

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

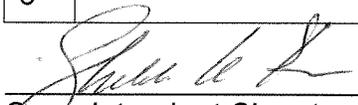
(Section 1003g)

**Cover Page**

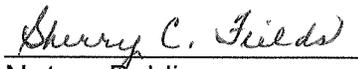
**Please Note:** You may only type in the highlighted areas.

<b>District</b> Jefferson County Public Schools	<b>DISTRICT Mailing Address</b>		
<b>Name of District Contact</b> Dena Dossett	<b>Street Address 1</b>	VanHoose Education Center	
<b>Position</b> Director, Planning	<b>Street Address 2</b>	3332 Newburg Road	
<b>Email</b> Dena.Dossett@jefferson.kyschools.us	<b>City</b>	Louisville	<b>ZIP</b> 40218
<b>Submission Date</b> (office use only)	<b>Phone</b>	502-485-3011	
	<b>CONTACT Mailing Address (if different)</b>		
	<b>Street Address 1</b>		
	<b>Street Address 2</b>		
	<b>City</b>		<b>ZIP</b>
	<b>Phone</b>	502-485-7074	

District Name		NCES ID#	Total Awarded
JCPS		2102990	\$
School Name	NCES ID#	Tier	Intervention
1 Doss High School	210299000691	1	Turnaround Model
2			Turnaround Model
3			Turnaround Model
4			Turnaround Model
5			Turnaround Model
6			Turnaround Model

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

6/15/11  
 \_\_\_\_\_  
 Date

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

11/3/2015  
 \_\_\_\_\_  
 My commission expires

Notary seal

Turnaround Model

**Signature Page**

**SBDM Verification of SIG Application/CSIP**

School Based-Decision Making (SBDM) councils are required to approve the comprehensive school improvement plan (CSIP), pursuant to KRS 160.345 (j). Since this School Improvement Grant (SIG) application serves as the CSIP, Corrective Action, or Restructuring Plans, and embeds the school Literacy and Math Plans the district must collaborate with the SBDM council on the development and implementation of this application. The SBDM council must approve this SIG application/CSIP in an agenda-based open council meeting and complete the following verification of approval.

We, the \_\_\_\_\_ SBDM Council have approved the SIG application/CSIP as required by KRS 160.345 (j).

We further acknowledge this plan will serve as the school(s') Corrective Action or Restructuring Plans, as applicable. This plan also encompasses the school's Literacy and Math Plans.

Signature of SBDM Council Chair

Date

The SBDM council's capacity was removed by  
the KDE Leadership Assessment \_\_\_\_\_

\_\_\_\_\_

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

### **District Verification**

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

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

The district must assure that it will—

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

**E. Waivers:** If the State has requested any waivers of requirements applicable to the district's School Improvement Grant, a district must indicate which of those waivers it intends to implement.

The Kentucky Department of Education has applied for the waivers listed below. The district must check each waiver that the district will implement. If the district does not intend to implement the waiver with respect to each applicable school, the district must indicate for which schools it will implement the waiver.

Extending the period of availability of school improvement funds.

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

Turnaround Model

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

**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.

The district will assign a Priority School Manager to the school in order to assist with the successful implementation of the various school improvement activities. The work of the priority school manager and the school administrative team will be critical in sustaining the reform and the intervention programs. The team will meet to discuss all facets of the school improvement efforts. The district will further ensure that resource support for the purpose of providing purposeful professional development will be substantive.

The assistant superintendent for high schools has developed the following plan. The 9th and 10th grade English students and 9th, 10th, and 11th grade math students will take their courses during all three trimesters. For reading and math, the Kentucky Core Academic Standards (KCAS) will be mapped out by the district for each grading period (six weeks). Three primary standards will be identified for each six weeks, and interim assessments and an end-of six weeks "Proficiency Exam" will be provided to track student competency in the targeted standards. It is recommended that each student must be guided by teachers to demonstrate competency in each standard (in at least one way) by the time the Proficiency Exam is administered. Competency could be confirmed on an interim assessment or through teacher-designed formative assessments. Following the success of Project Proficiency in year one, the same standards based format, using the Core Content for Assessment 4.1 will be implemented in social studies (Exploring Civics, World History and US History) and science (Integrated 1A and 1B and biology).

The District will supply teachers with course-common assessments that are aligned with DOK levels of the KCAS and KDE Core Content 4.1. For each of their students, teachers will be able to print tests and answer sheets with identifying bar codes that allow scanning of completed responses into the district's web-based data system entitled, CASCADE. Reports will include item analyses for each assessment by student, course, teacher, school, and district, and suggestions for misunderstanding and responsive instruction will be electronically available for each distracter selected on the assessment. Individual student data will follow students who are transient within the district, and reports will be disaggregated by gender, race, SES, or ECE.

The trimester schedule allows teachers who teach the same math or English (reading) course to teach them during the same periods, allowing teachers to share or regroup students when needed based on the Project Proficiency assessments. In addition, ECE teachers will collaborate with the regular education teachers. The data reports generated will allow Learning Teams (PLC) of teachers (same course) to collaboratively determine learning gaps, discuss instructional implications, and adjust their practice and their intervention strategies.

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

As part of Doss's participation in a USDOE Smaller Learning Communities (SLC) grant, Education Northwest, a technical assistance provider from Portland, Oregon will provide technical assistance to Doss regarding the frequency, duration, and use of professional collaborative time. The district will sponsor monthly "PLC Design Team" meetings where school leaders will meet with the technical assistance provider to investigate current collaborative practices, reflect on them, and recommend necessary adjustments to practice. The design team will conduct learning walks to examine teacher collaboration and measure collaborative implementation and outcome indicators during content-specific Professional Learning Communities (PLC's).

The administrative staff, principal mentor, math and reading specialists, resource teachers, and advisors will divide the labor of supporting, servicing, and training these teachers. Resource teachers and administrators will monitor pacing guides and the curriculum map, guide Learning Team (PLC) debriefing, and support teaching through learning walks, modeling, conferences, and lesson study suggestions. They will also collaborate with teachers on soliciting specific parent contributions. For students, the district will provide a Performance Journal within which each student will record goals, reflections, plans, and progress toward competency of primary standards. Within the Advisory initiative, students will be coached to regularly enter progress and next steps.

The assistant superintendent, high school liaison, and priority manager will meet every three weeks with the principal mentor and principal to review resource teacher support, debrief Learning Team (PLC) meetings, join in walkthroughs, discuss teacher supervision, identify needs, review data, and agree on next steps. Each grading period, the principal will monitor and communicate to the ILT and faculty student progress toward competency of the primary standards. In addition, the assistant superintendent will assign the principal to an Accountability Team of his/her peers and hold quarterly meetings to examine each other's data and to visit one another's school, walking through classrooms to monitor the challenge level of student tasks.

The district will also provide support to the schools through resource teachers' help from the Literacy Department, the Analytical and Applied Science Department, the ECE Department, and the Technology Department. These departments will support the school as they develop and implement a school-wide literacy and mathematics improvement plan.

Through the SIG process, the state will provide an ERL as a principal mentor to be shared with another school. The school will contract with the state to provide a Reading and Math specialist (ERSs) that will help to support and implement the Reading and Math Improvement Plan. These specialists will work closely with the Math and English teachers to provide support and strategies for improving student achievement and help to analyze data from various sources as a means of tracking and enhancing student performance. This will allow remedial and preemptive tutoring programs to be put into effect.

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

All Tier I and II schools will be served.

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

**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 will be reserved for district level activities. The district will support the Tier I and II schools through existing funds.

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.)

School to Career funds, a new school staffing formula, and additional general fund allocations have been revised and redirected to specifically meet the needs of each of the audited schools. The school board moved School to Career to report to the assistant superintendent of high schools, and he has reorganized positions and budgets to more adequately transfer the savings to priority schools to support their new Career Theme emphasis.

Jefferson County Public Schools has two tiers of Section 7 funding, At-risk (allocated to all schools) and Student Recovery Program (SRP) which will be coordinated with the school's intervention model. The first tier in the Section 7 allocation is available to all regular instruction schools under this provision, and is known as an At-risk allocation. This amount 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 insure that these funds are imbedded in the CSIP, and tied to the greatest needs of those students that require the highest degree of attention in order to insure their success. The per-pupil allocation for At-risk funds is higher with schools that have higher percents of free and reduced lunch student populations. Also, the At-risk allocation is separate from and a different set of account codes than the site-based allocation. This separation of account codes is simply to insure the ability of all stakeholders to monitor the budgeting and expense trends of Section 7 allocations.

Schools that are trending to state "Needs Improvement" category or that are in No Child Left Behind Tiers are encouraged to apply for the second tier of Section 7 funding known as Student Recovery Program (SRP). This has the same requirements as the At-risk Allocation, but provides an avenue for very deliberate District support to those schools that currently need funding to the highest degree. Schools in Tier I, II, or III certainly fall in this

Turnaround Model

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

category. Typically, these are the schools that have high concentrations of students most at risk of becoming dropouts.

The Family Resource/Youth Services Center Coordinator (FRYSC) will work closely with staff to promote family involvement in the areas of attendance, participation at teacher conferences, as well as provide services for students that will remove barriers to student achievement. The counselor will also work with the FRYSC coordinator to identify and address needs of students.

The self-contained special education units and the resource units are funded by the district. Our school receives the support of JCPD special education resource teachers from the district.

Funds from Title I and Flexible Focus grants will be provided. Flexible Focus money is limited to Extended School Services and Professional Development.

The home-school coordinator will initiate and supplement quality educational activities for students. This program provides services for students with low attendance and students with potential of dropping out of school. The target populations for the program are students in the ninth through twelfth grades that have fifteen or more absences, students with a high suspension rate, and students at risk of dropping out of school.

The Career Planner will teach students pre-employment and work-maturity skills. In addition, students can also participate in the Mentoring Program where they are matched with a successful businessperson for one-on-one support.

Through federal Smaller Learning Communities grant, Doss will receive assistance in developing freshman academies, creating career-themed Schools of Study, enhancing professional collaboration in content-alike and cross-disciplinary Professional Learning Communities, and establishing advisory programs. These activities are part of the district's high school redesign effort designed to increase student achievement and ensure that all students graduate with a credentialed diploma that leads to dual credit, an articulated credit, or an industry-standard certification.

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

As previously stated, the district will assign a Priority School Manager to the school in order to assist with the successful implementation of the various school improvement activities. The work of the priority school manager and the school administrative team will be critical in sustaining the reform and the intervention programs. The team will meet to discuss all facets of the school improvement efforts. The district will further ensure that resource support for providing purposeful professional development will be substantive.

In addition, the district has utilized Title I funds to provide an equivalent of 1.5 teachers in each Tier I school for literacy and mathematics lead teachers. The lead teachers work with their colleagues to ensure curriculum implementation fidelity, assist with student interventions, and provide assistance with managing Project Proficiency.

Turnaround Model

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

For Tier I schools utilizing the trimester schedule, an add-on allocation is given for staffing to reduce class size in addition to providing additional course offerings in the school's Career Theme. This teacher allocation is based on the school's enrollment. By providing additional staff, schools are better equipped to establish a structure that places students in career-themed Schools of Study.

District-funded curriculum specialists in reading, mathematics, science, and social studies will work closely with school leadership and teachers to ensure understanding of KCAS and the ACT Quality Core. Led by the content area specialists, a cadre of teachers from each end-of-course tested area in each school will meet throughout the 2011-12 school year to unpack content standards, plan for formative assessment, and refine professional collaboration strategies. The intent is to develop capacity in each school to unpack the new curriculum, plan highly rigorous and relevant instructional activities, and review student work to make instructional adjustments.

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

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

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 has completed pre-implementation activities as part of its high school redesign initiative. The centerpiece of the design is the creation of Career Themed High Schools. In 2008, the JCPS superintendent created a task force consisting of business and community leaders to identify ways to retool career and technical education and provide meaningful post-secondary transitions for students. The key components of the high school redesign initiative are listed below:

**Freshman Academy**

The Freshman Academy effectively transitions students from middle school and provides coherent support systems to foster student connectedness and successful progression throughout high school. The Freshman Academy organizes students in teams taught by a core group of faculty. These freshman faculty members have common preparation time, which enables them to collaborate to ensure students are succeeding, and to intervene early to address student problems and learning needs. They have successfully focused on improving attendance, promoting self-discipline and responsibility, reducing retentions, enhancing social and emotional skills, and providing college and career exploration. Students entering Doss experience a comprehensive freshman academy that connects students to high school, the career theme, and establishes high expectations for academic performance and behavior.

Through its two Smaller Learning Communities (SLC) grants, the district has contracted with High Schools that Work (HSTW), a technical assistance provider from Atlanta, Georgia to work with a design team from Doss to establish the necessary structures and instructional

Turnaround Model

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

supports for an effective freshman academy. Freshman Academy implementation will continue at Doss during the 2011-12 school year. District leadership will meet with lead freshman administrators and teachers to share best practices, share outcome data, and make necessary adjustments. During the 2011-12 school year, the high school division will rollout a "Freshman Academy Dashboard" that will contain real-time cognitive and non-cognitive data necessary for efficient freshman academy planning meetings.

### **3x5 Trimester Schedule**

The 3x5 trimester schedule consists of five 70-minute course periods per day for each of three 12-week trimesters. Students may earn 7.5 credits per year and 30 credits in four years. Since the state requires 22 credits to graduate, students have increased access to both the growing number of state requirements and valuable electives. The 3x5 trimester schedule offers a number of critical advantages for improving student performance.

Because of the longer period, it provides additional time for in-depth learning and personalization. At the same time, it reduces the student-teacher ratio and the number of courses that students have to focus on at one time. This factor enables both teachers and students to concentrate their efforts on a narrower range of coursework at any given time.

It also provides flexible pathways for both acceleration and remediation. Because a student completes a traditional course in two trimesters, it enables some students to accelerate by, for example, taking three math courses in two years. It also enables students who struggle with content or who are taking demanding Advanced Placement classes to take a course across all three trimesters.

### **Advisory Period**

Cohorts of students in grades 10 through 12 with similar career interests are assigned to an adult advisor who helps students build community and a sense of belonging, develop academic and decision-making skills, and acquire knowledge and guidance for pursuing a postsecondary pathway.

### **Smaller Learning Communities/Schools of Study**

The Schools of Study (SOS) structure creates context and coherence for postsecondary pathways. Smaller Learning Communities will organize students in grades ten through twelve according to their academic interests, aspirations, and career goals. Each SOS will align with the school's overarching career theme and connect students to their peers, their teachers, and their school. In addition, each student will connect with an advisor or advocate who will build a trusting relationship with him/her and provide ongoing assistance to pursue a "credentialed diploma" through an industry certification, community college articulated credit, or dual college credit.

Students in grades 10-12 experience the school's Career Theme through participation in "Schools of Study." This SLC design pairs students with majors that lead to dual and articulated credit as well as industry-standard certifications. Plans are underway to assign students in each School of Study to a core group of teachers (English, math, science, social studies, CTE) who will monitor student performance and create cross-curricular learning experiences for students. Through the Smaller Learning Communities (SLC) and Investment in Innovation (I3) grants, the district has contracted with Education Northwest, a technical

Turnaround Model

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

assistance provider from Portland, Oregon to provide technical assistance and support with creating career themed Schools of Study and advancing cross-content Professional Learning Communities (PLC's). During the 2011-12 school year, Education Northwest will create a "practice profile" of Doss and work with the school and district staff to create the structural and instructional systems necessary for the design to take hold.

To begin cross-disciplinary collaboration at Doss, Education Northwest will provide Doss assistance with a project entitled "Q4R2" during the 2011-12 school year. A core content teacher has been paired with a Career Theme teacher and a community business partner to design high rigor, high relevant instructional activities with an emphasis on: curriculum overlapping, 21<sup>st</sup> Century skills, high yield instructional strategies, authentic audiences, and authentic demonstrations of proficiency. This project will serve as a pilot at Doss and will be the model for cross-content collaboration during future years.

**Project Proficiency Support:** Because of the new Kentucky Core Academic Standards (KCAS), and end-of-course assessments as parts of the new accountability system, the district has placed a high premium on the standards-based grading and professional collaboration. To maximize Project Proficiency's potential, unprecedented support from the District will be necessary. Education Northwest has worked closely with district content area specialists to identify professional development needs in instructional content, pedagogy, and facilitative skills. JCPS content specialists, resource teachers, and the high school redesign team have agreed to provide support for core content teachers in three key areas:

1. Content—Understanding the Kentucky Core Assessment Standards, Curriculum Implementation, and 21<sup>st</sup> Century Skills Necessary for Graduates
2. Pedagogy—Utilizing the Characteristics of Highly Effective Teaching and Learning (CHETL) and strategies from existing curriculum programs to enhance teaching practices.
3. Facilitation—Developing the repertoire of collaborative skills and protocols necessary for teachers to discuss learning, assessments, and intervention strategies.

Each high school will be asked to select one teacher to serve as a course-level facilitator in the following subjects: Algebra I, Geometry, Algebra II, Integrated Science IA, Integrated Science IB, Biology, English, and US History. During the 2011-12 school year, JCPS curriculum staff will meet with cohort groups to provide support in content, pedagogy, and facilitative work necessary to implement Project Proficiency in preparation for end-of-course exams. In conjunction with Education Northwest, the district will sponsor monthly "PLC Design Team" meetings where school leaders will meet to investigate current collaborative practices, reflect on them, and recommend necessary adjustments to practice. The design team will conduct learning walks to examine teacher collaboration and measure collaborative implementation and outcome indicators during content-specific Professional Learning Communities (PLC's).

Professional Career Theme: Cultivating Leadership and Innovation - Doss Jefferson County Public Schools has reorganized 15 of its comprehensive high schools for 2010-11. Each of these high schools will provide the same core curriculum, but will also provide a wide range of elective courses in a specific career theme. With five high schools in each of three regions, we have identified five broad career themes and selected one high school in each region to focus on that theme. We believe that this restructuring will provide greater

Turnaround Model

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

opportunities for students to be more fully engaged in areas of interest and to find a meaningful direction and career path. It also enables each school to build strong relationships with local businesses and organizations, related to that career area, that can mentor students and support the school's program. Students will be able to select any one of the five high schools in their region and the district will provide the transportation necessary to ensure that students are able to attend that school.

Because of this district-wide restructuring, the school and district leadership are completely redesigning Doss High School to align with professional careers in business and information technology. The school's program will teach critical skills to prepare students to become members of a viable, high-performing workforce. Students will take courses in public speaking and creative writing, and they will be exposed to the arts to encourage creativity and imagination. Students will also learn the technical skills required for success in college and the workforce. Students will receive real world, hands-on experiences by completing internships with local business partners. State universities will also provide enhanced learning opportunities for students through Advanced Placement courses, on-campus learning opportunities, and dual-credit college courses. Doss High School has collaborated with ClassAct Federal Credit Union to create the "ClassAct Academy of Business and Finance @ Doss High School." With the support of the ClassAct Federal Credit Union, a student-run credit union branch opened at Doss High School in September 2010. In addition, ClassAct staff members have worked closely with Doss to develop and implement a financial literacy and business curriculum.

