubric as well as student level data on state accountability

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

Solution Tree is a district partner who will be contracted with using Title II funds to focus on developing stronger PLCs. Consultants and resources will be provided to address areas of greatest need. Professional developments provided by Solution Tree will be evaluated for effectiveness through classroom walkthroughs, lesson plan reviews, instructional coach feedback from classroom visits and increases in student achievement.

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

The primary intent of the SIG grant is to build capacity at Westport for academic and instructional excellence. A culture of high achievement among students and teachers is the goal. The ER team's investment will build the capacity of the leadership team and faculty to continue the work once they are gone and to foster ongoing cultural improvements. Using data to make decisions about instruction and school climate will become the norm at Westport. Title I funds will continue to provide Westport Middle School professional development and classroom supports.

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(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.

The achievement area assistant superintendents and the evaluation transition coordinators will work regularly with the identified schools to ensure that a sustainable plan is being created that will positively affect student achievement. As the assistant superintendents, ER staff and school leadership teams work together, it will be incumbent upon them to work and re-work plans as new data is examined. Working as a team will enhance the work and will ensure that there are multiple voices heard and many people are a part of improving the policies, procedures and systems. The work will be captured in the Quarterly Reports as well as 30-60-90 or other similar planning documents. Because these documents are federal requirements, there will be a record of the work. The district staff and the ER staff will work together to monitor the plans and ensure that teams are working together to provide effective strategies to improve student achievement.

Westport Middle School in collaboration with the ER Team and school leadership will develop and implement a systemic process for monitoring student achievement throughout the school year. Data reflecting student progress on CASCADE in Reading and Math will be reported in October, December, and March each school year. The analysis of this data will be summative in nature to evaluate overall instructional effectiveness, at the same time the teachers will analyze the same data in PLCs for formative purposes to inform instruction.

Procedures for monitoring student achievement:

- The ERSs will collaborate with the administrative team, Goal Clarity coach, and teachers to identify areas for improvement. The identified areas will be noted in the CSIP and 30-60-90 plan
- The School Improvement Team will meet monthly to analyze progress and status of 30/60/90 day plans and make revisions as needed for growth
- PLCs will refine curriculum to identify gaps and develop a plan to address these gaps
- Administrative Walk Through Data will be analyzed to ensure that teachers are effectively implementing the curriculum with fidelity
- Mentors will be assigned to recidivist students to help them reflect on their behavior
- Data and determination of barriers will be tracked and progress monitored weekly by each mentor.
- Identification of students not meeting benchmarks will be completed. These students will be targeted for ESS interventions

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

(Section 1003g)

Timeline of Implementation

Year One:

| Task | Person(s) Responsible | Timeline Needed | Resources |
|---|---|--|-----------|
| Development of master schedule to allow extra time for 6 th grade math and ELA | Staci Eddleman (principal), Todd Koch (counselor) | June-July 2014 | NA |
| Initial training of 6 th grade math and ELA teachers | Staci Eddleman (principal) | Summer 2014 | PD funds |
| On-going coaching of 6 th grade math and ELA teachers | Staci Eddleman (principal), Angela Newcomb (AP) | Aug. 2014-May 2015 | NA |
| Development of plan for diagnosing and addressing learning deficiencies | 6 th grade math and ELA teachers | Summer 2014 | PD funds |
| Initial diagnosis of each student in math and reading and two other benchmark tests during the year | Lisa Schanz (GCC) | August 2014; December 2014; March 2015 | MAP |
| Development and on-going revision of individual learning plans | 6 th grade math and ELA teachers | June 2014-May 2015 | NA |

Year Two:

| Task | Person(s) Responsible | Timeline Needed | Resources |
|---|---|--------------------|-----------|
| Development of master schedule to allow extra time for 6 th grade math and ELA | Staci Eddleman (principal), Todd Koch (counselor) | June-July 2015 | NA |
| Follow-up training of 6 th grade math and ELA teachers | Staci Eddleman (principal) | Summer 2015 | PD funds |
| On-going coaching of 6 th grade math and ELA teachers | Staci Eddleman (principal), Angela Newcomb (AP) | Aug. 2015-May 2016 | NA |

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Transformation Model

| Task | Person(s) Responsible | Timeline Needed | Resources |
|---|---|--|-----------|
| Reflection and revision of plan for diagnosing and addressing learning deficiencies | 6 th grade math and ELA teachers | Summer 2015 | PD funds |
| Initial diagnosis of each student in math and reading and two other benchmark tests during the year | Lisa Schanz (GCC) | August 2015; December 2015; March 2016 | MAP |
| On-going revision of individual learning plans | 6 th grade math and ELA teachers | June 2015-May 2016 | NA |

Year Three:

| Task | Person(s) Responsible | Timeline Needed | Resources |
|---|---|--|-----------|
| Development of master schedule to allow extra time for 6 th grade math and ELA | Staci Eddleman (principal), Todd Koch (counselor) | June-July 2016 | NA |
| Follow-up training of 6 th grade math and ELA teachers | Staci Eddleman (principal) | Summer 2016 | PD funds |
| On-going coaching of 6 th grade math and ELA teachers | Staci Eddleman (principal), Angela Newcomb (AP) | Aug. 2016-May 2017 | NA |
| Reflection and revision of plan for diagnosing and addressing learning deficiencies | 6 th grade math and ELA teachers | Summer 2016 | PD funds |
| Initial diagnosis of each student in math and reading and two other benchmark tests during the year | Lisa Schanz (GCC) | August 2016; December 2016; March 2017 | MAP |
| On-going revision of individual learning plans | 6 th grade math and ELA teachers | June 2015-May 2016 | NA |

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

(Section 1003g)

Annual Goals

*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.*

Westport MS
 Annual Goals

| Baseline | 12-13 | Year 1 14-15 | Year 2 15-16 | Year 3 16-17 |
|-----------------------|-------|-----------------|-----------------|-----------------|
| Reading | | | | |
| 6 th Grade | 27.3 | 47.78 | 55.24 | 62.70 |
| 7 th Grade | 37.0 | 44.28 | 52.24 | 60.20 |
| 8 th Grade | 32.7 | 47.29 | 54.82 | 62.35 |
| Mathematics | | | | |
| 6 th Grade | 20.6 | 44.49 | 52.42 | 60.35 |
| 7 th Grade | 22.8 | 39.52 | 48.16 | 56.80 |
| 8 th Grade | 21.8 | 40.99 | 49.42 | 57.85 |

*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.*

Quarterly Goals
 Year 1

| | Baseline 2012-13 | 1 st Quarter 2014-15 | 2 nd Quarter 2014-15 | 3 rd Quarter 2014-15 | 4 th Quarter 2014-15 |
|-----------------------|---------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Reading | | | | | |
| 6 th Grade | 27.3 | 42.19 | 44.05 | 45.92 | 47.78 |
| 7 th Grade | 37.0 | 38.31 | 40.30 | 42.29 | 44.28 |
| 8 th Grade | 32.7 | 41.64 | 43.53 | 45.41 | 47.29 |
| Mathematics | | | | | |
| 6 th Grade | 20.6 | 38.54 | 40.53 | 42.51 | 44.49 |
| 7 th Grade | 22.8 | 33.04 | 35.20 | 37.36 | 39.52 |
| 8 th Grade | 21.8 | 34.67 | 36.78 | 38.88 | 40.99 |

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

Year 2

| | 1 st Quarter 2015-16 | 2 nd Quarter 2015-16 | 3 rd Quarter 2015-16 | 4 th Quarter 2015-16 |
|-----------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Reading | | | | |
| 6 th Grade | 49.65 | 51.51 | 53.38 | 55.24 |
| 7 th Grade | 46.27 | 48.26 | 50.25 | 52.24 |
| 8 th Grade | 49.17 | 51.06 | 52.94 | 54.82 |
| Mathematics | | | | |
| 6 th Grade | 46.47 | 48.46 | 50.44 | 52.42 |
| 7 th Grade | 41.68 | 43.84 | 46.00 | 48.16 |
| 8 th Grade | 43.10 | 45.21 | 47.31 | 49.42 |

Year 3

| | 1 st Quarter 2016-17 | 2 nd Quarter 2016-17 | 3 rd Quarter 2016-17 | 4 th Quarter 2016-17 |
|-----------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Reading | | | | |
| 6 th Grade | 57.11 | 58.97 | 60.84 | 62.70 |
| 7 th Grade | 54.23 | 56.22 | 58.21 | 60.20 |
| 8 th Grade | 56.70 | 58.59 | 60.47 | 62.35 |
| Mathematics | | | | |
| 6 th Grade | 54.40 | 56.39 | 58.37 | 60.35 |
| 7 th Grade | 50.32 | 52.48 | 54.64 | 56.80 |
| 8 th Grade | 51.53 | 53.64 | 55.74 | 57.85 |

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.

At the end of each quarter the school will analyze data to determine next steps. The district will review the data analysis and consult with the leadership about plans for improvement. The analysis will be informed by the current teacher performance standards and the Interstate School Leaders Licensure Consortium (ISLLC) standards and the PGES systems. Depending in the results of the analysis at the individual school, the district will make plans to take proactive steps toward improvement.

Kentucky Department of Education
District Application for School Improvement Funds

(Section 1003g)

Transformation Model

Consultation

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

When Westport Middle School selected the Transformation Model, the SBDM approved the selection of this model. This decision was then presented to the Board of Education who also approved the selection. The district collaborated with the teachers' union to develop the parameters for the transformation model.

The SBDM, School Improvement Team, the staff, and the ER team in conjunction with district support have been involved in writing this application. All of these partners are committed to the success of the students at Westport.

The improvement in KPREP scores and the reduction in suspensions indicate that the Transformation Model is beginning to have a positive effect on student achievement at Westport Middle School. The components involved in the model are research-based (as stated earlier in this application)

School Budget Narrative

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

As measured by K-PREP and MAP scores, our 6th graders enter middle school well below grade level in math and reading. In September 2013, we identified that two-thirds of our 6th graders were below grade level in reading and three-fourths were below grade level in math. In order to narrow and ultimately close these gaps, we need to intensify our efforts and resources in the 6th grade.

With the SIG funds, the school plans to develop a focused, individualized, intensive method of literacy and math instruction by assigning a math interventionist and a reading interventionist on each 6th grade team to co-teach with the math and English language arts teachers. With two teachers in the class, and with additional time in the master schedule for 6th grade math and English language arts, the teachers will be able to diagnose deficiencies, provide individualized instruction, enrich and extend learning, and monitor progress. They will develop and implement differentiated learning plans for each student. The teachers will be able to work effectively with small groups and individuals to meet all needs.

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

The goal is to significantly narrow learning gaps in math and literacy by the end of the 6th grade. This will lead to improved experiences and achievement in 7th and 8th grades so that we can send our students to high school on grade level. The earlier in middle school that students experience success in math and reading, the more likely they are to stay on track for high school graduation. This will be assessed weekly in 6th grade classes with formative assessments and mastery checks; 3 times a year in each grade with MAP; and yearly with K-PREP.

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

The district is using Title II funds to train Title I schools in using the DuFour's Professional Learning Communities model. Contracting with Solution Tree, has provided the opportunity to have Anthony Mohammad talk with principals about sharing the culture to improve student achievement. Additionally, principals have been assigned to small work groups that are meeting virtually with a coach to focus on student achievement. This work will continue to support the principal in following up on the strategies from these sessions and making them come alive in the schools. The Family Resource/Youth Service Center at Westport is jointly funded by state and district funds. This center is active and a huge support to the students and families in the Westport community. Because of the importance of this center, the district has made up the difference in the state funding knowing that the difference made was monumental.

The district has assigned a special education resource teacher to each of these schools. This teacher works with teachers to create instructional strategies designed to meet individual students' needs and to ensure that appropriate systems are in place to meet the needs of special education students and their families. This position is funded through federal IDEA funds.

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

The district has contracted with Solution Tree to provide support in implementation of Professional Learning Communities in all Title I schools, including Westport Middle. The principal and Goal Clarity Coach attend trainings and the principal participates in small group and individual coaching. As a result of this training, the principal, school administrators, Goal Clarity Coach, and Educational Recovery staff will work to identify patterns across teachers, teams, and schools. As patterns are observed, they will work closely with district leaders that are already in place in the Chief Academic Officer's departments. In particular, the school will work closely with the content specialists at Gheens As the school observes patterns and work with district supports, professional development sessions will be provided that serve teachers across priority schools.

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

Westport also participates in a district PBIS cohort led by Mike Wafford of KCID. A School team attends regular trainings and work sessions to effectively implement, monitor, and revise PBIS into the school social curriculum. The school PBIS team also works closely with district behavior specialists.

The school leadership will also work with the achievement area assistant superintendents and evaluation transition coordinators. As these leaders are working in schools and interacting with school leadership, there will be a continuous feedback loop. The school leadership will work with the assistant superintendent of curriculum and instruction and her staff since the work involves content specialists. The PBIS team will work closely with the assistant superintendent of support services and her staff since the work involves the behavior specialists.

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

(Section 1003g)

Year 1 Budget

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 Westport Middle School **District** Jefferson County Public Schools

| MUNIS Code | Description of Activity | Amount Requested |
|-------------------|---|-------------------------|
| 110 | 1.0FTE Certified Teacher, 100 day Certified Teacher | \$53,000 |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 211 | Life Insurance | \$79 |
| 212 | Health Insurance | \$7,200 |
| 213 | Liability Insurance | \$39 |
| 214 | | |
| 219 | Long Term Disability | \$175 |
| 221 | State Life | \$17 |
| 222 | Medicare Match | \$689 |
| 231 | KTRS | \$8,139 |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | Unemployment | \$60 |
| 260 | Workers Comp | \$202 |
| 296 | State Admin Fee | \$77 |

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

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 293 | | |
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | | |
| 338 | | |
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| 541 | | |
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| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |

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

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-------------------------------|-------------------------|---------------------|
| 582 | | |
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 616 | | |
| 626 | | |
| 627 | | |
| 629 | | |
| 641 | | |
| 642 | | |
| 643 | | |
| 645 | | |
| 646 | | |
| 647 | | |
| 649 | | |
| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| 913 | | |
| Total Amount Requested | | \$ \$69,677 |

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

(Section 1003g)

Year 2 Budget

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 Westport Middle School **District** Jefferson County Public Schools

| MUNIS Code | Description of Activity | Amount Requested |
|-------------------|---|-------------------------|
| 110 | 1.0FTE Certified Teacher, 100 day Certified Teacher | \$53,530 |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 211 | Life Insurance | \$80 |
| 212 | Health Insurance | \$7,200 |
| 213 | Liability Insurance | \$39 |
| 214 | | |
| 219 | Long Term Disability | \$177 |
| 221 | State Life | \$17 |
| 222 | Medicare Match | \$696 |
| 231 | KTRS | \$8,220 |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | Unemployment | \$60 |
| 260 | Workers Comp | \$204 |
| 296 | State Admin Fee | \$77 |
| 293 | | |

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

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
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| 580 | | |
| 581 | | |
| 582 | | |

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

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-------------------------------|--------------------------------|-----------------------------|
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
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| 626 | | |
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| 646 | | |
| 647 | | |
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| 650 | | |
| 734 | | |
| 735 | | |
| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| 913 | | |
| Total Amount Requested | | \$ \$70,300 |

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

(Section 1003g)

Year 3 Budget

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 Westport Middle School **District** Jefferson County Public Schools

| MUNIS Code | Description of Activity | Amount Requested |
|-------------------|---|-------------------------|
| 110 | .4 FTE Certified Teacher, 100 day Certified Teacher | \$25,450 |
| 111 | | |
| 112 | | |
| 113 | | |
| 120 | | |
| 130 | | |
| 211 | Life Insurance | \$38 |
| 212 | Health Insurance | \$2,880 |
| 213 | Liability Insurance | \$16 |
| 214 | | |
| 219 | Long Term Disability | \$84 |
| 221 | State Life | \$6 |
| 222 | Medicare Match | \$331 |
| 231 | KTRS | \$4,099 |
| 232 | | |
| 233 | | |
| 240 | | |
| 251 | | |
| 253 | Unemployment | \$24 |
| 260 | Workers Comp | \$97 |
| 296 | State Admin Fee | \$31 |
| 293 | | |

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

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|-----------------------|--------------------------------|-----------------------------|
| 294 | | |
| 295 | | |
| 296 | | |
| 297 | | |
| 299 | | |
| 322 | | |
| 335 | | |
| 338 | | |
| 432 | | |
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| 541 | | |
| 542 | | |
| 552 | | |
| 553 | | |
| 580 | | |
| 581 | | |
| 582 | | |

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

(Section 1003g)

| MUNIS Code | Description of Activity | Amount Requested |
|---------------|-------------------------|---------------------|
| 584 | | |
| 585 | | |
| 586 | | |
| 589 | | |
| 616 | | |
| 626 | | |
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| 738 | | |
| 810 | | |
| 892 | | |
| 894 | | |
| 913 | | |

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|-------------------------------|--------------------|
| Total Amount Requested | \$ \$33,056 |
|-------------------------------|--------------------|

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

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JCBE-JCTA Agreement
2013-2018

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PREAMBLE

The Jefferson County Board of Education and the Jefferson County Teachers Association do hereby agree that the welfare and success of the children of Jefferson County is paramount and will be promoted by both parties.

The parties further recognize that diversity is one of Jefferson County Public Schools greatest assets in the education of our students. With that recognition, we renew our commitment to foster a school system that treats each student, parent, and employee with respect, dignity, and sensitivity to their unique needs and culture.

This Agreement is made and entered into by and between the Board of Education of Jefferson County, Kentucky, hereinafter called the “Employer” and the Jefferson County Teachers Association, hereinafter called the “Association;” the Employer and the Association when jointly referred to are hereinafter called the “Parties.”

Therefore, the Parties mutually and in good faith agree to the following:

ARTICLE 1 – DEFINITIONS

As used in this Agreement, the following definitions apply:

1. Employer means the Board of Education of Jefferson County, Kentucky.
2. Association means Jefferson County Teachers Association.
3. Members or Membership means only employees belonging to the Association
4. Days when used in this Agreement refer to school calendar days unless otherwise specified.
5. Worked Days means those days which the employee is on duty.
6. Certificated Personnel means those persons holding positions for which certificates may be issued except substitutes and superintendents as defined under applicable state laws and who are employed by the Employer.
7. Employee means any certificated person who is represented by the Association.
8. Superintendent means the Superintendent of Schools of Jefferson County, Kentucky.
9. Negotiations means a process and a method that provides for the Employer and the Association to negotiate on matters of mutual concern, to reach agreement on such matters, and to make provisions for resolving disagreement in the event of impasse.
10. Exceptional Child Education Pupil means a pupil covered under the provisions of IDEA – Individuals with Disabilities Education Act as amended.
11. Seniority shall be computed from the first compensable day of employment as a regular employee in the Jefferson County Public Schools following last break in service; ties in seniority dates will be broken by the largest sum of the final four digits of the employees' Social Security numbers.
12. ARC means the Admissions/Release Committee
13. Part-timers means any employee working less than a full duty day.

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- 14. Vacancy means a position in the bargaining unit approved by the Board but not having a teacher of record.
- 15. Teacher of Record means an individual in the bargaining unit who is filling a position with a change form completed by Personnel to verify the same.
- 16. Overstaff means a condition where a teacher is involuntarily placed on the transfer list.
- 17. Laid Off is a condition in which a teacher’s contract is suspended due to lack of a teaching position.
- 18. Restricted Certification is a condition in which a teacher’s certificate is not considered valid for teaching in the Jefferson County Public Schools due to lack of adequate teaching positions in the certification area. The teacher would be laid off in a restricted certification area if it were not for having a second certification that allows a teacher to maintain a position with the Employer.
- 19. Least Restrictive Environment is that education setting or program in which the identified child can function most effectively based upon his/her unique needs and capabilities.
- 20. Resource Room is a special education class configuration in which a student identified by an ARC may spend up to 50% of the student day.
- 21. Special Area Teacher is an elementary art, music, physical education or computer teacher who is assigned to work in different building locations on different days of the week.
- 22. Traveling Teacher means a teacher who works at different building locations on the same day of the work week.
- 23. Certificated means possessing a certificate issued by the Commonwealth of Kentucky.
- 24. School Centers shall mean a building(s) in which teachers are assigned to supervise students.
- 25. Home School means where the employees report their time and attendance.

1 ARTICLE 2 – SCHOOL BOARD AUTHORITY

2
3 Section A The Board of Education of Jefferson County, Kentucky hereby
4 specifically retains and reserves unto itself, the Superintendent, the
5 principals/school heads, and other administrative personnel of the school system
6 all powers, rights, authority, duties and responsibilities, and the exercise thereof,
7 as conferred upon and delegated to and vested in them by the Constitutions and
8 the Laws and Regulations of the United States of America and the
9 Commonwealth of Kentucky except as otherwise specifically provided for in this
10 agreement.

11
12 Section B All school management personnel shall carry out the following
13 responsibilities:

- 14 1. Adhering to the provisions of this Agreement
- 15 2. Complying with the Board’s rules and regulations which are necessary
16 to implement the provisions of this Agreement.
- 17
- 18
- 19
- 20

21 ARTICLE 3 – RECOGNITION

22
23 The Employer recognizes the Association as the official representative of
24 certificated personnel in the school system who are employees as defined in
25 Article 1 – Definitions, in addition to employees who function as teachers and are
26 paid on the Teachers Salary Schedule, Job Family III. In addition, Occupational
27 Therapists, Physical Therapists, and Speech Therapists shall be considered a
28 part of the bargaining unit. Personnel who are substitutes (including those who
29 are temporary appointees in positions reserved for employees under contract)
30 and those holding any other position for which the school system requires
31 certification in administration or supervision and/or for which the pay is calculated
32 on the teachers’ salary schedule plus the administrators addendum including
33 Acting and Intern are specifically excluded from this recognition.

34
35
36 ARTICLE 4 – ASSOCIATION RIGHTS

37
38 Section A The Parties agree that the Association as representative of
39 employees shall have the right to use the school system’s courier service (to the
40 extent permitted by statute, regulation, or court order) and employee distribution
41 boxes for the purpose of distributing Association communiqués to employees.
42 Such communiqués shall be considered personal and shall not be opened by any
43 person other than the addressee. The Association shall have the privilege of
44 posting notices of the activities and matters of Association concern on employee
45 bulletin boards, at least one of which shall be provided in each school. The
46 Employer shall provide PONY pick-up service every Tuesday at the Association

1 office between the hours of 3:30 p.m. and 4:00 p.m. Any items picked up on
2 Tuesday will be delivered to members on Wednesday of the same week. No
3 overtime will be authorized for distribution of JCTA materials through the PONY.

4
5 Material endorsing or opposing a candidate for public office, material which
6 encourages employees to violate any law or this Agreement, or material which
7 has as its effect the interfering with employees' rights guaranteed by law or this
8 Agreement shall not be distributed through the courier service or employee
9 distribution boxes nor distributed in any manner which would interfere with or
10 interrupt normal school operations or posted in any schools by the Parties or any
11 of their agents.

12
13 The Association shall provide in advance to the office of the Superintendent or
14 designee four (4) copies and to the office of the principal or school head one (1)
15 copy of any material to be distributed or posted.

16
17 The Employer agrees to permit the Association access to the email system. The
18 same rules, as stipulated in the labor agreement that govern use of the school
19 system's courier service by the Association, as well as the JCPS Net Employee
20 Acceptable Use Policy, shall apply.

21
22 The Association shall save the Employer harmless against any claims, legal or
23 otherwise, arising out of use of the Employer Courier Service or email system.

24
25 In compliance with this Article, the Association shall have the right to use the
26 District's PONY or email system to provide information or advocate a position on
27 matters of public interest.