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

**Year 1 Budget**

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

**District** Jefferson County Public Schools

MUNIS Code		Description of Activity	Amount Requested
0110	Certified Services		
0111	Extended Days		
0112	Extra Duty		
0113	Other Certified		
0120	Certified Substitute		
0130	Classified Salaries		
0140	Overtime		
0150	Classified Substitute		
0170	Paraprofessional		
0211	Life Insurance		
0213	Liability Insurance		
0215	Long Term Disability		
0221	FICA		
0222	Medicare Match		
0231	KTRS		
0232	CERS		
0253	Unemployment		
0260	Workers Compensation		
0294	Health Insurance		
0295	State Life Insurance		
0296	State Administrative Fee		
0322	Education Consultant		
0335	Professional Consultant		
0338	Registration Fees		

Turnaround Model

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

MUNIS Code		Description of Activity	Amount Requested
0441	Land or Building Rental		
0513	Bus Tokens - Public Conveyance		
0514	Contracted Bus Services		
0519	Student Transportation Purchased Other Services		
0531	Postage		
0541	Radio and Television Advertising		
0542	Newspaper Advertising		
0552	Posters		
0553	Publications		
0581	Travel: In District		
0582	Travel: Out of District		
0610	General Supplies		
0616	Food Non-Instructional		
0617	Food Instructional		
0641	Library Books		
0642	Periodicals and Newspapers		
0643	Supplemental Books, Study Guides and Curriculum		
0644	Textbooks		
0645	Audiovisual Materials		
0646	Tests		
0647	Reference Materials		
0649	Binding and Repairs		
0650	Supplies - Technology Related		
0674	Awards		
0734	Technology Related Hardware		
0735	Technology Software		
0738	Instructional Equipment		

Turnaround Model

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

MUNIS Code		Description of Activity	Amount Requested
0810	Dues and Fees		
0892	Parent Involvement Meetings		
0894	Instructional Field Trips		
0913	Indirect Cost		
		Total Amount Requested:	0.00

**Year 2 Budget**

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

**District** Jefferson County Public Schools

MUNIS Code		Description of Activity	Amount Requested
0110	Certified Services		
0111	Extended Days		
0112	Extra Duty		
0113	Other Certified		
0120	Certified Substitute		
0130	Classified Salaries		
0140	Overtime		
0150	Classified Substitute		
0170	Paraprofessional		
0211	Life Insurance		
0213	Liability Insurance		
0215	Long Term Disability		
0221	FICA		
0222	Medicare Match		
0231	KTRS		
0232	CERS		
0253	Unemployment		

Turnaround Model

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

MUNIS Code		Description of Activity	Amount Requested
0260	Workers Compensation		
0294	Health Insurance		
0295	State Life Insurance		
0296	State Administrative Fee		
0322	Education Consultant		
0335	Professional Consultant		
0338	Registration Fees		
0441	Land or Building Rental		
0513	Bus Tokens - Public Conveyance		
0514	Contracted Bus Services		
0519	Student Transportation Purchased Other Services		
0531	Postage		
0541	Radio and Television Advertising		
0542	Newspaper Advertising		
0552	Posters		
0553	Publications		
0581	Travel: In District		
0582	Travel: Out of District		
0610	General Supplies		
0616	Food Non-Instructional		
0617	Food Instructional		
0641	Library Books		
0642	Periodicals and Newspapers		
0643	Supplemental Books, Study Guides and Curriculum		
0644	Textbooks		
0645	Audiovisual Materials		

Turnaround Model

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

MUNIS Code		Description of Activity	Amount Requested
0646	Tests		
0647	Reference Materials		
0649	Binding and Repairs		
0650	Supplies - Technology Related		
0674	Awards		
0734	Technology Related Hardware		
0735	Technology Software		
0738	Instructional Equipment		
0810	Dues and Fees		
0892	Parent Involvement Meetings		
0894	Instructional Field Trips		
0913	Indirect Cost		
		<b>Total Amount Requested:</b>	<b>0.00</b>

**Year 3 Budget**

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

**District** Jefferson County Public Schools

MUNIS Code		Description of Activity	Amount Requested
0110	Certified Services		
0111	Extended Days		
0112	Extra Duty		
0113	Other Certified		
0120	Certified Substitute		
0130	Classified Salaries		
0140	Overtime		
0150	Classified Substitute		
0170	Paraprofessional		

Turnaround Model

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

MUNIS Code		Description of Activity	Amount Requested
0211	Life Insurance		
0213	Liability Insurance		
0215	Long Term Disability		
0221	FICA		
0222	Medicare Match		
0231	KTRS		
0232	CERS		
0253	Unemployment		
0260	Workers Compensation		
0294	Health Insurance		
0295	State Life Insurance		
0296	State Administrative Fee		
0322	Education Consultant		
0335	Professional Consultant		
0338	Registration Fees		
0441	Land or Building Rental		
0513	Bus Tokens - Public Conveyance		
0514	Contracted Bus Services		
0519	Student Transportation Purchased Other Services		
0531	Postage		
0541	Radio and Television Advertising		
0542	Newspaper Advertising		
0552	Posters		
0553	Publications		
0581	Travel: In District		
0582	Travel: Out of District		
0610	General Supplies		

Turnaround Model

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

MUNIS Code		Description of Activity	Amount Requested
0616	Food Non-Instructional		
0617	Food Instructional		
0641	Library Books		
0642	Periodicals and Newspapers		
0643	Supplemental Books, Study Guides and Curriculum		
0644	Textbooks		
0645	Audiovisual Materials		
0646	Tests		
0647	Reference Materials		
0649	Binding and Repairs		
0650	Supplies - Technology Related		
0674	Awards		
0734	Technology Related Hardware		
0735	Technology Software		
0738	Instructional Equipment		
0810	Dues and Fees		
0892	Parent Involvement Meetings		
0894	Instructional Field Trips		
0913	Indirect Cost		
		<b>Total Amount Requested:</b>	<b>0.00</b>

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

**District** Jefferson County

**School #1** Doss High School

**Commitment To Serve**

**Identify the school-level literacy and math data from NCLB and KY Interim Performance report and describe what it reveals about student achievement. Include specific information regarding achievement gaps.**

Doss is a Title I school and is currently classified as a Tier I school. For 2010, Doss met 5 out of 13 (38.5%) of their NCLB target goals. Doss did meet their NCLB annual measurable objectives in Reading for White students, but did not meet their objectives for all students, African American students, and students on free/reduced price lunch. Doss did not meet their NCLB annual measurable objectives for all their student groups in Mathematics

Reading (% Proficient/Distinguished)		Mathematics (% Proficient/Distinguished)	
Target:	59.63%	Target:	59.88%
All Students:	44.59%	All Students:	17.44%
White:	50.49%	White:	22.92%
African American:	38.39%	African American:	11.11%
Hispanic:	NA	Hispanic:	NA
LEP:	NA	LEP:	NA
Free/Red. Lunch:	43.35%	Free/Red. Lunch:	16.28%
ECE:	NA	ECE:	NA

From 2008 to 2010, the percent of students scoring proficient and distinguished in Reading decreased by 10 percentage points. All grade levels were behind the state mean in: Developing Understanding; Interpreting Text, Critical Stance, and Forming a Foundation. From 2008 to 2010, the percent of students scoring proficient and distinguished in Math decreased by five percentage points. All grade levels were significantly behind the state mean in: Number Property and Operation, Measurement, Geometry, Data Analysis and Probability, and Algebraic Thinking.

Reading		Mathematics	
% Proficient/Distinguished		% Proficient/Distinguished	
2008	54.76%	2008	23.28%
2009	43.21%	2009	24.89%
2010	44.59%	2010	17.44%
% Novice		% Novice	
2008	7.94%	2008	35.88%
2009	10.29%	2009	33.48%
2010	11.69%	2010	40%

When examining our academic data, we are not meeting our NCLB target for African -American or free/reduced lunch in reading and not any group in mathematics. In both reading and mathematics we have trended down for three years in percent proficient and distinguished with

Turnaround Model

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

significant achievement gaps evident. We need to differentiate instruction and provide interventions in order for all students to become proficient or distinguished. We believe that this drop has occurred due to students not being engaged at high levels. This grant will provide us the resources to enhance instruction and provide appropriate interventions to increase student learning and decrease achievement gaps.

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

The change at Doss from 2008 to 2010 in attendance rate has decreased by less than 1%. Doss's 2009 attendance rate of 88.47% is below the district average of 94%. The change at Doss from 2008 to 2010 in the number of suspension incidences has increased by almost 200. However, the percentage of students retained has decreased by almost 4% from 2007 to 2009. The graduation rate at Doss from 2007 to 2009 has remained stable. Doss's 2009 graduation rate of 77.23% is above the district high school average of 71.2%.

Attendance		Suspensions		Retention		Graduation	
2007	88.84%	2007	480	2007	14.21%	2007	77.82%
2008	86.41%	2008	475	2008	12.24%	2008	80.15%
2009	87.66%	2009	674	2009	10.86%	2009	77.23%
2010	88.47%	2010	714	2010	10.69%		
		2011	500				

A. Increasing Attendance: A review of the data indicates that 188 students missed 25 days or more of school during the 2009-10 school year. We have found that some students are missing a significant amount of instructional time and community building due to poor attendance. At the high school level, the new College Preparatory Mathematics (CPM) curriculum requires students to work in cooperative groups to form concept understanding. Students with poor attendance miss opportunities to work with peers to develop understanding. To support students, Doss offers a weekly advisory period for student conferences and academic pull out sessions. Students that maintain their attendance are able to access the help and support they need to be successful. Plans are included in Response to Intervention (RTI) to help increase student attendance. Protocols for student absences have been developed. Preventative classroom interventions such as, instruction that engages all students, parent contact, and advisor contacts will be utilized. The Youth Service Center, Guidance Counselors and Assistant Principals will be involved in targeted interventions for these students after three absences. The resources provided by this grant will support us in implementing plans to increase student attendance by 2%.

B. Reducing Suspensions: A review of the data indicates that the number of student suspensions has risen by 200 incidences from 2007 to 2010. The most recent data from 2011 show a promising trend with a decrease of 214 suspensions from 2010 to 2011. Decreasing the suspensions rates through the use of Freshman Academies, mentoring programs and Response to Intervention for behavior is essential. A school-wide focus is needed to teach students and staff

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

members expectations for student behavior. Professional development must be provided for staff members to utilize data-based decision making, consistent systematic implementation, and evidence-based proactives to ensure that students are provided with a positive, safe and orderly climate.

C. Increasing Graduation Rates: A review of data indicates the graduation rate for the year 2009-10 was 77%, higher than the district average. Adapting schedules to increase student learning time, enhancing student interventions, By continuing the programs that have already demonstrated some success, such as Project Proficiency and Ramp Up to Advanced Literacy, we can ensure that students master the content and maintain a path to graduation.

D. Addressing the Needs of Students with Disabilities: A review of data indicates that 14% of the student population at Doss are ECE students. This is 4 % higher than the district average. These students must receive quality instruction within the least restricted environment. A collaborative model, which includes supporting students in the regular classroom, is necessary. The grant will help provide professional development to promote closing the achievement gap including: collaboration and co-teaching partnerships, cultural competency, multicultural responsiveness and best practices in special education.

E. Addressing the Needs of Students Who Qualify for Free/Reduced Meals: A review of data indicates that 74% of the student population at Doss are receiving Free/Reduced price Lunch. Murphy and Myers (2008) identify external factors to low student performance such as: urban setting, minority status, low socioeconomic status, lack of prerequisite knowledge, social deprivation of students, and the school's location. "The most prominent external causes contributing to school failure are urban setting, minority population, and low socioeconomic status, although it is clear from the literature that these concepts are highly correlated" (Murphy and Myers, 2008, p. 259). Students living in poverty must have the support and guidance needed to be successful. At Doss we are committed to our students achieving at high levels. Interventions and extra learning time must be done to close the learning gaps for many of these students. The grant will allow us to have the necessary resources available to assist students in achieving proficiency goals in reading and math while closing learning gaps.

F. Addressing Teacher Retention / Attendance: A review of data indicates that teacher retention at Doss is 74%. This is almost 12% lower than the district's average. The teaching staff at Doss is relatively inexperienced. The average years of experience are nearly 4 years lower than the district average. This creates a few problems for the school. First, with a large influx of teachers each year, Professional Development activities focus on "basic school functions" such as learning the curriculum, classroom routines, and discipline. Deeper professional development activities, that address needs mentioned in the previous section (interventions, deeper discussion of instructional adjustments) are difficult to deliver to staff members who are getting their first experiences with teaching and Doss High School.

Second, students and parents are forced to establish new relationships each year with 8-12 staff members. In the school's advisory program where advisory groups "loop" with an advisor for grades 10-12, approximately 1 in 4 groups have to adjust to a new advisor. Though new staff

Turnaround Model

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

members are quite capable of fostering meaningful relationships with students, an initial period of developing trust and rapport hinders the powerful work of the advisory work from advancing. In implementing the Turnaround Model (KY HB176 Restaffing Model) there will be approximately 21.6% new staff members. Support and guidance must be in place to retain these new staff members. Mentors will be assigned to each new staff member. Mentors will provide encouragement and constructive feedback to their mentees to build the confidence and competence necessary to increase student achievement. New staff members will also need on-going embedded professional development. Grant funds are focused on enhanced professional learning.

With the development of PLCs, we plan to build a community of teachers with a comprehensive understanding of best instructional practices, who are trained in unpacking the standards, writing common aligned assessments, using research-based instructional strategies, developing daily learning targets, using assessments to drive instruction, and differentiating instruction. By involving all staff including new members in the PLCs, we will establish a strong network of collegiality and sustainability that will encourage teachers to stay.

When analyzing the causes and contributing factors for low student achievement and the need for intervention, research has consistently identified both school and student variables that affect student learning. The non-cognitive data tables indicate lower attendance, higher suspension incidences, lower teacher retention, less years of teacher experience, and higher ECE enrollment and higher Free and Reduced Lunch enrollment than the district average. These indicators of high student need and barriers to student learning at Doss must be addressed.

	School Average	District Average	Difference
ECE 2009-2010 (%):	14.10%	9.80%	4.30%
Free/Reduced Lunch 2010-2011 (%):	74.40%	52.20%	22.20%
Mobility 2009-2010 (%):	12.34%	11.41%	0.93%
Teacher Retention 2010-2011 (%):	74.19%	86.09%	-11.90%
Teacher Years Experience 2009-2010:	7.30	11.20	-3.90
Teacher Attendance 2009-2010 (%):	94.82%	94.58%	0.24%

**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.**

After a careful analysis with special consideration of the gap data, the Leadership Team determined that the school does not reflect a committed culture of high expectations for all students; effective, engaging instruction is not evident in all classrooms every day; data is not effectively used to adapt instruction in a timely manner so that all may learn; a lack of varied and frequent formative assessments and appropriate, effective interventions for all student populations; parental involvement must be increased while decreasing inappropriate student behaviors and absences; and time is not used effectively for collaborative practice to improve

Turnaround Model

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

teaching. This data points strikingly to an underlying cause of the low achievement at Doss High School - the lack of high expectations and instructional rigor in the classroom setting. These must be addressed so that each student will reach achievement goals.

We have devised a series of plans to combat each area of deficiency while increasing rigor school-wide. Departments will become fully functioning Professional Learning Communities (PLC) committed to high expectations using symbiosis standards based grading and frequent and appropriate formative assessment across content areas, collaborative lesson planning of engaging lessons, and timely data analysis of student work. Response to Intervention will become the base for the interventions framework that Doss will implement. This work is all part of the JCPS district Project Proficiency initiative.

The master schedule has been reworked to give all departments common planning time for twice-weekly embedded professional development to improve teaching practice. Staff will be hired to monitor and coordinate Project Proficiency work of the PLCs, common planning time and to communicate and coordinate all intervention logistics and student intervention data. Funds will be allocated for substitutes and stipends will be available to incentivize collaborative work done outside of the scope of the teacher workday and collective bargaining agreement.

Doss' administration and Instructional Leadership team has developed a plan to generate parental and community involvement by cultivating community partnerships and venturing into the community more.

Inappropriate student behavior, socio-emotional concerns, and truancy will addressed by Youth Services Center and counseling staff. Staff will be hired to monitor and modify student behavior of regular education and special needs students by teaching social, adaptive, coping skills. To combat teacher attrition, new teachers will be required to participate in a school-based induction program beginning in July 2011. New teachers will attend monthly meetings during the school year and participate in a book study and reflection group of Ruby Payne's A Framework for Understanding Poverty. At Doss High School we are committed to using the grant funds to change the culture of the school to one of success for all our students and staff through improved practices and effective use of resources.

**Summarize the Tier I or Tier II Leadership Audit results. Based on the audit, identify the literacy and math resources and related supports that are needed to improve student achievement.**

Close scrutiny of the KDE Leadership Assessment Report provides a clear pathway and set of parameters for Doss High School to engage in a committed turn around process. According to the assessment team, the following deficiencies are potential contributing factors to low student achievement at the school:

1. Classroom instruction frequently lacks rigor, is not student centered and is not engaging.
2. Disruptive behavior hinders instruction and daily progress in many classrooms.
3. Formative and summative classroom assessments frequently lack sufficient rigor and relevance to drive instruction and challenge students.

Turnaround Model

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

4. Monitoring of school programs lacks sufficient consistency to create appropriate accountability.
5. There is a general lack of parent involvement.
6. Project Proficiency is limited to a few classes.

In constructing the School Improvement Grant (SIG) and plan for turn-around, Doss High School presents a format framed by the identified deficiencies and next steps recommended. School wide intervention is necessary for all students to achieve the learning goals.

Based on the analysis of the leadership audits, resources will be targeted to support the following:

- Expand the amount of teacher collaboration within content areas. The master schedule and a contract deviation will provide ample opportunity for teachers to work together multiple times during a week. In addition, teacher room locations have been modified to provide department proximity and finally, collaboration rooms (a.k.a. Colaboratoriums) have been created in each content area and are fashioned to be incubators of innovation and improved instruction.
- Deliver the curriculum, instruction and assessment to adequately address the learning deficiencies of struggling students in reading and math based on instructional implications derived from collaborative examination of student work and formative assessment data.
- Deficiencies and gaps for struggling learners will be addressed during bi-weekly Learning Team meetings. Teachers who teach the same reading or math courses will collectively examine student progress and collaboratively create adjusted formative assessments, differentiated strategies, and responsive interventions.
- Hold all staff accountable for establishing high academic and behavior expectations for all students by establishing a system requiring teachers to guide each student to reach competency levels for content standards before administering their six-weeks proficiency exams.
- Better monitor to ensure that effective and varied instructional strategies are used in all classrooms.
- Implement a system to use formative assessment data to guide instructional next steps.
- All teachers will collectively build expertise and will receive PD on best practices for increasing learning for Exceptional Child Education (ECE) students.
- More actively engage parents into the activities of the school

Doss High School, with support from Jefferson County Public Schools, has launched Project Proficiency as part of their school improvement efforts. Project Proficiency will "guarantee" student competency in reading and math and provide unprecedented instructional support for learning as well as the teaching. The new design combines research-based curriculum (College Preparatory Mathematics and Ramp Up to Advanced High School Literacy) and powerful metrics (CASCADE). The District will continue to provide schools with common assessment items and provide professional development and support to teachers to ensure curriculum fidelity.

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

At the school level, students in Algebra 1, Geometry, Algebra 2, and English 2 courses will identify 3-5 clear learning targets for each instructional unit. At 3 week intervals, students will take formative assessments that identify progress towards meeting course standards, areas of deficiency, and provide suggestions for re-teaching if necessary. A structured intervention system including during school and after school re-teaching and support will be used.

At the end of the 2010-11 school year, the school identified approximately 90 students for a Math Watch List. To address their academic needs, these students will be given an advisor in 2011-12 who is also certified in mathematics. During weekly advisement sessions, these students can receive math assistance and get a preview of upcoming content. Students with poor attendance can receive immediate in-school assistance.

In addition, we will continue to use the advisory program to engage parents in activities involving student progress and student schedules. In Doss' 30-60-90 plan, we will invite parents to learn more about the Project Proficiency initiative and explore additional avenues for involving and informing parents.

New structural resources that this grant will provide -

Expanding Standard Based Instruction and Professional Learning Communities to all content areas

- Adding a Learning Team / Data Coordinator - Expanding intervention opportunities to all content areas and all courses. When students are not successful, systematic interventions will take place.
- Adding Intervention Coordinator
- The coordinator will manage before, during and after school opportunities for students that have not mastered core standards.
- Use data generated from formative assessments to strategically set the intervention process in motion.

Adding ECE Instructional Coach

- 16% of the school is designated ECE and 5 of the new teachers are in the ECE department.
- The coordinator will foster educational collaboration and resource allocation within the ECE department.

Adding Behavior Intervention Coordinator

- Improve classroom management techniques for all teachers.
- Work to develop teacher leadership capacity within the school intervention process.
- Work collaboratively with the assistant principals and also assume some discipline duties to allow the assistant principals to spend more time on instructional activities.
- Manage and coordinate in-school suspension program to insure that time that the student is out of the classroom, will be spent in an instructional environment.

Turnaround Model

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

Math Instructional Coach - Will oversee professional development for the department. Learn and share information gained from successful departmental instructional practices. Identify and implement successful intervention strategies. They will use student level achievement data to identify staff development needs and evaluate successful instructional practices. Finally, co-teach and model successful and meaningful instruction.

Literacy Instructional Coach - Will oversee professional development for the department. Learn and share information gained from successful departmental instructional practices. Identify and implement successful intervention strategies. They will use student level achievement data to identify staff development needs and evaluate successful instructional practices. Finally, co-teach and model successful and meaningful instruction.

Educational Recovery Specialist (ERS) in Literacy & Mathematics. The ERS are individuals with specific experience and training in working with teachers to make dramatic improvement in instructional practice that leads to improved student learning. They will focus on coaching, mentoring and modeling effective instructional practices in order to increase the effectiveness of the school's staff.

**Leadership Assessment - Deficiency 1 - Classroom instruction frequently lacks rigor, is not student centered and is not engaging.**

**KDE Comments** - The principal and the leadership team should monitor instruction to ensure that rigorous, varied, student-centered strategies and meaningful learning activities are used daily in all classrooms to engage all students and meet their diverse learning needs. The principal should monitor classroom instruction to ensure that technology is incorporated frequently and appropriately to support and enhance student learning, including student use of technology as a learning tool. Constructive feedback and appropriate support should be provided to faculty in a timely manner.

Plans	Evidence	Responsible Party	SIG Funds	Funds Rationale	Timeline	Outcomes
<ul style="list-style-type: none"> <li>• Teacher collaboration in PLCs</li> <li>• Effective and consistent use of formative assessment</li> <li>• Standards based grading</li> <li>• Advisory period pull-out opportunities;</li> <li>• Craft and implement observation plan;</li> <li>• Use CIF Walkthrough documents;</li> <li>• Math Coach, Literacy Coach, ERS, ECE Coach – observing, modeling, giving feedback to increase the rigor in all classrooms.</li> <li>• Build a portfolio of teacher observations and coaching materials to document teacher’s work. This will be used by the teacher, administrators and coaches.</li> <li>• New teachers will work with mentors, Learning Team, as well as their ERS, Math/Literacy Coach or ECE Coach, by reviewing their practices on video through the Mastery Maven system.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Walkthrough</li> <li>• Notebooks documenting comments for casual observations</li> <li>• Teachers own personal log</li> <li>• Mastery Maven video and the reviewers notes which are available on the web</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• ILT</li> <li>• PLC</li> <li>• ERL</li> <li>• ERSS</li> <li>• Instructional coaches</li> <li>• Learning Team/Data Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• \$40,000 for Substitute</li> <li>• \$40,000 for Stipends</li> <li>• ERS - \$250,000</li> <li>• Math Instructional Coach \$60,000</li> <li>• Learning Team/Data Coordinator \$60,000</li> <li>• Reading Instructional Coach \$60,000</li> <li>• ECE Instructional Coach salary \$60,000</li> <li>• Mastery Maven license - \$7,500</li> </ul>	<p>Substitutes to cover classes during half day and full day data meetings; Stipends for teacher training – especially new teachers Improved instructional practices from trained coaches. Meaningful feedback from multiple directions</p>	<p>Math/Reading (20 teachers) for 25 weeks;</p> <p>Science/Social Studies (20 teachers) for 10 weeks –</p> <p>PLC/Data teams;</p> <p>New teacher training/book study 10 weeks.</p> <p>Mastery Maven training, uploading and review – all year</p>	<p>When we are successful -</p> <ul style="list-style-type: none"> <li>• Teachers will be working collaboratively with other members of their Learning Team, as well as their ERS, Math/Literacy Coach or ECE Coach.</li> <li>• All lessons will become student centered as monitored by Administrators, ERL or ERS.</li> <li>• The teachers will change instructional practices to insure that all of their lessons are challenging and rigorous.</li> <li>• New teachers will be given feedback on their instructional practices and their lessons will become more rigorous.</li> </ul>

Turnaround Model

**Leadership Assessment - Deficiency 2** - Disruptive behavior hinders instruction and daily progress in many classrooms.