28
29 Section B The Association shall have the right to use schools for meetings at
30 reasonable times before or after the employees' normal workday, scheduling
31 such use in advance with the principal or school head. Should special custodial
32 services be required or should there be any damage in excess of the normal
33 wear the Employer shall make a reasonable charge for such services or damage.
34 The Association shall save the Employer harmless against any claims, legal or
35 otherwise, arising out of such use provided the Association is given the
36 opportunity to provide all necessary legal services to defend such claims.

37
38 Section C Full-time staff employed by the Association, the Association
39 President or identified designee and Association building representatives
40 exclusively shall have the right to transact official legal Association business on
41 school property at such reasonable times as will not interfere with or interrupt
42 normal school operations. The Association shall provide the Superintendent or
43 designee and each principal or school head with a list of persons serving in these
44 capacities and maintain its currency. The list provided to each principal or school
45 head need not contain the names of building representatives for other schools.

1 Section D The Association building representative shall upon request be given
2 time prior to or after each faculty meeting for brief announcements. The school
3 communication system shall be made available according to procedures of the
4 school for use by an Association building representative to make brief
5 announcements concerning meetings. The building representative shall be
6 provided a school roster showing the names, addresses, and assignments of all
7 employees.

8
9 Section E The Employer shall provide to the Association upon request a copy
10 of the official agenda in advance of Board meetings except for those items
11 privileged by law. The Employer shall make available for inspection to the
12 Association upon request any information available to the public. The Parties
13 shall make available upon written specific request to each other any statistics
14 and records routinely compiled which are not confidential and which are relevant
15 to negotiations or necessary for the proper administration of the terms of this
16 Agreement.

17
18 Section F The Employer agrees to deduct from the salaries of employees an
19 amount equal to the membership dues of the Association as said employees
20 individually and voluntarily authorize in writing the Employer to deduct and to
21 transmit the monies to the Association or its designated representative. The
22 Association shall certify to the Employer in writing the current and proper amount
23 of its membership dues at least thirty (30) days prior to the requested initial
24 deduction. The deductions shall be made in twenty (20) equal installments
25 September through May. The Employer will authorize, as part of the dues
26 structure, .0016 of Step 0, Rank 1, per member, per payroll deduction for the
27 payment of unified Association Membership. Dues will be deducted based on
28 two (2) rates only.

29
30 Employees new to the school district will be provided with a window of thirty (30)
31 calendar days during which they may indicate their desire to not have any money
32 equal to the dues stipulated by the Jefferson County Teachers Association
33 deducted from their paychecks.

34
35 The thirty (30) calendar day period for rejection of membership into the Jefferson
36 County Teachers Association will begin on the date the employee new to the
37 school system signs a contract of employment with the school district.

38
39 The Employer will deduct specified dues except from those individuals that have
40 notified the Employer in writing within thirty (30) calendar days after eligibility for
41 representation, or who have notified the Association in writing during the
42 membership resignation period designated as July 1 through July 30.

43
44 When said employee declines membership or accepts membership, a copy of
45 that form complete with hire date and date of membership drop or acceptance
46 will be provided to the Association.

1 When amounts have been correctly deducted and remitted by the Employer the
2 Association shall save the Employer harmless against any claims, legal or
3 otherwise, for deduction of dues based on information furnished by the
4 Association if the Association is given the opportunity to provide all necessary
5 legal services to defend such claims.

6
7 Failure of any employee to revoke dues deductions or decline membership by
8 the agreed upon method and/or within the agreed upon timelines specified in the
9 Article will result in membership in the Association.

10
11 Section G The principal or head of each school and the Association building
12 representative(s) shall meet upon request at least bimonthly to discuss
13 implementation of the provisions of this Agreement and other items of mutual
14 concerns.

15
16 Section H The Superintendent and/or designee and the Association President
17 and/or designee shall meet at least bimonthly to discuss implementation of the
18 provisions of this Agreement and other items of mutual concern.

19
20 Section I The Employer shall provide the Association on the same schedule
21 as used for dues deduction transmittal, the following information electronically:

- 22
- 23 1. Employee's name (last, first)
 - 24 2. Dues deduction status
 - 25 3. Employee's Social Security number
 - 26 4. Employee's mailing address (including zip code)
 - 27 5. Employee's work location (where the employee reports their time and
28 attendance)
 - 29 6. Employee's seniority date
 - 30 7. Current valid certificates (up to 8 endorsements)
 - 31 8. Race/sex code
 - 32 9. Salary schedule placement (rank and step)
 - 33 10. Career incentive increments
 - 34 11. Extra Service Pay Schedule assignments
 - 35 12. Employee's home phone number(s)

36
37 The Association shall save the Employer harmless against any claims, legal or
38 otherwise, related to the providing of this information to the Association and its
39 use of such information.

40
41 Section J An employee shall be afforded an opportunity to have a
42 representative of the Association present in any conference which may lead to
43 disciplinary action.

44
45 Section K The Employer shall make available upon written request by the
46 Association copies of each school building's monthly budget report, activity fund,

1 vending machine funds, any athletic funds, and any and all other building
2 accounts. The reports will be provided by computer disk or hard copy at the
3 District's discretion.

4
5 Section L Any and all district-wide committees shall have Association
6 representation. All such Association representation shall be appointed by the
7 President of the Association. The Association shall be entitled to at least two (2)
8 representatives on committees consisting of ten (10) to twenty (20) members;
9 and at least three (3) representatives on committees larger than twenty (20)
10 members. Nothing contained herein shall preclude the Employer from appointing
11 up to an equivalent number of employees to committees that are not appointed
12 by the Association, but in no case shall the number of Employer selected
13 employees exceed the number of employees selected by the Association.
14 Should either party object to an employee appointed by the other party, the
15 parties shall meet and confer prior to final appointment.

16
17
18 ARTICLE 5 – EMPLOYEE RIGHTS
19

20 Section A The Employer agrees there shall not be any discrimination against
21 any employee by reason of race, creed, color, marital status, gender, sexual
22 orientation, disability, age, national origin, or whether said employee is a
23 member of the Association.

24
25 Section B The Association agrees not to discriminate with regard to
26 representation of employees in the administration of this Agreement or with
27 regard to terms and conditions of membership because of age, gender, sexual
28 orientation, disability, race, marital status, color, creed or national origin.

29
30 Section C The Parties agree that the provisions of this Agreement shall be
31 applied to all employees without discrimination on the basis of membership or
32 non-membership in the Association.

33
34 Section D Nothing contained herein shall be construed to deny or restrict any
35 rights any employees may have under the Constitutions and Laws of the United
36 States or of the Commonwealth of Kentucky.

37
38 Section E No adverse action of any kind shall be taken by the Employer or
39 any of its agents against any employee for reason of participation in negotiations,
40 the administration of this Agreement, the performance of duties or the exercise of
41 the rights of citizenship. No adverse action of any kind shall be taken by the
42 Association or any of its members or agents against the Employer, the
43 Superintendent or other administrators for reason of participation in negotiations,
44 the administration of this Agreement, the performance of duties, or the exercise
45 of the rights of citizenship.

1 Section F The private life of an employee is not within the appropriate
2 concern or attention of the Employer except when it adversely affects fulfillment
3 of the employee's professional responsibility.

4
5 Section G An employee shall not be required to carry out an order which is not
6 a part of the employee's professional responsibility.

7
8 Section H All employees shall carry out the following responsibilities:

- 9
10 1. Complying with the Employer's rules and regulations which are not
11 inconsistent with this Agreement.
12
13 2. Adhering to the provisions of the Agreement.

14
15 Section I Neither the employee nor the Employer shall record a meeting
16 without knowledge of the other.

17
18 Section J When information is available in the School Center office,
19 employees shall be informed when special education students and/or students
20 with special needs/health are placed into a particular class.

21
22 Section K The Employer and the Employees agree to implement and comply
23 with all applicable provisions of Commonwealth of Kentucky law governing
24 student discipline records and reporting procedures. The Employer shall notify
25 each employee, where applicable, of the existence of any permanent student
26 discipline records, as defined by law, that pertain to the students to whom the
27 employee provides educational or related services. The Employer shall share
28 the contents of those student discipline records with each employee within seven
29 (7) days that the student is placed in their classroom.

30
31 The parties agree to comply with all confidentiality and reporting requirements
32 concerning student records as required by law.

33
34 Section L If any school chooses to consider a deviation from this Agreement,
35 the decision making process shall include an opportunity for all employees to
36 share their opinion. Such a decision shall not be implemented in any school year
37 without at least two-thirds (2/3) concurrence of the employees. It is expressly
38 understood that any and all contract deviations sunset at the end of the each
39 school year. Should the employees wish to maintain a sun-setting deviation, a
40 new deviation of the agreement must occur. A contract deviation vote that fails
41 to obtain the needed two-thirds (2/3) concurrence may not be re-voted on for
42 twelve (12) months from the original vote unless both parties agree.

43
44 The following articles shall not be deviated from in the implementation of SBDM:

- 45 Article 7 Student Discipline
46 Article 8 Employee Evaluation

| | | |
|---|------------|---------------------|
| 1 | Article 9 | Employee Discipline |
| 2 | Article 10 | Personnel Files |
| 3 | Article 16 | Transfers |
| 4 | Article 18 | Lay-Off/Recall |
| 5 | Article 27 | Compensation |
| 6 | Article 29 | Grievance Procedure |

7
8 Employees who participate on committees established by SBDM Councils will be
9 selected in accordance with local school Council policy. All committee
10 participation that exceeds the weekly meeting maximum as defined in Article 11
11 – Teaching Load and Duty Hours will be voluntary.

12
13 Section M The Parties agree that SBDM Councils may adopt and enforce
14 policies pertaining to the matters that are dealt with in the provisions of the
15 Agreement that are listed below even if the adopted policies conflict with these
16 provisions. However, the provisions of the Agreement that are listed below shall
17 be enforceable and recognized as binding throughout the District, except to the
18 extent that a SBDM Council has taken lawful actions at a specific school that are
19 contrary to the provisions listed below. If the policies, decisions or actions of a
20 SBDM Council conflict with any provisions of the Agreement that are not listed,
21 those policies, decisions and actions shall not be enforceable or recognized as
22 valid:

- 23
- 24 Article 6 - Academic Freedom; Sections C and D
- 25 Article 11 - Teaching Load and Duty Hours;
- 26 Sections A, B, C, D, E, F, H, K and Q
- 27 Article 12 – Class Size; Sections A, B, C, E and F
- 28 Article 13 – Materials and Facilities; Sections A, B, C, E, F and H
- 29 Article 15 – Assignment; Preamble and Sections A, B, C and I
- 30 Article 23 – Team Leaders, Dept. Heads and Grade Group Leaders;
- 31 Article 24 – Librarians; Section B
- 32

33 Section N The provisions of this Agreement apply to part-time employees,
34 including any retirees included in the bargaining unit, except Article 11 –
35 Teaching Load and Duty Hours, Article 15 – Assignment, Article 16 – Transfers,
36 Article 26 – Leaves of Absence, Section C (Emergency Leave) and Section D
37 (Personal Leave), and Article 27 – Section A (Compensation Schedules), Section
38 B (Insurance), and Section C (Sick Leave Pay-Out Upon Retirement).

39
40 Sick leave shall be prorated monthly or major fraction thereof and compensation
41 shall be prorated from the salary schedules in Article 27.

42
43 Section O Employees and administrators shall be treated in a professional
44 manner at all times.

1 Section P Employees shall not be required to transport parents. Employees
2 will also not be required to transport students unless it is a part of the regularly
3 assigned duties.

4
5 Section Q Employees, except Resource Teachers, shall not be required to
6 chair ARC's.

7
8 Section R Early Childhood classrooms shall be staffed according to the
9 requirements of the Commonwealth of Kentucky.

10
11 Section S All student records, when requested, shall be forwarded to the
12 receiving school within seven (7) days, if available.

13
14 Section T The Employer shall provide Safe Crisis Management training for
15 any employee requesting such training.

16
17 Section U If requested by any employee, employee votes shall be by secret
18 ballot.

19
20 Section V Employees shall be free to join or not join the Association. No
21 employee shall be discriminated against by either the Employer or the
22 Association because of membership or non-membership in any organization. In
23 the event an employee chooses not to become a member of the Association, the
24 Association reserves the right to require that the employee contribute to the
25 Association the fair share of the cost of representation by the Association, as
26 certified to the Employer by the Association. The Employer shall deduct the fair
27 share amount from the wages of said non-members and shall forward such
28 amounts to the Association, at the same time, and in the same manner, as for
29 membership dues paid by those employees holding Association membership.

30
31 The Association agrees to certify to the Employer only such fair share costs as
32 are allowed by law, and further agrees to abide by the decision of courts of
33 competent jurisdiction and any arbitrators' decision, in this regard. The
34 Association agrees to inform the Employer of any change in the amount of fair
35 share costs.

36
37 The Association shall provide employees who are not members of the
38 Association with an internal mechanism within the Association which is
39 consistent with the requirements of State and Federal law, and which will allow
40 those employees to challenge the fair share amount certified by the Association
41 as the cost of representation and receive, where appropriate, a rebate of any
42 monies to which they are entitled.

43
44 When amounts have been correctly deducted and remitted by the Employer, the
45 Association shall save the Employer harmless against any claims, legal or
46 otherwise, for deduction of fees based on information furnished by the

1 Association if the Association is given the opportunity to provide all necessary
2 legal services to defend such claims.

3
4
5 ARTICLE 6 – ACADEMIC FREEDOM
6

7 The Parties agree that academic freedom is an integral part of the attainment of
8 education goals of the school system.

9
10 Section A The Parties agree that young people should be educated in the
11 democratic tradition which fosters a recognition of individual freedom and social
12 responsibility, inspires meaningful awareness of and the respect for the
13 Constitutions and Laws and instills appreciation for the value of individual
14 personality. It is recognized that these values can best be transmitted in an
15 atmosphere which is free from censorship and artificial restraints upon free
16 inquiry and learning, and in which academic freedom is encouraged and enjoyed.

17
18 Section B In performing their teaching duties, employee shall strive to provide
19 students opportunity to investigate all facets, sides, and/or opinions of and about
20 any and all topics and materials introduced or presented including those which
21 are or may be of a controversial nature. Such material presented to students
22 must be relevant to the course and appropriate to the maturity level and
23 intellectual ability of the students. Employees shall permit the expression of the
24 views and opinions of others and encourage each to form individual views and
25 opinions through such procedures. Employees shall at all times strive to promote
26 tolerance for the views and opinions of others and for the privilege of individuals
27 to form and hold differing views and opinions.

28
29 Section C The plan book and grade book used in the district shall be mutually
30 agreed upon between the parties of this Agreement. Individual employees and
31 supervisors can agree to use an alternate plan book and/or grade book. Lesson
32 plan books may be used as a collaborative tool between supervisor and teacher
33 to enhance the quality and delivery of instruction. Teachers may refer to other
34 documents and materials (such as curriculum guides, IEPs, 504 Plans or teacher
35 guides) but are not required to copy them into the lesson plan books.

36
37 The Employer and the Association mutually agree to use Infinite Campus or any
38 subsequent state adopted electronic grade and attendance software system
39 provided by the Employer. The Employer shall make available adequate and
40 appropriate ongoing professional development on the use of the electronic grade
41 and attendance software system. Online access to the electronic grade and
42 attendance system will be provided by the Employer. Employees shall be
43 required to enter assignments with grades no more than once every three (3)
44 weeks. Employees shall be required to enter attendance once daily prior to the
45 start of instruction in elementary school locations, and by class period in middle
46 and high school locations. In the event, the speed of onsite data transfer is not

1 adequate for timely data entry, the employer will allow for alternative methods for
2 collecting onsite classroom data.

3
4 Section D Employees shall be given four (4) days after the end of each
5 grading period to submit students grades except for the end of semester grades
6 for students classified as seniors which shall be due in a minimum of thirty-six
7 (36) hours.

8
9
10 ARTICLE 7 – STUDENT DISCIPLINE

11
12 Section A The Parties agree to effectively carry out the *Code of Acceptable*
13 *Behavior and Discipline* and the *Student Bill of Rights* adopted by the Employer.
14 The Association shall be a party to any evaluations and necessary revision of this
15 Code that shall continue to provide for elementary, middle and high school
16 needs.

17
18 Section B Principals and school heads shall review annually with employees
19 the procedures and provisions of the *Code of Acceptable Behavior and Discipline*
20 and the *Student Bill of Rights*.

21
22 Section C The provisions of the *Code of Acceptable Behavior and Discipline*
23 and the *Student Bill of Rights* shall be subject to the Grievance Procedure.

24
25 Section D The Employer shall strive to provide a learning environment that is
26 safe and free from interruptions by disruptive students.

27
28 Section E Employees may, in compliance with the *Code of Acceptable*
29 *Behavior and Discipline* and the *Student Bill of Rights*, temporarily remove a
30 disruptive student from the classroom.

31
32
33 ARTICLE 8 – EMPLOYEE EVALUATION

34
35 The performance of all employees shall be evaluated according to procedures
36 developed by the Employer or its agents. Such procedures shall be limited by
37 the provisions of Section A. Upon the observation of significant deficiencies in
38 work performance, the provisions of Section B or C, whichever is applicable,
39 shall be followed in addition to those in Section A. Any evaluation used as a
40 basis for adverse action shall be conducted according to Section B or C in
41 addition to
42 Section A.

43
44 Section A General Evaluation Procedure

- 1 1. All monitoring or observation of work performance of an employee
2 shall be conducted openly and with full knowledge of the employee.
3
- 4 2. All evaluations shall be in writing. If evaluation forms not requiring
5 narrative style are used, they shall be jointly designed by the Parties.
6
- 7 3. Observations by the evaluator shall be required prior to the evaluation of
8 an employee's classroom work performance.
9
- 10 4. Evaluations shall acknowledge the strengths of employees, as well as
11 deficiencies, and shall note all data used to support the conclusions
12 made by the evaluator. The evaluator shall make a fair and objective
13 effort to determine whether deficiencies have been corrected.
14
- 15 5. Employees shall be evaluated only by appropriate administrators with
16 rating authority in compliance with state law and regulation.
17
- 18 6. The evaluator shall take into consideration and note in writing any
19 circumstances that may adversely affect an employee's performance.
20
- 21 7. Student test scores may be used to evaluate achievement and
22 progress of students and the district's instructional program; however,
23 these scores shall not be used in any way to evaluate the work
24 performance of employees unless they agree voluntarily.
25
- 26 8. A conference shall be held between the evaluator and the employee
27 after the written evaluation is received by the employee.
28
- 29 9. The employee shall be notified in advance of the time and date of one
30 (1) observation for evaluative purposes.
31
- 32 10. Evaluations must be completed no later than April 15 and submitted to
33 the employees by no later than May 1 except for those employees who
34 have been identified as having significant deficiencies in which case
35 the provisions in Section B of this article will apply.
36
- 37 11. The performance of all Special Area Teachers/Traveling employees
38 shall be evaluated by each principal.
39
- 40 12. An Advisory Committee, including employees nominated by the
41 Association shall be established annually for the purpose of reviewing
42 and recommending modification, if any, to the evaluation plan.
43
- 44 13. Tenured employees will be evaluated at least every three years. Non-
45 tenured employees will be evaluated yearly. Employees on deficiency
46 may be evaluated within the year of the deficiency.

1
2 Section B When significant deficiencies in work performance have been
3 observed:

- 4
5 1. They shall be noted in writing and discussed with the employee in a
6 conference.
7
- 8 2. The evaluator shall observe the employee's work performance a
9 minimum of four (4) 30-minute periods within a twelve-week period (60
10 worked days) beginning with notification. For the employee not
11 assigned to a classroom, the evaluator must observe the work
12 performance of the employee for four (4) 30-minute periods when the
13 employee is fulfilling the employee's job responsibilities.
14
- 15 3. Each observation shall be followed by an evaluator/evaluatee
16 conference within the first five (5) days the employee is at work
17 following the observation.
18
- 19 4. The evaluator shall identify professional staff services and/or materials
20 that the employee may use to help correct the identified deficiencies.
21 There shall be identified at least one (1) professional staff person who
22 will not evaluate the employee, but who will be available to assist/help
23 a teacher on deficiency correct the identified deficiency areas.
24
 - 25 a) Once the Employer has identified the professional staff person to
26 be assigned, the employee on deficiency will have the option of
27 waiving any contractual right to assistance from the non-evaluative
28 professional staff person assigned.
29
 - 30 b) The employee, the Association and the Employer will confirm in
31 writing via a mutually agreeable form that the required assistance
32 has been offered and/or the employee has waived their right to the
33 assistance. This will occur within the first ten (10) days after the
34 notice of significant deficiency is issued. Should the employee
35 refuse to confirm the offer in writing, the Employer will confirm the
36 refusal in writing and provide the Association a copy.
37
 - 38 c) The Association and the Employer agree that the non-evaluative
39 professional staff person assigned to provide assistance will not
40 provide any testimony or evidence, before any arbitrator,
41 concerning the teacher on deficiency. However, the Employer may
42 provide evidence of dates, times, and description of assistance
43 provided.
44
- 45 5. The Evaluator shall summarize the observations and conferences in
46 writing and provide a copy to the employee.

1
2 Section C Exception

3
4 When a significant deficiency in work performance is recurring but does not lend
5 itself to 30-minute observations, the evaluator shall note the deficiency in writing
6 and hold a conference with the employee to discuss the deficiency, identify
7 professional staff services and/or materials and to establish a specific timeline of
8 no more than forty-five (45) worked days for correcting the deficiency. Periodic
9 conferences shall take place within the specified time to assess progress towards
10 correcting the deficiency. At the end of the specified timeline, the evaluator shall
11 write a summary of the conferences and provide a copy to the employee.
12

13 Section D KTIP interns will be provided release time to observe other
14 employees if recommended by their KTIP committee.
15

16 Section E Non-Renewal

17
18 The Superintendent's right of non-renewal will be exercised according to the
19 following terms and conditions:
20

- 21 1. Non-tenured teachers shall have a mid-year performance evaluation if
22 the teacher worked full time in the classroom at least two-thirds (2/3) of
23 the period before the Evaluation Deadline. This mid-year evaluation
24 will replace one of the observations/E-2 required by the current
25 evaluation process. The mid-year evaluation process will include:
 - 26 a) A checklist consisting of the ten (10) teacher standards found on
27 the standard teacher evaluation form;
 - 28 b) A narrative section where specific recommendations for
29 improvement will be listed; and
 - 30 c) A recitation of support services offered for areas of improvement
31 noted
- 32
33 2. When issuing a mid-year performance evaluation, the principal shall
34 meet and discuss the evaluation with the teacher. The evaluation will
35 be placed in the teacher's personnel file after the teacher has had the
36 opportunity to comment upon the evaluation in writing [which must be
37 received by the principal within twenty-one (21) calendar days
38 following receipt by the teacher of the evaluation] and said comment, if
39 timely received, shall also be included in the personnel file.
40
41 3. The performance evaluation will be provided to the teacher by
42 February 15.
43
44
45
46

- 1 4. Mid-year evaluations will only be done for teachers the principal
2 believes could be recommended for non-renewal based on
3 performance.
4
- 5 5. The Parties agree that the Superintendent retains the right to non-
6 renew the limited contract of a teacher pursuant to KRS 161.750 and
7 such right to non-renewal is not impacted, abrogated or diminished by
8 or subject to the Agreement between the Employer and the
9 Association. The Association will not arbitrate or litigate the non-
10 renewal of the limited contract of any teacher, or seek the re-
11 employment of a teacher who has been non-renewed as a remedy to
12 any grievance or litigation, except that the Association may file a
13 grievance seeking renewal on behalf of a non-renewed teacher if that
14 teacher worked full time in the classroom at least two-thirds (2/3) of the
15 period before the Evaluation Deadline and did not receive a mid-year
16 performance evaluation prior to February 15. The subject of the
17 grievance shall be expressly limited to whether the mid-year
18 performance evaluation was drafted and made available to the teacher
19 by the principal before the Evaluation Deadline.
20
- 21 6. The Parties agree that non-renewal based on employee
22 misconduct/discipline is not subject to the procedural requirements of
23 Article 8 of the Agreement. Employee misconduct/discipline that
24 occurs during a contract term may be grieved under Article 9 of the
25 Agreement; however, the grievant may not seek as a remedy in such
26 grievance-arbitration process renewal of the contract.
27
- 28 7. The Employer will agree not to report to EPSB the non-renewal of a
29 non-tenured teacher's contract for failure to meet local standards for
30 quality of teaching performance unless such a report is otherwise
31 required by law.
32
- 33 8. In a non-tenured teacher's fourth year, the Superintendent shall use
34 the following process prior to not renewing the teacher's contract for
35 performance reasons (and thereby denying the teacher tenure):
36
- 37 a) If performance issues are noted that could lead to non-renewal, the
38 teacher shall be notified of the potential for non-renewal by March 1
39 and shall be provided assistance, including but not limited to:
40
- 41 i) An evaluator shall observe the employee's work
42 performance a minimum of two (2) 30-minute periods within
43 a six-week period (30 worked days) beginning with
44 notification. For the employee not assigned to a classroom,
45 the evaluator must observe the work performance of the

1 employee for two (2) 30-minute periods when the employee
2 is fulfilling the employee's job responsibilities.
3

4 ii) An evaluator/evaluatee conference within the first ten (10)
5 days the employee is in attendance following each
6 observation. The evaluator will provide recommendations
7 for improvement.
8

9 iii) The evaluator's written summary of observations and
10 conferences.
11

12 b) Following the recommendation of non-renewal by a principal, the
13 matter shall be referred to a Review Committee:
14

15 i) The Review Committee will be selected on an annual basis
16 and shall consist of five (5) persons: three (3) teachers
17 designated by the Association and two (2) administrators
18 designated by the Employer, hereinafter referred to as the
19 "Review Committee." The teachers will be excused from
20 their normal duties and there will be no Association Leave
21 charged for the time spent on Review Committee activities;
22

23 ii) The Review Committee shall review the personnel record of
24 the teacher and hear presentations, if any, from: the
25 teacher, his or her Association Representative, the
26 principal, the evaluator discussed above, and a
27 representative of Human Resources;
28

29 iii) The Review Committee shall also consider the teacher's
30 performance since the mid-year performance evaluation
31 and any other matter that the Parties wish to present;
32

33 iv) The Review Committee shall then issue a recommendation
34 to the Superintendent concerning the teacher's request for
35 an additional contract. If possible, the Review Committee
36 will submit a joint recommendation. If not, differing
37 recommendations will be submitted.
38

39 c) The Superintendent, after considering the recommendation(s) of
40 the Review Committee, shall determine whether the teacher's
41 contract will or will not be renewed. However, if no
42 recommendations are received prior to the fifteen (15) days before
43 the deadline established by KRS 161.750 for issuing non-renewal
44 notices, the Superintendent shall make a determination based on
45 any information he or she deems appropriate. A fourth-year
46 teacher will have no right to grieve the Superintendent's decision

1 not to renew, except on the grounds that the required evaluation
2 and non-renewal process described herein was not followed.

- 3
4 9. All the preceding provisions of Article 8, Section E, do not apply to
5 tenured teachers.
6

7
8 ARTICLE 9 – EMPLOYEE DISCIPLINE
9

10 Section A No employee (including tenured, non-tenured) covered under the
11 terms of this agreement shall be disciplined, reduced in compensation,
12 suspended for disciplinary reasons, terminated, or adversely evaluated without
13 just cause. To have just cause, the Employer or its agents must comply with the
14 following:
15

- 16 1. The employee has had opportunity to have foreknowledge of the
17 possible or probable disciplinary consequences of the conduct or
18 performance.
19
20 2. The rule or order is reasonably related to the efficient and safe
21 operation of the District.
22
23 3. Before administering discipline, the Employer did made an effort to
24 discover whether the employee did, in fact, violate a rule, regulation or
25 order of management.
26
27 4. The Employer’s investigation was conducted fairly and objectively.
28
29 5. The investigation produced substantial evidence or proof that the
30 Employee was guilty as charged.
31
32 6. The District applied its rules, orders and penalties without
33 discrimination.
34
35 7. The degree of discipline administered in the particular case reasonably
36 related to:
37
38 a) The seriousness of the employee’s proven offense; and
39
40 b) The employee’s record of District service.
41

42 All information forming the basis for disciplinary action will be made available to
43 the employee.
44

45 Section B Any employee who is to be reprimanded in writing or formally
46 disciplined by the Employer or its agents shall have the right to a meeting with

1 the Superintendent/designee. A Representative of the Association may be
2 present when requested by the employee. Any employee who is to be
3 reprimanded in writing shall have the right to a meeting with the person issuing
4 the written reprimand.

5
6 Section C Any complaint made against an employee which may be used in
7 any manner to adversely affect the employee shall be first promptly called to the
8 attention of the employee. The employee must be afforded an opportunity to
9 answer the complaint and meet with the complainant within two (2) weeks of
10 receipt of the complaint in order to clarify the situation.

11
12 In order for the complaint to be made a matter of record, the principal or
13 appropriate administrator must then discuss the matter in a conference with the
14 employee absent the complainant at which time the employee may have a
15 representative of the Association present. A written summary of the conference
16 shall be made with a copy provided to the employee who will have the
17 opportunity to make a written response for inclusion in the record. The written
18 summary may then be used to support a reprimand, if appropriate, or as a part of
19 the next formal written evaluation.

20
21 Section D When a tenured employee is being terminated, the Association will
22 meet with the employee and notify the Employer of which alternative remedy of
23 appeal will be pursued. The employee may select either the tribunal process
24 provided for by statute or the arbitration process provided for in this Agreement.
25 If the employee selects the tribunal process, the employee will notify the state of
26 intent to appeal and thus waive the contractual rights to arbitration under this
27 Agreement. If the employee and the Association opt to use the grievance-
28 arbitration procedure, the employee waives the right to a tribunal. If the
29 employee opts to pursue a complaint using another agency, the Parties agree to
30 hold the grievance in abeyance until the agency complaint is resolved.

31 32 33 ARTICLE 10 – PERSONNEL FILES

34 35 Section A Contents

- 36
37 1. No documents except those listed below shall be placed in an
38 employee's personnel file:
39
40 a) Certification/license, ranks under Foundation Program;
41
42 b) Change of Status forms, re-election forms, requests/approvals of
43 leaves of absence and correspondence relating to such requests;
44
45 c) Transcripts, official notifications from universities/colleges;
46

- d) Applications, letters of application, health data, verification of experience and training, Retirement System membership application;
- e) Résumé;
- f) Contracts of employment, job offers, acceptance of job offers;
- g) Confidential information (*See Section A 3*);
- h) Evaluations (Including form E-2's when "disciplinary ___ yes" box is checked), complaints which have been made a matter of record, reprimands, and commendations;
- i) Previous employment data;
- j) Professional staff data forms; and
- k) Salary cards.

2. An employee may within ten (10) days after receipt of an evaluation, complaint, or discipline action file a written response to the document. The employee shall provide a copy of the response to the originator of the evaluation or discipline action and a copy to Personnel Services for attachment to the document. The Employee shall provide a copy of the response to a complaint to the Principal or immediate Supervisor and a copy to Personnel Services for attachment to the complaint.

3. All references and information originating outside the school system on the basis of confidentiality, references and letters of recommendation obtained within the system in the process of recommending the employee for employment or change in position shall not be available for review by the employee. This is the only confidential information that may be kept in the personnel file.

4. There shall not be established a separate confidential personnel file.

Section B Review of File

1. Except for the confidential contents therein, an employee may examine the personnel file upon request. A Personnel Services representative must be present when the file is reviewed.

2. An employee may request and shall receive at the employee's expense a reproduction of any item in the personnel file, exclusive of the confidential contents.

- 1
2 3. An employee may have a representative of the Association present at
3 any time the personnel file is being reviewed by the Employee.
4
5

6 ARTICLE 11 – TEACHING LOAD AND DUTY HOURS
7

8 Section A The normal weekly teaching load in the senior high schools, middle
9 schools, and special schools (except exceptional child education schools) will be
10 no more than twenty-five (25) teaching periods or equivalent time, and five (5)
11 preparation periods. If a school is structured so that it has more or less than six
12 (6) periods in a school day, the teachers will be provided no less than fifty (50)
13 consecutive minutes for planning. A supervised study or lunch period or similar
14 duty of equivalent time shall be considered a teaching period for which
15 volunteers will be given priority. Student intervention/remediation for which
16 lesson plans are not required shall not be considered a teaching period.
17 Intervention/remediation time shall not be considered planning time.
18

19 Section B The normal duty hours of all Employees, except for Social Workers,
20 Resource Teachers, Special Instructional Assistants in schools, and other such
21 Employees, shall not exceed seven (7) consecutive hours including a duty-free
22 lunch period and any early or late duty. Principals shall first seek volunteers for
23 early or late duty. If there are not enough volunteers, the principal shall assign
24 employees on a rotation basis to early or late duty.
25

26 The normal duty hours of Social Workers, Resource Teachers, Special
27 Instructional Assistants in schools, and other such Employees shall not exceed
28 seven and one-half (7 ½) consecutive hours in length including a duty-free lunch
29 period.
30

31 Upon notification to the school office and approval by the Principal or the School
32 head, an Employee may leave the premises during duty hours.
33

34 Section C Routine matters should be handled in such a way (written
35 communications, announcements, etc.) as to permit optimum use of faculty
36 meeting time for discussion, planning, and evaluation of the school's program. A
37 written agenda with specificity shall be distributed by noon of the day before
38 regularly scheduled faculty meetings. Absent a timely agenda, a faculty meeting
39 will not occur. Faculty meetings shall begin no later than twenty (20) minutes
40 after the student day and shall last no longer than sixty (60) minutes. Attendance
41 at faculty meetings and all other meetings beyond the Employee's normal duty
42 hours shall not exceed one (1) hour per week.
43

44 Section D Every reasonable effort will be made to schedule Open House as
45 far in advance as possible. There will be no mandatory faculty meetings during
46 the week that Open House is held. Attendance at all other meetings and all other

1 duties beyond the Employee’s normal duty hours shall be voluntary except for
2 parent conferences which shall be scheduled when possible to take place within
3 normal duty hours. Mandatory attendance at meetings, including ARCs, beyond
4 the one (1) hour per week will be paid at the hourly rate of pay except for Open
5 House and parent conferences.

6
7 The appropriate forms for all teachers to complete and turn in to be paid for extra
8 service for mandatory meetings and/or making up their planning time after school
9 shall be available online on the Employer’s website.

10
11 Section E Employees in the senior high schools and middle schools shall not
12 be required to have more than three (3) teaching preparations concurrently
13 during any one major grading period. Student intervention/remediation for which
14 no lesson plans are required, shall not be considered a teaching period and any
15 preparation shall not be considered in the determination of this three (3)
16 preparation maximum.

17
18 Principals or Heads of schools shall make every reasonable effort to keep to a
19 minimum the number of different courses taught per employee.

20
21 Section F Elementary teachers (primary program through grade 5) shall
22 normally be provided two hundred and fifty (250) minutes of preparation time per
23 week for the school year.

24
25 To the extent possible, planning time will be provided each day and will be
26 balanced throughout the week.

27
28 Section G All Employees shall have a duty-free lunch period of at least twenty
29 (20) minutes.

30
31 Section H The Parties recognize that a teacher’s primary responsibility is to
32 teach. The school day shall be organized toward ensuring that the energies of
33 the teacher are used primarily to this end. Every reasonable effort will be made to
34 contain and reduce non-instructional duties through the use of all available
35 school resources.

36
37 Section I Employees shall not be required to give medication to students
38 unless they have been provided with specific written instructions and training
39 where appropriate and with signed notarized requests by parents or guardians.

40
41 Section J The Employer shall maintain a program to provide substitutes for
42 teachers when they are absent. This provision shall not apply to providing
43 substitutes for Social Workers, Reading and Math Resource Teachers, Special
44 Instructional Assistants, Speech and Hearing Impaired Teachers, Middle School
45 and High School and special school Librarians, Elementary Exceptional Child

1 Education Resource Teachers, Federal Program/Grant Award Teachers, and
2 other such Employees.

3
4 When a teacher is not provided a substitute due to lack of availability, following
5 approval of the Substitute Teacher Center, volunteers will be sought to provide
6 coverage of classes. Employees will provide coverage only during planning time
7 and will complete their planning time at the end of the same school day at the
8 work site. Employees shall be paid their hourly rate for the extra assigned duties.

9
10 Section K Employees are to attend the faculty meeting at the school where
11 they end their day.

12
13 Section L Every reasonable effort will be made to reduce paperwork.

14
15 Section M Elementary Special Area Teachers shall collaborate in the
16 development of their teaching schedule with the building teaching staff and the
17 building principal. The Special Area teaching schedule shall not be altered
18 without involving the same collaborative process.

19
20 Section N Special Area Elementary Art, Music, Physical Education and
21 Computer Teachers shall have no more than one (1) hall bulletin board assigned
22 to them for preparation per building assigned.

23
24 Section O Special Area Elementary Art, Music, Physical Education and
25 Computer Teachers shall have no more than one major and one minor exhibition
26 in each school. It is also the responsibility of the Special Area Teachers to work
27 with regular teachers when preparing other programs.

28
29 Section P Special Area/Traveling Teachers are to report their absence to the
30 Principal of the first school to which they are assigned on the days of the
31 absence, and are to request a substitute through the substitute center. All
32 Principals are responsible for reporting Special Area/Traveling Teachers'
33 absences daily to the home location for payroll records.

34
35 Section Q If faculty meetings are used for professional development as
36 planned by the SBDM process, that time shall be counted as referred to in Article
37 11, Section C.

38
39 Section R Special Area Teachers of the hearing impaired shall have the right
40 to stay at a home school in their assigned region where they are already
41 established, regardless of the number of students that are currently enrolled at
42 that school, subject to availability of space, materials and equipment, principal
43 and teacher acceptance, and region changes.

44
45 Section S Special Area Teachers of the Vision Impaired shall have the right to
46 stay at a home school in their assigned region where they are already

1 established, regardless of the number of students that are currently enrolled at
2 that school, subject to availability of space, materials and equipment, Principal
3 and teacher acceptance and region changes.

4
5
6 ARTICLE 12 – CLASS SIZE
7

8 Section A The Parties agree that the following are important factors in
9 establishing class size:

- 10
11 1. Range of pupil age and achievement levels;
12
13 2. Pupil enrollment in achievement levels and courses;
14
15 3. Exceptionality of pupils enrolled in regular program classes;
16
17 4. Number of available usable pupil stations;
18
19 5. Appropriateness of the facility to the curriculum and methods of
20 instruction to be used;
21
22 6. Availability of equipment for adequate teaching demonstration and
23 pupil use;
24
25 7. Conditions which affect the health, safety and supervision of pupils;
26
27 8. Other professional and paraprofessional staff and technology;
28
29 9. Financial resources of the District; and
30
31 10. Law and regulations.

32
33 Section B Pupil class size after the 20th pupil day from the beginning of the
34 school year will not exceed the standards set forth by the state in laws and
35 regulations with *maximum limits* established as follows unless the teacher
36 agrees:

37
38 1. Elementary Schools

- 39
40 Primary - 24
41 Grade 4 - 28
42 Grade 5 - 29

43
44 Exceptions – Physical Education, Choral and Instrumental Music

45
46 2. Middle Schools

| | | | | | |
|----|------------------------------|----|---------|----|---------|
| 1 | Resource Room | 8 | 6 years | 8 | 4 years |
| 2 | | | | | |
| 3 | <u>Physical Disability</u> | | | | |
| 4 | <u>and Other Health</u> | | | | |
| 5 | <u>Impaired</u> | | | | |
| 6 | Special Class | 16 | 6 years | NA | NA |
| 7 | Resource Class | 20 | 6 years | 10 | 6 years |
| 8 | | | | | |
| 9 | <u>Speech-Language</u> | 65 | NA | NA | NA |
| 10 | | | | | |
| 11 | <u>Emotional-</u> | | | | |
| 12 | <u>Behavioral</u> | | | | |
| 13 | <u>Disability</u> | | | | |
| 14 | Special Class | 8 | 4 years | NA | NA |
| 15 | Resource Class | 15 | 6 years | 8 | 4 years |
| 16 | | | | | |
| 17 | <u>Mental Disability –</u> | | | | |
| 18 | <u>Mild Level</u> | | | | |
| 19 | Special Class | | | | |
| 20 | Primary – 6 | 15 | 4 years | NA | NA |
| 21 | Secondary 7 – 12 | 15 | 4 years | NA | NA |
| 22 | Resource Class | | | | |
| 23 | Primary – 5 | 15 | 6 years | 8 | 4 years |
| 24 | Grade 6 | 15 | 6 years | 10 | 4 years |
| 25 | Secondary 7 – 12 | 20 | 6 years | 10 | 4 years |
| 26 | | | | | |
| 27 | <u>Functional</u> | | | | |
| 28 | <u>Mental Disability</u> | | | | |
| 29 | Special Class | 10 | 6 years | NA | NA |
| 30 | Resource Class | 10 | 6 years | 8 | 6 years |
| 31 | | | | | |
| 32 | <u>Specific Learning</u> | | | | |
| 33 | <u>Disability</u> | | | | |
| 34 | Special Class | | | | |
| 35 | Primary – 6 | 10 | 4 years | NA | NA |
| 36 | Secondary 7 – 12 | 15 | 4 years | NA | NA |
| 37 | Resource Class | | | | |
| 38 | Primary – 5 | 15 | 6 years | 8 | 4 years |
| 39 | Grade 6 | 15 | 6 years | 10 | 4 years |
| 40 | Secondary 7 – 12 | 20 | 6 years | 10 | 4 years |
| 41 | | | | | |
| 42 | <u>Multiple Disabilities</u> | | | | |
| 43 | Special Class | 10 | 6 years | NA | NA |
| 44 | Resource Class | 10 | 6 years | 8 | 6 Years |
| 45 | | | | | |
| 46 | <u>Home/Hospital</u> | | | | |
| 47 | <u>Special Area Teacher</u> | 12 | | | |
| 48 | | | | | |
| 49 | <u>Hospital Instruction</u> | 15 | | | |
| 50 | | | | | |

51 5. “Collaboration” means, for purposes of determining a class size, a
52 teacher of exceptional children who works with children with disabilities
53 in the regular classroom to provide specially designed instruction and
54 related services. If a teacher of exceptional children provides services
55 through the collaborative model, the maximum caseload shall not

1 exceed twenty (20) children with disabilities for secondary, and fifteen
2 (15) children with disabilities for primary. When using the Collaborative
3 Teaching Model, the Special Education Teacher does not count as an
4 additional teacher in the general education classroom for the purpose
5 of increasing the number of students in a given class.
6

7 6. The teacher pupil ratio for on-site state agency school programs
8 serving state agency children shall average no more than ten (10)
9 students to one (1) teacher without a classroom aide and fifteen (15)
10 students to one (1) teacher with a classroom aide. A classroom that
11 exclusively serves students with the educational disabilities shall
12 comply with teacher pupil ratios for ECE classrooms.
13

14 7. Children with disabilities that meet the definition of autism; deaf-
15 blindness; developmental delay for ages six (6), seven (7) and eight
16 (8); and traumatic brain injury shall be served in regular classes,
17 special classes, or resource classes as determined by the ARC.
18

19 8. If caseload for special classes or class size for resource classes
20 exceeds the maximum specified in this section for thirty (30) days, a
21 LEA shall submit a waiver request to the Kentucky Department of
22 Education.
23

24 Section C The *maximum limits* for split grade classes shall be those
25 established for the lowest grade in class.
26

27 Section D The Parties agree that further reductions in pupil class size are
28 desirable and every reasonable effort will be made to make such reductions.
29

30 Section E Every reasonable effort will be made to keep the number and range
31 of all pupil instructional achievement levels to a minimum.
32

33 Section F Optimum consideration shall be given to the number of exceptional
34 child education pupils mainstreamed into regular classes in determining class
35 size and balancing workload.
36

37 Section G The Parties agree that Section B will be automatically re-opened for
38 negotiations within twelve (12) days following action to change by law or
39 regulations any class size maximum limits as of the effective date of this
40 Agreement when such changes are different from the limitations specified therein
41 and that such negotiations will be limited to the affected changes within that
42 section.
43

44 Section H If it becomes necessary to exceed maximum class size, the
45 involved teacher will have the following alternatives:
46

- 1 1. Compensation – Teachers will receives one-twelfth (1/12) of 10% of
2 the daily rate for Step 0, Rank III per day above their regular daily
3 compensation for each thirty (30) minutes or major fraction thereof
4 [sixteen (16) minutes] for each student that exceeds their maximum
5 class size after the 20th pupil day from the start of the school year; OR
6
- 7 2. Instructional Assistance – Teachers will receive a full time instructional
8 assistant for the period of time following the 20th pupil day that their
9 class size exceeds the maximum. If the class exceeds the maximum
10 by three (3) students or more, the teacher will receive two (2) full time
11 instructional assistants for the period of time following the 20th pupil
12 day that their class size exceeds the maximum.
13

14 ARTICLE 13 – MATERIALS AND FACILITIES

15
16
17 Section A The Parties recognize that optimum school facilities for both
18 students and employees are desirable to enhance a high quality of education.
19 Appropriate texts, library reference materials, maps and globes, laboratory
20 equipment, audio-visual equipment, art supplies, physical education equipment,
21 current periodicals, lesson plan books, standard tests and questionnaires,
22 telephones, computers and computer networks, and similar materials are the
23 tools of the teaching profession.
24

25 Section B Employees shall be provided with materials and facilities for lesson
26 preparations and other assigned duties. The Employer shall provide for
27 employees the following:
28

- 29 1. Access to duplicating services for the preparation of instructional
30 materials;
31
- 32 2. White boards, fans, file cabinets and bulletin boards where applicable;
33
- 34 3. Curriculum guides and desk copies of textbooks and workbooks
35 required for classes which will remain the property of the Employer and
36 shall be returned; however, desk copies of state adopted textbooks
37 shall be in the form of teaching manuals;
38
- 39 4. Classrooms or workspace as defined and approved according to state
40 regulations;
41
- 42 5. Record books, lesson plan books, paper supplies, erasers and other
43 such supplies and materials required by the Employer in daily teaching
44 responsibilities including materials for art, music, physical education
45 and computer in the elementary schools;
46

- 1 6. Restrooms;
- 2
- 3 7. Custodial care and maintenance;
- 4
- 5 8. A telephone in each standard classroom;
- 6
- 7 9. Restoration of teaching areas damaged by vandalism or other causes;
- 8
- 9 10. Internet access;
- 10
- 11 11. Access to electronic mail service; and
- 12
- 13 12. Lockable storage space.
- 14

15 Section C The Employer will make every reasonable effort to provide for
16 Employees:

- 17
- 18 1. Lockable desk where applicable;
- 19
- 20 2. Lounges for which they will be expected to exercise reasonable care;
- 21
- 22 3. Parking facilities (preferably off-street);
- 23
- 24 4. A system whereby Employees can effectively and expeditiously
- 25 communicate with the school office in the event of an emergency; and
- 26
- 27 5. Television receivers for supplementary instructional purposes.
- 28

29 Section D The Parties agree to encourage SBDM Councils to provide an
30 opportunity to request budget expenditures for instructional materials and
31 supplies.

32

33 Section E Development of the school budget shall be the responsibility of the
34 SBDM Council.

35

36 Section F All Employees shall know the amount of money budgeted for their
37 classrooms at least thirty (30) days prior to expending the money. Principals or
38 School heads shall provide the Employees with information on the amount of
39 money budgeted for instructional purposes prior to expending the money.

40

41 Section G Upon the request of Employees, Principals shall install drink and
42 snack vending machines in the lounges or other suitable locations.