**KDE Comments** - The principal should work collaboratively with staff to develop a comprehensive school-wide classroom management program to address persistent and ongoing classroom disruptions that hinder classroom instruction and daily progress. This program should include instructional strategies to increase student engagement since this is a contributing factor to the disruptive behavior that is present in many classrooms.

Plans	Evidence	Responsible Party	SIG Funds	Rationale	Timeline	Outcomes
<ul style="list-style-type: none"> <li>• Create a comprehensive behavior management program for all teachers</li> <li>• Work with all teachers on effective classroom management strategies</li> <li>• Create a more effective plan for distributing ECE accommodations information and training on instructional strategies that would help all teachers successfully deliver ECE student accommodations</li> <li>• When students struggle with behavior issues, a behavioral intervention plan is created by all stakeholders</li> <li>• All teachers will participate in one book study on areas of cultural competence, differentiated instruction or increasing rigor.</li> <li>• More rigorous and student center instruction (see Deficiency #1) will lead to more rigorous and engaging instruction and will reduce the number of behavior issues.</li> </ul>	<ul style="list-style-type: none"> <li>• New streamlined policies/ program for behavior management</li> <li>• PLC meeting minutes</li> <li>• Referral &amp; suspension data</li> <li>• Teacher reflections of book studies</li> <li>• BIP, FBA &amp; IEP documentation</li> </ul>	<p>Principal in conjunction with the:</p> <ul style="list-style-type: none"> <li>• ILT</li> <li>• ECE Instructional Coach</li> <li>• Behavior Coordinator</li> <li>• Intervention Coordinator,</li> <li>• School Resource Officer</li> <li>• Leadership Coach</li> </ul>	<ul style="list-style-type: none"> <li>• ECE Instructional Coach - \$60,000;</li> <li>• Behavior Coordinator - \$60,000;</li> <li>• Intervention Coordinator - \$60,000</li> <li>• ERL &amp; ERS - \$250,000</li> </ul>	<p>ECE Instructional Coach - will spend time in classrooms to model effective management strategies for teachers and provide support in implementation of IEPs. Behavior Coordinator – collaborate with teachers, ECE Instructional Coach, Administration, students, and parents to provide strategies for dealing with and correcting disruptive behavior. Interventions Coordinator – will insure struggling learners needs are met in a timely and efficient manner</p> <p>Book studies- component of PLCs, provides tools and forum for dialogue and action</p>	<p>ECE Instructional Coach and Behavior Coordinator will be actively in classrooms – 12 weeks PLC work to offer management strategies – all year Interventions Coordinator will help in identifying students for RTI in conjunction with PLCs, and will arrange logistics for RTI-entire year</p>	<p>When we are successful -</p> <ul style="list-style-type: none"> <li>• Reduced numbers of referrals written</li> <li>• Fewer students in ISAP</li> <li>• Improved instruction for ECE student</li> <li>• The teachers will change instructional practices to insure that all of their lessons are challenging and rigorous.</li> <li>• More ECE students will be academically successful</li> </ul>

**Leadership Assessment - Deficiency 3** - Formative and summative classroom assessments frequently lack sufficient rigor and relevance to drive instruction and challenge students.

**KDE Comments** - The principal and the leadership team should ensure that teachers develop formative and summative assessments that are rigorous and relevant to the standards addressed and to the objectives of the unit or lesson. Rubrics should be developed and shared with students before classroom assessments and assignments. Teachers should instruct students on strategies to understand and to use these rubrics for self-assessment and for communication of what they are to know and be able to do. Formative assessments should be frequent, tied to instruction and used to inform instruction. The principal should ensure that performance standards, rubrics and models of proficient student work are displayed in all classrooms and common areas. All students should be able to articulate what proficient work is and why it is proficient.

Plans	Evidence	Responsible Party	SIG Funds	Rationale	Timeline	Outcomes
<ul style="list-style-type: none"> <li>• School-wide Project Proficiency: teacher collaboration, use of formative assessment, standards based grading, RTI based interventions structure</li> <li>• PLC Planning and data meetings as embedded PD and half a day/day long PD. They will review formative, interim, and summative assessment, and make instructional modifications based on review.</li> <li>• Videoed Lesson study within PLCs</li> <li>• Areas designated to display proficient student work</li> <li>• Weekly learning walks performed on each teacher to insure use of assessment</li> <li>• Create a more effective plan for reviewing all ECE students' data and modifying instruction based on review.</li> </ul>	<ul style="list-style-type: none"> <li>• Project Proficiency products –</li> <li>• planning documents</li> <li>• data documents</li> <li>• student data</li> <li>• intervention logistics schedules</li> <li>• meeting minutes from PLC</li> <li>• teacher lesson plans</li> <li>• Lesson Study documents and videos</li> <li>• photographs of student work displays</li> <li>• learning walk logs of teachers</li> <li>• teacher reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• ILT</li> <li>• PLC</li> <li>• Math Coach</li> <li>• Literacy Coach</li> <li>• Learning Team/Data Coach</li> <li>• ERS – Math and Literacy</li> <li>• Interventions Coordinator</li> </ul>	ECE Instructional Coach - \$60,000; Learning Team/Data Coach \$60,000 ERS - \$250,000 Interventions Coordinator - \$60,000; Substitutes - \$40,000 Stipend - \$40,000 Compass Testin \$10,000	Teachers need time to work together to determine learning targets, plan rigorous, relevant, engaging lessons based on learning targets, develop formative and summative assessments that drive instruction, analyze assessment data, and reflect on teaching practices.	PLC work will begin August 2011, and will continue twice weekly throughout the year as embedded PD, during departmental common planning periods.  Every 3 weeks teachers will meet for half day and full day school-based PD to analyze data and plan interventions.	When we are successful – <ul style="list-style-type: none"> <li>• Teachers will be working collaboratively with other members of their Learning Team, as well as their ERS, Math/Literacy Coach or ECE Coach.</li> <li>• Formative assessments will be generated, review and used to change instruction.</li> <li>• The teachers will change instructional practices to insure that all of their lessons are challenging and rigorous.</li> <li>• New teachers will be given feedback on their instruction practices and given feedback for improvement.</li> <li>• More ECE students will be academically successful</li> </ul>

## Leadership Assessment - Deficiency 4 - Monitoring of school programs lacks sufficient consistency to create appropriate accountability

**KDE Comments** - The principal should lead the management team administrative team in developing a comprehensive systematic process to monitor all programs (e.g., instructional and assessment strategies, professional growth plans, comprehensive school improvement plan) and funds for effective implementation and impact on student learning or organizational efficiency. The principal should establish procedures to ensure that accountability follows the assignment of responsibility for school initiatives. For example, common agenda and minutes formats would provide a systematic way to enable him to monitor the actions of all committees and to provide structure to committee meetings.

Plans	Evidence	Responsible Party	SIG Funds	Rationale	Timeline	Outcomes
<ul style="list-style-type: none"> <li>Classroom Instructional Framework (CIF) binder kept by the PLCs – managed by the Learning Team Lead</li> <li>Standard Agenda form for all meetings</li> <li>Group chosen norms for PLC meetings</li> <li>Administrative team chosen norms for faculty-wide meetings</li> <li>Consistent learning walk schedule for administrative team accountability</li> <li>Consistent yet flexible interventions structure/calendar-including planned pull-outs and before/after school extra help</li> <li>Planned formative/summative assessment structure – including district assessments and PLC created assessments</li> <li>Monthly implementation checks (30,60,90) at ILT meetings, component managers provide evidence</li> <li>Administrative team documentation of success and deficiencies of participating parties</li> <li>Administrative team documentation of success and deficiencies of all resources</li> <li>Would keeping and reviewing all meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>CIF Binder</li> <li>Standard agendas/minutes for all meetings</li> <li>Administrative chosen norms for faculty, ILT, Administrative staff meetings</li> <li>PLC chosen norms for all PLC-based meetings</li> <li>SharePoint Learning Walk schedule, Interventions plan/handbook</li> <li>SharePoint interventions schedule managed by the Interventions Coordinator</li> <li>Formative/Summative assessment planning documents</li> <li>30,60,90 documents and implementation evidence for each department,</li> <li>Administrative team documentation of success and deficiencies of teachers' implementation of program(s) requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Administrative team</li> <li>PLCs</li> <li>ILT</li> <li>Learning Team Leads</li> <li>Interventions Coordinator</li> <li>Learning Team/Data Coach</li> <li>ERL &amp; ERS</li> </ul>	<ul style="list-style-type: none"> <li>Learning Team/Data Coach \$60,000</li> <li>Interventions Coordinator - \$60,000;</li> <li>ECE Instructional Coach \$60,000;</li> <li>Stipend - \$40,000</li> </ul>	<p>Learning Team/Data Coordinator will be responsible for assessment structure and planning, while the Interventions Coordinator will devise the interventions logistics based on the input of stakeholders and then carefully craft and maintain an interventions schedule.</p>	<p>August 2011 – PLCs will begin planning CIFs and assessments.            July 2011 – Principal and Administration will choose a format for all agendas and minutes            July 2011 – Retreat, Administration will roll out school-wide meeting norms , PLCs will select PLC meeting norms – must be revisited regularly and reviewed/revised in approximately 2 months            August 2011- Administrative team begins learning walks with documented schedule            August 2011, weekly thereafter – Interventions Coordinator creates and rolls out plan/handbook and schedule            July 2011 - Learning Team/Data Coordinator create and maintain assessment calendar of district/school assessments            August 2011- ILT begins monthly implementation and evidence checks</p>	<p>When we are successful –</p> <ul style="list-style-type: none"> <li>Teachers will be working collaboratively with other members of their Learning Team, as well as their ERS, Math/Literacy Coach or ECE Coach. Administrators hold all members accountable.</li> <li>Interventionist is able to identify students that are not successful and move them into the proper intervention for their area of deficiency.</li> <li>More ECE students will be academically successful</li> <li>All resources are monitored for effectiveness</li> </ul>

Turnaround Model

## Leadership Assessment - Deficiency 5 - There is a general lack of parent involvement

**KDE Comments** - The principal should lead the school in adopting a “customer satisfaction” model in order to become more welcoming and family-friendly, to build relationships and to expand their system of two-way exchange of information and ideas. This might include holding parent meetings in neighborhood churches, community centers, community agencies or elementary and middle feeder schools to reduce the barriers parents might face when coming to the high school; publishing data on family and community involvement on the school website and other media; increasing home visits by a larger variety of instructional staff members and inviting identified parents to host parent coffees in their homes where the principal could converse with small groups of parents in an informal setting to identify strengths and areas of need for the school.

Plans	Evidence	Responsible Party	SIG Funds	Rationale	Timeline	Outcomes
<ul style="list-style-type: none"> <li>• Survey students about where they spend time outside of school/ home, send mailings those sites for posting;</li> <li>• Administration team make contact with community leaders to involve them in school activities;</li> <li>• Administration team and Freshman Academy and CTE teachers (ex. Info. Tech) visit middle and elementary schools;</li> <li>• “Dragon Days” middle school visits to Doss; Weekly home visits by Youth Resource Center Coordinator (YSCC), Louisville Education and Employment Partnership Coordinator (LEEP) and other staff;</li> <li>• Host Community Forums;</li> <li>• Host evening dinners to showcase student work and focus on instructional-based activities such as Literacy and Math night;</li> <li>• Host Doss Parent nights at local houses of worship and community centers; Widening the membership of the PTSA</li> </ul>	<ul style="list-style-type: none"> <li>• Student Surveys Mailings</li> <li>• correspondence with M/E schools regarding visits and student sign in sheets from “Dragon Days” visits</li> <li>• Home visit documentation; Community forum signature sheets</li> <li>• Evening meeting parent sign in sheets</li> <li>• correspondence with clergy of local houses of worship regarding meetings and partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Administrative team</li> <li>• ILT</li> <li>• Interventions Coordinator</li> <li>• SLC Coordinator</li> <li>• CART</li> <li>• YSCC</li> <li>• LEEP</li> <li>• CTE</li> <li>• Counselors</li> <li>• Behavior Coordinator</li> <li>• SBDM Parent members</li> <li>• PTSA members</li> </ul>	Stipend - \$40,000 Travel – \$3,000 Buses – \$ 25,000	More community outreach can be obtained by offering multiple opportunities for students, parents, and community members to become an active part of the school before, during, and after school hours either on campus or in the community.	<ul style="list-style-type: none"> <li>• April, May 2011 – Administrative team members visit Middle schools</li> <li>• May 2011 – student surveys completed</li> <li>• June 2011– first wave of student mailings informing of parent night and orientations in August</li> <li>• September 2011 – Home visits begin and recur weekly</li> <li>• September 2011 – Open house for parents</li> <li>• October 2011 – the first Math and Literacy nights planned/ implemented</li> <li>• Fall &amp; Spring - “Dragon Days”</li> </ul>	When we are successful – Parents have a positive view of their student educational opportunity, as measured by the parent survey 20 parents are members of the parent advisory counsel Parents working in the college room 300 people at Open House 300 people at Literacy Night 300 people at Numeracy night

Turnaround Model

**Leadership Assessment - Deficiency 6** - The impact of Project Proficiency is limited to a few classes.

**KDE Comments** - Project Proficiency has redefined conversations regarding student learning at Doss High School in the classes where it has been implemented. The principal should lead the staff in a collaborative effort with district leadership to expand the scope of this program into all content areas at all levels. Central to this effort should be an ongoing focus on ever-increasing rigor in all content areas.

Plans	Evidence	Responsible Party	SIG Funds	Rationale	Timeline	Outcomes
<ul style="list-style-type: none"> <li>Project Proficiency will encompass Math, English, Science, Social Studies, World Languages, Humanities, and Business/IT contents this year.</li> <li>Teaches will collaborate in department-based, and course-based PLCs during department common planning on Tuesdays and Thursdays each week, and every 3 weeks (half day/full day meetings).</li> <li>These meetings will focus on looking at data, student work, interventions and planning for future lessons/ assessments.</li> <li>Teachers will be trained in how to effectively use standards based grading, and how to teach students to track their own progress.</li> <li>Teachers will also use this time to do Lesson Study as a means of lesson refinement and reflection of teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Project Proficiency products</li> <li>planning documents and data documents,</li> <li>student data</li> <li>intervention logistics schedules</li> <li>meeting minutes from PLC</li> <li>teacher lesson plans</li> <li>Lesson Study documents and videos, photographs of student work displays</li> <li>learning walk logs of teachers and teacher reflections</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principals</li> <li>ILT</li> <li>PLC</li> <li>Math Coach</li> <li>Literacy Coach</li> <li>Learning Team/Data Coordinator</li> <li>ERS – Math and Literacy</li> <li>Interventions Coordinator</li> </ul>	<p>Learning Team/Data Coach \$60,000 Interventions Coordinator - \$60,000; ERS - \$250,000 ECE Instructional Coach - \$60,000; Substitutes - \$40,000 Stipend - \$40,000</p>	<p>Teachers need time to work together to determine learning targets, plan rigorous, relevant, engaging lessons based on learning targets, develop formative and summative assessments that drive instruction, analyze assessment data, and reflect on teaching practices.</p>	<p>PLC work will begin August 2011, and will continue twice weekly throughout the year as embedded PD, during departmental common planning periods.</p> <p>Every 3 weeks teachers will meet for half day and full day school-based PD to analyze data and plan interventions. Each six weeks PLCs will complete a lesson study cycle of teaching/ refining/ teaching/ refining/ teaching refining.</p>	<p>When we are successful -</p> <ul style="list-style-type: none"> <li>Teachers will be working collaboratively with other members of their Learning Team, as well as their ERS, Math/Literacy Coach or ECE Coach.</li> <li>All lessons will become student centered as monitored by Administrators, ERL or ERS.</li> <li>The teachers will change instructional practices to insure that all of their lessons are challenging and rigorous.</li> <li>New teachers will be given feedback on their instruction practices and given feedback for improvement.</li> </ul>

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

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

The school collaborated with the district to determine the intervention model to be implemented based on a thorough analysis of the leadership assessment and school-wide data. The intervention model chosen was the turnaround intervention option, which requires screening the school's existing faculty and staff and retaining no more than 50%. In addition, the model calls for developing and implementing a plan of action that uses school improvement initiatives designed to turn around student performance.

The plan includes the following components:

1. implementing strategies to recruit and retain staff with the skills necessary to meet the needs of our students,
2. providing staff with ongoing, high-quality professional development,
3. adopting a new governance structure,
4. implementing research-based instructional programs,
5. promoting the continuous use of student data,
6. establishing schedules and strategies to increase learning time, and
7. providing appropriate social-emotional and community oriented services and supports for students.

Several aspects of the plan (i.e. extensive professional development, research based instructional programs, increased learning time, and effective use of data) will address student needs in Reading and Math and are intended to close the achievement gap. The socio-emotional and community-oriented services are designed to improve student attendance and reduce student suspensions. Finally, the plan also includes strategies to promote operational flexibility, improve teacher attendance and retention. This intervention model was chosen to best address the deficiencies noted in the School Leadership Assessment and to maximize student achievement while closing learning gaps.

As part of the Smaller Learning Communities (SLC) grant, High Schools that Work (HSTW) and Education Northwest (ED Northwest) will continue to provide external technical assistance to Doss. For the 2011-12 school year, HSTW & ED Northwest will provide coaching and support for the school in creating an intensive system for extra help and strengthening cross-curricular work in Doss' Schools of Study. HSTW & ED Northwest are research-based school initiative that works with over 2000 schools in approximately 20 states. To further assist Doss, HSTW has assigned local consultants. Students at Doss will take the HSTW assessment, a version of the National Assessment of Educational Progress (NAEP), to compare student results against HSTW-established benchmarks.

The restart model was not selected because Kentucky currently does not have charter legislation. The school closure model was not selected because of a lack of public support and lack of sufficient space for students who would have been displaced to other schools. Lastly, the transformation model was not selected (Board of Education, February 28, 2011), in part because of the need for further work in aligning teacher evaluation with student growth data under our current state testing system. However, the state work on teacher evaluation included in the Race to the Top proposal may provide more direction in the future.

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

**Required Turnaround 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 new principal was appointed by the superintendent effective February 17, 2011.

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

The assistant superintendent will broker resources for immediate school needs and will be a liaison between principals and district directors to promote flexibility in securing services and resources. The principal will then have additional flexibility to hire staff, to develop a calendar for securing the services and resources, and for developing the budget.

A memorandum of agreement was negotiated between district administration and the Jefferson County Teacher's Association that allows flexibility in the transfer and hiring process. As a result, Doss High School is not required to accept transfers of overstaffed teachers from other priority schools and will be given first choice of candidates in the early hire pool. This agreement was recently updated and extended the exemption regarding transfers for three years. Persistently Low Achieving schools shall participate in the transfer process but will not be required to select any staff off of the transfer list. The only exception to this rule would be in the event of a staffing situation that would result in a layoff. The agreement was approved by the Board of Education on June 13, 2011.

A schedule will be developed so that each teacher has sufficient time to teach the core content, track student performance, collaborate with colleagues, and respond to interventions. Fidelity will be ensured with regular assistance from resource teachers and administrative staff, but also from weekly learning walks to assess the effectiveness of classroom instruction. Through formative assessments and interventions, students and advocates will be able to help with prescribed interventions and track weekly progress.

Because of a Doss High School / JCTA Contract Deviation, time will be provided twice each week for teachers to collaborate during common planning time with their content area colleagues, KDE support staff, and district resource staff to monitor learning progress and gaps. These collaborative meetings will collectively create new paths for students and instructional innovations for teachers to sustain capacity for moving each student to competency in literacy and math. Teachers will also collaborate in half day and full day professional development focused on looking at formative assessment data, tracking student progress, planning interventions and standards-based lessons. Collaboration rooms have been set aside for each content area to hold their twice-weekly "Learning from Student Work" meetings as well as the half day and full day data/intervention meetings. An Intervention Coordinator, Learning Team and Data Manager, and an ECE Instructional Coach will be hired to aid in coordinating meetings, teacher professional development, data management, and structuring interventions for struggling students based on the Response to Intervention Model.

Turnaround Model

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

To ensure capacity and progress derived from implementation of the intervention model, the principal will engage teachers, KDE support staff, school administrators, district curriculum specialists, resource teachers, priority manager, high school liaison, and the assistant superintendent in a review of interim assessments and the end-of-grading period Proficiency Exams that indicate progress by student, teacher, subject, core standard, school, and district. For reading and math, these reviews will include item analyses of core content gaps and misunderstandings as well as recommended instructional responses based on distracters chosen. Additional "Performance Progress Reports" will indicate each student's progress toward reaching a respected level of competency for each primary standard expected to be learned during a grading period. Staff, students, and parents will be able to track when and how each student reaches competency (either through formative or summative assessments) and target support for those who continue to struggle.

Additionally, we have operational flexibility with Title I funds and Section 7 funding that allows us to support our students with extended learning time and interventions and staff with extensive professional development to advance practice.

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

On May 10, 2011, the Jefferson County Board of Education approved the Kentucky Teacher Standards as the standards used to screen and hire the faculty and staff at Doss High School. These standards measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. The standards include:

- Standard 1: The Teacher Demonstrates Applied Content Knowledge
- Standard 2: The Teacher Designs and Plans Instruction
- Standard 3: The Teacher Creates and Maintains Learning Climate
- Standard 4: The Teacher Implements and Manages Instruction
- Standard 5: The Teacher Assesses and Communicates Learning Results
- Standard 6: The Teacher Demonstrates the Implementation of Technology
- Standard 7: Reflects on and Evaluates Teaching and Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Evaluates Teaching and Implements Professional Development
- Standard 10: Provides Leadership Within School/Community/Profession

The Doss staff interview process was conducted by the principal, assistant principal, and two identified expert teachers from the collective bargaining unit. Four questions were selected, with input from the Instructional Leadership Team, from the list of 48 questions provided by the district. The questions were chosen because the content of each question embodied one or more of Doss' core values for educators; teachers as hard workers, collaborators, motivators, and lifelong learners. Based on the deficiencies from the audit report, the committee decided to focus on the necessities of change. Both administrators knew what the teachers being interviewed were capable of instructionally, so the following questions showcased the commitment of each staff member to see the school through this change

Interview questions:

Turnaround Model

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

1. Tell us about a time when you took action that went above and beyond the basic requirements in order to achieve results (Initiative, Results, Goal oriented).
2. Describe a past situation in which you involved others to ensure a wide variety of perspectives, ideas, and opinions to achieve a common goal. (Diversity, teamwork, developing others, collaboration, leadership)
3. Situation: You have some students in your classroom who are not motivated to learn. How do you help them become self-motivated? (Standards 2, 3, 4, 5, 6, 7)
4. Describe a recent professional development activity that you attended that was of great benefit. Why was it so beneficial? (Standards 8, 9, 10)

Each teacher was given the questions to prepare for the interview and scheduled his/her 15-minute interview with the committee. All members of the committee were also given the opportunity to ask each teacher additional questions about their professional background.