ARTICLE 14 – SAFETY

Section A The Parties agree that it is the responsibility of the Employer to provide and maintain a safe place of employment. Consistent with the Employee’s assignment, it is the responsibility of the Employee to report observed unsafe or hazardous practices or conditions. The Principal or immediate Supervisor will contact duly qualified personnel who will in turn make a timely inspection and take steps to remedy the condition. Employees shall not be required to work under reported conditions found to be detrimental to their health, safety or well-being.

Section B Employees shall not be required to perform tasks which endanger their personal health, safety or well-being and/or the personal health, safety and well-being of their pupils.

ARTICLE 15 – ASSIGNMENT

Section A In high schools and middle schools, the Principal or School head, after consulting with the Department Head, will decide which courses to offer in each department. The Principal shall have the responsibility and the authority to assign teacher employees within a school to a department(s) based upon the following criteria: certification, preference, measurable employee capabilities, needs of educational program, seniority, and balance of workload.

The Principal, after meeting with members of a department to discuss application of the above mentioned criteria, shall apply the criteria in determining class assignments.

Section B In the elementary school, the Principal or School head will meet with the teacher employees in the school to determine any changes in the assignment of teacher employees to each grade level(s). Assignments will be made using the following criteria: certification, preference, measurable employee capabilities, needs of educational program, seniority, and balance of workload.

Section C Employees shall be given written notice of their intra-school assignments for the forthcoming year not later than June 15th. In the event that changes in these assignments are made after June 15th, the Employees so affected will be notified promptly of the unforeseen situation.

Section D Employees will not be assigned, except temporarily or for good cause, outside the scope of their teaching certificates or their major or minor fields of study unless they agree.

Section E When Employees are involuntarily assigned to a position outside the scope of their teaching certificate, they will be given an opportunity for

1 assignment to a position for which they are properly certificated when vacancies
2 occur.

3
4 Section F In arranging schedules for Employees who are assigned to more
5 than one school, the amount of inter-school travel will be limited. Employees
6 who are assigned to more than one school in a school day will receive mileage
7 reimbursement consistent with the Commonwealth of Kentucky approved rate
8 and procedures. Rate changes, if any, will become effective July 1 each year.
9 The Employer will provide time to travel between schools.

10
11 Section G Special Area teachers such as elementary art, music, physical
12 education and computer services shall not be provided for Head Start or Pre-
13 School classes.

14
15 Section H All Special Area teachers shall be provided with five (5) minutes
16 between classes for set up purposes when there is a change in grade level.

17
18 Section I The following provisions will be utilized in staffing and determining
19 conditions of employment for employees in the Jefferson County High School:

- 20
21 1. Teaching opportunities in the Jefferson County High School are
22 advertised in *The Job List* for a two (2) week period. To be assured of
23 first consideration, applications must be received in the Personnel
24 Office by the announced time. All Employees must have a valid
25 Kentucky teaching license to satisfy the program needs.
26
27 2. Hiring priority will be given to regular day Employees who apply and
28 then to Employees on lay-off. Applications of all others will be
29 considered thereafter.
30
31 3. Employees under regular contract will be employed on extra service
32 basis for the Jefferson County High School and will be compensated
33 according to the applicable provisions of the collective bargaining
34 agreement.
35

36
37 ARTICLE 16 – TRANSFERS
38

39 Section A General Procedures
40

- 41 1. On request, the Employer shall electronically provide the Association a
42 list of all known teaching vacancies that need staffing for the
43 forthcoming school year. Prior to any teaching vacancies being posted
44 system-wide, Employees within the schools affected shall have first
45 consideration for said positions as per the Assignment Article. All
46 positions shall be placed in prominent locations in the schools.

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2. Employees desiring to transfer to another school shall electronically file a request with Personnel Services no later than April 18th. Such requests shall include the organizational level(s) and/or the area(s) for which the Employee is certificated and desires to be assigned, the school(s) [a maximum of five (5) in high school, middle school, elementary school, and special schools] to which the employee desires to be transferred in order of preference. An Employee may list a professional frame of reference on the transfer form. The professional frame of reference shall include only one of the following options:
 - a) Any position for which the Employee is certified;
 - b) Only positions covered by specific area(s) of certification listed by the Employee;
 - c) Primary only;
 - d) Intermediate only;
 - e) Title I Reading only;
 - f) Title I Math only;
 - g) Instrumental Music only; or
 - h) Vocal Music only.
3. Employees requesting transfers will be ranked on a list according their seniority in the Jefferson County Public Schools. Employees must re-submit requests each year by April 18th in order to remain on the transfer list.
4. Any Employee who is designated as overstaff or who is returning from leave of absence for which a specific position is not being reserved will be placed in the proper ranking on the transfer list.
5. If a position is not available within the professional frame of reference, the Employee will not be voluntarily transferred. A transferred Employee will be assured an assignment within the professional frame of reference for one year unless there are changes in the classroom configuration, student enrollment, or teacher allocations at the school center in which case, Article 15 - Assignment shall be implemented.

- 1 6. At the time the transfer is processed, the highest preference available
2 will be granted to the Employee. The processing of a transfer removes
3 an Employee from the transfer list.
- 4
- 5 7. Transfers will be granted and vacancies staffed from the transfer list
6 according to the needs of the educational program, certification,
7 seniority, employee preference, state laws and court orders.
- 8
- 9 8. An Employee requesting a transfer must accept the transfer made prior
10 to the opening of school unless the Employee has previously notified in
11 writing the appropriate administrator in Personnel Services of a desire
12 to withdraw the request.
- 13
- 14 9. The Association will be provided a transfer list by April 25th of each
15 school year. The list shall include the Employee's name, seniority
16 date, race, transfer status and assignment schools requested.
- 17
- 18 10. Every reasonable effort will be made to determine programs, including
19 federal programs, and identify the locations to which they are assigned
20 as early as practicable so that Employees may take this information
21 into account as they exercise their transfer rights.
- 22
- 23 11. A voluntary transfer is not available to a teacher on deficiency
24 evaluation.
- 25
- 26 12. Newly employed ECE teachers will not be eligible for transfer
27 assignment to a non-ECE position for the first three (3) years of their
28 employment.
- 29

30 Section B Teacher Transfer Selection

- 31
- 32 1. By April 25th of each school year, bargaining unit members shall elect
33 by secret ballot three (3) representatives to serve with the Principal on
34 the Teacher Transfer Selection Committee. The election of this
35 Committee shall be conducted by the JCTA Professional
36 Representative and the Principal at a duly-called faculty meeting.
- 37
- 38 2. The Teacher Transfer Selection Committee shall receive from
39 Personnel Services the names of the eight (8) most senior teachers
40 requesting a transfer and agreeing to interview at that school. The
41 Committee shall interview up to eight (8) teachers seeking the transfer
42 and based on those interviews shall select, by majority vote, the
43 teacher to be offered the transfer. The Committee shall interview each
44 teacher on the list provided by Personnel Services in seniority order
45 until the Committee offers the transfer to an interviewed teacher.
46 Should the teacher offered the transfer decline, the Committee may

1 resume interviews and may offer the position to one of the remaining
2 interviewed applicants. The Teacher Transfer Selection Committee
3 shall comply with all applicable state and federal statutes in their
4 selection process.

5
6 3. If there are fewer than four (4) employees seeking transfer to a
7 particular position, the Employer may interview as many candidates for
8 employment as needed to allow for at least four (4) interviews.

9
10 4. A teacher declining an interview or a transfer offer from their voluntary
11 list of transfer choices will have their voluntarily list destroyed and will
12 be removed from the transfer list if their transfer is a voluntary choice
13 only.

14
15 5. The Employer reserves the right, in compliance with the JCBE/JCTA
16 Agreement, to veto the Teacher Transfer Selection Committee's
17 decision should there be certified staff under contract that would
18 remain surplus if not assigned.

19
20 6. Schools utilizing the Teacher Transfer Selection process will have from
21 April 25th of the current school year until April 24th of the following
22 school year to make their selections in accordance with the above
23 procedures.

24
25 7. Beginning July 1, overstaffed teachers will be placed from the overstaff
26 list according to the needs of the educational program, certification,
27 seniority, employee preference, state laws, and court orders. Upon
28 placement of all overstaffed employees, the Employer will notify the
29 Association.

30
31 8. Beginning August 1, any Employee(s) selected using the Teacher
32 Transfer Selection process to receive a transfer shall be placed in the
33 granted position the beginning of the following school year.

34
35 Section C Transfers Resulting from Overstaff

36
37 1. Employees may be declared overstaff in a school as a result of
38 reduced pupil enrollment, educational program changes, or
39 adjustments in staff allocations. Employees in schools which are
40 closed or where the existing program is closed and a new program
41 implemented may be considered overstaff.

42
43 2. Principals or School heads shall have the responsibility and authority
44 to designate employees who are overstaff according to certification
45 and seniority. Employees serving as athletic directors, head football

1 and head basketball coaches in the senior high schools shall be
2 exempt from this provision.

- 3
- 4 3. Overstaffed employees will be offered an opportunity to return to
5 vacancies in the school from which they were overstaffed within the
6 first two weeks after school begins.
- 7
- 8 4. Classroom teachers transferred involuntarily after the beginning of the
9 school term shall be provided one day to set up the classroom when it
10 has not previously been organized.
- 11
- 12 5. When the number of resource employees is reduced, the affected
13 employees shall be overstaffed according to their certification and
14 seniority by program area.
- 15
- 16 6. The District shall not use Section E of this Article to create a vacant
17 position (i.e., overstaff a teacher) for a coach.
- 18

19 Section D Transfer of Special Area Teachers

20

- 21 1. When the composition of a grouping of schools changes because of a
22 fluctuation in pupil enrollment, school closings, educational programs,
23 or adjustments in staff allocations, any Employee who was assigned to
24 a school in the previous grouping(s) shall be considered for the new
25 grouping(s) according to the needs of the educational program,
26 certification, seniority, and employee preference.
- 27
- 28 2. School groupings not staffed by Section D1 shall be considered
29 vacancies.
- 30
- 31 3. Employees not assigned to schools according to Section D1 or
32 employees applying for a voluntary transfer shall be placed on the
33 transfer list.
- 34
- 35 4. The Parties agree that the stability of Special Area Teachers pairings is
36 important. To assist in achieving this goal, the Employer shall form a
37 committee to develop the yearly pairings. Teacher representatives on
38 any such committee shall be nominated by the Association. Except in
39 extraordinary circumstances, the Employer will not override the
40 decision of the Pairings Committee in creating pairings. Schools that
41 have asked to be a part of the pairings process will not be permitted to
42 remove themselves from the process once the Pairings Committee has
43 created the pairings.
- 44
- 45 5. Special Area Teachers in art, music, computer and physical education
46 will be offered the opportunity for assignment to a full-time art, music,

1 computer or physical education position which has become available in
2 their specific school grouping.

3
4 This action will be taken prior to declaring the opening vacant and
5 available for staffing according to Article 16, Sections A, B, C, D or E.

6
7 Special Area Teachers who decline the opportunity will be assigned
8 according to Article 16, Section D.

9
10 This provision applies only to art, music, computer and physical
11 education Special Area Teacher groupings in the elementary schools.

12
13 Section E The Superintendent or designee for good cause and extenuating
14 circumstances will execute transfers as may be necessary for the efficient
15 operations of the school district.

16
17 Section F The Employer could Section E a coach into a building.

18
19 A coach transferred into a building to accept a coaching responsibility would be
20 subject to being overstaffed to create a new vacancy for a newly assigned coach
21 when the employee is no longer coaching.

22
23 Coach for this provision means head football, head basketball and athletic
24 director.

25
26
27 **ARTICLE 17 – PROMOTIONS**

28
29 The Parties recognize that assignments to promotional positions must be
30 consistent with and conform to state and federal laws and regulations, court
31 orders and affirmative action programs.

32
33 Section A Promotional and/or administrative positions are defined as regular
34 positions in the administrative organization approved by the Board and paid at a
35 higher rate than the teachers' salary schedule and/or for which a certificate in
36 administration and/or supervision may be required.

37
38 Section B Promotional and/or administrative positions will be advertised and
39 posted in a prominent position in all schools. General qualifications, range of
40 compensation, and performance responsibilities will be clearly stated in the
41 posting.

42
43 Section C Employees desiring to be considered for promotional positions shall
44 submit to Personnel Services such applications, transcripts, evidence of
45 professional experience, references and resumes as may be required.
46 Personnel Services shall acknowledge in writing the receipt of all such

1 applications.

2
3 Section D All qualified employees shall be provided an opportunity to make an
4 application for administrative positions. Consideration shall be given to the
5 applicant's general qualifications according to the requirements of the position.

6
7 Section E Applicants for a specific position who are not appointed by the
8 Superintendent will be notified.

9
10
11 ARTICLE 18 – LAYOFF/RECALL

12
13 Any layoff in teaching staff shall conform to this article and federal and state laws
14 and regulations and court orders.

15
16 Section A The following procedures shall apply to layoff:

- 17
18 1. The Superintendent/designee will meet with representatives of the
19 Association to discuss the need for the layoff and the approximate
20 number of possible positions prior to the individual personnel agenda
21 notification to the Board.
22
23 2. The Employer shall suspend the contracts of the least senior teachers
24 in the teaching fields affected by the reduction when the reason is
25 decreased enrollment of pupils.
26
27 3. The contract of a teacher employee on continuing contract shall not be
28 suspended until all contracts of teacher employees on limited contracts
29 in fields affected by the layoff have been suspended. No less senior
30 person shall be allowed to remain in a teaching position for which a
31 more senior person is subject to layoff. The less senior person shall
32 have certification restricted for use in this District until all more senior
33 employees in the certification area have been recalled.

34
35 Section B The assignments of employees whose contracts are not suspended
36 shall be restricted to teaching fields in which the reduction is not sufficient to
37 cause suspension of their contracts except for a minor portion of their duty time
38 or for good cause.

39
40 Section C Employees on layoff shall have the right of recall in order of
41 seniority to vacant positions in the representation unit for which they are qualified
42 or become qualified before these positions are staffed by new applicants.
43 Continuing contract teacher employees shall be recalled prior to limited contract
44 teacher employees.

45
46 Section D Employees on layoff: (1) will initially be offered recall to any

1 assignment for which they are certificated (fulfills legal obligations and removes
2 from unemployment), (2) will be allowed to decline recall to assignment outside
3 their professional frame of reference which they have previously designated, and
4 (3) will, after the first contact, be offered recall only to assignments within their
5 professional frame of reference.

6
7 Section E Employees on layoff shall have the option at their expense to
8 remain active participants in all Employer and State paid insurance benefit
9 programs to the extent they are available to the employees from the carriers.

10
11 Section F Employees on layoff may apply for employment as substitute
12 teachers and shall be selected before other substitute teacher applicants are
13 employed.

14
15 Section G Employees will be credited with unused accumulated sick leave
16 and placed on the proper rank and step of the salary schedule upon return to
17 active employment. They will not receive salary increment credit for non-active
18 employment time nor will such time count toward acquiring continuing contract
19 status.

20
21 Section H The Employer will provide to the Association upon request the
22 employees' names, certification if in the computers, seniority dates and work
23 locations for all employees with less seniority than the most senior employees
24 affected by the layoff.

25
26 Section I The Parties agree that every reasonable effort shall be made to
27 acquire and use the most current data and information to establish accurate
28 staffing projections as soon as possible for making layoff decisions in order to
29 avoid retaining less senior employees during layoff.

30
31
32 **ARTICLE 19 – INSERVICE/PROFESSIONAL DEVELOPMENT**

33
34 Section A The Parties agree that employees should use the resources
35 available through the school system's staff development efforts, the curriculum
36 center, school and central office professional libraries, college and university
37 sponsored training programs, seminars, workshops and professional
38 publications.

39
40 Section B The Parties agree that continued accreditation by the
41 AdvancED/Southern Association of Colleges and Schools may be desirable.
42 During AdvancED/Southern Association evaluations employees will carry out
43 assigned responsibilities as they pertain to accreditation procedures. The
44 employees' responsibilities shall be assigned as nearly equally among them as
45 practicable.

46
47 Section C The Employer will pay salary or stipend, and expenses to

1 employees participating on an optional basis in courses, workshops, seminars,
2 conferences, in-service training and other such programs which employees are
3 requested to take by the Employer to the extent provided under federal and other
4 externally and internally funded programs.

5
6 Section D The Employer will pay full salary to employees participating in
7 workshops, seminars, conferences, in-service training and other such programs
8 where employees are required by the Employer to participate.

9
10 Section E Employees who complete six (clock) hours of school
11 system-approved in-service credit shall be entitled to have one (1) flexible in-
12 service day off. Employees not completing the minimum six (6) hours credit shall
13 report to the assigned location on the flexible in-service day. Any State
14 mandated in-service requirement that employees are notified of prior to June 1 of
15 each year will be fulfilled using flexible in-service time.

16
17 Section F The Employer shall establish a procedure for the purpose of
18 receiving employees' suggestions in professional development training programs.
19 The procedure shall include a provision for a meeting with JCTA representatives.
20 Professional development activities left to the discretion of the local schools shall
21 be designed and planned after the employees at the schools have been provided
22 with an opportunity to make suggestions and volunteer for participation in the
23 planning.

24
25
26 ARTICLE 20 – ASSISTANCE IN ASSAULT/INJURY
27

28 Section A Any case of assault/injury on an employee on or off school property
29 when the employee is engaged in school business shall be promptly reported in
30 writing by the principal to the appropriate administrator. An injury that is a result
31 of disruptive behavior by a student(s) or adult, where the employee was not a
32 contributing factor, shall be considered an assault. Any dispute as to disruptive
33 behavior and/or contributing factor shall be settled by a joint committee of two
34 administrators appointed by the Superintendent and two employees appointed by
35 the Association President.

36
37 Section B The Employer shall provide assistance for the purpose of advising
38 the employee of rights and, upon request, to accompany the employee in court
39 appearances. The Employer shall assist the employee by obtaining from the
40 police and the principal relevant information concerning the alleged offender and
41 by acting in other appropriate ways as liaison between employee, school officials
42 and police. This assistance is intended to apply solely to the criminal aspect of
43 any cases arising from such assault/injury.

44
45 Section C Time required for appearance in any criminal aspect of a legal
46 proceeding connected with an assault/injury on an employee sustained in the
47 course of employment shall be granted as leave and shall not be deducted from

1 sick, personal or emergency leave days.

2
3 Section D There shall be no loss of wages to an employee for work time lost
4 because of personal injury incurred on the employee while in performance of
5 assigned duties for a period up to and including one hundred eighty-five (185)
6 days subsequent to the first day of absence related to the assault/injury. This
7 benefit will be coordinated with worker's compensation plan and the regulations
8 related thereto. An employee shall not incur the loss of emergency, personal or
9 sick leave days as a result of the injury while performing duties on the job.

10
11 Wages lost because of disability resulting from the assault/injury for a period
12 longer than one hundred eighty-five (185) days shall be reimbursed to the extent
13 of Employer and/or state employee benefits programs.

14
15 The Employer may require the Employee to submit to a physical exam by the
16 Employer's physician to determine ability to return to work. Such exam shall be
17 paid by the Employer.

18
19 Section E Employees shall be reimbursed for the costs of medical, surgical,
20 hospital or rehabilitative services exceeding the amount of any insurance
21 reimbursement to which the employee is entitled under coverage provided by the
22 Employer and/or the state for personal injury incurred as the result of an assault
23 sustained in the course of employment.

24
25 Section F In the case of a serious assault/injury every effort will be made to
26 allow an employee to transfer to another work location. Such an assault/injury
27 must have occurred while the employee was performing his/her duties.

28 29 30 ARTICLE 21 – SUMMER SCHOOL/EXTENDED SCHOOL SERVICES

31
32 Section A Teaching positions in the Summer School/Extended School
33 Services will be staffed first by qualified persons who are current employees in
34 the Jefferson County Public Schools.

35
36 Section B In filling Summer School teaching positions the Employer will use
37 the following process:

- 38
39 1. The Employer shall advertise that all employees interested in teaching
40 Summer School may apply and be placed on a rotation list by seniority.
41 An employee will remain on the Summer School rotation list and will be
42 considered for Summer School employment any year in which the
43 employee submits an application to teach Summer School.
44
45 2. Employees may apply for specific school location(s) and teaching
46 assignment or may submit applications for any summer assignment for

1 which qualified.
2

- 3 3. In extenuating circumstances an employee may at any time prior to an
4 offer of summer school employment withdraw an application and
5 maintain his/her position on the summer school rotation list.
6
- 7 4. Employees employed in Summer School rotate to the bottom of the list
8 for the next year.
9
- 10 5. Employees who have applied to teach Summer School and are offered
11 a Summer School position but refuse the position will drop to the
12 bottom of the rotation list along with those who worked Summer
13 School.
14
- 15 6. Employees on lay-off or on leave are eligible to apply for Summer
16 School positions and will be placed on the list according to seniority.
17 Employees applying for Summer School positions while on leave must
18 have formally requested to return to active status in the fall.
19
- 20 7. Employees who apply in years following formation of the first rotation
21 list will be placed on the bottom of the Summer School rotation list by
22 seniority.
23

24 Section C Projected locations and teaching positions for Summer School if
25 known shall be published by May 1.
26

27 Section D Those employed in the Summer School may use up to two (2) days of
28 sick leave accumulated as of the end of their preceding contract year. Those
29 employed in Extended School Services where the program is conducted as an
30 extended school year, and students are in attendance on a daily basis, a teacher
31 working in a program of 1 to 29 days is eligible to utilize one (1) sick leave day.
32 Those employed 30 days or more will be eligible to utilize two (2) sick leave days.
33

34 Section E The articles on School Board Authority, Academic Freedom,
35 Assistance in Assault/Injury, Safety, Student Discipline, Employee Rights,
36 Employee Discipline, and Materials and Facilities shall apply to extended school
37 services and tuition Summer School.
38

39 Section F
40

- 41 1. Employees providing services under the Extended School Services of
42 KERA shall be paid their hourly rate.
43
- 44 2. Selection of employees for teaching responsibilities in the Extended
45 School Services program with KERA and summer school shall be by:
46

1 a) Employees of the school will be selected in accordance with Article
2 15, Section A and B.

3
4 b) If the position is not filled by one of the above methods, the position
5 will be filled by the process outlined in Section B of this article.
6

7 Section G Employees requested to teach an additional period shall be paid their
8 hourly rate for the extra hour of assigned duties which shall be a planning period
9 to be completed at their work location. No employee shall be required to teach
10 an additional period. Employees shall be selected for this assignment using
11 Article 15 of this Agreement.
12

13 14 ARTICLE 22 – SCHOOL CALENDAR 15

16 Section A The Parties agree that the Superintendent will appoint employees
17 to serve on the School Calendar Committee from among those nominated by the
18 Association.
19

20 Section B The employee representatives on the Committee shall have the
21 opportunity to offer suggestions and make recommendations with respect to the
22 development of the annual School Calendar.
23

24 Section C The Superintendent's recommendation to the Employer pertaining
25 to the annual adoption of the School Calendar will be provided to the Association
26 at least two weeks in advance of the recommendation.
27

28 Section D The School Calendar shall provide:
29

30 187 paid days for each year of this Agreement including:

31 4 paid holidays

32 4 in-service days of which at least three (3) will be flexible in-service days

33 2 Gold Days

34 1 opening day

35 1 closing day

36 One-half (1/2) of the opening and closing days shall be used solely for the
37 purpose of the employees opening and closing their assigned areas.
38

39 Half of each Gold Day at all grade levels shall be reserved for grade group, team,
40 or department meetings for purposes such as analyzing student work, reviewing
41 portfolio inventories, designing assessments, developing graphic organizers and
42 other instructional tools, developing unit assessments, and using Core
43 Curriculum Guides for grade group, team or department planning and lesson
44 development, disaggregating and/or monitoring student data and developing
45 strategies to address the key findings, and formulating grade group, team or
46 department plans for applying lessons from the school's professional

1 development sessions.