After each interview, the committee discussed the teacher's score according to the recommended rubric below and selected highly-rated candidates committed to turnaround to be retained at Doss.

Rubric: The format of the interview allowed candidates to draw on past experiences, actions taken, and the results. The past experiences do not necessarily need to be education related. They can be work experiences, college experiences, or other areas outside education. Interviewers may find that candidates begin answering in the lower scoring area, but later in the response may progress toward the higher scoring areas. In this case, the higher scoring answer overrides the lower scoring answer. The range for scoring is as follows:				
Unsatisfactory	Marginal	Satisfactory	Strong	Excellent
0	1	2	3	4
<b>1) Tell us about a time when you took action that went above and beyond the basic requirements in order to achieve results.</b>				
Unsatisfactory answer might include-I do what I'm told, I seek permission to above duty, not taking or willing to take initiative.				Excellent answer might include-Clear, specific details of the action, went beyond the basics, gives supporting evidence of results, demonstrates strong willingness to take initiative.
<b>2) Describe a past situation in which you involved other to ensure a wide variety of perspectives, ideas, and opinions to achieve a common goal.</b>				
Unsatisfactory answer might include-Vague, not well defined to a specific situation, weak description of involvement of others or did not include a cross section of perspectives.				Excellent answer might include-Describes a specific situation, identifies those who need to be involved, promotes cooperative environment, and connects the teamwork to a goal. Answer includes a cross section of team members and others to get variety of perspectives/opinions.
<b>3) Situation: You have some students in your classroom who are not motivated to learn. How do you help them become self-motivated?</b>				
Unsatisfactory answer might include-Vague, generalized response-Conference one-on-one with the student or puts the solution on the shoulders of the student or parents.				Excellent answer might include-Teacher takes action and involves the parent-Assesses and monitors student interests and then incorporates those interests into the curriculum and into daily instruction. Considers individualized learning styles as part of the solution.
<b>Describe a recent professional development activity that you attended that was of great benefit. Why was it so beneficial?</b>				

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

Unsatisfactory answer might include-General, limited and simple answer-good pay, good food, complains that PD is not meaningful, places blame on the district for lack of quality PD and/or funding, does not connect PD to classroom impact. PD that the candidate describes is not related to student performance.		Excellent answer might include- The PD is directly and immediately connected to the teacher’s instruction/student performance and is practiced, then modified for maximum student learning. The candidate includes appropriate training opportunities in his/her professional growth plan based on student data/needs. The candidate reflects on meaningful teacher training and continually evaluates the effects of his/her choices for professional growth, actively seeking opportunities to grow professionally.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Teachers will be recruited to create a collaborative culture of learning. Teachers will be invited into a school where instructional time is protected, innovation is rewarded, and an active voice in the direction of the school is desired.

The collaborative environment will be nurtured in the form of a schedule designed to allow for common planning time for each content area and structured Professional Learning Communities by content as warranted by a Doss High School/JCTA Contract Deviation that affords teachers two common plan meetings a week.

The building will be structured for collaboration that is content specific to share affective learning strategies. All teachers' classrooms will be relocated to foster more informal collaboration. Each content area has a designated Collaboration room for their meeting purposes. In addition to the intangible pieces, teachers will receive the items they need to help keep students engaged, on task, and learning their content.

With the development of PLCs, we plan to build a community of teachers with a comprehensive understanding of best instructional practices. By involving all staff including new members in the PLCs, we will establish a strong network of collegiality and sustainability that will encourage teachers to stay.

As part of the Smaller Learning Communities (SLC) grant, Doss contracts with Edvantia, Incorporated, an external research firm out of Huntington, West Virginia to review surveys, test results, interviews (teachers, students and parents), and other existing data. In addition, JCPS and KDE (Tell Survey) administers a satisfaction and support survey for teachers. The results of these surveys will be reviewed and strategic plans will be thoughtfully created to retain teachers.

In addition, teacher room locations have been modified to provide department proximity and finally, collaboration rooms (a.k.a. Colaboratoriums) have been created in each content area and are fashioned to be incubators of innovation and improved instruction.

Lunch and Learn PD sessions. Strategies from proven practitioners, such as Marzano, Garner, Burke, Atwell, Jackson, etc., will be modeled for teachers in 20-minute segments during their lunch time. These sessions will be offered to all teachers and lunch will be provided for those who attend. Feedback will be elicited from teachers who participate and follow-up e-mails will be sent. Administrators and instructional coaches will also visit classrooms to see that the strategies taught, are being implemented. All PD sessions given at Doss will be planned using the Classroom Instructional Framework to model best-practice lesson format. Additional

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

stipend PD sessions will also be offered to dig deeper into strategies that the faculty and staff request more assistance with and that administrators feel are not being effectively implemented.

Teachers were recruited through discussions about commitment to challenging students to the next level. We will offer programs of support for our new teachers that advance the culture and help our teachers thrive. We will do this through: 1) new teacher induction/ support meetings, 2) a mentoring program. A school-year long new teacher professional development plan has been generated based on feedback from new and veteran teachers in preparation of incoming new teachers. Topics include introduction to school policies and procedures, how to use Infinite Campus Gradebook, classroom management strategies, how to use the Classroom Instructional Framework, Formative and Summative Assessment, and Reflective teaching. Each new teacher will be assigned a willing mentor to guide them through the first year and acclimate and aculture them to Doss High School. Kentucky Teacher Internship Program (KTIP) teachers and their Resource Teachers will be monitored to ensure that the KTIP hours are spent on appropriate and authentic instructional activities. All new teachers will participate in a book study of Ruby K. Payne's book, A Framework for Understanding Poverty.

Additionally, we will create mutually beneficial partnerships with University of Louisville and Bellarmine University to provide future educators a site for field studies that will align with Doss' need for more individuals for intervention and mentoring activities and allow preservice college students greater exposure to the field of education, and train student teaching candidates. This gives us an additional recruitment tool to identify possible teachers to fill future vacancies.

In addition to the intangible pieces, teachers will receive the items they need to help keep students engaged, on task, and learning their content.

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

Based on a review of student data with special consideration of identified learning gaps, district resource teachers and specialists will work with the school leadership teams to design and deliver job embedded professional development to teachers throughout the school year that builds competence and confidence in implementing the aligned literacy and math curricula to meet improvement goals. These activities are detailed in the Timeline Section of this document.

With a contract deviation that was approved by the Doss staff, teachers will meet twice a week during their common planning time, with other teachers in their content area to plan lessons and to analyze student work. Lesson studies will also take place throughout the school-year with class coverage provided to teachers during this process.

Cross-curricular learning walks will take place periodically by teachers in common Schools of Study. The preparation and the debrief sessions from these Learning Walks will take place in after-school SOS meetings. Increasing rigor and student engagement will be the focus of these Learning Walks and the feedback given.

After each diagnostic test (given at 2 or 3-week point of 6-week grading period) for a particular course, the teachers teaching this content will scan student tests and use the student data from CASCADE generated

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

reports to be input into Sharepoint for all teachers and administrators to view. Substitute teachers will be used so that teachers may attend a full or V2 day meeting with other teachers to analyze student data in a round-table format. With the data posted on the screen at the front of the innovation room (a room that is designed for the collaboration of a specific department) each teacher is responsible for describing why his/her class data is what it is, including successes and difficulties. Teachers are expected to ask each other tough questions about the results to get at the adjustments that need to be made. Issues with specific students will also be addressed in this discussion.

Lists will be made of students with attendance issues for the Youth Resource Coordinator; behavioral issues for assistant principals; and, student placement questions or emotional concerns for the counselors. After each teacher has described his/her own class data, lists of students not achieving each standard are made. The next steps of the department are then determined by the group collaboratively. Some standards may be re-taught and reassessed in class through a new common lesson/formative assessment created by the group. Standards not achieved by a smaller number of students may be addressed through ESS after school. Bus transportation will be provided to students who are identified as needing ESS. The parents of these students will also be contacted by teachers prior to the assigned ESS. Students who need assistance in Tier III interventions or with multiple standards will be tutored one-on-one by trained peer-tutors, community volunteers, retired teachers, or the resource teacher/instructional coach of that specific content. Standards that are needed to be re-taught to some, but not all students, will be addressed in regrouping students during common class periods according to the standard needed. This will mean that students will be exposed to different teaching styles and given alternative formative assessments in order to recover the standard needed. Students who have mastered the standards will also be grouped together and given a chance to extend their knowledge of the standards with an instructor through the regrouping process. The instructional coach and/or resource teachers for each subject may also be used for regrouping in cases when there are not enough teachers teaching a subject during a specific class period to accommodate the number of standards needing to be recovered. Pull-outs and regrouping will also be scheduled through a student's advisory period based on needs of individual students. New lessons and new assessments will be created during the embedded PD time. A calendar of the upcoming important assessment dates and embedded PD meetings will be added to the school Sharepoint calendar.

After the proficiency exam is given to students at the 6-week mark, another meeting will take place and the process will be repeated. Student "Watch" lists will be created and maintained through these meetings throughout the school-year.

With assistance from High Schools that Work (HSTW), Education Northwest (ED Northwest) and District staff, the school will review the literacy and numeracy plans to ensure fidelity and identify professional development needs and accountability systems for implementation of the plan. In 2010, High Schools that Work (HSTW) conducted a school-wide Literacy Audit. Recommendations were given in three areas: increasing amounts of reading, increase purposeful reading, and using reading and writing strategies to enhance learning across the curriculum. During the 2011-12 school year, HSTW, ED Northwest and Doss will create a numeracy plan that will focus on: identification and interventions for struggling students, numeracy across the curriculum, parent supports, and best instructional practices.

Research-based teaching strategies topics will be taught to teachers throughout the year in monthly Lunch and Learn PD sessions. Strategies from proven practitioners, such as Marzano, Garner, Burke, Atwell, Jackson, etc., will be modeled for teachers in 20-minute segments during their lunch time. These sessions will be

Turnaround Model

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

offered to all teachers and lunch will be provided for those who attend. Feedback will be elicited from teachers who participate and follow-up e-mails will be sent. Administrators and instructional coaches will also visit classrooms to see that the strategies taught, are being implemented.

All PD sessions given at Doss will be planned using the Classroom Instructional Framework to model best-practice lesson format. Additional stipend PD sessions will also be offered to dig deeper into strategies that the faculty and staff request more assistance with and that administrators feel are not being effectively implemented.

Different book studies will be offered throughout the school-year. A book purchased and studied by the whole faculty is *Never Work Harder than Your Students* by Robyn Jackson. The staff will receive this book at the staff retreat with a schedule of dates when chapters will be presented. The members of the ILT will lead presentations and model activities from this book at each faculty meeting.

The English department will participate in a summer reading book club for the book, *What's the Big Idea?* by Jim Burke. Through five summer sessions the teachers of the English department will discuss this new book and how to use the strategies in planning to teach the new Kentucky Core Academic Standards.

*A Framework for Understanding Poverty* by Ruby Payne will be given to the teachers new to Doss High School at the full-day New Teacher Induction in July. As part of the regular professional development that these teachers participate in during the year, a regular book discussion will be lead by Doss' three newest teachers, allowing them to share connections that they make with the book's content and reflect on what they learned from Doss students during the 2010-11 school-year.

As part of Doss's literacy improvement plan, and the teaching of literacy standards across content areas, Doss teachers will be trained by two master English teachers in 13 Literacy Strategies that they can use to teach texts. Throughout the year, these master teachers will also visit specific department meetings to teach content-specific strategies that can be added to the 13 general strategies that are used by the entire staff. These two teachers, along with other English teachers will be assigned to various departments to "coach" content area teachers in using literacy strategies. Each teacher at Doss will be expected to use a literacy strategy, at least weekly, in their classes. Mastery Mavens software will be purchased for literacy professional development. Teachers using the 13 literacy strategies will be videotaped and their videos loaded in the Mastery Mavens system. Professional development activities will involve teachers viewing a colleague's use of a literacy strategy and giving collegial feedback regarding its implementation.

Administrators will look for literacy strategies when they conduct Learning Walks and evaluations throughout the school-year. The district will coordinate the services of resource teachers and content specialists so that teachers receive professional development tailored to their needs for implementing inquiry based and social emotional programs. Resource teachers and specialists will facilitate professional learning communities through lesson study at the school.

Curriculum alignment will be restructured and the Program of Studies will be mapped out into a district pacing guide. Project Proficiency, a district assessment system for tracking both formative and summative assessment results by student, teacher, school, and district will be established. Project Proficiency will be structured to guarantee competency for students. Students will be identified early and interventions will be in

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

place sooner. Summer training and follow up PD will support teacher Learning Teams to collectively establish classroom assessments, select appropriate differentiated instructional strategies, respond to struggling students with targeted interventions, and require demonstration of mastery of primary standards within each unit.

Deficiencies and gaps for struggling learners will be addressed during bi-weekly Learning Team meetings. Teachers who teach the same reading or math courses will collectively examine student progress and collaboratively create adjusted formative assessments, differentiated strategies, and responsive interventions. They will collectively build expertise, and will receive PD from curriculum, ECE, and ESL resource teachers who engage in their Learning Team conversations. This PD will primarily consist of coaching teachers in their response to our new "mastery" learning system of moving each student, each grading period, to competency for each standard that is assessed on the six-weeks Proficiency Exams. Teachers will need ongoing and embedded training for redesigning formative assessments to gauge competency, differentiated instruction for students who have different learning styles, and additional tiers of interventions for the "not yet" students.

The assistant superintendent, high school liaison, and priority manager will meet every three weeks with the principal mentor and principal to review resource teacher support, debrief Learning Team meetings, join in walkthroughs, discuss teacher supervision, identify needs, review data, and agree on next steps which will include new PD needs. Each grading period, the principal will monitor and communicate to the ILT and faculty student progress toward competency of the primary standards. In addition, the assistant superintendent will assign the principal to an Accountability Team of his/her peers and hold quarterly meetings to examine each other's data and to visit one another's school, walking through classrooms to monitor the challenge level of student tasks.

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

Doss High School's SBDM lost its governance authority as result of the Leadership Assessment. However, because Doss' commitment to involving all stakeholders in the decision making process, SBDM was allowed to remain intact in an advisory role. Doss has and will continue to organize a participatory and advisory structure through an instructional leadership team. This structure was selected to provide stakeholder voice and accountability for goal achievement.

The administrative staff changed in January 2011 when the principal was removed and a new one appointed. Additionally, one assistant principal was restaffed and new one hired. The administrative staff consists of the principal, assistant principals, counselors, SLC coordinator, College Access Time Coordinator, ECE Coordinator, Interventions Coordinator, and Learning Team/Data Coordinator . They engage in constructive collaboration multiple times a week on topics such as culture, scheduling and building management.

**Turnaround Team - Team leaders will work collaboratively to coordinate all of the other teams, using as the foundation the 30-60-90 plan. This is a weekly meeting that will include leaders of all of the teams and will allow for greater coordination of school improvement efforts.**

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

**Instructional Leadership Team (ILT)** are leaders from each department that meet monthly to discuss topics that impact student achievement. Topics such as college readiness, scheduling, or curriculum.

**Teacher Design Teams** - constructive collaboration on topics such as advisement period, school culture or curriculum. The Design Teams will be Student Transitions, Curriculum & Instruction, Professional Development, Culture and Parental Involvement.

**Parent Design Teams** - Doss has created a Parent Advisory Council composed of 20 current parents of students. There will be a focus on the development of Design Teams to involve more parents and teachers in the decision making process with an emphasis on increasing student achievement in Math and Reading. Advisory Board - Class Act Federal Credit Union -Through its partnership with Class Act Federal Credit Union, the school has the first and only student-run credit union branch in the county. Students can major in accounting, banking and financial services, entrepreneur, and management in the "Class Act Academy of Business and Finance." As a result of this relationship, an advisory board was created to ensure that all Career Technical Education classes are successful and meaningful.

**Advisement Team** - Teachers will engage in constructive collaboration with regard to the schools advisement period and college access time.

**Dragon Pride Team** - Parents, Alumnus, and Businesses will collectively create opportunities for the Doss community to expand opportunities outside of the walls of Doss. Parent involvement will be widened in the 2011-12 school year as there will be a PTSA membership drive.

Representatives from the governance teams will communicate frequently throughout the year to ensure that the decisions from the various work groups are shared and collaboratively implemented.

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

The KCCT and NCLB data demonstrates a need for realigning the curriculum with the Program of Studies. The percentage of proficient and distinguished is alarming. The school has adopted the Seven Strategies for Learning to help set a structure for using formative assessment. In addition, the formation of Professional Learning Communities that are content based will help facilitate conversation and professional development that is job embedded.

Doss High School has put in place a number of important changes in curriculum and instructional programs that enhance academic rigor provide appropriate intervention for students requiring remediation and improve the quality of instruction for students.

**Literacy and math programs will meet the needs of all students. They have been vertically aligned with state standards and supplemented resources have been developed to insure that all state standards are addressed.**

Literacy: Ramp Up to Advanced Literacy - This is a standards-based language arts curriculum, designed by America's Choice that is aligned with state core content. It integrates Reader's and Writer's Workshop to raise

Turnaround Model

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

expectations for all students, and moves them to reading at or above grade level by the end of the 10th grade. The program trains teachers to effectively teach reading, intervene based on the assessed needs of their students, and help students apply new literacy skills to the study of academic content so that they can engage more fully in the school learning community. Each student strives to read 25 books or book equivalents per year.

**Math and Science: Inquiry-based curriculum -** Doss High School has adopted rigorous and engaging curriculum materials in math (College Preparatory Math series) and science (Active Physics, Active Chemistry, and BSCS Biology). These curricula align with postsecondary rigor and require inquiry-based teaching that engages students in conceptual understanding as well as skill fluency. Characteristics include the following:

- Students are the primary talkers/thinkers/doers.
- Students actively construct and revise individual/group understanding and produce new knowledge by discovering relationships, solving problems, constructing explanations, and drawing conclusions.
- Teachers guide students to grapple with complex concepts through discussion, debate, problem based learning scenarios, research projects, written arguments, and reflection.
- Overarching essential questions, untested hypotheses, and unfamiliar situations characterize tasks and discussions.
- Students confront compelling, contemporary issues or problems and connect with fellow learners to build on each other's knowledge, skills, and personal experiences and make meaning, provide service, and learn to contribute to a more just society.

**Social studies and social responsibility: Facing History and Ourselves -** The school is also implementing a civics curriculum that engages every freshman in understanding the rights and responsibilities of a citizen in a just society. The goals of the course include helping students make the connection between history and the moral choices they confront in their own lives. The course is a powerful introduction to high school and, through a case study in civic ethics, helps students think about how they can make a positive difference in their school, their community and the world around them. Students improve their abilities to analyze and think critically, speak and write effectively, and conduct research collectively. The culminating performance event and application of their learning is a meaningful service learning experience through which each student strives to "make a difference." In essence, we want students to learn to be citizens, take action, and make a contribution to their school, their neighbors and their communities.

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

Using data to measure depth of student understanding, conceptual development and skill development is critical to enhancing student achievement. Each grading period, our teachers administer common course assessments that are aligned with state standards, ACT/SAT exams, and recommended curriculum maps. Our teachers use a web-based data collection system (Classroom Assessment System and Community Access Dashboard for Education - CASCADE) to disaggregate scores, identify learning gaps, and track individual and school growth. Each grading period, we communicate progress and seek next steps with our instructional leadership team (ILT) and faculty.

Turnaround Model

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

"Watch lists" of students with academic, attendance or behavior issues will be created for each grade level. The faculty and administrators, using our PLC structure will compile a list of students to track, monitor, provide interventions, and determine next instructional strategies. The faculty and administrators will meet quarterly to review and discuss interventions, progress made and to plan next steps.

After each diagnostic test (given at 2 or 3-week point of 6-week grading period) for a particular course, the teachers teaching this content will scan student tests and use the student data from CASCADE generated reports to be input into Sharepoint for all teachers and administrators to view. Substitute teachers will be used so that teachers may attend a full or V2 day meeting with other teachers to analyze student data in a round-table format. The Learning Team and Data manager will supervise and facilitate these meetings and coach the teachers on next steps. CASCADE and Sharepoint data will be monitored by this manager as well. During the meeting, the data will be posted on the screen at the front of the innovation room (a room that is designed for the collaboration of a specific department) and each teacher is responsible for describing why his/her class data is what it is, including successes and difficulties. Teachers are expected to ask each other tough questions about the results to get at the adjustments that need to be made. Issues with specific students will also be addressed in this discussion. Lists will be made of students with attendance issues for the Youth Resource Coordinator; behavioral issues for assistant principals/behavior intervention coordinator; and, student placement questions or emotional concerns for the counselors. After each teacher has described his/her own class data, lists of students not achieving each standard are made.

The next steps of the department are then determined by the group collaboratively. Some standards may be re-taught and reassessed in class through a new common lesson/formative assessment created by the group. Standards not achieved by a smaller number of students may be addressed through ESS after school. Bus transportation will be provided to students who are identified as needing ESS. The parents of these students will also be contacted by teachers prior to the assigned ESS. Students who need assistance with multiple standards will be tutored one-on-one by trained peer-tutors, community volunteers, pre-service teachers, retired teachers, or the resource teacher/instructional coach of that specific content. Standards that are needed to be re-taught to some, but not all students, will be addressed in regrouping students during common class periods according to the standard needed. This will mean that students will be exposed to different teaching styles and given alternative formative assessments in order to recover the standard needed. Students who have mastered the standards will also be grouped together and given a chance to extend their knowledge of the standards with an instructor through the regrouping process. The instructional coach and/or resource teachers for each subject may also be used for regrouping in cases when there are not enough teachers teaching a subject during a specific class period to accommodate the number of standards needing to be recovered. Pull-outs and regrouping will also be scheduled through a student's advisory period based on needs of individual students. New lessons and new assessments will be created during the embedded PD time. A calendar of the upcoming important assessment dates and embedded PD meetings will be added to the school Sharepoint calendar.