2
3 Two (2) parent-teacher conference days are added to the School Calendar as
4 extended employment. Teachers will be paid their normal per diem as defined in
5 the Agreement for participating in the scheduled parent-teacher conference days.
6 Schools may alter the normal scheduled workday start time in order to better
7 accommodate parents. Schools may schedule other functions in lieu of parent-
8 teacher conferences. If parent-teacher conference days are used for other
9 purposes, then one-half (1/2) of each day at all grade levels shall be reserved for
10 grade group, team, or department meetings for purposes such as analyzing
11 student work, reviewing portfolio inventories, designing assessments, developing
12 graphic organizers and other instructional tools, developing unit assessments,
13 and using Core Curriculum Guides for grade group, team or department planning
14 and lesson development, disaggregating and/or monitoring student data and
15 developing strategies to address the key findings, and formulating grade group,
16 team or department plans for applying lessons from the school's professional
17 development sessions.

18
19 If extended employment opportunities are offered during intersessions for
20 instruction of students, teachers will be compensated at the teacher's per diem
21 rate of pay. All other services shall be compensated according to the extra
22 service schedules. Teachers shall be selected for intersession instruction using
23 the criteria found in Article 15 - Assignment.

24
25 A work day during the five (5) weekdays preceding the opening day of the School
26 Calendar may be an extended employment day for teachers. Teachers will be
27 paid at their normal per diem as defined in the Agreement for participating in the
28 scheduled work day.

29
30 General Election day will be designated as a non-work day for employees in the
31 adopted School Calendar.

32
33 When the start of the student school day is delayed by two or more hours,
34 teachers will operate on a delay of one hour less than the delay for students.

35
36
37 **ARTICLE 23 – TEAM LEADERS, DEPARTMENT HEADS**
38 **AND GRADE GROUP CHAIRPERSONS**

39
40 Team Leaders, Department Heads and Grade Group Chairpersons will be
41 selected annually by the principal or school head in conjunction with the
42 employees in that department, team or grade group.

43
44
45 **ARTICLE 24 – LIBRARIANS**
46

1 Section A One librarian in each school shall be employed a minimum of seven
2 (7) days extended time. When requested by the librarian and approved by the
3 principal, the extended time may be divided between the opening and closing of
4 school.

5
6 Section B The librarian(s) shall collaborate with the building teaching staff and
7 the building principal in developing the library schedule. The library schedule
8 shall not be altered without involving the same collaborative process.

9
10 Section C The Employer shall strive to see that all school library media
11 centers meet guidelines of the AdvancED/Southern Association of Colleges and
12 Schools.

13 14 15 ARTICLE 25 – EXCEPTIONAL CHILD EDUCATION

16
17 The Employer recognizes its responsibility to provide exceptional child education
18 employees with facilities, materials, and services appropriate to fulfilling their
19 duties consistent with the provisions of IDEA - Individuals with Disabilities
20 Education Act as amended and resulting regulations.

21
22 Section A All appropriate employees shall have the opportunity to participate
23 in ARC meetings as required by federal and state laws/regulations. All
24 employees involved in the instruction of exceptional child education students
25 shall have a copy of the IEP and have it explained, if needed.

26
27 Section B Conferences or meetings with parents or legal guardians resulting
28 from IDEA - Individuals with Disabilities Education Act - as amended in which
29 employees are required to participate shall be scheduled during employees' duty
30 hours whenever possible. The ARC chairperson or designee will take into
31 consideration the classroom teacher(s) schedule when arranging for ARC
32 meetings.

33
34 Section C Art, music, physical education and computer shall be provided to
35 exceptional child education pupils as written on the student's Individual Education
36 Program (IEP).

37
38 Section D Exceptional child education employees shall be provided time
39 during duty hours to use for the required placement testing of pupils. Teachers
40 will not be required to use planning time for this purpose.

41
42 Section E Student ECE records, when requested, shall be forwarded to the
43 receiving school within seven (7) days if available.

44
45 Section F Alternative portfolios for ECE students shall be completed in
46 accordance with Commonwealth of Kentucky requirements.

1
2 Section G The District and local school will give consideration to different
3 levels of functionalities when combining ECE students with different disabilities
4 into any classroom.

5
6 Section H ECE Resource Consultants will work with School/Staff Team (SST),
7 when requested by the Team, to develop appropriate interventions for students.
8
9

10 ARTICLE 26 – LEAVES OF ABSENCE
11

12 The Employer shall grant leaves to employees in accordance with state and
13 federal laws and regulations and the provisions of this article.
14

15 Section A Sick Leave
16

- 17 1. Sick Leave with pay will be granted to an employee if the employee
18 presents a personal affidavit or a certificate of a reputable physician
19 stating that the employee or a member of the employee's "immediate
20 family"¹ was ill on the day or days absent and providing the employee
21 has not exhausted current or accumulated sick leave credit.
22
- 23 2. All employees shall be credited with ten (10) days sick leave per
24 school year.
25
- 26 3. Sick leave will be credited on the initial day of employment and shall
27 accumulate without limitation. All sick leave granted under this section
28 shall be in units of full days.
29
- 30 4. Employees may not engage in any gainful employment while on sick
31 leave except as allowed under the Family Medical Leave Act.
32
- 33 5. If any employee uses all accumulated sick leave and is still unable to
34 return to assigned duties, the employee shall apply for and be placed
35 on unpaid medical leave of absence in accordance with Section B 2 of
36 this article. An employee need not exhaust all sick leave credit in order
37 to exercise the option of requesting to be placed on unpaid medical
38 leave of absence.
39
- 40 6. All provisions herein shall apply to pregnancy related matters.
41
- 42 7. A sick leave bank shall be established into which employees may
43 voluntarily contribute one (1) day from their accumulated sick leave.

¹"Immediate Family" means the Employee's spouse, child(ren), including step-child(ren), parent(s), and spouse's parent(s) without reference to the location of residence of said relative.

1 Only voluntary contributors shall qualify for use of leave in the bank
2 according to standards consistent with those applying to use of regular
3 sick leave. A three (3) person committee composed of employees
4 selected by the Association shall be responsible for approving use of
5 sick leave in the bank by employees who have exhausted their leave.
6 The parties further agree that bargaining unit members shall not be
7 permitted to contribute sick leave days to any employee of another
8 bargaining unit.
9

10 The Association shall save the Employer harmless against any claims,
11 legal or otherwise, for Sick Leave Bank enrollment if the Association is
12 given the opportunity to provide all necessary legal services to defend
13 such claims.
14

15 Section B Medical Leave
16

- 17 1. A medical leave of absence shall be granted for a period of two (2)
18 consecutive school years and, upon subsequent request, may be
19 renewed for two (2) additional years. The written request shall be
20 made to Personnel Services.
21
- 22 2. Whenever any employee has been advised by a physician or
23 otherwise knows of an interruption of assigned duties due to
24 anticipated medical reasons and which may reasonably be expected to
25 last thirty (30) or more days, the employee shall notify Personnel
26 Services and upon request be granted a medical leave of absence
27 according to Section A 5 of this article. Such notice shall be given in
28 writing and accompanied by a physician's statement setting out the
29 anticipated date of commencement of interruption of duties and
30 whether the employee is to retain the same assignment.
31
- 32 3. The employee shall notify the Employer as soon as possible of any
33 change in the return date. Said notice shall be accompanied by the
34 written permission of the physician.
35
- 36 4. The Employer will keep the employee's assignment available upon
37 resumption of assigned duties provided:
38
 - 39 a) Such assignment has not been eliminated during the employee's
40 absence for any valid reason
41
 - 42 b) The employee's planned absence does not exceed ninety (90)
43 days.
44
- 45 5. Employees who qualify for and are awarded workers compensation
46 payments shall be placed on medical leave with unused sick leave

1 coordinated with the workers compensation payments so as to sustain
2 the level at a total of 100% regular wages.

3
4 The Employer shall save the Association harmless against any legal
5 claims related to the implementation of this section.
6

7 Section C Emergency Leave

8
9 For the purpose of this section "emergency" shall mean a sudden unexpected
10 happening; an unforeseen occasion or condition; a sudden or unexpected
11 occasion for action.
12

- 13 1. Legitimate reasons for granting emergency leave with pay shall
14 include:
15
16 a) Death or funeral of relative by blood or marriage (specify
17 relationship)
18
19 b) Emergency situations resulting from natural disasters; i.e., tornado,
20 flood (specify exact reason)
21
22 c) Such other reasons of emergency or extraordinary nature as
23 approved by the Superintendent's designee. (Letter of explanation
24 required.)
25
26 2. All employees shall be credited with two (2) days of emergency leave
27 per year. Emergency leave will be credited on the initial day of
28 employment and will not accumulate from year to year. All emergency
29 leave granted under this section will be granted in units of full days.
30

31 Section D Personal Leave

- 32
33 1. All employees shall be credited with three (3) days of personal leave
34 per year. The use of these days shall be at the employee's discretion.
35 Unused personal leave shall accumulate as sick leave.
36
37 2. Personal leave will be granted upon request to employees who give
38 prior notice to the principal or immediate supervisor by noon of the
39 preceding day.
40
41 3. Personal leave days will not be granted for the last five (5) days of the
42 school term except for the purpose of attending graduation ceremonies
43 for the employee, their spouse, children, step-children, foster children,
44 or grandchildren.
45
46 4. The principal or immediate supervisor may deny personal leave if the

1 total requests exceed 10% of the teaching staff for any one day.
2

3 5. Job share employees who have signed the Job Share Agreement with
4 another teacher and their principal to share one full-time job, will each
5 receive 2 personal days, at a rate of 3.5 hours per day.
6

7 6. Part-time teachers who work at least 50% (654.50 hours per year) of
8 the full-time teacher work year (1,309 hours per year) and are
9 assigned to an approved working calendar will receive 2 personal
10 days, at a rate of 3.5 hours per day.
11

12 7. Part-time employees that work a 7-hour day described in #5 and #6
13 above will receive 1 personal day.
14

15 8. Employees working at least 92 days will receive personal leave as
16 defined in numbers 6 and 7.
17

18 9. Part-time retirees are not eligible for personal leave.
19
20

21 Section E Adoption/Child Rearing Leave
22

23 1. An employee presenting the required evidence shall upon request to
24 Personnel Services be granted an unpaid leave of absence necessary
25 to meet child adoption requirements and for the purpose of rearing the
26 pre-school child(ren).
27

28 2. The Employer will keep the employee's assignment available upon
29 resumption of assigned duties provided:
30

31 a) Such assignment has not been eliminated during the employee's
32 absence for any valid reason; and
33

34 b) The employee has requested such leave at least four (4) weeks
35 prior to the anticipated date on which the leave is to commence;
36

37 c) The employee's planned absence does not exceed ninety (90)
38 days.
39

40 3. A single adoption/child rearing leave shall be granted for a period of no
41 less than thirty (30) days and no more than two (2) consecutive work
42 years or major portions thereof upon written request by the employee
43 to Personnel Services.
44

45 Section F Professional Leave
46

47 1. The Employer shall budget and establish a bank of four hundred (400)

1 Professional Leave days.

- 2
- 3 2. The use of seventy-five (75) of the four hundred (400) Professional
4 Leave days shall be used solely at the discretion and direction of the
5 JCTA President, but exclusively for professional development/training
6 of employees.
7
- 8 3. Bargaining unit members wishing to use paid Professional Leave shall
9 make application on the appropriate form which shall be mutually
10 agreed upon by the parties.
11
- 12 4. All bargaining unit members application for said leave shall be
13 reviewed for approval or denial by the Professional Leave Committee
14 except as outlined in number 2 above.
15
- 16 5. The Professional Leave Committee shall be composed of three (3)
17 bargaining unit members appointed by the Association and three (3)
18 administrators appointed by the Superintendent.
19

20 Section G Educational Leave

21

22 A leave of absence of up to two (2) years shall be granted to any employee upon
23 application for educational or professional purposes. Upon return if the
24 employee submits evidence in accordance with established procedures that this
25 leave was used for the stated purpose for which it was granted, the employee
26 shall be placed on the salary schedule at the level which would have been
27 achieved had the employee remained actively employed in the system during the
28 period of absence, provided however that time spent on said leave will not count
29 toward the fulfillment of the time requirements for acquiring a continuing contract.
30

31 Section H Military Leave

32

33 Any employee who enters active duty shall be granted an unpaid leave for a
34 period not to exceed the initial period of service. Any employee on military leave
35 and within ninety (90) days after the employee's separation from military service
36 shall upon written application be restored to a position in the employment of the
37 Employer, provided the employee shall furnish proof of discharge or separation
38 from service under honorable conditions and be found by a physician selected by
39 the Employer to be in a satisfactory state of health for the performance of
40 teaching duties. Upon return the employee shall be placed on the salary
41 schedule at the level which would have been achieved had the employee
42 remained actively employed in the system during the period of absence.
43

44 Section I Political Activity Leave

45

46 An unpaid leave of absence shall be granted to any employee upon application

1 for the purpose of campaigning for or serving in public office once the employee
2 becomes a bona fide candidate for such office. The employee's assignment will
3 be kept available for resumption of teaching duties provided the employee's
4 planned absence does not exceed ninety (90) days.

5
6 Section J Jury Duty Leave

7
8 Any employee who serves on a jury in any duly constituted local, state or federal
9 court shall be granted leave with full compensation less any compensation
10 received as jury pay, for the period of actual jury service, which leave shall be in
11 addition to all other leave to which the employee may be entitled.

12
13 Employees claiming compensation for jury duty shall comply with the following
14 procedures:

- 15
16 1. A copy of the jury duty subpoena must be provided to the school
17 principal or immediate superior prior to the first day involving jury duty
18 service.
- 19
20 2. If assigned to jury duty, the Verification of Jury Duty form (available
21 from the payroll department) must be completed each pay period and
22 forwarded with the Payroll Exception card which the school submits to
23 the Payroll Office.
- 24
25 3. A personal check (payable to the Treasurer, Jefferson County Board of
26 Education) for the amount of compensation received for jury duty
27 service only and excluding the travel expense shall be delivered to the
28 principal or immediate supervisor for transmittal to the Payroll Office.

29
30 Section K Association President and Vice-President Leave

31
32 The Employer shall upon request grant a full-time leave to the President of the
33 Association for the school year(s) for which the President is elected, without the
34 loss of salary, step increment, or Employer paid fringe benefits.

35
36 Following the leave the employee will be returned to the assignment held prior to
37 leave. In the event the assignment is not available, the employee will be given a
38 comparable assignment.

39
40 The duly elected President of the Association will be assigned by the District to
41 the Association for 187 days. During this time he/she will work on areas/issues
42 of mutual concern related to the welfare of the students of Jefferson County
43 Public Schools as determined by the Association. For this 187-day period,
44 he/she shall be considered in an active duty status and shall receive
45 compensation and benefits in accordance with the labor agreement. Should the
46 Association elect to extend the President's work year beyond the 187 days,
47 the Association will reimburse the Employer for any cost associated with the

1 extension.

2
3 Upon petition by the Association by June 1 of the preceding school year, the
4 Employer will allow the duly elected Vice-President of the Association to be
5 released from his/her teaching duties for one-half (1/2) of each school day for the
6 next school year. The parties shall meet and plan how to minimize any adverse
7 effect resulting from the Vice President's absence. During this time, he/she will
8 work on areas/issues of mutual concern related to the welfare of the students of
9 Jefferson County Public Schools as determined by the Association. For this 187-
10 day period, he/she will be considered an active duty status and shall receive
11 compensation and benefits in accordance with the labor agreement. The
12 Association will compensate the District for one-half (1/2) the salary and benefits
13 of the Vice-President.

14
15 Section L Association Leave

16
17 The Employer shall grant the Association an annual maximum of two hundred
18 seventy five (275) days. The Association shall request use of the days as
19 needed at least five (5) days in advance, except for extenuating circumstances,
20 for attendance at regional, state or national meetings for the conduct of
21 necessary Association business. The allocation of such paid Association leave
22 days shall be determined by the Association except that no employee shall use
23 more than eight (8) days per school year. The Association may authorize a
24 maximum of five (5) employees to be exempt from the eight (8) day per year
25 limitation; however, in no case shall an employee utilize more than twenty (20)
26 Association leave days without mutual agreement of the Employer and the
27 Association. When an employee who is exempt from the eight (8) day limitation
28 uses Association leave, the Parties shall meet and plan how to minimize any
29 adverse effect resulting from the employee's absence. This may include the use
30 of substitute personnel serving as an assistant for which the cost shall be
31 reimbursed to the Employer by the Association. The Association will reimburse
32 the Employer for the cost of any substitute employee for these leave days.

33
34 The Association will provide a minimum of three (3) days notice for association
35 leave requests for the Association Vice President.

36
37 Section M Resumption of Benefits Following Leave

38
39 When the employee resumes service in the district following leave any unused
40 accumulated sick leave will be restored. Any employee granted a leave which
41 affects the continuation of benefits provided by the Employer shall assume
42 responsibility for making arrangements for continuation of said benefits during
43 the term of said leave. The Employer will provide assistance and information
44 with the ultimate responsibility for all notices remaining with the employee.

45
46 Section N Length of Consecutive Leaves of Absence

47
48 The Employer may deny Adoption/Child Rearing Leave, or Educational Leave
49 when the granting of such leave would result in absence from duty for a period
50 longer than two (2) consecutive school years without at least one-half (1/2)

1 intervening year of active service as an employee. Time while an employee is on
2 unpaid Educational Leave serving as a released full-time salaried officer of the
3 Association or the Kentucky Education Association or the National Education
4 Association shall not apply under this section.

5
6 Section O Court Appearance Leave

7
8 Any employee who is summoned to a local, state, or federal court for reasons
9 directly connected with the employee's employment shall be granted paid leave
10 after properly presenting the approved form certifying the court appearance. This
11 section shall not apply when the employee is a plaintiff or witness against the
12 Employer or its agents, or when the employee is a plaintiff in cases without
13 Employer sanction.

14
15 Section P Notarizing Leave Affidavits

16
17 The principal will make arrangements for notarizing without charge the personal
18 affidavits of employees for leave where required.

19
20 Section Q "Substitute Status"

21
22 An employee who qualifies for professional leave or child rearing leave may
23 instead choose to go to "substitute status". In this status an employee may serve
24 as a substitute teacher assigned through the Substitute Teacher Center office.
25 An employee in this status has the same rights and benefits, including
26 representation, of a substitute teacher. If an employee wishes to return to
27 employee status, the employee has the same rights to return to service as an
28 employee on the above referenced leave of absence.

1
2
3
4

ARTICLE 27 – COMPENSATION SCHEDULES

JOB FAMILY III SALARY SCHEDULE

2013 - 14

| STEP | RANK III | RANK III + 15 | RANK II | RANK II + 15 | RANK I | DOCTORATE |
|------|-----------|---------------|-----------|--------------|-----------|-----------|
| 0 | 40,117.58 | 41,774.60 | 45,637.71 | 47,290.73 | 51,151.81 | 53,540.19 |
| 1 | 40,854.92 | 42,507.94 | 46,371.04 | 48,026.07 | 51,885.15 | 54,279.54 |
| 2 | 41,592.28 | 43,245.32 | 47,106.38 | 48,575.08 | 52,624.51 | 55,010.87 |
| 3 | 42,321.62 | 43,980.66 | 47,839.72 | 49,494.77 | 53,355.85 | 55,746.23 |
| 4 | 44,902.35 | 44,902.35 | 49,757.26 | 50,230.13 | 54,604.15 | 56,483.59 |
| 5 | 45,637.71 | 46,188.70 | 50,047.80 | 51,702.83 | 55,563.89 | 57,954.29 |
| 6 | 46,741.72 | 47,659.40 | 51,518.48 | 53,169.50 | 57,032.61 | 59,422.97 |
| 7 | 47,473.05 | 49,126.10 | 52,989.18 | 54,648.21 | 58,503.29 | 60,893.67 |
| 8 | 48,945.75 | 50,602.80 | 54,461.88 | 56,116.92 | 59,975.99 | 62,368.39 |
| 9 | 50,412.47 | 52,071.50 | 55,930.56 | 57,585.62 | 61,446.69 | 63,835.07 |
| 10 | 51,885.15 | 53,540.19 | 57,401.28 | 59,054.30 | 62,913.36 | 65,303.77 |
| 11 | 54,830.55 | 56,483.59 | 60,344.66 | 61,995.70 | 65,862.78 | 68,247.15 |
| 12 | 56,299.25 | 57,954.29 | 61,815.36 | 63,468.40 | 67,331.48 | 69,719.86 |
| 13 | 57,769.95 | 59,422.97 | 63,282.07 | 64,939.10 | 68,800.16 | 71,194.57 |
| 14 | 59,240.65 | 60,893.67 | 64,756.75 | 66,407.80 | 70,270.88 | 72,661.26 |
| 15 | 60,709.33 | 62,368.39 | 66,229.45 | 67,880.48 | 71,739.58 | 74,131.94 |
| 16 | 63,654.74 | 65,303.77 | 69,170.87 | 70,825.89 | 74,684.96 | 77,069.36 |
| 17 | 65,862.78 | 67,513.81 | 71,370.89 | 73,031.93 | 76,891.02 | 79,277.40 |
| 18 | 65,862.78 | 67,513.81 | 71,370.89 | 73,031.93 | 76,891.02 | 79,277.40 |
| 19 | 65,862.78 | 67,513.81 | 71,370.89 | 73,031.93 | 76,891.02 | 79,277.40 |
| 20 | 67,331.48 | 68,986.53 | 72,845.59 | 74,500.61 | 78,361.71 | 80,748.08 |
| 21 | 67,331.48 | 68,986.53 | 72,845.59 | 74,500.61 | 78,361.71 | 80,748.08 |
| 22 | 67,331.48 | 68,986.53 | 72,845.59 | 74,500.61 | 78,361.71 | 80,748.08 |
| 23 | 67,331.48 | 68,986.53 | 72,845.59 | 74,500.61 | 78,361.71 | 80,748.08 |
| 24 | 67,331.48 | 68,986.53 | 72,845.59 | 74,500.61 | 78,361.71 | 80,748.08 |
| 25 | 68,431.49 | 70,088.54 | 73,947.62 | 75,602.66 | 79,461.72 | 81,854.13 |

5
6

1
2
3 Section A The Teacher Salary Schedule will be increased by 0% effective
4 July 1, 2013. The Extra Service Pay Schedules will be increased according to
5 the current index.
6

- 7 1. The increment for earned doctorate (Rank I +) in subject fields or areas
8 approved by the State Board of Education for certification purposes.
9
- 10 2. Employees paid on these schedules shall be paid on a 26-pay check
11 plan. Employees shall retain their right to receive summer checks at
12 the beginning of summer break.
13
- 14 3. One check per payroll period will be generated to include all monies
15 due, including but not limited to, regular compensation, ESS,
16 parent/teacher conference day, coaching, opening day, etc. Individual
17 items will be listed/defined on the pay stub/direct deposit advice.
18
- 19 4. Job Family III salary schedule includes teachers and other non-
20 managerial, professional employees who work directly with students.
21
- 22 5. Direct deposit to one account will be mandatory for all employees. The
23 credit union will remain as a payroll deduction.
24

25 Section B Insurance Benefits
26

- 27 1. Employee Health and Hospitalization insurance provided for by the
28 Commonwealth of Kentucky Employee Health Plan.
29
- 30 2. \$20,000 term life insurance - full premium paid by State.
31
- 32 3. Term life insurance equal to pay on the Teachers Salary Schedule,
33 with maximum payment of \$50,000 - full premium paid by Employer.
34
- 35 4. Workers compensation insurance - full premium paid by Employer
36
- 37 5. Long term disability income protection insurance - full premium paid by
38 Employer.
39
- 40 6. Unemployment compensation insurance - full premium paid by
41 Employer.
42

43 Section C² Sick Leave Pay-Out Upon Retirement

² For regular full-time teachers working on limited or continuing contracts and other full-time employees.

1
2 Upon retirement from the Jefferson County Public School District, a teacher shall
3 receive thirty (30) percent of the teacher's unused accumulated sick leave as a
4 cash payment (less appropriate deductions) up to a maximum equal to the
5 teacher's accumulated sick leave on the thirtieth (30th) year of credited service in
6 the teacher's retirement systems. The cash payment shall be calculated by
7 using the teacher's last year of service daily rate.
8

9 Should a teacher's balance of unused sick leave fall below the number reached
10 at the thirtieth year of service, it is understood that the teacher can continue to
11 accrue sick leave and will be paid up to a maximum of that reached in the
12 thirtieth year.
13

14 Section D Summer School, Curriculum Writing, Optional In-service and
15 Textbook Selection Pay; Incentive Stipends
16

- 17 1. Summer school, Jefferson County High School, and part-time
18 teachers' salaries shall be prorated. Annual salaries are divided by
19 base days to determine daily rates. Daily rates are divided by seven
20 (7) to determine an hourly rate. The number of class hours will be
21 multiplied by the hourly rate to arrive at the salary for less than a full
22 duty day.
23
- 24 2. Employees who are chosen to help write curriculum will be paid at an
25 hourly rate of \$10.78.
26
- 27 3. Employees who are requested to present in-service training will be
28 compensated \$20.20 an hour for up to three (3) hours of preparation
29 time. If the employee is presenting in an optional in-service, they will
30 be compensated at \$20.20 an hour for time spent presenting unless
31 anyone in attendance is receiving his/her hourly rate of pay (mandatory
32 in service) in which case the presenter will also receive his/her hourly
33 rate of pay for the time spent presenting. The \$20.20 rate will be
34 adjusted each year by the same percentage as the extra service salary
35 schedule.
36
- 37 4. Employees who are chosen to help select textbooks will be paid \$150
38 with this amount prorated according to time missed from applicable
39 scheduled work sessions.
40
- 41 5. Newly hired teachers will be required to participate in the District's
42 Induction Program. Participating teachers will be compensated hourly
43 at the rate of 8.25% of the daily rate of Step 0, Rank III.
44
45
46

1
2
3
4
5
6

Section E Extra Service Pay Schedule 2013-14

1.0 = .11 x Rank III, Step 0 (for a 187 day teacher salary schedule)

Rank III, Step 0 = \$40,117.58
times .11 = \$4,413

1. HIGH SCHOOL ATHLETICS

| | Step 0 | | Step 1 | | Step 2 | | Step 3 | | Step 4 | |
|-------------------------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|
| Athletic Director | 1.2 | 5,296 | 1.3876 | 6,123 | 1.5750 | 6,950 | 1.7626 | 7,778 | 1.9500 | 8,605 |
| Head Football | 1.0 | 4,413 | 1.1563 | 5,103 | 1.3125 | 5,792 | 1.4688 | 6,482 | 1.6250 | 7,171 |
| Head Basketball | 1.0 | 4,413 | 1.1563 | 5,103 | 1.3125 | 5,792 | 1.4688 | 6,482 | 1.6250 | 7,171 |
| Asst. Football (1,2) | 0.6 | 2,648 | 0.6938 | 3,062 | 0.7875 | 3,475 | 0.8813 | 3,889 | 0.9750 | 4,303 |
| JV Basketball (1,2) | 0.6 | 2,648 | 0.6938 | 3,062 | 0.7875 | 3,475 | 0.8813 | 3,889 | 0.9750 | 4,303 |
| Track (1) | 0.6 | 2,648 | 0.6938 | 3,062 | 0.7875 | 3,475 | 0.8813 | 3,889 | 0.9750 | 4,303 |
| Baseball (2) | 0.6 | 2,648 | 0.6938 | 3,062 | 0.7875 | 3,475 | 0.8813 | 3,889 | 0.9750 | 4,303 |
| Softball (2) | 0.6 | 2,648 | 0.6938 | 3,062 | 0.7875 | 3,475 | 0.8813 | 3,889 | 0.9750 | 4,303 |
| Wrestling | 0.6 | 2,648 | 0.6938 | 3,062 | 0.7875 | 3,475 | 0.8813 | 3,889 | 0.9750 | 4,303 |
| Volleyball | 0.6 | 2,648 | 0.6938 | 3,062 | 0.7875 | 3,475 | 0.8813 | 3,889 | 0.9750 | 4,303 |
| Cheerleaders | 0.6 | 2,648 | 0.6938 | 3,062 | 0.7875 | 3,475 | 0.8813 | 3,889 | 0.9750 | 4,303 |
| JROTC Rifle Team | 0.6 | 2,648 | 0.6938 | 3,062 | 0.7875 | 3,475 | 0.8813 | 3,889 | 0.9750 | 4,303 |
| School Technology Coordinator | 0.6 | 2,648 | 0.6938 | 3,062 | 0.7875 | 3,475 | 0.8813 | 3,889 | 0.9750 | 4,303 |
| Drill Corps | 0.5 | 2,206 | 0.5782 | 2,551 | 0.6563 | 2,896 | 0.7344 | 3,241 | 0.8125 | 3,586 |
| Cross Country (1,2) | 0.5 | 2,206 | 0.5782 | 2,551 | 0.6563 | 2,896 | 0.7344 | 3,241 | 0.8125 | 3,586 |
| Field Hockey (1,2) | 0.5 | 2,206 | 0.5782 | 2,551 | 0.6563 | 2,896 | 0.7344 | 3,241 | 0.8125 | 3,586 |
| Soccer (1,2) | 0.5 | 2,206 | 0.5782 | 2,551 | 0.6563 | 2,896 | 0.7344 | 3,241 | 0.8125 | 3,586 |
| Tennis (1,2) | 0.5 | 2,206 | 0.5782 | 2,551 | 0.6563 | 2,896 | 0.7344 | 3,241 | 0.8125 | 3,586 |
| JV Volleyball | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Golf (1,2) | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Swimming (1,2) | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Chess Sponsor | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| ROTC Drill Team | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |

| | | | | | | | | | | |
|---------------------------|-----|--------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|
| Asst. Wrestling (2) | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Asst. Field Hockey (2) | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Assistant Track (1,2) | 0.3 | 1,324 | 0.3469 | 1,531 | 0.3938 | 1,738 | 0.4406 | 1,945 | 0.4875 | 2,151 |
| Assistant Soccer (1,2) | 0.3 | 1,324 | 0.3469 | 1,531 | 0.3938 | 1,738 | 0.4406 | 1,945 | 0.4875 | 2,151 |
| Freshman Basketball (1,2) | 0.3 | 1,324 | 0.3469 | 1,531 | 0.3938 | 1,738 | 0.4406 | 1,945 | 0.4875 | 2,151 |
| Freshman Football (1,2) | 0.3 | 1,324 | 0.3469 | 1,531 | 0.3938 | 1,738 | 0.4406 | 1,945 | 0.4875 | 2,151 |
| Bowling | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |

2. Other activities High Schools & YPAS

| | Step 0 | | Step 1 | | Step 2 | | Step 3 | | Step 4 | |
|----------------------------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|
| Band Director (4) | 0.9 | 3,972 | 1.0407 | 4,592 | 1.1813 | 5,213 | 1.3219 | 5,834 | 1.4625 | 6,454 |
| Academic Activities Coordinator | 0.6 | 2,648 | 0.6938 | 3,062 | 0.7875 | 3,475 | 0.8813 | 3,889 | 0.9750 | 4,303 |
| Asst. Band Director (3) | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Choral Director* | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Newspaper Sponsor | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Yearbook Sponsor | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Drama* | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Speech and Debate | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Instrumental Band Dir.* | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Instrumental Strings Dir.* | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Orchestra (Concert) Dir. | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Quick Recall Sponsor | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Science Fair Sponsor | 0.073 | 322 | 0.0844 | 372 | 0.0958 | 423 | 0.1072 | 473 | 0.1186 | 523 |
| Science Olympiad Sponsor | 0.073 | 322 | 0.0844 | 372 | 0.0958 | 423 | 0.1072 | 473 | 0.1186 | 523 |
| JV Quick Recall Sponsor** | | 605 | | | | | | | | |
| Future Problem Solving Sponsor** | | 412 | | | | | | | | |

3. MIDDLE Step 0 Step 1 Step 2 Step 3 Step 4

**SCHOOL
ATHLETICS**

| | | | | | | | | | | |
|---------------------------------|-----|--------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|
| School Technology Coordinator | 0.5 | 2,206 | 0.5782 | 2,551 | 0.6563 | 2,896 | 0.7344 | 3,241 | 0.8125 | 3,586 |
| Activity/Athletic Director | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Activities Sponsor | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| Basketball (1) | 0.3 | 1,324 | 0.3469 | 1,531 | 0.3938 | 1,738 | 0.4406 | 1,945 | 0.4875 | 2,151 |
| Academic Activities Coordinator | 0.3 | 1,324 | 0.3469 | 1,531 | 0.3938 | 1,738 | 0.4406 | 1,945 | 0.4875 | 2,151 |
| Football | 0.3 | 1,324 | 0.3469 | 1,531 | 0.3938 | 1,738 | 0.4406 | 1,945 | 0.4875 | 2,151 |
| Asst. Football | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| 6th Grade Basketball | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| Baseball Softball | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| Volleyball | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| Soccer | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| Flag Football | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| Cross Country | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| Track | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| Field Hockey | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| Cheerleaders | 0.2 | 883 | 0.2313 | 1,021 | 0.2625 | 1,158 | 0.2938 | 1,296 | 0.3250 | 1,434 |
| Drill Corps | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| Quick Recall Coach | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| Future Problem Solving Coach | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |

**4. ELEMENTARY
SCHOOL
ATHLETICS**

| | Step 0 | | Step 1 | | Step 2 | | Step 3 | | Step 4 | |
|-----------------------------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|--------|--------------|
| School Technology Coordinator | 0.4 | 1,765 | 0.4625 | 2,041 | 0.5250 | 2,317 | 0.5875 | 2,593 | 0.6500 | 2,868 |
| Quick Recall | 0.1 | 441 | 0.1156 | 510 | 0.1313 | 579 | 0.1469 | 648 | 0.1625 | 717 |
| SCHOOL FUNDED SPORT/SUPPOR | | 0 | | 1 | | 2 | | 3 | | 4 |

| | | | | | | | | | |
|-----------------------------|--|--------------|--|--------------|--|--------------|--|--------------|--------------|
| T (5) | | | | | | | | | |
| Assistant Athletic Director | | 1,700 | | 2,000 | | 2,300 | | 2,600 | 3,000 |
| School Funded Sport/Support | | 200 | | 500 | | 800 | | 1,100 | 1,400 |

| |
|--|
| (1) The total increment paid to a person who coaches both teams is calculated at 1.5 times the listed Increment |
| (2) Increment is for teams which meet approved participation levels |
| (3) increment is for 100 or more members of marching band |
| (4) Band Director: Out of County Band Camp \$80.00 per day, maximum 7 days |
| **Paid by the Academic Competition Department and not subject to step increases |
| *Positions are not subject to shared duty including those of head coaches |
| (5) Schools are required to pay the listed Board approved scale. Step progression <u>is not</u> mandatory for these two positions. |

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5. Department Head (Middle and Senior High Schools) 2 or more teachers in department - \$100 per teacher

6. Extra Service Pay Schedule increments are paid only for services actually rendered.

7. These increments are based upon meeting approved criteria for the activities. A coach will not be paid less than the full increment when the approved criteria is met.

8. Elementary Team Leaders (\$100 per teacher on team or grade group)

9. The following activities will be paid at the tutoring rate of \$15.00 per hour:

1. Aiding students in the completion of homework assignments given in class and completing students' notes;
2. Supervising study time;
3. Providing classroom and resources for project completion (i.e., supervision of science lab);
4. Making up classroom activities missed because of absentees;
5. Computer Curriculum Corporation (CCC);
6. Study skills program;
7. Tutoring centers;
8. Supervising National Honor Student volunteers in peer tutoring;

- 1
- 2 9. Supervising students in computer lab;
- 3
- 4 10. One on one; and
- 5
- 6 11. Supervising students completing long term projects.
- 7

8 Section F

9

10 The purpose of this section is to define an agreement between the Employer and
11 the Association pertaining to the total amount of General Fund revenue
12 projections for local property taxes and occupational taxes plus the State SEEK
13 program as adopted in the General Fund Final Working Budget for 2013-14. The
14 State Annual Financial Form Report will be utilized in comparing the budgetary
15 forecasts vs. actual receipts for 2013-14.

16

17 For FY 2013-14, any amount which exceeds the total of the above revenue
18 projections by more than 1 1/2% will be distributed on a 50-50 basis subject to
19 agreement by both parties. The Employer and the Association will negotiate the
20 distribution of the 50% to the bargaining unit. Any funds resulting from one-time
21 revenue may only be used for one-time expenses.

22

23

24 ARTICLE 28 - MISCELLANEOUS

25

26 Section A The Employer's procedure for placement of student teachers shall
27 contain a provision which provides teacher employees with an opportunity to
28 request that student teachers be placed with them. The Association will be
29 involved with the development of this provision in the procedure.

30

31 Section B The Employer's procedure for selection of employees to curriculum
32 writing and textbook selection committees shall contain a provision which
33 provides employees with an opportunity to request an assignment to such
34 committees. The Association will be involved in the development of this
35 provision in the procedure.

36

37 Section C The Parties recognize that employee training institutions accredited
38 by such organizations as the The Council for the Accreditation of Educator
39 Preparation (CAEP), the AdvancED/Southern Association of Colleges and
40 Schools (SACS), and other regional accrediting associations promote adherence
41 to worthy standards. The Employer will make an effort to employ new teachers
42 who are graduates of these accredited institutions.

43

44 Section D The Employer will provide a mentoring program for new teachers
45 on emergency certificates or enrolled in District alternative certification programs.
46 Services will be provided by mentors who have participated in professional

1 development related to effective mentoring strategies/practices as well as current
2 programs implemented in schools.

3
4 Section E Mileage Reimbursement

5
6 Teachers who travel will receive mileage reimbursement consistent with the
7 Employer approved travel reimbursement guidelines. The employer will provide
8 adequate time to travel between schools.
9

10
11 ARTICLE 29 – GRIEVANCE PROCEDURE

12
13 Section A Definitions

- 14
15 1. Grievance means an allegation or complaint that there has been a
16 violation, misinterpretation or improper application of one or more
17 specific provisions of this Agreement or any complaint alleging
18 improper, arbitrary, or discriminatory conduct.
19
20 2. Grievant means the person(s) or Association making the allegation or
21 complaint.
22
23 3. Party-in-interest means the person(s) or Association making the
24 allegation or complaint or any party who might be required to take
25 action or against whom action might be taken in order to resolve the
26 grievance.
27
28 4. Immediate Supervisor means –
29
30 a) The principal or school head;
31
32 b) The principal or school head with whom the grievance has been
33 filed when the employee is assigned to more than one location; or
34
35 c) The administrator by whom the employee is evaluated when the
36 employee is not assigned to an individual school location.
37

38 Section B Purpose

- 39
40 1. The purpose of this Grievance Procedure is to secure, at the lowest
41 possible administrative level, equitable solutions to the problems
42 which may arise affecting the welfare or working conditions of
43 employees. The Parties agree that these proceedings will be kept as
44 informal as may be appropriate at any level of the procedure.
45
46 2. Nothing contained herein will be construed as limiting the right of any

1 employee having a grievance to discuss the matter informally with
2 any appropriate member of the administration, and to have the
3 grievance adjusted without intervention by the Association, provided
4 that the adjustment is not inconsistent with the terms of this
5 Agreement and that the Association after Level I A has been given an
6 opportunity to be present at such adjustment and to state its views.

7
8 Section C Representation

9
10 A grievant may be represented by the Association at all stages of the Grievance
11 Procedure after Level I A.

12
13 Section D Procedure

14
15 Since it is important that grievances be processed as rapidly as possible, the
16 timetable specified at each level should be considered as a maximum and every
17 effort should be made to expedite the process. The time limits specified may,
18 however, be extended by mutual agreement.

19
20 In the event a grievance is filed at such a time that it cannot be processed
21 through all the steps in this Grievance Procedure by the end of the school year,
22 the time limits set forth herein will be reduced so that the procedure may be
23 exhausted prior to the end of the school year or as soon thereafter as is
24 practicable.

25
26 Level I A An employee with a grievance shall first inform the immediate
27 supervisor or the appropriate administrator within fifteen (15) days of
28 awareness of the incident or condition which is the basis of the grievance
29 with the objective of resolving it informally.

30
31 Level I B If the grievant is not satisfied with the disposition of the
32 grievance a meeting with the school head shall be held with the objective
33 of resolving the grievance informally.

34
35 Level I C If the grievance is not resolved informally the grievant may file
36 the grievance in writing with the immediate supervisor or appropriate
37 administrator. The immediate supervisor or appropriate administrator
38 shall respond in writing within three (3) days.

39
40 Level II If the grievant is not satisfied with the disposition of the grievance
41 at Level I C, or if no decision has been rendered within three (3) days after
42 receipt of the grievance, the grievant may within ten (10) days submit the
43 written grievance to the Superintendent/designee with copies to the
44 administrator, and the Association.

45
46 The Superintendent/designee shall have a hearing within five (5) days

1 after receipt of the written appeal. The Superintendent/designee shall
2 have a written decision within seven (7) days.

3
4 Level III If the grievant is not satisfied with the disposition of the grievance
5 at Level II, or if no written decision has been rendered within twelve (12)
6 days after the grievance has been submitted at Level II the Association
7 may submit the grievance to arbitration. The Association shall notify the
8 Superintendent/designee by email within twenty-five (25) days. If a
9 question as to the arbitrability of an issue is raised by either party, such
10 question shall be determined in the first instance by the arbitrator.

11
12 The parties have jointly established a six (6) member panel of arbitrators that will
13 be utilized on a rotating basis for arbitration cases. The Parties will meet every
14 three (3) months, if needed, to review the panel and the Employer and the
15 Association may mutually agree to strike a panel member. Annually, the
16 parties will meet to review the panel and the Employer and the Association
17 may each choose to strike one panel member, who will then be replaced by
18 mutual agreement to maintain a six (6) member panel.

19
20 The Employer and the Association will identify and confirm the arbitrator who
21 will hear the case from the rotation list. The Association will contact the
22 arbitrator selected, with a copy of the email sent to Employee Relations to
23 request available dates. Once the dates are received, the Association will
24 confirm their availability as will the Employer. The date will be confirmed between
25 the parties.

26
27 The Employer and the Association agree to select hearing dates from those
28 presented by the arbitrator and not cancel hearings once scheduled, except in
29 extraordinary circumstances, such as the unavailability of witnesses or
30 emergencies. Should a scheduled arbitration be resolved or withdrawn, the
31 Parties may, by mutual agreement, move forward an arbitration pending with
32 the same arbitrator.

33
34 The Parties agree to schedule arbitrations during the summer months
35 with high school arbitrations receiving priority for the month of June.

36
37 The arbitrator shall have authority to hold hearings and make procedural rules
38 consistent with this Agreement. Such hearings shall be held as promptly as
39 practicable after the request for arbitration and the arbitrator shall issue the
40 decision within a reasonable time but no later than sixty (60) days after the date
41 of the close of the final hearing. If the Parties mutually agree, hearings may be
42 waived and the arbitrator's decision made on the basis of final statements and
43 evidence submitted to the arbitrator. The Employer and the Association agree to
44 select hearing dates from those presented by the arbitrator and not cancel
45 hearings once scheduled, except in extraordinary circumstances, such as the
46 unavailability of witnesses or emergencies.

47
48 The arbitrator shall be without power or authority to alter, amend or modify any of

1 the terms of this Agreement or to make any decision which requires the
2 commission of an act prohibited by law or which is violative of the terms of this
3 Agreement. The decision of the arbitrator will be submitted in writing and shall
4 set forth findings of fact and conclusions to the Parties and will be final and
5 binding on the Parties, unless rejected by a four-fifths (4/5) vote of the Employer
6 voting at a public meeting to be held within fifteen (15) days. Prior to the Board
7 voting the Association shall have the right to have a representative appear and
8 present the Association's position. The costs for the services of the arbitrator,
9 including per diem expenses if any, travel and subsistence expenses and the
10 cost of any hearing room will be borne equally by the Parties. All other costs will
11 be borne by the party incurring them.

12
13 Section E Grievances Filed at Level Above Immediate Supervisor

14
15 If grievances arise from action or inaction on the part of an administrator at a
16 level above the immediate supervisor the grievant may file such grievance in
17 writing at Level II after first attempting to resolve it informally. If the grievance is
18 not resolved it shall be processed through the applicable steps of Section D. The
19 Association may process such a grievance through all levels of the procedure.

20
21 Section F Grievance Meetings and Hearings

22
23 All meetings and hearings provided for by this Grievance Procedure shall be held
24 in private and shall include only such parties in interest, their representative(s),
25 and witnesses as necessary.

26
27 Section G Grievance Records

28
29 All official records of processing a grievance shall be filed separately from the
30 personnel file of the grievant.

31
32 Section H Grievance Forms

33
34 Grievance forms and other necessary documents will be prepared jointly by the
35 Superintendent/designee and the Association. The Association shall have the
36 responsibility for appropriate distribution of the forms for filing grievances. The
37 costs of grievance forms will be borne by the Employer.