When students are not successful, a systematic set of targeted interventions will be implemented to make sure that they achieve the standards. The different "Watch" lists of students and needed interventions that are created in the collaborative meetings will be passed on to the Intervention Coordinator who will be in charge of the logistics and scheduling of pull-outs, mentoring/tutoring, regrouping, ESS, etc.

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

After the proficiency exam is given to students at the 6-week mark, another meeting will take place and the process will be repeated. Student "Watch" lists will be maintained during these meetings throughout the school-year.

The Intervention Coordinator and the Learning Team and Data Coordinator will also coordinate the other added resources in the building with the teachers/students who need their assistance.

As part of the Smaller Learning Communities (SLC) grant, High Schools that Work (HSTW) and Education Northwest (ED Northwest) will continue to provide external technical assistance to Doss. For the 2011-12 school year, HSTW & ED Northwest will provide coaching and support for the school in creating an intensive system for extra help and strengthening cross-curricular work in Doss' Schools of Study.

A first trimester course will be offered in leadership to recommended students in order to build student leadership capacity at Doss. The following two trimesters these students will be matched, based on their strengths, with other students that they will mentor academically, behaviorally, and/or socially.

There will be an ECE Instructional Coach who will foster educational collaboration and resource allocation for the ECE population, which makes up 16% of Doss' student population.

Behavior Intervention Coordinator will be assigned to work collaboratively with the assistant principals and to assume some discipline duties to allow more time for administrative assistance in instructional issues. This person will work to develop teacher leadership capacity within the school behavior intervention process.

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

The trimester schedule implemented provides for extended learning time in core content areas beyond the traditional six-period day. The 3x5 trimester schedule consists of five 70-minute course periods per day for each of three 12-week trimesters. Students may earn 7.5 credits per year and 30 credits in four years. Since the state requires 22 credits to graduate, students have increased access to both the growing number of state requirements and valuable electives. However, there are a number of critical advantages of this schedule for improving student performance. The longer period provides additional time for in-depth learning and personalization. At the same time, it reduces the student-teacher ratio and the number of courses students have to focus on at one time. This enables both teachers and students to focus more clearly on their coursework. It also provides more flexible pathways for both acceleration and remediation. Since a student completes a traditional course in two trimesters, it enables some students to accelerate by, for example, taking three math courses in two years. It also enables students who struggle with content or who are taking demanding Advanced Placement classes to take a course across all three trimesters.

Time for content-based student pull-outs and regrouping based on standards is afforded for by the trimester schedule. Pull-outs and regrouping will also be scheduled through a student's advisory period based on needs of individual students. In addition, this schedule allows built-in time for an advisory period to sustain the personalized support needed for our postsecondary initiatives to be successful. Within the advisory period, students who struggle in reading or math are given an advisor-teacher who also acts as a remediation

Turnaround Model

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

instructor in reading or math. These advisors split their advisement time between college prep activities and remediation of content.

Students who need assistance with multiple standards will be tutored one-on-one by trained peer tutors, community volunteers, retired teachers, or the resource teacher/instructional coach of that specific content. Standards that are needed to be re-taught to some, but not all students, will be addressed in regrouping students during common class periods according to the standard needed.

Additional tutoring time will be provided for students in Before/ After/ School Programs. Incoming students who are achieving below level will be given a tutorial/ assistance slot immediately upon entry. Funds will also be allocated for bus transportation (school bus and public transit tickets) for students who participate in After School Programs.

In the second year of the grant, identified incoming ninth graders will participate in a summer bridge enrichment experience to help close the learning gaps prior to their entry into ninth grade and acclimate them to high school. The bridge program will work with students that are most vulnerable, but it will also work with students that are in the advanced program, ensuring that they are prepared for the rigor of advance high school curriculum.

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

The comprehensive reform effort at Doss High School includes a number of strategies aimed at providing social-emotional and community oriented services for students. The Youth Services Center (YSC) provides a myriad of services for students. They range from individual and group counseling services from a local agency to basic needs for the home and student. The YSC works with the school to identify students that need assistance based on teacher referrals, behavior, attendance, and academic data.

An Advisory Period has been implemented weekly on Wednesdays to provide students with a personal teacher- advisor for support, guidance, and advocacy for their social, emotional, academic and college readiness goals. The cohorts of students in grades 10 through 12 with similar career interests will be assigned to a teacher-advisor who will help students build community and a sense of belonging, develop academic and decision-making skills, and acquire knowledge and guidance for pursuing a postsecondary pathway. During this advisory period, the advisor will review students' individual learning plans to ensure that students are receiving personalized instruction tailored to their needs. This includes bi-weekly one-on-one sessions, transcript reviews, and student-led conferences with the advisor and parent present. When students and advisors are not doing one-on-one sessions, they are engaged in lessons focused on topics like study skills, decision-making skills, college requirements, reviewing of PLAN/ACT scores, and social skills.

In addition, the Freshman Academy was designed to provide more personal guidance, attention and supervision as students make their transition from middle to high school. Through this personal approach, the Academy provides coherent support systems to foster student connectedness and successful progression throughout high school. The freshman faculty meets after school so that they can collaborate to ensure students are succeeding and to intervene early to address student problems and learning needs. They have focused on improving attendance, promoting self-discipline and responsibility, reducing retentions, enhancing

Turnaround Model

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

social and emotional skills, and providing college and career exploration. Ninth grade students participate in an Advisory Period, however during this year their advisors are Freshman Academy teachers, in order to ease the transition to high school.

Community members have started an offsite-tutoring program for students, Supplemental Educational Services (SES). The community center will allow any student that needs assistance to participate. The school will be providing transportation to assist students that need it.

Facing History and Ourselves - The school is also implementing a new civics curriculum that engages every freshman in understanding the rights and responsibilities of a citizen in a just society. The goals of the course include helping students make the connection between history and the moral choices they confront in their own lives. The course is a powerful introduction to high school and, through a series of case studies in civic ethics, helps students think about how they can make a positive difference in their school, their community and the world around them. Students improve their abilities to analyze and think critically, speak and write effectively, and conduct research collectively. The culminating performance event and application of their learning is a meaningful service learning experience through which each student strives to "make a difference." In essence, we want students to learn to be citizens, take action, and make a contribution to their school, their neighbors and their communities.

Doss High School has also collaborated with the education departments at Bellarmine University and the University of Louisville. A liaison will be assigned to develop a connection between the curriculum, mentoring, improving teaching and learning. This partnership is multilayered; students will work with mentors who are tutors and role models, who are also college students intent on becoming teachers. The college students from our partners will get authentic experiences engaging students in their learning and in classrooms. Doss students will visit the universities enhance their learning and link the curriculum to real world applications while being exposed to post-secondary options.

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

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

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

Jefferson County Public Schools has reorganized 15 of its comprehensive high schools for 201011. Each of these high schools will provide the same core curriculum but will also provide a wide range of elective courses in a specific career theme. With five high schools in each of three regions, we have identified five broad career themes and selected one high school in each region to focus on that theme. We believe that this restructuring will not only provide greater opportunities for students to be more fully engaged in areas of interest but find a meaningful direction and career path. It also enables the school to build strong relationships with local businesses and organizations that can mentor students and support the school's program in that career area. Students in a region will be able to select anyone of the five high schools in their region and the district will provide the transportation necessary to ensure that students are able to attend that school.

Turnaround Model

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

At most JCPS high schools, the curriculum has been organized around a Professional Career Theme that takes college and career preparation to a new level. Classes go far beyond lectures. Students participate in real world activities in and out of the classroom. Local companies, community organizations, colleges, and universities partner with schools to support these programs, so no matter which theme a student chooses, he or she receives expert advice from professionals in the field. There is one career theme per school, but to ensure all students have access, each theme is offered in at least three schools spread geographically across the district.

As a result of this district-wide restructuring, we are completely redesigning Doss High School to thematically align with professional careers in Business and Informational Technology. Our program will teach critical skills to prepare our students as members of a viable, high-performing workforce. Students will take courses in computer repair, networking, web design, desktop publishing, programming. Students will also learn the technical skills required for success in college and the workforce. Students will get real-world, hands-on experiences by completing internships with our business partners. One of our goals is to increase the number of students receiving Industry Certification. State universities will also provide enhanced learning opportunities for students through Advanced Placement courses, on-campus learning opportunities, and dual-credit college courses. The driving goal of our theme is to enhance student learning so that they are college and career ready. We have already built a fully functioning Credit Union and 12 computer labs.

The Smaller Learning Communities (SLC) program awards discretionary grants to local educational agencies (LEAs) to support the implementation of SLCs and activities to improve student academic achievement. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs. Doss High School implements the Schools of Study in order to increase graduation and college-going rates. This structure creates context and coherence for postsecondary pathways. Schools of Studies will organize students in grades ten through twelve according to their interests, aspirations, and career goals. Each SOS will align with Doss's overarching career theme of Business and Information Technology and connect students to their peers, their teachers, and Doss. In addition, each student will connect with an advisor or advocate who will build a trusting relationship with him/her and provide ongoing assistance to pursue a "credentialed diploma" through an industry certification, community college articulated credit, AP credit, or dual college credit.

College & Career Connection Room - Doss High School is in the process of renovating a bookstore into a College & Career Connection Room. It will be managed by the advisory coordinator. The goal is to create a place where upperclassmen can apply for education and career opportunities and be a library for students to research College and Career information.

The Freshman Academy was designed to provide more personal guidance, attention and supervision as students make their transition from middle to Doss. Through this personal approach, the Academy provides coherent support systems to foster student connectedness and successful progression throughout high school. The Freshman Academy organizes students in teams taught by a core group of faculty. The freshman faculty has common preparation time so that they can collaborate to ensure students are succeeding and to intervene early to address student problems and learning needs. They have focused on improving attendance, promoting

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

self-discipline and responsibility, reducing retentions, enhancing social and emotional skills, and providing college and career exploration.

An Advisory Period has been implemented weekly on Wednesdays to provide students with a personal teacher- advisor for support, guidance, and advocacy for their social, emotional, academic and college readiness goals. The cohorts of students in grades 10 through 12 with similar career interests will be assigned to a teacher-advisor who will help students build community and a sense of belonging, develop academic and decision-making skills, and acquire knowledge and guidance for pursuing a postsecondary pathway. During this advisory period, the advisor will review students' individual learning plans to ensure that students are receiving personalized instruction tailored to their needs. This includes one-on-one sessions, transcript reviews, and student-led conferences with the advisor and parent present. When students and advisors are not doing one-on-one sessions, they are engaged in lessons focused on topics like study skills, decision-making skills, college requirements, reviewing of PLAN/ACT scores, and social skills.

Mastery Mavens software will be purchased for literacy professional development. Teachers using the 13 literacy strategies will be videotaped and their videos loaded in the Mastery Mavens system. Professional development activities will involve teachers viewing a colleague's use of a literacy strategy and giving collegial feedback regarding its implementation.

Class Act Federal Credit Union - Through its partnership with Class Act Federal Credit Union, Doss has the first and only student-run credit union branch in the county. Students can major in accounting, banking and financial services, entrepreneur, and management in the "Class Act Academy of Business and Finance."

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

The priority schools have been exempted from the District's labor agreement transfer procedures. The principal has been involved with making all staff selections. No teachers will be required to go to any of the priority schools. This agreement was recently updated and extended the exemption regarding transfers for three years. Persistently Low Achieving schools shall participate in the transfer process but will not be required to select any staff off of the transfer list. The only exception to this rule would be in the event of a staffing situation that would result in a layoff. The agreement was approved by the Board of Education on June 13, 2011.

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

The district will provide the school with a priority manager who will provide job performance feedback about the principal to the superintendent and assistant superintendents for action and monitor the implementation of all school activities aimed at improving student achievement.

More specifically, the priority manager will:

- Review Implementation and Impact (I &I) checks ongoing through the year in order to determine if the programs and systems that are implemented are affecting student learning.

Turnaround Model

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

- Analyze the on-going proof of progress work and reports (on-going assessment results, teachers' use of assessment results, teachers' use of student work to change instruction, walkthroughs, interviews, observations). Ensuring that assessments are being used in a formative matter will allow teachers to make instructional decisions that will address students' needs as they arise.
- Provide feedback to the superintendent, assistant superintendents, and the principal about Instructional Leadership Team activities, professional development, curriculum alignment, instructional methods, and school/class student management issues. This will give the school feedback on its efforts from a district perspective and will allow district to provide resources on demand proactively.
- Provide direction to principal for improving student achievement.
- Monitor the different school systems to ensure the systems support student achievement. The systems in the school must work to help students achieve. Monitoring the systems for this goal will allow the school to change them in order to help students when necessary.
- Coordinate the various resources flowing into the school to make sure all resources work in a systematic way to support student achievement.
- Provide follow-up on NCLB provisions concerning school choice and supplemental services. The ultimate goal according to the current legislation is achievement based on the Program of Studies measured by the percent of proficient and distinguished in math and reading. Assisting students in looking at school choice and provisions for supplemental services will help students learn.

KDE is also providing additional resources to assist the leadership team as it implements the reform initiative. Schools will work with a principal mentor, language arts specialist, math specialist, and literacy and math coaches. The principal and key members of the school's leadership team will participate in state training on turnaround initiatives.

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

The District will support schools in the implementation of Response to Intervention (RTI). RTI provides a thoughtful, data-driven process designed to support students who struggle as they work towards achieving proficiency. The JCPS RTI process ensures that when universal screening data reveals a concern, support will be provided quickly before gaps in learning expand. Support will be provided in academics and/or social development/behavior via "Tiers" or increasingly intensive layers of evidence based interventions.

Tier 1 preventative supports are provided through the core program to all students in the classroom which allow for personalized learning.

Students who are somewhat below grade level receive targeted Tier 2 interventions provided in small focus groups in addition to regular/core classroom instruction.

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

Students who are significantly below level are provided with intensive Tier 3 interventions via smaller class sizes and/or individualized support for extended periods of time using specialized materials and evidence based strategies.

RTI ensures that the more a student struggles--the more support they receive. All tiered interventions are provided in a swift and coordinated process with progress monitoring. The interventions emphasize personalized learning, progress monitoring and data-driven decision making.

In addition, the district will provide resource teachers and specialists to work with school leadership teams to design and deliver job-embedded professional development to teachers throughout the school year that builds competence in the instructional staff at the schools. The district will also coordinate the services of resource teachers and content specialists so that teachers receive professional development tailored to their needs for implementing inquiry based programs. Finally, resource teachers and specialists will facilitate professional learning communities through lesson study at the school.

**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.**

The school will send additional teachers for training at the Advanced Placement Summer Institute at the University of Louisville to build local staff capacity and the opportunity for offering additional courses. Doss is looking into the Pre-AP training and vertical teaming to increase success for all students in the advance placement classes.

The trimester schedule will be utilized to increase the number of students that can be accelerated to take advance coursework, especially in the areas of math and science. Students can take one or more areas of AP coursework, which offers further flexibility in scheduling and acceleration.

Intervention programs (before/after/Saturday school) will be created to give additional help to students that are struggling in these rigorous courses. Teachers will also offer extended enrichment for AP students by offering academic labs before and after school. Academic labs will focus on reviewing content, acceleration, and AP Exam preparation.

An AP recruitment program has been put into place. The focus is to encourage reluctant students to participate in the program. Additional emphasis is being placed on minority and under-represented student populations. In addition to encouraging students, teachers make recommendations to counselors for students that may be candidates.

In the second year of the grant, identified incoming ninth graders will participate in a summer bridge enrichment experience. The bridge program will work with students that are most vulnerable, but it will also work with students that are in the advanced program, ensuring that they are prepared for the rigor of advance high school curriculum.

Finally, College & Career Connection Room - As the students are taking Advanced Placement courses, they can research college opportunities and see connections between their courses and their future. Doss High

Turnaround Model

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

School is in the process of renovating a bookstore into a College & Career Connection Room. It will be managed by the advisory coordinator. The goal is to create a place where upperclassmen can apply for education and career opportunities and be a library for students to research College and Career information.

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

The Freshman Academy was designed to provide more personal guidance, attention and supervision as students make their transition from middle to high school. The Academy provides a solid foundation through coherent support systems to foster student connectedness and successful progression throughout high school. The Freshman Academy organizes students in teams taught by a core group of faculty. The freshman faculty meets weekly and on an as needed basis to collaborate to ensure students are succeeding and to intervene early to address student problems and learning needs. They have focused on improving attendance, promoting self-discipline and responsibility, reducing retentions, enhancing social and emotional skills, and providing college and career exploration. Freshman faculty will meet collaboratively in content area groups to focus on standards-based grading and student assessment data and interventions strategies.

Doss works with all of its feeder middle schools to insure that there is a smooth transition from 8th to 9th grade. Emphasis is placed on the proper academic placement and intervention strategies that were successful in 8th grade. We will use the forthcoming school year to plan middle school visits, parent and student informational sessions, and identify students who are in need for early interventions during the ninth grade.

In the second year of the grant, we plan to develop a Summer Bridge Program for identified low performing incoming 9th graders to enhance their learning and better prepare them for the transition to high school.

**Identify the strategies in place to increase graduation rates.**

Doss High School will be implementing the Smaller Learning Communities Schools of Study (SOS) in order to increase graduation rates and college-going rates. This structure creates context and coherence for postsecondary pathways. SOS will organize students in grades ten through twelve according to their interests, aspirations, and career goals. Each SOS will align with the school's overarching career theme and connect students to their peers, their teachers, and their school. In addition, each student will connect with an advisor or advocate who will build a trusting relationship with him/her and provide ongoing assistance to pursue a "credentialed diploma" through an industry certification, community college articulated credit, AP credit, or dual college credit.

An Advisory Period has been implemented weekly on Wednesdays to provide students with a personal teacher- advisor for support, guidance, and advocacy for their social, emotional, academic and college readiness goals. The cohorts of students in grades 10 through 12 with similar career interests will be assigned to a teacher-advisor who will help students build community and a sense of belonging, develop academic and decision-making skills, and acquire knowledge and guidance for pursuing a postsecondary pathway. During this advisory period, the advisor will review students' individual learning plans to ensure that students are receiving personalized instruction tailored to their needs. This includes bi-weekly one-on-one sessions, transcript reviews, and student-led conferences with the advisor and parent present. When students and

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

advisors are not doing one-on-one sessions, they are engaged in lessons focused on topics like study skills, decision-making skills, college requirements, reviewing of PLAN/ACT scores, and social skills.

College & Career Connection Room - In an attempt to connect students to something beyond high school. Doss High School is in the process of renovating a bookstore into a College & Career Connection Room. It will be managed by the advisory coordinator. The goal is to create a place where upperclassmen can apply for education and career opportunities and be a library for students to research College and Career information.

The Louisville Education and Employment Partnership (LEEP) is a collaborative effort among the Jefferson County Public Schools, Louisville Metro Government, Metro United Way, and KentuckianaWorks. The continuing mission of the Partnership is to assist students, with the help of career planners at their schools, to remain in high school, to graduate, and to make a successful transition to employment and/or post-secondary education or military service. Our success is measured by the success of our students. This collaboration among education, business, and community agencies provides the educational and transitional support for students to continue their education as they face these daily challenges.

Doss High School will implement SMART ED as an early warning for predicting high school dropouts early in one's educational career.

The system includes:

- Initial scoring of all students as to their probability to drop out
- Prediction of which interventions are likely to change that trajectory
- Real-time scoring and predictions for students based on daily data feeds and updated information
- Tailored dashboards with information at three levels: district, school and student
- Measurement of the effectiveness of intervention programs denoted in data
- External data appends as needed

This data system will be used to identify students who may be a risk of failing to achieve high standards or graduate. Once students are identified, they will be placed into intervention programs, whose effectiveness is measured within the data system.

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

School Resource Officer (SRO) is a County Sherriff that is trained in mediation and de-escalation. His role is to provide a safe and orderly environment.

Supplemental Educational Services - This opportunity is available to all Doss students. Students receive free tutoring services and social- emotional help.

Dragon Pride Team - Parents, Alumnus, and Businesses will collectively create opportunities for the Doss community to expand opportunities outside of the walls of Doss.

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

Class Act Federal Credit Union -Through its partnership with Class Act Federal Credit Union, the school has the first and only student-run credit union branch in the county. Students can major in accounting, banking and financial services, entrepreneur, and management in the "Class Act Academy of Business and Finance."

The Louisville Education and Employment Partnership (LEEP) is a collaborative effort among the Jefferson County Public Schools, Louisville Metro Government, Metro United Way, and KentuckianaWorks. The continuing mission of the Partnership is to assist students, with the help of career planners at their schools, to remain in high school, to graduate, and to make a successful transition to employment and/or post-secondary education or military service. Our success is measured by the success of our students. This collaboration among education, business, and community agencies provides the educational and transitional support for students to continue their education as they face these daily challenges.

Through the school's Youth Service Program, partnerships have been established with the PTA, Metro Government departments, YMCA, area university departments and their student organizations, volunteer agencies, and faith based organizations. These partnerships are designed to link students with caring adult mentors, programs and services to meet their social emotional needs. They range from individual and group counseling services from a local agency to basic needs for the home and student. The YSC works with the school to identify students that need assistance based on teacher referrals, behavior, attendance, and academic data.

Key Club - is an organization run by students, but is sponsored by the Kiwanis. It is an opportunity for students to be involved with members of the community in meaningful ways.

As part of the Smaller Learning Communities (SLC) grant, Doss contracts with Edvantia, Incorporated, an external research firm out of Huntington, West Virginia to review surveys, test results, interviews, and other extant data. As the school begins the School Improvement Grant process, Edvantia program review results will reflect the changes made as a result of SIG. Data from surveys, test results, and interviews will be reviewed and evaluated to determine the effectiveness of the reform effort on student results. This information will be shared with all stakeholders to review and revise the school improvement plan.

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

Doss High School has created and will implement a Behavior - Discipline plan that is systemic and focused. At its foundation is good classroom instruction. These proactive approaches to develop relationships with students based on respect, high expectations, and consistent application of intervention strategies will allow students and staff to spend more time engaged in interactive, high level content learning; thus positively impacting student achievement.

New teachers to Doss will be required to participate in and be actively involved in New Teacher Orientation. We will do this through: 1) new teacher induction/ support meetings, 2) a mentoring program. They will be given a mentor that will help them with classroom management and student discipline issues. They will work collaboratively to understand the Doss culture, develop instructional strategies, and classroom management techniques.

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

With the development of PLCs, we plan to build a community of teachers with a comprehensive understanding of best instructional practices. By involving all staff including new members in the PLCs, we will establish a strong network of collegiality and sustainability that will encourage teachers to stay.

Behavior Intervention Coordinator - Behavior Intervention Coordinator will be assigned to work collaboratively with the assistant principals and also assume some discipline duties to allow the assistant principals to spend more time on instructional activities. This person will work to develop leadership capacity within the school intervention process. They will also manage and coordinate in school suspension to insure that time that the student is out of the classroom, will be spent in an instructional environment.

There will be an ECE Instructional Coach who will foster educational collaboration and resource allocation for the ECE population, which makes up 16% of Doss' student population. They also make up 50% of the discipline issues.

A School-wide leadership course will be taught 1st trimester to recommended students in order to build student leadership capacity at Doss. The following two trimesters these students will be matched, based on their strengths, with other students that they will mentor academically, behaviorally, and/or socially.

The Smaller Learning Communities (SLC) - SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, and autonomous schools-within-a school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs.

An Advisory Period has been implemented weekly on Wednesdays to provide students with a personal teacher- advisor for support, guidance, and advocacy for their social, emotional, academic and college readiness goals and social skills.

Through the use of Freshman Academies, mentoring programs, Response to Intervention for behavior and staff professional development in consistent systematic implementation of interventions, a multipronged approach to school climate and discipline will be established. A school-wide focus to teach students and staff members expectations for student behavior will be established. Professional development will be provided for staff members to utilize data-based decision making and evidence based proactive to ensure that students are provided with a positive, safe and orderly climate.

"Watch lists" of students with academic, attendance or behavior issues will be created for each grade level. The faculty and administrators, using our PLC structure will compile a list of students to track, monitor, provide interventions, and determine next instructional strategies.

The Louisville Education and Employment Partnership (LEEP) is a collaborative effort among the Jefferson County Public Schools, Louisville Metro Government, Metro United Way, and KentuckianaWorks. The continuing mission of the Partnership is to assist students, with the help of career planners at their schools, to remain in high school, to graduate, and to make a successful transition to employment and/or post-secondary education or military service. Our success is measured by the success of our students. This collaboration among education, business, and community agencies provides the educational and transitional support for students to continue their education as they face these daily challenges.

Turnaround Model

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

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

The district offers and financially supports full day kindergarten to all Jefferson County children who are age eligible. In addition, the district financially supports an extensive system of pre-kindergarten programs to include federally funded Head Start and Early Head Start, state supported Pre-K, and Tuition Based.

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

Jefferson County Public Schools has two tiers of Section 7 funding, At-risk (allocated to all schools), and Student Recovery Program (SRP). The first tier in the Section 7 allocation is available to all regular instruction schools under this provision, and is known as an At-risk allocation. This amount must be included in the school's Comprehensive School Improvement Plan (CSIP). JCPS schools have been granted the right to submit their CSIPs in the fall after the councils have received their KCCT scores. It is the responsibility of instructional leadership at the school and district levels to insure that these funds are imbedded in the CSIP, and tied to the greatest needs of those students that require the highest degree of attention in order to insure their success.

It is also the responsibility of instructional leadership to have very candid discussions with council representatives regarding best practices that can assist them in reaching specific goals, as well as possible frank discussions on current strategies that are not producing the needed improvements. These responsibilities are not implied but are based upon Board-approved documents.

The per-pupil allocation for At-risk funds is higher with schools that have higher percents of free and reduced lunch student populations. Also, the At-risk allocation is separate from and a different set of account codes than the site-based allocation. This separation of account codes is simply to insure the ability of all stakeholders to monitor the budgeting and expense trends of Section 7 allocations. The school will submit a budget for this allocation on a form entitled Section 7 Funds. This is simply an allocation form showing where councils want to budget the At-risk allocation.

The schools may allocate funds to buy staff, or they may allocate funds in operational codes. The funds may be transferred in the course of the year within the At-risk codes, but we encourage the school to be very intentional about their initial allocation. Schools that are trending to state "Needs Improvement" category or that are in No Child Left Behind Tiers are encouraged to apply for the second tier of Section 7 funding known as Student Recovery Program (SRP). Doss High School has applied and will receive this additional funding. This has the same requirements as the At-risk Allocation, but provides an avenue for very deliberate District support to those schools that currently need funding to the highest degree.

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

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

Parents will play an integral role as we move forward. Initially, we will focus on engaging parent and community partners and work toward involving them in planning and evaluating the implementation of the intervention model. The school has created a Parent Advisory Council composed of 20 current parents of children enrolled at Doss High School.

There will be a focus on the development of Design Teams to involve more parents and teachers in the decision making process with an emphasis on increasing student achievement in Math and Reading. There will be a variety of Design Teams created. They will have specific tasks and policies to develop. Furthermore, we will continue to invest in our partnerships with the community focused on providing students unique opportunities.

Additionally, we will create mutually beneficial partnerships with University of Louisville and Bellarmine University to provide future educators a site for field studies that will align with Doss' need for more individuals for intervention and mentoring activities and allow preservice college students greater exposure to the field of education, and train student teaching candidates.

The YSC is active in working with community and will provide valuable opportunities to receive stakeholder buy-in.

Dragon Pride Team - Parents, Alumnus, and Businesses will collectively create opportunities for the Doss community to expand opportunities outside of the walls of Doss.

These activities will be designed to assist the principal in generating ideas, support, buy-in and commitment for needed changes at the school to result in improved student achievement.

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

## **Actions**

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

At Doss, there shall be frequent (bi-weekly) monitoring of changes in instructional practices resulting from job embedded professional development. A walkthrough schedule shall be developed whereby every teacher is visited in his/her classroom bi-weekly. Through walkthroughs, it shall be noted on the walkthrough instrument that teachers are implementing effective instructional practices. Written feedback shall be given to the teachers pertaining to their walkthroughs and suggestions for improvement will be included in this feedback.

Administrators will collect the data from the walkthroughs. This information will be communicated to teachers and used to determine what follow up PD is necessary. This pattern of PD and monitoring instruction is a model for continuous improvement.

The district will monitor effect of job embedded PD using the following strategies:

- All teachers who attend professional development will receive follow-up visits to support the implementation of instructional practices learned in the professional development.
- The district administrators will build capacity in the Doss HS Principal and assistant principals to hold participants accountable to the job-embedded professional development by collecting exit slips, meeting notes, and monitoring student data.
- The district administrators and resource teachers will participate in collaborative meetings.
- At least every six weeks, resource teachers and specialists will analyze exit slips, anecdotal notes and student achievement data to determine the impact of instructional practices and connection to student achievement. Results of the analysis and next steps will be sent to the assistant superintendents and principals.
- Assistant superintendents, Priority Managers and Curriculum Directors will conduct periodic walkthroughs to assess the effectiveness of instructional practices and debrief to discuss findings and recommendations.
- The district administrators will also have access to view teacher lesson videos which are posted on the Mastery Maven website. Mastery Mavens software will be purchased for literacy professional development. Teachers using the 13 literacy strategies will be videotaped and their videos loaded in the Mastery Mavens system. Professional development activities will involve teachers viewing a colleague's use of a literacy strategy and giving collegial feedback regarding its implementation.

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

Every teacher, administrator, Instructor I and III, and instructional assistant was carefully selected and is uniquely qualified to meet identified student needs. Based on staff qualifications and student needs, staff was assigned to ensure students received the best possible instruction in all content areas.

Department/Leaning Teams will be given a great sense of autonomy with regard to scheduling, room arrangement, accountability, and meeting structure. The goal is to increase their ownership of the entire

Turnaround Model

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

process. Teacher leaders will be assigned to departments in lieu of Department Chairs in order to create a more instructional environment focused on meeting student needs and achieving learning goals.

Each teacher was also selected for their content knowledge, as well as their willingness to be committed to school turnaround. In addition, the content knowledge and pedagogical strengths are important consideration when putting each teacher in the proper placement. Each teacher must be committed to the success of all students.

To further maximize teaching and learning, the staff will receive resource teachers' help from the Literacy Department, the Analytical and Applied Science department, the ECE Department, and the Technology Department. District resource teachers will support staff in inquiry-based learning, content specific curriculum, Cognitive Coaching, study team strategies, and formative assessment. The development of Professional Learning Communities will provide a structure for collaboration among teachers to create a synergistic environment.

The State Turnaround Training will provide an opportunity for the school to create focused plans. The 30-60-90 plans will be designed to integrate new and retained staff. The structure of identifying challenges, setting measurable goals and creating a review process has been adopted by all teams. Each Learning team will have its own set of plans and objectives that they will be focused on. They will all be data and results driven.

The district will also provide the school with a priority manager who will monitor the implementation of all school activities aimed at improving student achievement. More specifically, the priority manager will:

- Work with principal on Instructional Leadership Team activities, professional development, curriculum alignment, instructional methods, and school/class student management issues.
- Provide support to the principal for improving student achievement.
- Assist with the different school systems to ensure the systems support student achievement.

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

School to Career funds, a new school staffing formula, and additional general fund allocations have been revised and redirected to specifically meet the needs of each of the priority schools.

The school board moved School to Career to report to the assistant superintendent of high schools, and he has reorganized positions and budgets to more adequately transfer the savings to priority schools to support their new Career Theme emphases.

Smaller Learning Communities (SLC) grant funds will provide professional development for teachers in literacy and numeracy strategies. Doss collaborated with High Schools that Work (HSTW) & Education Northwest (ED Northwest) to align technical assistance activities for the 2011-12 school year to addressing literacy, numeracy, and student supports. SLC grant objectives address increasing proficiency in reading, mathematics, and science in addition to non-cognitive measures such as suspensions, retentions, and post-secondary attainment.

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

The new school staffing formula has moved from an ADA formula to an ADM formula, allowing schools a more transparent and predictable allocation from which to budget for the next school year.

In addition, the district was able to provide an athletic director for each high school as an "add on," which does not subtract from teaching staff funds, and also increased allocation for the priority schools to adequately fund their trimester schedule.

The self-contained Special Education units and the resource units are funded by the district. Our school receives the support of Special Education Resource Teachers from the district.

- Funds from Title I and Flexible Focus grants will be provided. Flexible Focus money is limited to Extended School Services and Professional Development.
- Student Recovery Project (SRP) funds will be used to support students that are considered to be in the highest need of attention in order to be successful.

The budget office has established a mechanism to immediately supply needs for priority schools based on the recommendations of the assistant superintendent.

In addition, Doss High School will also provide professional development for all staff members in literacy strategies. This will be monitored by the Assistant Principals through bi-weekly walk throughs.

Teachers will have opportunities to provide real world connection through field trips.

Teachers will so be attending conferences such as the National Council of Teachers of English (NCTE) conference to expand their content knowledge and to work with other members of their learning team to demonstrate new techniques.

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

Families and community partners play an integral role in planning and evaluating the implementation of the intervention model. Doss High School will create a Parent Advisory Council composed of 20 current parents of children enrolled. There will be a focus on the development of Design Teams to involve more parents and teachers in the decision making process with an emphasis on increasing student achievement in Math and Reading.

Doss High School will increase the number of active members of the PTSA from 64 to 400. This will take place by increasing the number of opportunities the parents have to attend an event at the school. This increase will come from awareness of the events by receiving more inviting phone calls and mailed invitations.

Monthly opportunities will take place for parents and students to visit the school in the evening. Open House, Literacy, Numeracy, College Readiness nights will give the families a chance to access resources. The PTSA will become involved in the planning and implementation of these programs. For those parents and students

Turnaround Model

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

who are unable to attend the school due to transportation challenges. Doss will work with community partners to provide off-campus sites where school staff can be accessed

Furthermore, we will continue to invest in our partnerships with the community focused on providing students with internships, mentors and career possibilities. As a part of the Doss' 30-60-90 plan, business members will meet monthly with the principal, teachers and students to create an advisory team.

Doss will also work collaboratively with their alumni associations to create partnerships in the community. Dragon Pride Team - Parents, Alumnus, and Businesses will collectively create opportunities for the Doss community to expand poutside of the walls of Doss.

The YSC is active in helping students find tutoring opportunities in math and reading. The Youth Service Center Coordinator will work closely with staff to promote family involvement in the areas of attendance, participation at teacher conferences, as well as provide services for students that will remove barriers to student achievement. The counselor will also work with the Family Resource Center (FRC) coordinator to identify and address needs of students.

As part of the Smaller Learning Communities (SLC) grant, Doss contracts with Edvantia, Incorporated, an external research firm out of Huntington, West Virginia to review surveys, test results, interviews, and other extant data. As the school begins the School Improvement Grant process, Edvantia program review results will reflect the changes made as a result of SIG. Data from surveys, test results, and interviews will be reviewed and evaluated to determine the effectiveness of the reform effort on student results. This information will be shared with all stakeholders to review and revise the school improvement plan.

An Intervention Coordinator will be added to the staff. They will manage the systematic interventions that will take place. They will manage before, during and after school opportunities for students that have not mastered Use data generated from formative assessment to strategically set the intervention process in motion.

Additionally, we will create mutually beneficial partnerships with University of Louisville and Bellarmine University to provide future educators a site for field studies that will align with Doss' need for more individuals for intervention and mentoring activities and allow preservice college students greater exposure to the field of education, and train student teaching candidates. Doss High School has also collaborated with the education departments at Bellarmine University and the University of Louisville. A liaison will be assigned to develop a connection between the curriculum, mentoring, improving teaching and learning. This partnership is multilayered; students will work with mentors who are tutors and role models, who are also college students intent on becoming teachers. The college students from our partners will get authentic experiences engaging students in their learning and in classrooms. Doss students will visit the universities enhance their learning and link the curriculum to real world applications while being exposed to post-secondary options.

These activities will be designed to assist the principal in generating ideas, support, buy-in and commitment for needed changes at the school to result in improved 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**

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

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

The Leadership Assessment team determined that the SBDM does not have sufficient capacity to manage the recovery of the school and recommended that the council's authority be transferred to the Superintendent. According to HB176, the Superintendent will assume all powers, duties, and authority granted to a school Council. Currently, JCPS has a contract with the Kentucky School Boards Association to support a comprehensive review of all Jefferson County Board of Education (JCBE) policies. This process includes a review of the Jefferson County Board of Education policies related to the Kentucky Revised Statutes: KRS 160.345 (3) SBDM implementation, KRS 160.340 (3) (a) Annual Gap Report, KRS 160.340 (3) (b) Review of CSIPs, KRS 160.345 (2) SBDM, KRS 160.345 (4) Additional authority; more specifically, the board policies: BL Implementation of School-Based Decision Making and BLDB Accountability.

KSBA has reviewed our entire policy manual. They have provided us with their recommended revisions, additions and deletions to our current policies. These recommendations include "best practice" policy language in each policy area. Staff responsible for each policy area (i.e. Curriculum, Instruction, Governance, etc.) review the recommendations to ensure that the suggested language will be most effective in meeting district goals prior to submission to the Board for final approval and adoption as district policy.

Additionally JCPS has reviewed the transfer and hiring policies specifically in light of the Turnaround (Re-staffing) Model and developed a MOA with JCTA allowing exemptions that support the operational flexibility of the principals of our State identified Persistently Low Achieving schools.

In May 2011 the faculty of Doss High School voted to accept a contract deviation that requires teachers to meet collaboratively in the Learning Teams for 35 minutes two days a week. This is a policy that will accelerate the collaboration that will take place within the Learning Teams and the intervention model.

In addition, the Leadership Assessment team determined that the SBDM does not have sufficient capacity to manage the recovery of the school and recommended that the council's authority be transferred to the Superintendent. According to HB176, the Superintendent will assume all powers, duties, and authority granted to a school council. However, the SBDM was allowed to remain intact in an advisory capacity.

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

A memorandum of agreement was negotiated between district administration and the Jefferson County Teacher's Association that allows flexibility in the transfer and hiring process. As a result, Doss High School is not required to accept transfers of overstaffed teachers from other priority schools and will be given first choice of candidates in the early hire pool. This agreement was recently updated and extended the exemption regarding transfers for three years. Persistently Low Achieving schools shall participate in the transfer process but will not be required to select any staff off of the transfer list. The only exception to this rule would be in the event of a staffing situation that would result in a layoff. The agreement was approved by the Board of Education on June 13, 2011.

Turnaround Model

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

Consistent with this Board approved agreement, Doss has hired 68% of its staff in the last three years as part of the reform effort. This percent is based on the end of school year numbers.

The district will ensure capacity for implementing the improvement plans by purchasing scanner equipment to electronically score and post on the web student assessment data, and 40 "free" JCPSeschool ports for each priority school to assist with electronic content and course recovery for students struggling to demonstrate competency in primary standards. In addition to financial support for the Tier I and II schools, the district will provide targeted resource teacher support in reading and math and a priority manager to serve as a liaison for the KDE principal mentor, the principal, and the assistant superintendent.

Fidelity will be ensured with regular assistance from resource teachers and administrative staff, but also from weekly learning walks to assess the challenge level of classroom tasks. To ensure capacity and progress derived from implementation of the intervention model, KDE support staff, school administrators, district curriculum specialists, resource teachers, priority manager, high school liaison, and the assistant superintendent will receive reports each six weeks from results of district interim assessments and the end-of-grading period Proficiency Exams that indicate progress by student, teacher, subject, core standard, school, and district. For reading and math, these reports will include item analyses of core content gaps and misunderstandings as well as recommended instructional responses based on distracters chosen. Additional "Performance Progress Reports" will indicate each student's progress toward reaching a respected level of competency for each primary standard expected to be learned during a grading period. Staff, students, and parents will be able to track when and how each student reaches competency (either through formative or summative assessments) and target support for those who continue to struggle.

Each week, teachers will collaborate with peers, KDE support staff, and district resource staff to monitor learning progress and gaps, and will collectively create new paths for students and instructional innovations for teachers to sustain capacity for moving each student to levels of competency by the time he/she takes the grading-period Proficiency Exams.

All teachers at Doss High School will participate in Standards Based Instruction and will be members of a learning team. Deficiencies and gaps for struggling learners will be addressed during bi-weekly Learning Team meetings. Teachers who teach the same reading or math courses will collectively examine student progress and collaboratively create adjusted formative assessments, differentiated strategies, and responsive interventions. They will collectively build expertise, and will receive PD from curriculum, ECE, and ESL resource teachers who engage in their Learning Team conversations. This PD will primarily consist of coaching teachers in their response to our new "mastery" learning system of moving each student, each grading period, to competency for each standard that is assessed on the six-weeks Proficiency Exams. Teachers will need ongoing and embedded training for redesigning formative assessments to gauge competency, differentiated instruction for students who have different learning styles, and additional tiers of interventions for the "not yet" students.

We will develop S.M.A.R.T. goals in all content areas. These goals will be a part of all Learning Team meeting agendas and will be embedded into their meeting protocols. To insure fidelity, the supervising administrator will participate in the setting of the goals. The assessments that will be used are the Compass, PLAN, ACT, as well as the JCPS Common Assessments. In addition, this will be monitored by the Assistant Principals through weekly walk throughs, teacher binders and evaluation meetings.

Turnaround Model

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

In May 2011 the faculty of Doss High School voted to accept a contract deviation that requires teachers to meet collaborative in the Learning Teams for 35 minutes two days a week. This is a policy that will accelerate the collaboration that will take place within the Learning Teams and the intervention model.

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

Educational Recovery Specialist (ERS) in Literacy & Mathematics. The ERS' are individuals with specific experience and training in working with teachers to make dramatic improvement in instructional practice that leads to improved student learning. They will focus on coaching, mentoring and modeling effective instructional practices in order to increase the effectiveness of the school's staff.

As part of the school improvement grant, KDE will recruit, screen, select, and provide several external supports to assist the school in implementing the turnaround intervention model. Schools will have access to a principal mentor (ERL), Language Arts Specialist, Math Specialist, Literacy coaches, math coaches, and the Center for Learning Excellence. The Principal Mentor and Specialists will work closely with the principal and school leadership team to implement and monitor the effectiveness of their intervention programs in Reading and Math. This team will be trained in turnaround strategies and will be responsible for school improvement processes, including but not limited to:

- Aligning curriculum with standards
- Creating formative assessment strategies to address student learning needs
- Implementing intervention systems to support struggling students and teachers
- Promoting shared leadership across the school faculty
- Strengthening staff professional development
- Create opportunities for job embedded professional development.

With assistance from High Schools that Work (HSTW), Education Northwest (ED Northwest) and District staff, the school will review the literacy and numeracy plans to ensure fidelity and identify professional development needs and accountability systems for implementation of the plan. In 2010, High Schools that Work (HSTW) conducted a school-wide Literacy Audit. Recommendations were given in three areas: increasing amounts of reading, increase purposeful reading, and using reading and writing strategies to enhance learning across the curriculum. During the 2011-12 school year, HSTW, ED Northwest and Doss will create a numeracy plan that will focus on: identification and interventions for struggling students, numeracy across the curriculum, parent supports, and best instructional practices.

The University of Louisville is working in concert with Doss High School to track behavioral data. This is funded by the University of Louisville and will help inform decisions on Exceptional Childhood Education (ECE) practices and potential hot spots in the building. In addition, they will be contracted to help implement Professional Learning Communities in the "Colaboratories" for tracking student progress and working with Response to Intervention (RTI.) The University of Louisville is the local state funded and recognized university. The university will recruit, screen, and select their personnel.

Turnaround Model

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

Additionally, we will create mutually beneficial partnership with Bellarmine University to provide future educators a site for field studies that will align with Doss' need for more individuals for intervention and mentoring activities and allow preservice college students greater exposure to the field of education, and train student teaching candidates.