38
39 Section I Miscellaneous

- 40
41 1. The Employer and the Association shall make available upon written
42 specific request to the other such information as is necessary to
43 effectively process grievances.
44
45 2. Neither the Employer nor the Association shall assert or submit any
46 ground or evidence before a grievance arbitrator which has not been

1 previously disclosed to the other party.
2

- 3 3. The Association and the aggrieved party will be required to exhaust
4 this Grievance Procedure including arbitration before seeking
5 alternative remedies, provided that by doing so they will not be
6 deemed to have waived or otherwise prejudiced any constitutional,
7 statutory, or other legal rights that they may have.
8
- 9 4. If in the judgment of the Association a grievance affects a group or
10 class of employees, the Association may initiate and submit such a
11 grievance in writing. When such a grievance arises outside of a
12 building the Association will attempt to resolve it informally before
13 processing it through the applicable steps of Section D, starting at
14 Level II. The Association may process such a grievance through all
15 levels of the procedure.
16
- 17 5. When it is necessary for the aggrieved party, a Grievance
18 Representative and/or other representative designated by the
19 Association to participate in a mutually scheduled grievance meeting or
20 hearing during the school day, the party will, upon notice to the
21 principal or appropriate administrator by the Association be released
22 without loss of pay as necessary in order to permit participation in the
23 meeting. Any employee whose appearance is necessary in such
24 meetings or hearings as a witness will be accorded the same right.
25
- 26 6. Decisions rendered at Levels I C and II of the Grievance Procedure will
27 be in writing, setting forth the decision and the reason therefore and
28 will be transmitted promptly to all parties-in-interest and to the
29 Association. Decisions rendered at Level III will be in accordance with
30 the procedure set forth in Section D, Level III.
31
- 32 7. The parties agree that Evaluation Form E-2 when “disciplinary: _____
33 yes” box is not checked, the E-2 will not be placed in the teacher’s
34 personnel file and shall not be grievable, except to the extent that it is
35 incorporated or referenced in subsequent disciplinary action or
36 summative evaluation that is grievable under the just cause provisions
37 of Article 9.
38
39

40 ARTICLE 30 – CERTIFIED PRE-SCHOOL TEACHERS/
41 EARLY CHILDHOOD MENTORING/RESOURCE TEACHERS
42

43 Section A The provisions included in this article will take precedence over any
44 other provisions found in the Agreement addressing the same or similar issues.
45

46 Section B
47

- 1 1. The normal duty hours of certified pre-school teachers, early childhood
2 mentoring resource teachers, and resource teachers shall not exceed
3 seven and one-half (7 ½) hours in length including a 20-minute duty-
4 free lunch period.
- 5
6 2. Certified pre-school teachers shall normally be provided two hundred
7 fifty (250) minutes of preparation time per week for the school year.
- 8
9 3. Class size maximum shall comply with state law and regulations.
- 10
11 4. In addition to a certified pre-school teacher, each classroom will be
12 staffed with at least one (1) instructional assistant. Substitutes for
13 instructional assistants will be provided when available to ensure
14 appropriate staffing within the classroom.
- 15
16 5. If a certified pre-school teacher, early childhood mentoring teacher, or
17 a resource teacher is required to work beyond the normal duty hours,
18 compensation will be determined according to Article 27,
19 Compensation Schedules.
- 20
21 6. Certified pre-school teachers will be observed and evaluated by the
22 immediate supervisor or building administrator.
- 23
24 7. All pre-school teachers, early childhood mentoring teachers and
25 resource teachers will be provided access to a computer, internet, and
26 other appropriate technology when and where available.
- 27
28 8. Certified pre-school teachers, early childhood mentoring resource
29 teachers, and resource teachers will be provided the opportunity to
30 participate in professional development. Reimbursement for expenses
31 will be subject to the Board approved Jefferson County Public Schools
32 Travel Guidelines.
- 33
34 9. Early childhood mentoring resource teachers and resource teachers,
35 that hold the appropriate certification, requesting assignment to a
36 certified pre-school teaching position will have transfer rights as
37 defined in Article 16, Transfer.
- 38
39 10. Vacant certified pre-school teaching vacancies will be staffed using an
40 interview process that will include a team of two (2) teachers from pre-
41 school, appointed by the Association President, and one (1)
42 administrator, as well as parents (where applicable). Preferential
43 consideration will be given to classified and certified pre-school
44 employees that obtain the appropriate teaching certification. Certified
45 pre-school teachers employed in Head Start must have the approval of
46 the Head Start Policy Council.
- 47

- 1 11. Certified pre-school teachers will perform home visits. Home visits will
2 normally be incorporated into the regular work day. Required home
3 visits that take place outside the work day will be compensated at the
4 hourly rate of pay. Work day schedules may be adjusted to allow for
5 home visits. On request, for home visits where there are
6 safety/security concerns, the Employer will, when possible, assign a
7 second individual to accompany the certified pre-school teacher.
8
- 9 12. Attendance at faculty meetings, as defined in Article 11, Teaching
10 Load and Duty Hours, will be mandatory, unless student supervision
11 requirements prohibit.
12
- 13 13. Only certified pre-school teachers assigned to classrooms that have
14 students assigned on the first K-12 student attendance day will be
15 eligible for the one (1) day of extended employment available to the K-
16 12 teachers during the first five (5) week days preceding the opening
17 day of the school calendar, as described in Article 22, School
18 Calendar.
19
- 20 14. Only Tuition certified pre-school teachers, having five (5) student days
21 per week, and Head Start certified teachers will be eligible for the two
22 (2) extended employment days allocated for parent/teacher
23 conferences, as described in Article 22, School Calendar.
24
- 25 15. Tuition based early childhood programs will be provided a “box” for
26 each classroom where parents can deposit the required tuition. The
27 school will be responsible for taking the money from the box,
28 accounting for the contents and forwarding the tuition to the
29 appropriate central office location. The teacher will not be required to
30 “follow-up” with parents concerning tuition payments.
31
- 32 16. Changing pads, gloves and wipes will be provided in the classrooms
33 for the purposes of changing students. An appropriate area will be
34 provided where students can be attended to accordingly.
35
36

37 ARTICLE 31 – JOB SHARING

38

39 The following procedures for Job Sharing will be implemented for all job sharing
40 agreements:

- 41
- 42 1. A job sharing proposal must be submitted in writing annually no later
43 than May 1 of each year by those requesting assignments to do job
44 sharing positions. Teachers returning from leave must complete all
45 requirements no later than July 15.
46

- 1
2 13. Certification renewal is the responsibility of the teacher and information
3 from the state certification agency will be provided to each teacher
4 participating in the program.
5
- 6 14. Any teacher participating in the shared-time program who desires to
7 return to full time employment must submit such a request in writing to
8 Personnel Services in writing.
9
- 10 15. When returning to full-time employment, a part-time/shared-time
11 teacher will be placed on the transfer list in order of his/her seniority
12 date and a school assignment will be made in accordance with the
13 transfer provisions of the Agreement.
14
- 15 16. For purposes of these procedures, participation in the job sharing
16 program shall not be considered a break in service when determining
17 the seniority date of the job sharing program participant.
18
- 19 17. The seniority date of the most senior teacher in a job sharing position
20 will be considered the seniority date of the team. A principal will use
21 this date, applicable only if a job sharing position is renewed, when
22 making overstaff decisions.
23
- 24 18. When a job sharing position is dissolved or not renewed, the teacher
25 who initially occupied the position has the first right to that full-time
26 position. If neither teacher held the initial position, the most senior
27 member of the job sharing team has first rights to the position.
28
- 29 19. Job sharing teachers are subject to suspension of contract during staff
30 reductions and have recall rights to positions for which they are or
31 become qualified.
32
- 33 20. The job performance of each participant will be evaluated annually by
34 the principal.
35
- 36 21. The participants, the principal and appropriate instructional staff, will
37 evaluate the effectiveness of the program annually in writing.
38
39

40 ARTICLE 32 – SPEECH AND LANGUAGE PATHOLOGISTS 41

42 A joint Committee consisting of five (5) Speech and Language Pathologists
43 appointed by the Association, two (2) Speech and Language Pathologists
44 appointed by the Employer, and three (3) administrators appointed by the
45 Superintendent will determine the school pairings for Speech and Language
46 Pathologists. The Committee will meet in March to determine the pairings for the

1 coming school year based on the needs of the individual schools and the
2 caseloads of Speech and Language Pathologists.

3
4 Speech and Language Pathologists will be provided with travel time between
5 schools not including their lunch.

6
7
8 ARTICLE 33 – PRIORITY SCHOOLS
9

10 Any school identified as a Priority School under KRS 160.346 by the Kentucky
11 Department of Education will be exempt from any requirements in this
12 Agreement that mandate placement of voluntary or overstaffed employees until
13 such time as the school is no longer identified as low achieving. Any such school
14 shall participate in the transfer process but will not be required to select any staff
15 from the transfer list.

16
17 Priority Schools may receive their transfer list one week earlier than other
18 schools.

19
20 In an effort to recruit, retain, and develop highly effective teachers in Priority
21 Schools, the Employer and the Association agree to work in cooperation to
22 provide incentives that could possibly include but are not limited to, National
23 Board Certification, Graduate degree completion, continuing education tuition
24 reimbursement, and/or paid professional development opportunities that pertain
25 to challenges within Priority Schools.

26
27 The Parties agree that pursuant to state law, the provisions of this collective
28 bargaining agreement shall not supersede the statutory requirements for Priority
29 Schools.

30
31
32 ARTICLE 34 – NEGOTIATION OF A SUCCESSOR AGREEMENT
33

34 The Parties agree that negotiation on a successor Agreement will begin no later
35 than the Monday following the last teacher day of the school year in which the
36 Agreement expires.

37
38 The parties to this agreement jointly agree to the following terms and conditions
39 as a process for settling any bargaining dispute between the respective
40 governing bodies.

41
42 The parties agree to negotiate at a mutually determined site. The parties agree
43 that bargaining will take place from 9:00 a.m. until 4:00 p.m. daily, but that any
44 session may be terminated at any time by either party.

45
46 Should the negotiations between the parties fail to produce an agreement, the

1 parties mutually agree to enter into mediation. The parties mutually agree to
2 begin mediation no later than the third week after bargaining begins. The parties
3 further agree to use a mutually agreed upon mediator. The mediation sessions
4 shall take place at the mutually agreed upon site. The length of the mediation
5 sessions shall be determined by the parties.
6

7 Should mediation fail to produce an agreement between the parties a fact finding
8 hearing will be conducted. The fact finder shall be mutually agreed upon and the
9 hearing shall be held no later than the fourth week after bargaining begins. The
10 fact finder shall make a recommendation(s) on all unresolved bargaining issues,
11 issue by issue, no later than seven (7) calendar days after the hearing. The
12 parties shall have two calendar weeks to accept or reject the fact finder
13 recommendation(s).
14

15 Should mediation and fact finding fail to produce an agreement between the
16 parties, the outstanding issues that are still unresolved, as identified in the
17 advisory fact finding opinion, shall be submitted to issue by issue last best offer
18 binding arbitration. Both parties shall submit their issue by issue last best offer to
19 each other and to the arbitrator in a sealed envelope at the beginning of the
20 arbitration hearing. The arbitration hearing shall be conducted no later than one
21 week after rejection of the fact finders recommendation at a mutually agreed to
22 site. The arbitrator shall be without power or authority to alter, amend, or modify
23 the final issue by issue offers of the respective parties. The arbitrator shall
24 render a binding decision on each issue submitted. No decision will be binding
25 on either party, issue by issue, that is not the "last best offer" of one of the parties
26 as submitted to the arbitrator prior to the arbitration hearing. The parties will
27 mutually agree on an arbitrator or use the FMCS process for arbitration selection.
28

29 The decision of the arbitrator shall be submitted in writing to the parties within
30 five (5) calendar days of the hearing and will be final and binding on the parties
31 unless rejected by a four-fifths (4/5) vote of either constituency within fifteen (15)
32 calendar days of the issuing of the arbitrator's award. The parties' bargaining
33 teams agree to recommend the arbitrator's decision to the respective
34 constituencies.
35

36 Timelines contained herein may be amended by mutual agreement of the parties.
37

38 The cost of the process shall be borne equally by the parties.
39

40 This agreement is in full force and effect for the next negotiations between
41 parties. Any and all future negotiation impasses shall be controlled by the terms
42 of the existing agreement between the parties.
43

44 ARTICLE 35 – PRINTING THE AGREEMENT

45
46
47 The Agreement shall be published on the Employer's website.

1
2 The Employer shall print and furnish 2500 copies of the Agreement to the
3 Association.

4
5 Upon request by the Association, the Employer will provide additional copies of
6 the Agreement. All costs associated with printing of additional copies will be
7 reimbursed by the Association.

8
9
10 ARTICLE 36 – SAVINGS CLAUSE

11
12 Should any Article, Section or Clause of this Agreement be declared illegal or
13 contrary to federal or state regulations by a court of competent jurisdiction, it shall
14 be automatically deleted from this Agreement to the extent that it violates the law
15 or regulation. The remaining Articles, Sections and Clauses shall remain in full
16 force and effect for the duration of the Agreement, if not affected by the deleted
17 Article, Section or Clause.

18
19
20 ARTICLE 37 – DURATION

21
22 Section A This Agreement shall remain in full force and effect July 1, 2013
23 through June 30, 2018 with the exception of Article 27, Compensation
24 Schedules, which will be re-opened for negotiations for the 2014-15 school year
25 and each subsequent year unless bargained otherwise.

26
27 Section B The Employer agrees to take such action as is necessary to give
28 full force and effect to the provisions of this Agreement. The Employer shall
29 make no change in past policy, rule or practice affecting employees' wages,
30 hours or working conditions without mutual agreement between the Employer
31 and the Association. This Agreement shall supersede any rules, regulations or
32 practice of the Employer that shall be contrary to or inconsistent with its terms.

33
34 Section C Either party desiring changes, additions or deletions in the
35 Agreement shall notify the other party in writing and request a conference which
36 must be held within thirty (30) days. Changes, deletions, or additions will be
37 negotiated only upon mutual consent of both parties.

38
39 Any changes to this Agreement will be incorporated into the language of this
40 Agreement at the time of the change and published electronically.

41
42 Section D This Agreement is made and entered into on this _____, 2013 by
43 and between the Jefferson County Board of Education and the Jefferson County
44 Teachers Association.

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Board of Education of Jefferson County, Kentucky

Diane L. Porter
Chairperson

Donna M. Hargens, Ed.D.
Superintendent

Robert W. Tanner, Chief Negotiator
Director, Labor Management
& Employee Relations

Michael Raisor, Ph.D.
Chief Operating Officer

Jefferson County Teachers Association

Brent McKim, President
Chief Negotiator

DeeAnn Flaherty, Executive Director
Negotiator

1 JEFFERSON COUNTY BOARD OF EDUCATION
2 NEGOTIATION TEAM
3

4 Rob Tanner, Chief Negotiator
5 Director, Labor Management & Employee Relations
6

7 Mike Raisor
8 Chief Operating Officer
9

10 Cordelia Hardin
11 Chief Financial Officer
12

13 Rosemary Miller,
14 General Counsel
15

16 Jim Jury, Principal
17 Eastern High School
18

19 Jan McDowell, Principal
20 Noe Middle School
21

22 Ronda Cosby, Principal
23 Chancey Elementary School
24
25

1 JEFFERSON COUNTY TEACHERS ASSOCIATION
2 NEGOTIATIONS TEAM
3

4 Brent McKim, Chief Negotiator
5 President
6

7 DeeAnn Flaherty, Negotiator
8 Executive Director
9

10 Tammy Berlin, Teacher
11 Atherton High School
12

13 Royce Whitman, Teacher
14 Crums Lane Elementary
15

16 Beverly Chesterburton, Teacher
17 Stuart Middle School
18

19 Andrew Bailey, Teacher
20 Fairdale High School
21

22 Pam Jones, Teacher
23 Western Annex/Early Childhood
24

25 James Hughley
26 Deputy Director
27

28 Chanda Hornback
29 Area Director for UniServ
30

31 Sheila E. Partee
32 Executive Assistant to the Executive Director
33
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Joint Statement of Commitment for the Collaborative Development of a Jefferson County Educator Growth System

With this Statement of Commitment, the Jefferson County Board of Education, the administration of Jefferson County Public Schools and the leadership of the Jefferson County Teachers' Association agree on the following:

In order to improve student learning, growth and development, we will design, field test, pilot, and recommend for approval a comprehensive and congruent Educator Growth System (EGS) that will support continuous professional growth and development, throughout an educator's career in JCPS, including induction, goal setting, evaluation and peer learning.

1. To improve the quality of hiring we will screen candidates using the Charlotte Danielson domains for high quality teaching.
2. To improve teacher efficacy and retention in the early years, we will improve the induction experience (including revamping KTIP so that it aligns with the Danielson domains of high quality teaching) and provide orientation to cultures, systems, processes, procedures, practices, routines and school-wide PLC norms.
3. To continue to improve teacher efficacy throughout an educator's career, we will recommend implementation of an Educator Growth System (EGS). The EGS will resolve teacher isolation, foster continuous professional growth, and ensure high quality instruction in every classroom. The EGS will recognize the complexity and importance of teaching in a high-performing school system, one in which there is an emphasis on continuous improvement and shared responsibility for student learning. Good teaching is nurtured and cultivated in a school and district culture that values continuous feedback, analysis, and refinement of the quality of teaching. The EGS integrates two important components: professional growth and a meaningful approach to teacher evaluation.
4. To ensure consistency and quality control, all aspects and components of the EGS will be aligned to a common language and set of expectations as established in the KDE Teacher Effectiveness Framework based on Charlotte Danielson. To further achieve consistency and quality control, we will explore systems of checks and balances, such as peer assistance and/or peer assistance and review.

The purpose of this agreement is to define the framework for the development and recommended implementation of this Educator Growth System. To this end, the parties agree to the following:

- A. The development and recommended implementation of the EGS will be done by a jointly appointed Core Design Committee, which shall be the Educator Quality Oversight Committee (EQOC).
- B. The EQOC is comprised of five representatives appointed by the JCTA president and five representatives appointed by the Superintendent.
- C. The EQOC will make decisions by organizational consensus within the group, not majority vote. Organizational consensus shall mean that JCPS and JCTA must agree that each organization, respectively, can accept/support a decision in order for the decision to be enacted.
- D. A full-time JCPS Project Manager will facilitate the collaborative work of the EQOC. The Project Manager shall be collaboratively selected from among the members of the EQOC and shall be mutually agreeable to both JCPS and JCTA.
- E. To facilitate collaborative decision-making and efficient use of time, the EQOC will be trained in interest-based decision-making processes.
- F. A facilitator for interest-based decision-making will be retained for at least six months to maintain these processes and culture.
- G. Mutually agreed upon entities, will, with agreement of both parties, provide coaching and facilitation to the EQOC.
- H. The EQOC will have the power to recommend changes in the collective bargaining agreement, in School Board Policy and District practices and procedures. The right to accept/reject these recommendations is reserved exclusively to each separate party. This agreement does not compromise the authority and roles of these parties.
- I. Recommendations to make certain changes may require state agency approval. The parties agree to jointly advocate for such changes that are mutually accepted.
- J. There will be joint communications for the purpose of educating teachers, administrators, school board members, and the community regarding the goals and progress of the EQOC's work on the EGS.

The charges to the EQOC will be to:

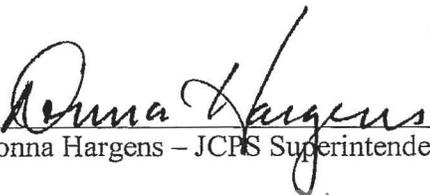
- 1. Develop a design, field test, pilot, and potential implementation timeline for the Educator Growth System, ensuring alignment to a common language and set of expectations as established in the KDE Teacher Effectiveness Framework based on Charlotte Danielson.

2. Oversee the development and/or the revision of component parts to support the whole in an Educator Growth System.
3. Develop recommendations, as needed, for changes in the collective bargaining agreement, in School Board Policy, and District practices and procedures. The right to accept/reject these recommendations is reserved exclusively to each separate party.
4. Communicate with all internal and external stakeholders regarding the goals and progress of the committee's work on the EGS.

It is further agreed that any party, for any reason, can terminate this collaborative endeavor at any time, by giving written notice to the other parties with two-weeks notice.

Note: This agreement does not in any way alter the collectively bargained JCTA-JCBE labor agreement.

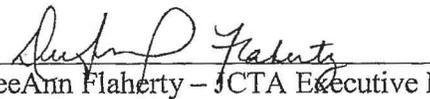
The undersigned parties hereby commit to collaboratively develop an Educator Growth System, as outlined above:


 Donna Hargens – JCPS Superintendent

1-28-13
 Date


 Brent McKim – JCTA President

1 Feb 2013
 Date


 DeeAnn Flaherty – JCTA Executive Director

2-4-13
 Date


 Diane Porter – JCBE Chair

28 January 13
 Date

V. Consent Calendar for January 28, 2013

- A. Approval of Personnel Actions
- B. Approval of Certified Leaves of Absence
- C. Approval of Organizational Charts
- D. Approval of Field Trip Requests
- E. Approval of Bid and Revised BG-1 Form for New Operations Building at Blankenbaker Bus Compound
- F. Approval of Project Completions and BG-4 Forms
 - 1. Stadium Electrical Upgrades at duPont Manual High School
 - 2. New Performing Arts Pavilion at Lincoln Elementary Performing Arts School
 - 3. Generator Replacement at VanHoose Education Center
 - 4. 2012 Paving Package 1 at Various Schools for Riverside Paving & Contracting, Inc.
 - 5. 2012 Paving Package 2 at Various Schools for Riverside Paving & Contracting, Inc.
- G. Approval of Construction Change Orders
- H. Approval of Bid Tabulations and Amendments
- I. Acceptance of Purchase Order Report
- J. Acceptance of Voucher Report
- K. Acceptance of Professional Services Contracts of \$5,000 or More
- L. Acceptance of Monthly Report of Professional Services Contracts
- M. Acceptance of Quarterly Report of Investment Performance
- N. Acceptance of Financial Report for Period Ended December 31, 2012
- O. Approval of Electrical Easement at Pleasure Ridge Park High School
- P. Approval of Water Easement at Pleasure Ridge Park High School
- Q. Approval of School Allocation Standards for Fiscal Year 2013-14
- R. Acceptance of Donations
- S. Acceptance of Funding from the Jefferson County Public Education Foundation
- T. Acceptance of Grants and Funding
 - 1. Acceptance of Grant from National Association of Elementary School Principals and the MetLife Foundation
 - 2. Acceptance of Teaching Art Together Grants from Kentucky Arts Council
 - 3. Acceptance of Fund for the Arts Grants
 - 4. Acceptance of Increase in Funding from Kentucky Department of Education for Career and Technical Education Program
- U. Approval of Change of Administrative Authority for Child and Adult Care Food Program
- V. Approval of Agreement with the University of Kentucky for Dietetic Internship Program
- W. Local District Certification of School Board Member Training Credit Hours
- X. Approval of Student Enrollment Projections for 2013-14
- Y. Approval of Kentucky Race to the Top Revised Local School District Scope of Work Agreement
- Z. Approval of General Fund Draft Budget for Fiscal Year 2013-14
- AA. Approval of Joint Statement of Commitment for the Collaborative Development of a Jefferson County Educator Growth System

Order #2013-012 - Motion Passed: A motion to approve the Consent Calendar as presented in Agenda Items V.A. through V.AA. passed with a motion by Mrs. Linda Duncan and a second by Mr. Chuck Haddaway.

| | | | |
|-------------------------|-----|--------------------|-----|
| Mr. Chris Brady | Yes | Mrs. Linda Duncan | Yes |
| Mrs. Carol Haddad | Yes | Mr. Chuck Haddaway | Yes |
| Mr. David A. Jones, Jr. | Yes | Ms. Diane Porter | Yes |
| Mrs. Debbie Wesslund | Yes | | |

Certified to be true copies of business duly adopted by the Board of Education of Jefferson County, Kentucky, on the 28th day of January 2013 and is on record in the Official Minute Books of said Board of Education.



Katherine M. Smith
Assistant Secretary to the Board

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement is made and entered in to by and between the Board of Education of Jefferson County, Kentucky (“the school district”), and the Jefferson County Teachers Association (“the teachers association”), hereinafter, “the parties”.

The parties mutually and in good faith agree to the following:

1. This Memorandum of Agreement (“MOA”) constitutes a modification of the existing collective bargaining agreement between the parties (“the Agreement”) for those schools that fall within its scope (see ¶ 2 below) and it shall expire with the current Agreement, unless extended by mutual agreement of the parties.
2. The procedures set forth herein shall apply to a school that has been identified as a “persistently low-achieving school” (“PLA school”) during the 2011-2012 school year and is engaged in the “transformation option” within the meaning of KRS 160.346(9)(d). This MOA shall only apply to a PLA school during the years that it is engaged in the transformation option. This MOA shall not apply to a non-PLA school, and shall not apply to a PLA school not engaged in the transformation option. Provisions of the parties’ existing Agreement that are not modified herein shall remain in full force and effect for PLA schools engaged in the transformation option.
3. The parties shall make every effort to interpret and apply this MOA in a manner consistent with the terms and conditions of the parties’ existing Agreement. However, the terms of this MOA shall take precedence over any inconsistent provision in the Agreement.
4. Except as provided in Section 6 and subsection b of Section 11 of this MOA, the evaluation process set forth in this MOA shall not be used to make personnel decisions or for any purpose other than to inform instructional practice and guide professional growth for the next three years.
5. Teacher Evaluation. A joint Educator Quality Oversight Committee shall be established. The committee shall consist of equal numbers of representatives appointed by the superintendent of the Jefferson County Public Schools and the president of the Jefferson County Teachers Association. All appointments shall be made by mutual agreement. The Educator Quality Oversight Committee shall implement the Kentucky Department of Education Teacher Effectiveness Framework by developing and implementing a performance evaluation system that, at a minimum, includes the following:
 - a. An evaluation structure that establishes four performance classifications: “Developing”, “Accomplished”, “Exemplary”, and “Ineffective.”
 - b. Formative evaluations which shall include the components set forth in this subsection:

- i. Developing teacher:
 - a) Individual Professional Growth Plan;
 - b) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section;
 - c) Five (5) formative observations with immediate feedback to be provided no later than five (5) working days after each evaluation; and
 - d) Immediate implementation of supports to assist in moving toward Accomplished status.
 - ii. Accomplished or Exemplary teacher:
 - a) Individual Professional Growth Plans based on goals within one of two career ladder tracks (see ¶ 8 below); and
 - b) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section.
 - iii. Ineffective teacher:
 - a) Individual Professional Growth Plan;
 - b) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section;
 - c) Five (5) formative observations with immediate feedback to be provided no later than five (5) working days after each evaluation; and
 - d) Immediate implementation of individualized supports to address weaknesses or deficiencies.
- c. Summative evaluations shall be conducted as follows:
 - i. Annual evaluations for Developing and Ineffective teachers;
 - ii. Evaluations every three (3) years for Accomplished and Exemplary teachers whose students exhibit adequate student growth toward learning targets based on evidence as set forth in subsection f. of this section; and
 - iii. Annual evaluations for Accomplished and Exemplary teachers whose students do not exhibit adequate student growth toward learning targets based on evidence as set forth in subsection f. of this section; and
- d. The formative and summative evaluations are to be conducted by a school administrator (principal or appointee) and a school district representative. The school district and teachers association shall work to identify appropriate school district representatives that are mutually agreeable to the parties.
- e. The summative evaluations shall include the components set forth in this subsection:
 - i. Developing teacher:
 - a) Two (2) formal classroom observations;
 - b) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section; and

- c) Tenure review at the end of four years pursuant to KRS 161.740.
 - ii. Accomplished or Exemplary teacher:
 - a) Two (2) formal classroom observations; and
 - b) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section.
 - iii. Ineffective teacher:
 - a) Individual Professional Growth Plan;
 - b) Three (3) formal classroom observations; and
 - c) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section.
- f. Sources of evidence for a comprehensive summative and formative evaluation system to demonstrate student growth toward learning targets:
 - i. Shall include:
 - a) Formative student assessment results and interim benchmarks assessments;
 - b) Summative student assessment results, including, but not limited to:
 - 1. Evidence of student growth on tests required under the state assessment system for teachers whose content areas and grade levels are assessed; and
 - 2. End-of-course exams required under the state assessment system for teachers whose content areas and grade levels are assessed; and
 - c) Results of program reviews required under the state assessment system for teachers whose content areas and grade levels are reviewed; and
 - ii. May include:
 - a) Student work analysis;
 - b) Data disaggregation matrix;
 - c) Gap goals and progress documentation;
 - d) College readiness;
 - e) Graduation rates;
 - f) Dropout rates;
 - g) Student performance;
 - h) NRTs;
 - i) Authentic assessments including performance-based assessments;
 - j) Culminating projects and exhibitions of learning; and
 - k) Additional sources of evidence as determined by the Educator Quality Oversight Committee.
- g. Formative and summative evaluations and related materials shall be considered confidential and shall not be released, except as required by law.

6. Renewal or Nonrenewal of Limited Contracts. The provisions of KRS 161.750, related to the renewal or nonrenewal of limited contracts, shall remain in effect for teachers in a school engaged in the transformation option under this MOA.
7. Supports for Professional Growth. The school district shall provide a variety of individualized supports to teacher to promote professional growth, to include the following components:
 - a. Developing teacher:
 - i. Individualized professional growth plan;
 - ii. Funding to attend professional development directly aligned with the teacher's professional growth plan; and
 - iii. At a minimum, one (1) monthly scheduled planning session. If a scheduled planning session is missed due to an absence, it shall be rescheduled as soon as practicable.
 - b. Accomplished or Exemplary teacher:
 - i. Individualized professional growth plan based on goals within one of two career ladder tracks (see ¶ 8 below); and
 - ii. Funding to attend professional development directly aligned with the teacher's professional growth plan.
 - c. Ineffective teacher:
 - i. Individualized Professional Growth Plan;
 - ii. Funding to attend professional development directly aligned with the teacher's professional growth plan; and
 - iii. At a minimum, one (1) weekly scheduled planning session with a master teacher. If a scheduled planning session is missed due to an absence, it shall be rescheduled as soon as practicable.
8. Career Ladder Tracks. The Educator Quality Oversight Committee shall develop and implement a career ladder system with two tracks, a Classroom Track available to Accomplished or Exemplary teachers, and a Master/Consulting Teacher Track available to Exemplary teachers only. Each Career Ladder level will be competitive and require at least a two (2) year commitment.
 - a. Classroom Teacher Track - For Accomplished or Exemplary teachers wishing to remain in the classroom or become instructional leaders within a school. Examples of Classroom Track positions may include, but not be limited to, team leader, peer teacher, or department chair.
 - b. Master/Consulting Teacher Track - For Exemplary teachers wishing to become instructional leaders at the district level. Examples of Master/Consulting Track positions may include, but not be limited to, resource teacher, staff development leader, consulting teacher, or instructional coach.

9. Compensation and Incentives for Professional Growth, Recruitment, and Retention. The Educator Quality Oversight Committee shall develop and implement a set of compensation, recognition, and support opportunities designed to promote the pursuit of professional growth opportunities and the recruitment and retention of teachers who can be effective in a turnaround environment, to include the following components:
- a. For all teachers:
 - i. Common planning time;
 - ii. New teacher cohort support program;
 - iii. Compensation for participation in after-school professional learning communities; and
 - iv. School-wide funded parent engagement program.
 - b. For Developing, Accomplished, and Exemplary teachers:
 - i. A “basket” of incentive choices from which an eligible teacher may select. Examples of incentives may include, but not be limited to, bonus or loan forgiveness for teaching in a high-need school with a three (3) year commitment, health club membership, child care subsidies, and other incentives; and
 - ii. Tuition reimbursement for pursuit of a master’s degree.
 - c. For Accomplished, and Exemplary teachers:
 - i. Fee remission for participation in the National Board for Professional Teaching Standards certification process and a bonus for successful completion; and
 - ii. Summer school teaching opportunities.
 - d. Ineffective teachers:
 - i. No additional compensation for leadership opportunities; and
 - ii. Not eligible for school rewards for staff (see ¶10 below).
 - e. Hiring of teachers:
 - i. Teachers with less than two (2) years experience must exhibit competencies established by the school district to determine the capacity of a teacher to work within a turnaround environment to meet the needs of students.
10. System to Recognize and Support School Staff. In collaboration with teachers and principals, the school district shall develop and implement a system to reward school staff through monetary and non-monetary means, based on increased student achievement and high school graduation rates.

- a. The system shall provide school-wide bonuses to all certified and classified staff, except that Ineffective teachers shall not be eligible for bonuses established under this section.
- b. Bonuses shall be provided to all staff when a school meets or exceeds specific performance goals established in the Comprehensive School Improvement Plan (CSIP) developed under the requirements and guidelines for the federal School Improvement Grant (SIG) program.
- c. The teacher representatives on each school's SBDM Council or School Advisory Council and the principal shall serve as a School Improvement Committee for the given school. In the absence of elected teacher representatives serving on a school's SBDM Council or School Advisory Council, the teachers in the school shall elect three teacher representatives by secret ballot to serve with the principal on the School Improvement Committee.
 - i. The School Improvement Committee shall review all pertinent information related to school performance and recommend school performance goals for approval by the certified staff of the school.
 - ii. All goals approved by school shall be reviewed and approved by the Educator Quality Oversight Committee. The Educator Quality Oversight Committee may require a school to revisit its selected goals.
 - iii. The goals shall take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of student performance, and increased high school graduation rates (if applicable).
 - iv. "Student growth" as used in this MOA means the change in achievement for an individual student between two or more points in time. For grades in which the state administers summative assessments in reading/language arts and mathematics, student growth data must be based on the State's assessment under section 1111(b)(3) of the ESEA. A state may also include other measures that are rigorous and comparable across classrooms.
- d. School performance goals may be established regarding the following measures, or other measures determined by the Educator Quality Oversight Committee:
 - i. Achievement gap reduction;
 - ii. Percentage of students scoring "proficient" or "distinguished" on the statewide assessment in specific content areas;
 - iii. Percentage of students meeting statewide "college and career ready" standards established by the Kentucky Department of Education;
 - iv. Percentage of students passing statewide end-of-course assessments;
 - v. PLAN/ACT scores;
 - vi. High school graduation rate;

- vi. High school graduation rate;
 - vii. Percentage of high school students successfully completing dual credit courses;
 - viii. Percentage of students receiving a “3” or better on AP examinations; and
 - ix. Results of program reviews within the statewide assessment and accountability system.
- e. Accomplished, and Exemplary teachers shall be eligible for additional compensation based on the differentiated roles and work responsibilities connected to specific jobs within the Classroom Teacher and Master/Consulting Teacher Career Ladder Tracks (see ¶ 8 above).

11. Discipline, Supports, and Removal of Ineffective Teachers.

- a. Disciplinary action:
 - i. Disciplinary action for an Ineffective teacher based on the teacher’s professional performance, including his or her removal, shall occur only after the teacher has received support and ample opportunities to improve professional practice as required by the federal SIG program and as set forth in this MOA.
 - ii. Nothing in this MOA shall be construed to limit the ability of the school district to discipline a teacher in conformity with procedures set forth in statute and the Agreement between the parties for violations of a rule, regulation or order of management not related to teacher effectiveness.
- b. Finding of significant deficiency. The significant deficiency process provided for in the Agreement may be initiated at any point during the school year based on a judgment reached by the principal that takes into account a teacher’s formative and summative evaluation(s). In addition, the significant deficiency process shall be initiated if a teacher is determined to be Ineffective in his or her summative evaluation.
- c. Supports for Ineffective teachers. A teacher that has been determined to be Ineffective by a summative evaluation shall receive assistance and supports which shall include, but not be limited to:
 - i. Individual Professional Growth Plan;
 - ii. Five (5) formative observations with immediate feedback to be provided no later than five (5) working days after each evaluation;
 - iii. Immediate implementation of individualized supports to address weaknesses or deficiencies;
 - iv. Funding to attend professional development;
 - v. At a minimum, one (1) weekly scheduled planning session with a master teacher. If a scheduled planning session is missed due to an absence, it shall be rescheduled as soon as practicable;

- vi. Common planning time;
- vii. New teacher cohort support program;
- viii. Participation in after-school professional learning communities; and
- ix. School-wide funded parent engagement program (see ¶ 5, 7, 9 above).

d. If a teacher, having received assistance and multiple opportunities for improvement, has not demonstrated sufficient professional success, the school district may seek the teacher's removal from the school by making an alternative assignment to a non-PIA school, or through the significant deficiency process provided for in the parties' Agreement.

This Memorandum of Agreement made and entered into on this _____ day of _____, 2011, by and between the Jefferson County Board of Education and the Jefferson County Teachers Association.

JEFFERSON COUNTY PUBLIC SCHOOLS SUPERINTENDENT

By: _____

[Handwritten Signature]
12/13/11

JEFFERSON COUNTY BOARD OF EDUCATION

By: _____

[Handwritten Signature], Chair

JEFFERSON COUNTY TEACHERS ASSOCIATION

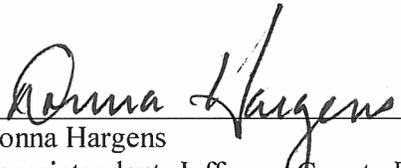
By: _____

[Handwritten Signature] 12/16/2011
President

MEMORANDUM OF AGREEMENT
BY AND BETWEEN
THE JEFFERSON COUNTY BOARD OF EDUCATION
AND
JEFFERSON COUNTY TEACHERS ASSOCIATION

- 1). The recently adopted Goal Clarity Coach (“GCC”) job description will be a 190-day work schedule.
- 2). All Gheens-based Resource Teachers who were assigned to a specific school during the 2012-13 school year will have the right to be appointed to the school-based GCC position at the same school to begin in the 2013-2014 school year. If such a Resource Teacher exercises this right, he/she will not have to compete with other Resource Teachers for the position. Resource Teachers desiring to exercise this right must advise the District on a form provided by the District of that election no later than March 18, 2013. Other than the right created by this Paragraph, Gheens-based Resource Teachers shall not have “building rights”. Any Resource Teacher exercising this right will be eligible for an optional extended day for the duration of their time in the GCC position. Any GCC positions not filled under this Paragraph, any newly created GCC position, and any GCC vacancies that are filled in the future, will not be eligible for the optional extended day.
- 3). Any Gheens-based Resource Teacher who was assigned to a specific school during the 2012-2013 school year who does not exercise the right outlined in Paragraph 2 above will have the option of either remaining at their school in an instructional position or be overstaffed at the conclusion of that school year and placed on the transfer list for the 2013-2014 school year.
- 4). All GE Grant Staff Developers/Resource Teachers assigned to a specific school during the 2013-14 school year will have the right to be appointed to the school-based Goal Clarity Coach position at the same school to begin in the 2014-2015 school year. If such a Staff Developer exercises this right, he/she will not have to compete with other Staff Developers for the position. Staff Developers desiring to exercise this right must advise the District of that election no later than March 1, 2014.
- 5). Any GE Grant Staff Developers/Resource Teacher who was assigned to a specific school during the 2013-2014 school year who does not exercise the right outlined in Paragraph 4 above will bounce back to a teaching position in the school to which they are currently assigned.
- 6). After the placement of GCC’s described herein is complete, all future GCC positions will be filled via standard postings, interviews and school-based hiring decisions.
- 7). This settlement is the complete resolution of all issues related to the subject of this memorandum of agreement, including the following class action grievances: 1) 195 Day RT Position Grievance filed on or about 1/30/13, grievance number T13-00030-01, and 2) Resource Teachers Silver Day filed on or about 1/16/13, grievance number T13-000-22-02.

8). This specific resolution/settlement is recognized as being no precedent, shall not be construed in any way to be precedent or be used to substantiate any present or future claim by any party to rights by past practice.



Donna Hargens
Superintendent, Jefferson County Board of Education

3/11/13
DATE



Diane Porter
Chair, Jefferson County Board of Education

20 march 13
DATE



Brent McKim
President, Jefferson County Teachers Association

3/20/13
DATE



DeeAnn Flaherty
Executive Director, Jefferson County Teachers Association

3/20/13
DATE

60322420.4

Human Resources

VanHoose Education Center
3332 Newburg Road
Louisville, KY 40218

**JEFFERSON COUNTY PUBLIC SCHOOLS
Notification of Change**

JCPS Employee Number: 100637
SSN: 406-98-6838
Seniority Date: 08-27-1992
Work Location: 144

December 10, 2013
ROLANDA R. BLEDSOE
1125 LEHIGH AVE
LOUISVILLE, KY 40215

Dear JCPS Employee:

The following changes have been made to your assignment, personal information, and/or salary placement effective 12-09-2013. Please check the information below for accuracy. For further understanding or your JCPS employment information, go to Employee Self Service at <http://employee.jefferson.kyschools.us/ess/>

| R/S <u>2</u> F | FROM | TO |
|--|--|--|
| Job Title: | <u>ASST PRINCIPAL MIDDLE SCHOOL</u> | <u>PRINCIPAL MIDDLE SCHOOL</u> |
| Work Location: | <u>144 / STUART MIDDLE</u> | <u>144 /STUART MIDDLE</u> |
| Hourly/Daily/Annual Salary: | <u>59.6094 / 476.8750 / 102,528.13</u> | <u>64.1665 / 513.3321 / 112,933.06</u> |
| BU: | <u>CERX</u> | <u>CERX</u> |
| Grade (rank) / Step: | <u>11 / RANK I / 20</u> | <u>11 / RANK I / 20</u> |
| Days / Hours: | <u>215.00 / 8.00</u> | <u>220.00 / 8.00</u> |
| Position Number: | <u>1254</u> | <u>3533</u> |
| LEAVE OF ABSENCE | | |
| Type of Leave: | Effective Date: | Return Date: |
| | | |
| LAYOFF - DISCHARGE - RESIGNATION - RETIREMENT | | |
| Type of Separation: | Effective Date: | |
| | | |

Comments: CONGRATULATIONS! SEE NOTES

EMPLOYEE #100637, R. BLEDSOE, AP STUART MS, JCC 4345, POS#1254, LOC #144, MOVING TO PRINCIPAL POSITION 3533 JCC 4300 SAME LOCATION.

Approved By: J. Asmouk

Prepared By: clincol1 12/10/2013 09:29:35

JEFFERSON COUNTY BOARD OF EDUCATION
NOTIFICATION OF CHANGE

001822



Name: **EDDLEMAN STACI M**
 Address: **12598 TAYLORSVILLE RD**
LOUISVILLE, KY 40299

| | | | |
|---------------------------|-----------------------|--|--------------------------|
| Soc. Sec. No: 407-06-0242 | Race/Sex Code: B | Phone: (502)267-0925 | Today's Date: 03/12/10 |
| Department: 20 | Budget Slot (1): 0002 | Budget Slot (2): | Budget Slot (3): |
| Job Code (1): 05120 | Job Code (2): | Job Code (3): | Effective Date: 03/09/10 |
| Board Action Date: | Last Day Worked: | Last Day Paid: | Yrs. Exp.: 14 |
| Original Leave Date: | Personal Days: | Sick Days: | Vac. Days: |
| Birth Date: 01/26/68 | Hire Date: 07/02/01 | Employment Status: A /PERMANENT FULL-TIME | |
| Representation Code: X | Perm. Rep. Code: X | | |
| 001822 *843703 843704 | 1 05120 0004 | | |

Transfer

| | | |
|--|---------------------------------|-----------|
| Job Assignment: SEC SCH ASST PRIN | To: MID SCH PRINCIPAL | |
| Certification: KP2 B43 SSGF | To: 077 WESTPORT MID SCHOOL | |
| Work Location: 105 BALLARD HS | To: \$457.05 \$100551.00 | |
| Current Salary: \$439.82 \$94561.30 | To: 4 | |
| Job Family: 4 | To: 13/05 | |
| Grade/Rank/Step: 12/05 | To: 11/14 | |
| Admin. Tch. Rank/Step: 11/14 | To: GENERAL | |
| Funding Source: GENERAL | To: 0-0100-20-2410-120-5-077-30 | |
| Acct. No. (1): 0-0100-30-2410-121-5-105-60 | Pct: 1.00 | Pct: 1.00 |
| Acct. No. (2): | Pct: | Pct: |
| Acct. No. (3): | Pct: | Pct: |
| Reason: | To: 220/ | |
| Base Days/Hours: 215/ | | |
| Person replaced - Name/Reason: | | |
| FICA: CERS: KTRS: Additon: Replacement: | | |

LEAVE OF ABSENCE

| | |
|-----------------|--------------------------|
| Type of Leave: | Expected Date of Return: |
| Job Assignment: | Work Location: |
| Funding Source: | Acct. No. (1): Pct: |
| | Acct. No. (2): Pct: |
| | Acct. No. (3): Pct: |

LAYOFF / DISCHARGE / RESIGNATION / RETIREMENT / NON-RENEW

| | | | | |
|-----------------|------------|----------------|-------------|------------|
| Layoff: | Discharge: | Resignation: | Retirement: | Non-Renew: |
| Job Assignment: | | Work Location: | | |
| Reason: | | | | |
| Funding Source: | | Acct. No. (1): | | Pct: |
| | | Acct. No. (2): | | Pct: |
| | | Acct. No. (3): | | Pct: |

Remarks

Remarks: ADMINISTRATORS WORK 8 HOURS PER DAY.
 CONGRATULATIONS! APPLIED, INTERVIEWED AND RECOMMENDED TO REPLACE
 DEVON WOODLEE.

Copies: FILE, CERTIFICATIONS, ASST SUPT

Recall Information

| | | | | | | |
|---------------------|----|----|-----------------|-------------|-------------------------|----|
| Recall Issued: | AM | PM | Job Assignment: | Days/Hours: | Job Offer Accepted: Yes | No |
| Work Location: | | | Salary Grade: | | | |
| If Refused, reason: | | | | | | |
| Person making call: | | | | | | |

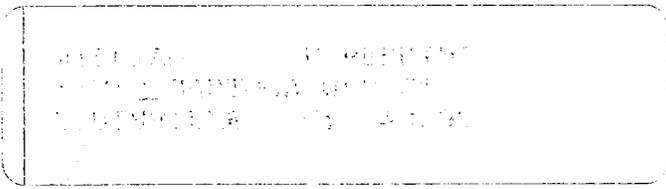
DIVISION OF PERSONNEL SERVICES

Signed: 
 Personnel Administrator: _____

Date: 03/12/10

**JEFFERSON COUNTY BOARD OF EDUCATION
NOTIFICATION OF CHANGE**

Name: PERKINS III WILLIAM
Address: 11717 SARTOGA WDS CT
LOUISVILLE, KY 40299



Soc. Sec. No.: 405-25-7207 Race/Sex Code: A
 Department: 20 Budget Slot (1): 0002 Phone: (502) 326-4182 Today's Date: 03/19/07
 Job Code (1): 05120 Job Code (2): Budget Slot (2): Budget Slot (3):
 Board Action Date: Last Day Worked: Last Day Paid: Yrs Exp.:
 Original Leave Date: Personal Days: Sick Days: Vac. Days:
 Birth Date: 05/30/70 Hire Date: 09/27/93 EMPLOYMENT STATUS: A / PERMANENT FULL-TIME
 Representation Code: X Perm. Rep. Code: 1 05120 0009

| TRANSFER | |
|--|---|
| Job Assignment: MID SCH PRINCIPAL | To: MID SCH PRINCIPAL |
| Certification: PS6F B27 C24 R26 R22 | To: PCS KP2 |
| Work Location: 620 SOUTHERN LEADSHP ACA | To: 620 SOUTHERN LEADSHP ACA |
| Current Salary: \$384.60 \$84612.00 | To: \$384.60 \$84612.00 |
| Job Family: 4 | To: 4 |
| Grade/Rank/Step: 13/01 | To: 13/01 |
| Admin. Tch. Rank/Step: 10/13 | To: 10/13 |
| Funding Source: GENERAL | To: GENERAL |
| Acct No. (1): 7-0100-20-2410-120-5-620-30 Pct: 1.00 | To: 7-0100-20-2410-120-5-620-30 Pct: 1.00 |
| Acct No. (2): | To: |
| Acct No. (3): | To: |
| Reason: REPLACE ANITA JONES | To: 220/ |
| Base Days/Hours: 220/ | To: 220/ |
| Person Replaced - Name/Reason: CERX6201077 011020900XN4300 | |
| FICA: SERS: KTRS: Addition: Replacement: | |

| LEAVE OF ABSENCE | |
|------------------|--------------------------|
| Type of Leave: | Expected Date of Return: |
| Job Assignment: | Work Location: |
| Funding Source: | Acct. No. (1): Pct: |
| | Acct. No. (2): Pct: |
| | Acct. No. (3): Pct: |

| LAYOFF / DISCHARGE / RESIGNATION / RETIREMENT | | | |
|---|------------|---------------------|-------------|
| Layoff: | Discharge: | Resignation: | Retirement: |
| Job Assignment: | | Work Location: | |
| Reason: | | Acct. No. (1): Pct: | |
| Funding Source: | | Acct. No. (2): Pct: | |
| | | Acct. No. (3): Pct: | |

REMARKS
 Remarks: COMPLETED INTERIM ASSIGNMENT - ASSIGNED TO PERMANENT FULL-TIME POSITION PER DOCUMENTATION ON FILE.
 Copies: PAYROLL, ASST SUPT. FILE

| RECALL INFORMATION | | | |
|---------------------|---------------|-----------------|----------------------------|
| Recall Issued: | AM PM | Job Assignment: | |
| Work Location: | Salary Grade: | Days/Hours: | Job Offer Accepted: Yes No |
| If Refused, reason: | | | |
| Person making call: | | | |

DIVISION OF PERSONNEL SERVICES

Signed: 
 Personnel Administrator:
 JCPS Transformation Application

Date: 3/19/07
 Revised 5.5.14