All of these agencies have been selected because of their commitment to the collaboration process. The PLC process will require a great deal of support. Each also will be held accountable by both administration and leaders of the learning teams. As we start the collaborative process with each group, outcomes and benchmark will be created. They will become part of the 30-60-90 plan.

The collaborative teams, as well as the turnaround team will be required to review the effectiveness of the program. Possible measure could be number of interventions, number of preservice teachers visits or the number of disciplinary actions taken.

**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.**

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 will become the new norm and a lasting culture for higher expectations for students and collaborative professional learning for staff.

The SIG will allow Doss High School to build capacity on the front end that will set a foundation for the school to turnaround.

Doss will continue to embed professional development and will develop classrooms that 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 district resource teachers.

By strategically using the master schedule we will be able to continue to provide interventions and common planning periods. By researching ways of restructuring the master schedule and individual staff responsibilities, we will reduce the number of SIG funded positions.

The collaborative environment will not be abandoned, teachers will continue to work in meaningful and positive methods, they will be teams that use student work and formative assessment to modify instruction and point to students that need interventions.

Doss High School will continue to place a priority on standards based instruction. The focus on guaranteeing all students will be competent in ALL areas will not change.

We will also not change our focus that all students can learn over time. Pull outs, regrouping and interventions will forever be a part of the Doss culture.

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

The school will continue to contract with High Schools that Work (HSTW) to provide on-going support the Smaller Learning Community (SLC) design. By dividing the school into smaller units, students are able to receive more personalized attention and are able to more easily affiliate with the school. As part of the Smaller Learning Communities (SLC) grant, High Schools that Work (HSTW) and Education Northwest (ED Northwest) will continue to provide external technical assistance to Doss. For the 2011-12 school year, HSTW & ED Northwest will provide coaching and support for the school in creating an intensive system for extra help and strengthening cross-curricular work in Doss' Schools of Study. HSTW & ED Northwest are research-based school initiatives that works with over 2000 schools in approximately 20 states. To further assist Doss, HSTW has assigned local consultants. Students at Doss will take the HSTW assessment, a version of the National Assessment of Educational Progress (NAEP), to compare student results against HSTW-established benchmarks.

We will never walk away from analysis of student work and data interpretation. It is impossible for teachers to have meaningful PLC meetings without data and student work at its core. That is what makes collaboration an effective tool.

In addition, other grant opportunities will be pursued to fund the most successful aspects of the SIG.

The SIG staffing will be reduced in increments. As the teacher's capacity increases, the need for structural support will decrease. In the first year, coordinators and coaches will manage all of the different facets of the turnaround process.

- Learning Team / Data Coordinator
- Math Instructional Coach
- Reading Instructional Coach
- ECE Instructional Coach
- School Wide Intervention Coordinator
- Behavior Intervention Coordinator
- 2 – ERS – Math & Literacy

Most of the structures created during the first year will remain intact. The changes in the year 2 budget are directly related to teacher efficacy. As capacity grows, the scaffolding will be removed. The Learning Team / Data Coordinator, two ERS in Math & Literacy will be removed. As capacity grows within the Learning Team Leads, the need for the Learning Team/Data Coordinator is diminished. Many of the responsibilities of the ERS will be taken over by the the math and reading instructional coaches during the second year of the grant.

- Math Instructional Coach
- Reading Instructional Coach
- Behavior Intervention Coordinator
- ECE Instructional Coach
- School Wide Intervention Coordinator

Finally, during the third year the two instructional coaches and school-wide interventionist will remain. These are key roles as Doss moves beyond Turnaround status. The behavior intervention coordinator will have the

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

entire behavioral plan in place. After two full years of working with the many members of the ECE program, the ECE instructional coach will be removed.

- Math Instructional Coach
- Reading Instructional Coach
- School Wide Intervention Coordinator

**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.**

Year One 2011 - 12				
Goal	Strategy	Expected Impact (How will this strategy/ activity address the identified needs? How will effectiveness be evaluated?)	Person Responsible	Start/ End Date
Pre-implementation activities	Engage staff, parents and community members in discussion of turnaround model	Generate ideas, support, buy-in and commitment for needed changes at the school resulting in improved student results.	Moeller / Hill	April - June 2011
	Meet with LEA, SEA and other external partners to discuss turnaround model	Generate ideas, support and commitment for needed changes at the school resulting in improved student results.	Moeller / SBDM / Instructional Leadership Team (ILT)	May -June 2011
Recruit, Retain and Assign Staff	Impanel interview committee. Re-interview current staff using rubric. Select highly rated staff.	Highly rated staff committed to the turnaround efforts will be hired to positively impact student results.	Moeller / Hill	March - June 2011
	Interview applicants on transfer list using rubric. Select highly rated staff.	Highly rated staff committed to the turnaround efforts will be hired to positively impact student results.	Moeller / Hill	June -July 2011
	If necessary, recruit applicants from new hire list. Interview applicants using rubric. Select highly rated staff.	Highly rated staff committed to the turnaround efforts will be hired to positively impact student results.	Moeller / Hill / Interview committee	July-August 2011
	Based on student needs and staff qualifications, place staff in appropriate assignment	Increase student performance and achievement	Moeller / Counselor / ILT	August 2011
Professional Development	JCPS New Teacher Institute	New teachers will meet and work with their assigned mentors to begin the acculturation process to teaching focusing first on classroom management, establishing rapport with students and lesson planning thus positively impacting student engagement and learning.	LEA HR Department staff, Leadership Team, Mentors	June- August 2011; ongoing support 2011-12

Turnaround Model

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

Doss New Teacher Orientation	Doss Based Support - New teachers will meet and work with their assigned mentors to support them, understand the Doss culture, develop instructional strategies, classroom management techniques	Moeller / Carmichael / Hill	July & Aug 2011; ongoing support 2011-12
Doss School-wide Literacy Strategies	On going – New teachers will be trained on 13 unique literacy strategies. All teachers will be implementing a weekly literacy strategy that is based on best practice.	Hill / Allison	August 2011; ongoing support 2011-12
Principal/HSTW	High Schools that Work (HSTW) will provide training and coaching regarding extra help and cross curricular work in Schools of Study	Stone / Moeller	August 2011; ongoing support 2011-12
School PD Calendar	All teachers will access a global calendar that will be managed and modified by each department leader.	Kersting	August 2011; ongoing support 2011-12
Doss Staff Retreat	Increased Communication, Collaboration, Consistency, and Community	Hill / Carmichael	July 25, 26 & 27
Turnaround Training for principal and Leadership Team	Team will be trained in leading change initiatives thus positively impacting student results.	SEA / Moeller	July 2011; ongoing support 2011-12
Ramp Up to Advanced Literacy	Teachers effectively implement literacy initiative thus positively impacting student results.	LEA specialists and resource teachers, leadership team	June-August 2011; ongoing support 2011-12
College Preparatory Math series	Teachers effectively implement math initiative thus positively impacting student results.	LEA specialists and resource teachers, leadership team	June-August 2011; ongoing support 2011-12
Facing History and Ourselves	Teachers effectively implement social emotional initiative thus positively impacting student results.	LEA specialists and resource teachers, leadership team	June-August 2011; ongoing support 2011-12
Aligning curriculum with standards	Teachers engage in more rigorous content instruction thus positively impacting student results.	PLC, ILT, LEA specialists and resource teachers, leadership team	August 2011; ongoing support 2011-12
Reading across the content areas	Teachers learn the 13 literary strategies. More non-English teachers will be using sound literary methods. Literacy will improve.	PLC, ILT, LEA specialists and resource teachers, leadership team	August 2011; ongoing support 2011-12
Writing across the content areas using the new KCAS standards	More non-English teachers will be using writing methods. Writing skills will improve.	PLC, ILT, LEA specialists and resource	August 2011; ongoing support 2011-12

Turnaround Model

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

			teachers, leadership team	
	Advanced Placement training	Teachers engage in more rigorous content instruction which will increase the rigor level.	Advanced Placement teachers, LEA specialists and resource teachers, leadership team	August 2011; ongoing support 2011-12
	RTI: Implementing intervention systems	Teachers engage in more rigorous content instruction thus positively impacting student results.	Outside vendor, PLC, ILT, Hamilton	August 2011; ongoing support 2011-12
	Cultural Competence	Teachers will effectively engage with struggling students thus closing achievement gaps.	PLC, ILT, LEA specialists and resource teachers, leadership team	September 2011; ongoing support 2011-12
	New teacher book study; Ruby Paine - A Framework for Understanding Poverty	Teachers effectively implement social emotional initiative thus positively impacting student results.	Carmichael / Hill	August 2011; ongoing support 2011-12
	Book study - Never Work Harder Than Your Students & Other Principles of Great Teaching by Robyn R. Jackson	Creating a master teacher mind set	Carmichael	July 2011; ongoing support 2011-12
	Monthly "Lunch & Learns" PD	Teachers will engage small lessons that are designed for immediate impact.	Hill	ongoing support 2011-12
	Weekly Department / Learning Team Meetings – Tuesday and Thursday embedded PD during planning period. (contract deviation)	Teachers will engage in data- driven, collaborative discussion that will result in changes in instruction and strategic interventions	PLC, LEA specialists, resource teachers, and ILT	ongoing support 2011-12
	Professional Learning Communities <ul style="list-style-type: none"> <li>• Designing formative assessments</li> <li>• Data-driven Decision Making</li> </ul>	Teachers will work collegially, sharing and improving practice this enhancing student learning. They will know what students are able to do in a timely manner. This information will be used to improve instruction and plan strategic interventions	PLC, LEA specialists, resource teachers, and ILT	September 2011; ongoing support 2011-12
	Schools of Study	Teachers will work collegially, sharing and improving practice this enhancing student learning. They will create lessons cross-circularly.	SOS Coordinator	ongoing support 2011-12

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

Freshmen Academy School of Study	Teachers will work collegially, sharing and improving practice this enhancing student learning. They will create lessons cross-curricularly.	SOS Coordinator & FA Lead teacher	ongoing support 2011-12
ECE Team	ECE teachers will collegially, sharing and improving practice this enhancing student learning. This will increase student learning.	ECE coordinator	ongoing support 2011-12
CASCADE	Teachers will learn how to use technology to track student results.	ILT, PLC, LEA specialists, and resource teachers.	September 2011
SMART ED	Teachers will learn how to use technology to track student results.	School administrators and counselors, LEA specialists and resource teachers, ILT	October 2011
Differentiation of Instruction	Teachers will learn how to adapt instruction to meet learner needs thus enhancing student results.	PLC, ILT, LEA specialists and resource teachers, leadership team	October 2011; ongoing support 2011-12
Classroom Walkthroughs	Principal, assistant principals, leadership team and mentees will learn to provide effective feedback based on observed data to enhance teaching and learning.	SLC, ILT, PLC, Administrators, LEA specialists and resource teachers, leadership team	September 2011; ongoing support 2011-12
Parent Engagement	Leadership Team will learn strategies to engage parents in supporting student success.	YSC, SLC, LEA specialists and resource teachers, leadership team	October 2011; ongoing support 2011-12
SharePoint Data Management Program	Teachers and administrators will learn to use this web based application to monitor data. Will result in improved instruction and coordinated interventions.	Moeller, Hill, LEA specialists and resource teachers	September 2011; ongoing support 2011-12
ILP Training	Teacher will be able to make the ILP more meaningful and relevant.	LEA specialists and resource teachers	September 2011; ongoing support 2011-12
Lesson Study Program	Teachers will work collaboratively to improve instruction by collectively giving feedback and will create lessons that are more powerful.	Administrators and ILT	October 2011; ongoing support 2011-12
Cognitive Coaching	Collaborative groups will be more engaged and focused while discussing student work, data discussion and lesson modification.	Kenney, Carmichael, ILT	October 2011; ongoing support 2011-12

Turnaround Model

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

	Establish Leadership Team	Team will lead school in turnaround efforts resulting in improved student results.	Moeller	May -June 2011
Governance Structure	<b>Turnaround Team</b>	<b>Team leaders will work collaboratively to coordinative all of the other teams, using as the foundation the 30-60-90 plan. This is a weekly meeting that will include leaders of all the teams and will allow for greater coordination of school improvement efforts.</b>	<b>Moeller &amp; team leaders</b>	<b>2011-12 school year</b>
	Instructional Leadership Team (ILT)	Leaders of each Department, administrative staff - sharing and improving practice this enhancing student learning	Moeller	ongoing support 2011-12
	Teacher Design Team	Teachers will engage in constructive collaboration on topics such as advisement period, school culture or curriculum	Hill	September 2011; ongoing support 2011-12
	Parent Design Team	Parents will engage in constructive collaboration on topics such as college readiness, course selection and school culture.	Carmichael	September 2011; ongoing support 2011-12
	Advisement Teams	Teachers will engage in constructive collaboration on topics that will be used during the weekly advisement period.	SOS / Advisement coordinator	September 2011; ongoing support 2011-12
	Administrative Team	Administrators will engage in constructive collaboration on topics such as culture, scheduling and building management.	Moeller	Ongoing support 2011-12
	SBDM	Advisory capacity. Retaining committees – curriculum, transition, advisement, climate, instruction	SBDM / Moeller	Ongoing support 2011-12
	Dragon Pride Team	Parents, Alumnus, Businesses will collectively create opportunities for the Doss community to expand.	Moeller & Parents Alumnus, Businesses	2011-12 school year
Instructional Programs	Ramp Up to Advanced Literacy	English teachers enhance student literacy results	English teachers, LEA specialists/ resource teachers	2011-12 school year
	College Preparatory Math series	Math teachers enhance student math results	Math teachers, LEA specialists/ resource teachers	2011-12 school year
	Facing History and Ourselves	Social Studies teachers enhance students non-cognitive results through engaging service learning project	Social Studies teachers, LEA specialists/ resource teachers	2011-12 school year
	Aligning curriculum with standards	Teachers engage in more rigorous content instruction thus positively impacting student results.	Teachers, LEA specialists/ resource teachers	2011-12 school year
	Reading across the content areas	Teachers engage in more rigorous content instruction thus positively impacting student results.	Teachers, LEA specialists/ resource teachers	2011-12 school year

Turnaround Model

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

	Writing across the content areas	Teachers engage in more rigorous content instruction thus positively impacting student results.	Teachers, LEA specialists/ resource teachers	2011-12 school year
	Advanced Placement	Teachers engage in more rigorous content instruction thus positively impacting student results.	Teachers, LEA specialists/ outside vendor	2011-12 school year
	Student Leadership Program	After one trimester of training, students will be allowed to mentor students – academic, social or behavioral.	Leow	2011-12 school year
	Freshman Mentoring Program	Struggling Freshman will be identified after the first trimester and students from the Student Leadership team will mentor academically and socially with these students.	Leow	2011-12 school year
	RTI: Implementing intervention systems <ul style="list-style-type: none"> <li>• One-on-one pull outs</li> <li>• Small group pull outs</li> <li>• After school</li> <li>• Before school</li> <li>• Pull outs during advisement time</li> <li>• Student regrouping</li> </ul>	Teachers will effectively engage with struggling students thus closing achievement gaps.	Teachers, LEA specialists/ resource teachers, Bellarmine University, University of Louisville	2011-12 school year
Use of Student Data	Designing formative assessments	Teachers will know what students are able to do in a timely manner.	PLC, ILT, LEA specialists/ resource teachers	2011-12 school year
	Data-driven Decision Making	Teachers will use data to impact instruction and intervention decisions that enhance student learning.	PLC, ILT, LEA specialists/ resource teachers	2011-12 school year
	CASCADE	Teachers will learn how to use technology to track student results.	PLC, ILT, LEA specialists/ resource teachers	2011-12 school year
	SMARTED	Teachers will learn how to use technology to track student results.	ILT, Administrators, LEA specialists/ resource teachers	2011-12 school year
	Differentiation of Instruction	Teachers will learn how to adapt instruction to meet learner needs thus enhancing student results.	PLC, ILT, LEA specialists/ resource teachers	2011-12 school year
	Student Academic Ownership	By using formative assessment data, student will develop ownership of their academic success.	PLC, ILT	2011-12 school year
Increase Learning Time	Trimester Schedule	Increases class period to 70 minutes; decreases student class load to 5; decreases student-teacher ratio; increases opportunities for AP, dual credits, credit recovery, interventions to positively impact student results	Moeller, ILT	2011-12 school year

Turnaround Model

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

	Before/ After/ Summer Tutoring	Increases opportunities for AP, dual credits, credit recovery, interventions to positively impact student results	Moeller, ILT	2011-12 school year
	Master Schedule	Designed to create common planning time and time for embedded PD to support teacher learning for improved student results.	Moeller, ILT, counselors	2011-12 school year
	Freshman Academy	Teachers provide more personal guidance, attention and supervision as students make their transition from middle to high school. Thus improving attendance, promoting self-discipline and responsibility, reducing retentions, enhancing social and emotional skills, and providing college and career exploration.	SOS Coordinator	2011-12 school year
Social Emotional/ Community Engagement	Freshman Academy	Teachers provide more personal guidance, attention and supervision as students make their transition from middle to high school. Thus improving attendance, promoting self-discipline and responsibility, reducing retentions, enhancing social and emotional skills, and providing college and career exploration.	SOS Coordinator	2011-12 school year

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

**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.**

The S.M.A.R.T. goals are based on the Next Generation Learners Proposed Accountability Model. Since high schools are only tested at certain grades (end of courses) we have tried to focus on those key points to set our goals. Our annual goals for 9<sup>th</sup> grade in Reading are based on student performance on the JCPS CASCADE assessment system and represent the percentage of students scoring proficient or distinguished. The CASCADE system is a district assessment that measures student performance on the Kentucky Core Academic Standards. Analyses of previous CASCADE results showed a statistically significant correlation between student performance on CASCADE and KCCT. Our annual goals for 10<sup>th</sup> grade in Reading are based on student performance on the end of course assessment for English II and represent the percentage of students scoring proficient or distinguished. Our baseline data for 9<sup>th</sup> and 10<sup>th</sup> grade is based on the 2010 NCLB Reading results. The goals are based on NCLB safe harbor goals, and will be modified once we get a baseline for the end of course exams. Since 11<sup>th</sup> and 12<sup>th</sup> grades are not tested in reading on the KCCT (or the upcoming end of course), we set our goals based on college and career readiness benchmarks. The annual goals for 11<sup>th</sup> graders are based on the ACT Reading test and represent the percentage of students meeting the Council for Post-Secondary Education benchmarks. The annual goals for 12<sup>th</sup> graders are based on the COMPASS Reading test and represent the percentage of students meeting COMPASS benchmarks. By increasing the percent of students meeting all college ready benchmarks (set by Council of Post-secondary Education, CPE), we will be meeting the needs of our students. The goals are based on the statement in the Next-Generation model, which states, “In September, a Readiness goal was established for schools, districts and the state to improve their 2010 Readiness percentage by at least 50 percent” by 2015.

**Annual Goals in Reading**

	2010	2011	2012	2013	2014
9 <sup>th</sup> Grade: CASCADE test	44.59	50.13	55.67	61.21	66.75
10 <sup>th</sup> Grade: EOC exam English II	44.59	50.13	55.67	61.21	66.75
11 <sup>th</sup> Grade: ACT Reading test	24	32	39	47	54
12 <sup>th</sup> Grade: COMPASS Reading test	NA	19	31	43	55

Similarly for math, we have set the goals for grades 9, 10, and 11 based on this last year’s KCCT. Our annual goals for 9<sup>th</sup> grade in Math are based on student performance on the JCPS CASCADE assessment system and represent the percentage of students scoring proficient or distinguished. The annual goals for 10<sup>th</sup> grade in Math are based on the PLAN Math test and represent the percentage of students meeting ACT benchmarks. The annual goals for 11<sup>th</sup> grade in Math are based on the end of course assessment in Algebra II and represent the percentage of students scoring proficient or distinguished. The goals are based on NCLB safe harbor goals, and will be modified once we get a baseline for the end of course exams. The annual goals for the 12<sup>th</sup> grade in Math are based on the COMPASS Math test and represent the percentage of students meeting COMPASS benchmarks or CPE ACT benchmarks.

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

**Annual Goals in Math**

	2010	2011	2012	2013	2014
9 <sup>th</sup> Grade: CASCADE test	17.44	25.70	33.95	42.21	50.46
10 <sup>th</sup> Grade: PLAN test	NA	8	20	31	43
11 <sup>th</sup> Grade: EOC exam Algebra II	17.44	25.70	33.95	42.21	50.46
12 <sup>th</sup> Grade: COMPASS Math test	NA	16	27	37	48

**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.**

The quarterly SMART goals for literacy and math will be the same as the end of year goals. In 2010, the percentage of all students scoring proficient or distinguished in Reading was 44.59 as measured on the KCCT. The percentage of students scoring Proficient or Distinguished for all students will increase to 55.67% for each quarter in 2012, 61.21% for each quarter in 2013, and 66.75% for each quarter in 2014 as measured by the JCPS CASCADE system. In 2010, the percentage of all students scoring proficient or distinguished in Math was 17.44 as measured on the KCCT. The percentage of students scoring Proficient or Distinguished for all students will increase to 33.95% for each quarter in 2012, 42.21% for each quarter in 2013, and 50.46% for each quarter in 2014 as measured by the JCPS CASCADE system. In 2010, the percentage of all

**QUARTERLY GOALS**

The quarterly goals for grade 9 in Reading are based on the annual goals above and will be measured by JCPS CASCADE. CASCADE was approved by the Kentucky Department of Education for the School Improvement Grants 2010 after showing comparable correlations to a commercially produced test (MAP). CASCADE offers other advantages over commercially produced assessments, such as schools can ask for school specific reports in addition to the readily available reports already available in the system, the system is flexible and can be modified in a brief period of time, and CASCADE has sustainability since it is provided by the district and does not rely on a funding source that has to be renewed. The CASCADE assessments are based on the key Kentucky Core Academic standards being taught each six weeks. For 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades in Reading, we will be administering the COMPASS Reading test. This will show individual progress on, as well as give students additional opportunities to meet, the college readiness benchmarks in reading and math. See the annual goal section for baseline data and a description of annual goals.

**9<sup>th</sup> Grade Reading Quarterly Goals**

	2012	2013	2014
Quarter 1: CASCADE	55.67	61.21	66.75
Quarter 2: CASCADE	55.67	61.21	66.75
Quarter 3: CASCADE	55.67	61.21	66.75
Quarter 4: CASCADE	55.67	61.21	66.75

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

**10<sup>th</sup> Grade Reading Quarterly Goals**

	2012	2013	2014
Quarter 1: COMPASS	22	34	46
Quarter 2: COMPASS	25	37	49
Quarter 3: COMPASS	28	40	52
Quarter 4: EOC English II	55.67	61.21	66.75

**11<sup>th</sup> Grade Reading Quarterly Goals**

	2012	2013	2014
Quarter 1: COMPASS	22	34	46
Quarter 2: COMPASS	25	37	49
Quarter 3: ACT	39	47	54
Quarter 4: COMPASS	31	43	55

**12<sup>th</sup> Grade Reading Quarterly Goals**

	2012	2013	2014
Quarter 1: COMPASS	22	34	46
Quarter 2: COMPASS	25	37	49
Quarter 3: COMPASS	28	40	52
Quarter 4: COMPASS	31	43	55

The quarterly goals for grade 9 in Math are based on the annual goals above and will be measured by JCPS CASCADE. For 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades in Math, we will be administering the COMPASS Math test. This will show individual progress on, as well as give students additional opportunities to meet, the college readiness benchmarks in reading and math. See the annual goal section for baseline data and a description of annual goals.

**9<sup>th</sup> Grade Math Quarterly Goals**

	2012	2013	2014
Quarter 1: CASCADE	33.95	42.21	50.46
Quarter 2: CASCADE	33.95	42.21	50.46
Quarter 3: CASCADE	33.95	42.21	50.46
Quarter 4: CASCADE	33.95	42.21	50.46

**10<sup>th</sup> Grade Math Quarterly Goals**

	2012	2013	2014
Quarter 1: PLAN	20	31	43
Quarter 2: COMPASS	21	32	42
Quarter 3: COMPASS	23.5	34.5	44.5
Quarter 4: COMPASS	27	37	48

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

**11<sup>th</sup> Grade Math Quarterly Goals**

	2012	2013	2014
Quarter 1: COMPASS	18.5	29.5	39.5
Quarter 2: COMPASS	21	32	42
Quarter 3: COMPASS	23.5	34.5	44.5
Quarter 4: EOC Algebra II	33.95	42.21	50.46

**12<sup>th</sup> Grade Math Quarterly Goals**

	2012	2013	2014
Quarter 1: COMPASS	18.5	29.5	39.5
Quarter 2: COMPASS	21	32	42
Quarter 3: COMPASS	23.5	34.5	44.5
Quarter 4: COMPASS	27	37	48

**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.**

Each grading period, the district will design two assessments for math, reading, science and Social Studies classes, one every 6 weeks: (1) Diagnostic Assessment (2) Proficiency exam. Students must demonstrate competency of each standard of the six weeks before taking the 6 week proficiency exam. The Proficiency exam will consist of multiple choice and open response items. On this exam, students will be assessed on their mastery of the primary three standards to be learned during that grading period. Students scoring below 80% on the 6 week proficiency exam will receive interventions for those standards not mastered. After every 2 grading periods, the student data will be aggregated to the school level to provide a quarterly benchmark report on the percentage of student mastering standards. The final report will be student performance on the Kentucky Core Content Tests in Reading and Math.

In addition to monitoring student progress towards reaching proficiency in Math and Reading through the assessment system described above, schools will also report progress in implementing the comprehensive reform initiative. Schools will incorporate the goals and improvement strategies outlined in the school improvement grant and conduct implementation and impact checks four times a year. The priority manager and Assistant Superintendent will review the implementation and impact checks.

The assistant superintendent, high school liaison, and priority manager will meet every three weeks with the principal mentor and principal to review resource teacher support, debrief Learning Team meetings, join in walkthroughs, discuss teacher supervision, identify needs, review data, and agree on next steps. Each grading period, the principal will monitor and communicate to the Leadership Team and faculty student progress toward competency of the primary standards. In addition, the assistant superintendent will assign the principal to an Accountability Team of his/her peers and hold quarterly meetings to examine each another's data and to visit one another's school, walking through classrooms to monitor the challenge level of student tasks.

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

These processes will allow the district to be aware of ongoing student results and intervene to enhance learning in a timely manner where appropriate.

For PLA high schools not meeting quarterly goals, we will implement a tiered system of support:

**Level I:** Establish accountability teams of principals (facilitated by a district priority manager) to visit one another's schools, analyze each other's school data, and exchange ideas to adjust strategies, instructional practice, and intervention systems.

**Level II:** For unproductive accountability teams, the priority manager will adjust district resource assistance and secure additional personnel, resource teachers, curriculum specialists, supplementary materials, or financial support to more urgently address gaps related to content, subgroup achievement, or teaching deficiencies.

**Level III:** For schools that continue to struggle, the high school assistant superintendent, high school liaisons, and priority managers will collectively design a plan to assess targeted needs, provide a more proficient leadership presence in the schools, and establish adjusted supervision, support, and mentorship for the principal.

### **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 the development of the intervention model, identification of best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model during the next three years.

A team of district and school staff developed the intervention model described in the school improvement grant for Doss High School. This team included the Assistant Superintendent, principal, school leadership team, and staff from district level curriculum, finance, human resources, and research departments. These district departments researched and evaluated options in best practices and strategies that would improve student achievement at the school and presented these options to the school's principal and leadership team for grant development. The draft plan was reviewed twice by the combined district and school teams for content, budget and expected impact on student results. The final plan was shared with the Jefferson County Board of Education for review on January 23, 2011.

In addition, the Doss SBDM council and the parent design team reviewed the draft proposal. They were given adequate time for feedback and discussion.

The staff and administrators felt that the collaborative expectation for all teachers made the turnaround model much more attractive. The competitive nature of the transformation model ran counter to the collaborative and team based core values of the school.

The comprehensive reform initiative outlined in the school improvement grant will be monitored on a quarterly basis each year. Student progress will be measured using the assessment system described above

Turnaround Model

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

and implementation and impact checks will be conducted on the improvement strategies listed in their comprehensive school improvement plan. Progress will be monitored by the school improvement team, including the principal, priority manager, educational recovery leader, language arts and math recovery specialists. Adjustments to the intervention strategies will be made based on the quarterly progress reports. The quarterly progress reports will be shared with the Asst. Superintendent and larger school community.

In the future, Doss has created a Parent Advisory Council (PAC) composed of twenty parents of current students. The PAC meets monthly to discuss issues from the Design Teams (described above). In addition, it is an opportunity to bring concerns from the parent members.

### **School Budget Narrative**

The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.

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

The entire focus for the use of funds is based on improving student achievement in math and reading with an emphasis on teaching and learning in the classroom and collaboration.

Specifically, the funds will be used for the following:

**Adding a PLC/Data Coordinator** - Standard Based Instruction will be implemented across the content areas in the 2011-12 school year. In the summer of 2011, Doss will begin the process of building Professional Learning Communities in content area departments and sub-departments during the annual planning retreat. The coordinator's role is to remove all barriers that hinder the teacher collaboration on instruction and assessment from taking place. He/she will compile and maintain student common assessment data, interim assessment data, and End of Course Exam data. This will include district-created assessment data, COMPASS, and PLAN data of students. He/she will compile quarterly assessment reports in Reading and Math. He/she will monitor the assessment process by collaborating with classroom teachers during classes and aiding PLCs in assessment planning, disaggregating data, and analyzing student data in meaningful ways to inform future planning and instruction. The coordinator will be responsible for the communication of school-wide assessment data and coordinating student celebrations as assessments indicate increased achievement. He/she will also work in tandem with the Small Learning Communities coordinator as co-facilitators to help set up PLC meeting protocols that foster group autonomy, group accountability, collegiality, and a model for continuous improvement. The PLC/Data Coordinator will become a Cognitive Coach, and train PLC leaders in collaborative structures to build capacity of the PLC. He/she will compile learning walk data of the PLC members and communicate to PLCs the congruency of instruction to actual standards /learning target and then formulate strategies for increasing teacher capacity.

**Interventions Coordinator** - The Interventions Coordinator will create and monitor a systemic plan for student interventions based on the Response to Intervention model. He/she will analyze student assessment data from previous years (such as EXPLORE and PLAN) to identify those who will benefit from immediate intervention strategies/services. He/she will coordinate RTI Tier 2 interventions: small group pullouts,

Turnaround Model

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

before/afterschool small group instruction, regrouping students and teachers based on mastery of standards; Tier 3 interventions: pre-service university student academic mentoring, one-on-one teacher tutoring, and use of student math/reading coaches. The coordinator will also schedule all interventions and communicate to teachers, parents, and students when and where interventions will take place. He/she will organize the logistics of student transportation for those who will stay after school to receive intervention services. He/she will collaborate with the administrators and teachers to create an academic “watch list” and monitor communication logs of teachers to insure fidelity of teacher-parent communication. The coordinator will maintain intervention records and data which will be used by administrators for their one-on-one student conferences. This information will also be communicated to each student’s Advisory period teacher and each student’s guidance counselor by the Interventions Coordinator.

**ECE Instructional Coach** – Seventeen percent of the student population is designated ECE and 5 of the new teachers are in the ECE department.

2009-10 CATS Data

ECE – Math

- 71% - novice
- 24% - apprentice
- 3% - proficient
- 0% - distinguished

ECE – Reading

- 43% - novice
- 36% - apprentice
- 21% - proficient
- 0% - distinguished

Suspensions

- 31% - Suspensions
- 38% - ISAP referrals

**The Instructional coach** will teach effective, research-based instructional strategies for the inclusive classroom to build capacity of general education teachers. The Coordinator will also assist ECE resource teachers to develop appropriate classroom management and instructional strategies that build capacity. He/she will foster educational collaboration in the ECE department by training and modeling co-teaching models to the ECE and regular education teachers, such as the parallel and one teach - one assist model. He/she will coach teachers and students on effective behavioral modification strategies and replacement behaviors. He/she will coordinate and facilitate the ECE PLC, and plan/facilitate additional professional development and resource allocation. The ECE Coordinator will work in partnership with the Interventions Coordinator to collect and disseminate effective and appropriate strategies to all classroom teachers. Because of the unique needs of this student population and the lack of teaching experience of half of the ECE department, the coordinator will also function as the Reading and Math instructional coach for the ECE department. This person will be an additional monitor to insure that each student receives the necessary supports in the least restrictive environment.

Turnaround Model

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

**Behavior Intervention Coordinator** - they will be assigned to work collaboratively with the assistant principals and also assume some discipline duties to allow the assistant principals to spend more time on instructional activities. Work to develop teacher leadership capacity within the school behavioral intervention process. In addition, work collaboratively to improve classroom management techniques for all teachers. Manage and coordinate in-school suspension program to insure that time that the student is out of the classroom, will be spent in an instructional environment.

**Math Instructional Coach** will oversee professional development for the department. He/she will learn and share information gained from effective departmental instructional practices. The Math Instructional Coach will identify and implement effective intervention strategies. He/she will use student level achievement data to identify staff development needs and evaluate successful instructional practices. Finally, the Math Instructional Coach will co-teach and model successful and meaningful instruction in math classrooms.

**Literacy Instructional Coach** will oversee professional development for the department. He/she will learn and share information gained from effective departmental instructional practices. The Literacy Instructional Coach will identify and implement effective intervention strategies. He/she will use student level achievement data to identify staff development needs and evaluate successful instructional practices. Finally, the Literacy Instructional Coach will co-teach and model successful and meaningful instruction in math classrooms.

**Mastery Mavens** software will be purchased for literacy professional development. Content area teachers using the 13 literacy strategies will be videotaped and their videos loaded in the Mastery Mavens system. Professional development activities will involve teachers viewing a colleague's use of a literacy strategy and giving collegial feedback regarding its implementation. This is an annual (year-to-year) fee.

**Educational Recovery Specialist (ERS) in Literacy & Mathematics** - The ERS are individuals with specific experience and training in working with teachers to make dramatic improvement in instructional practice that leads to improved student learning. They will focus on coaching, mentoring and modeling effective instructional practices in order to increase the effectiveness of the school's staff.

**Additional PD funds** will support teacher attendance at conferences and trainings across the country tied to math and literacy curricula, turn-around systems, and data analysis. Information collected at these conferences and trainings will be shared with the Instructional Coordinator who will process and inform systems of instruction, management, and professional development conducted within the school designated for student achievement. Together, national expertise will route directly to student learning. Professional Conferences in math and reading will be evaluated for best practices and shared with the specific staff and the entire staff where appropriate. Contracts with vendors for specific professional development in cultural competence and Advanced Placement will be bid.

**Permanent Substitutes** will be used to embed professional development opportunities for reading and math teachers during the school day, especially for teachers who do not share a common planning period. Learning Teams of teachers who teach the same course, the same students, or who are in the same department will be afforded time to collaboratively learn and collectively strategize to move each student in every classroom to

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

levels of proficiency. Teachers will have time to analyze individual student data, examine student work for instructional implications, and exchange ideas for building one another's expertise.

**Stipends** will be used to compensate reading and math teachers for professional development sessions and weekly learning team meetings with one another and resource teachers to analyze student work on common district assessments and teacher-created formative assessments. Teachers will collaborate to learn how to guide each student to demonstrate an acceptable level of competency for primary standards by the time the students take an end-of-grading-period "Proficiency Exam." Teachers will build expertise in developing formative assessments, high challenge-level tasks, differentiated instruction, and focused interventions. Funds will be expended for Before/After and Summer tutoring sessions to enhance student learning. Bus transportation will be provided for participants.

## Year 2

Most of the structures created during the first year will remain intact. The changes in the year 2 budget are directly related to teacher efficacy. As capacity grows, the scaffolding will be removed. The Learning Team / Data Coordinator, two ERS in Math & Literacy will be removed. As capacity grows within the Learning Team Leads, the need for the Learning Team/Data Coordinator is diminished. Many of the responsibilities of the ERS will be taken over by the the math and reading instructional coaches during the second year of the grant.

- Math Instructional Coach
- Reading Instructional Coach
- Behavior Intervention Coordinator
- ECE Instructional Coach
- School Wide Intervention Coordinator

By creating a collaborative environment and providing many supports for both new and veteran teachers during the first year, some of the supports will not be necessary. The position of Learning Team/Data Coordinator, math and literacy coaches, as well as the Educational Recovery Specialist (ERS) in Literacy & Mathematics will be removed from the budget. While these roles are very important in the first year of the turnaround process, they are less vital in year 2 and 3.

In the second year of the grant, identified incoming ninth graders will participate in a summer bridge enrichment experience to help close the learning gaps prior to their entry into ninth grade and acclimate them to high school. The bridge program will work with students that are most vulnerable, but it will also work with students that are in the advanced program, ensuring that they are prepared for the rigor of advance high school curriculum.

The need for substitute teachers, teacher stipends, conference travel and bus service has all been reduced as the result of teacher efficacy.

## Year 3

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

Finally, during the third year the two instructional coaches and school-wide interventionist will remain. These are key roles as Doss moves beyond Turnaround status. The behavior intervention coordinator will have the entire behavioral plan in place. After two full years of working with the many members of the ECE program, the ECE instructional coach will be removed.

- Math Instructional Coach
- Reading Instructional Coach
- School Wide Intervention Coordinator

All of the structures implemented in the second year will remain intact. The changes in the year 3 budget are directly related to teacher efficacy and student success.

**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.)**

Each year, the Jefferson County Board of Education approves the general, federal and state assurances that ensures that the district use of funds complies with all program requirements. Documentation of the board approval of the assurances is also sent to Kentucky Department of Education.

Other resources will be used to support the school's intervention model, such as the following:

- Priority Manager
- District Resource Teacher-Math
- District Resource Teacher-Literacy
- District Resource Teacher-Science
- Assessment System (CASCADE)-Analysis Reports
- Funding for Textbooks
- Student Recovery Program Funds

The Youth Service Center Coordinator will work closely with staff to promote family involvement in the areas of attendance, participation at teacher conferences, as well as provide services for students that will remove barriers to student achievement. The counselor will also work with the FRC coordinator to identify and address needs of students. The self-contained Special Education units and the resource units are funded by the district. Our school receives the support of Special Education Resource Teachers from the district. Funds from Title I and Flexible Focus grants will be provided. Flexible Focus money is limited to Extended School Services and Professional Development. Student Recovery Project (SRP) funds will be used to support students that are considered to be in the highest need of attention in order to be successful.

The district will assign a Priority School Manager to the school in order to assist with the successful implementation of the various school improvement activities. The work of the priority school manager and the school administrative team will be critical in sustaining the reform and the intervention programs. The team will meet to discuss all facets of the school improvement efforts. The district will further ensure that resource support for the purpose of providing purposeful professional development will be substantive.

Turnaround Model

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

The district will also provide support to the schools through resource teachers' help from the Literacy Department, the Analytical and Applied Science Department, the ECE Department, and the Technology Department.

As part of the Smaller Learning Communities (SLC) grant, Doss contracts with Edvantia, Incorporated, an external research firm out of Huntington, West Virginia to review surveys, test results, interviews, and other extant data. As the school begins the School Improvement Grant process, Edvantia program review results will reflect the changes made as a result of SIG. Data from surveys, test results, and interviews will be reviewed and evaluated to determine the effectiveness of the reform effort on student results. This information will be shared with all stakeholders to review and revise the school improvement plan.

With assistance from High Schools that Work (HSTW), Education Northwest (ED Northwest) and District staff, the school will review the literacy and numeracy plans to ensure fidelity and identify professional development needs and accountability systems for implementation of the plan. In 2010, High Schools that Work (HSTW) conducted a school-wide Literacy Audit. Recommendations were given in three areas: increasing amounts of reading, increase purposeful reading, and using reading and writing strategies to enhance learning across the curriculum. During the 2011-12 school year, HSTW, ED Northwest and Doss will create a numeracy plan that will focus on: identification and interventions for struggling students, numeracy across the curriculum, parent supports, and best instructional practices.

The connection between these funds and our turnaround efforts are:

- 1) The Youth Service Center Coordinator and School Counselors will focus on the non-cognitive data, specifically improving attendance, increasing graduation, and increasing parental involvement.
  - 2) The special education teachers will continue focusing on students that have special learning needs, especially in the areas of literacy and mathematics.
  - 3) Title I and SRP funds will be used to provide PD for teachers in support of our math and literacy plan, interventions to support those students not meeting the standards, and instructional resources.
-

**Appendix B**  
**Proposed School Budget Summary**  
**School Improvement Grants**  
2011-12 School Year

**School:** Doss High 100

MUNIS Code		Description of Activity	Amount Requested
0110	Certified Services	1 FTE Math Instructional Coach 1FTE Read Instructional Coach	99,336
0111	Extended Days		
0112	Extra Duty		
0113	Other Certified	Stipends for professional development	40,000
0120	Certified Substitute		
0130	Classified Salaries		
0140	Overtime		
0150	Classified Substitute		
0170	Paraprofessional		
0211	Life Insurance		166
0213	Liability Insurance		64
0215	Long Term Disability		328
0221	FICA		
0222	Medicare Match		2,020
0231	KTRS	KTRS	18,987
0232	CERS		
0253	Unemployment		120
0260	Workers Compensation		467
0294	Health Insurance	Health Insurance	14,400
0295	State Life Insurance		54
0296	State Administrative Fee		120
0322	Education Consultant		
0335	Professional Consultant	Educational Recovery Specialist (ERS) in Literacy & Mathematics	300,000
0338	Registration Fees	Turn Around	7,000
0441	Land or Building Rental		
0513	Bus Tokens - Public Conveyance		

**Appendix B**  
**Proposed School Budget Summary**  
**School Improvement Grants**  
2011-12 School Year

**School:** Doss High 100

MUNIS Code		Description of Activity	Amount Requested
0514	Contracted Bus Services	Transportation - After School Interventions - Buses	13,021
0519	Student Transportation Purchased Other Services		
0531	Postage		
0541	Radio and Television Advertising		
0542	Newspaper Advertising		
0552	Posters		
0553	Publications		
0581	Travel: In District		
0582	Travel: Out of District	Conferences for Math and Reading Teachers	2,000
0610	General Supplies		
0616	Food Non-Instructional		
0617	Food Instructional		
0641	Library Books		
0642	Periodicals and Newspapers		
0643	Supplemental Books, Study Guides and Curriculum		
0644	Textbooks		
0645	Audiovisual Materials		
0646	Tests		
0647	Reference Materials		
0649	Binding and Repairs		
0650	Supplies - Technology Related		
0674	Awards		
0734	Technology Related Hardware		
0735	Technology Software	Technology Software - Mastery Mavens software for literacy professional development (\$7,500) COMPASS testing - \$10,000	17,500

**Appendix B**  
**Proposed School Budget Summary**  
**School Improvement Grants**  
2011-12 School Year

**School:** Doss High 100

MUNIS Code	Description of Activity	Amount Requested
0738	Instructional Equipment	
0810	Dues and Fees	
0892	Parent Involvement Meetings	
0894	Instructional Field Trips	
0913	Indirect Cost	
<b>Total Amount Requested:</b>		<b>515,583</b>

**JEFFERSON COUNTY BOARD OF EDUCATION  
NOTIFICATION OF CHANGE**

001822



Name: MOELLER KENNETH P  
Address: [REDACTED]

Soc. Sec. No: [REDACTED]	Race/Sex Code: A	Phone: (502)479-3511	Today's Date: 01/06/11
Department: 30	Budget Slot (1): 0002	Budget Slot (2):	Budget Slot (3):
Job Code (1): 05122	Job Code (2):	Job Code (3):	Effective Date: 01/10/11
Board Action Date:	Last Day Worked:	Last Day Paid:	Yrs. Exp.: 22
Original Leave Date:	Personal Days:	Sick Days:	Vac.Days:
Birth Date: 06/30/61	Hire Date: 08/24/95	Employment Status: A /PERMANENT FULL-TIME	
Representation Code: X	Perm. Rep. Code: X		
001822 920198 920200	1 05122 0014		

**Transfer**

Job Assignment: SEC SCH ASST PRIN	To: SEC SCH PRINCIPAL
Certification: PSGF C24 R22 R26 R58 KP2	To: 100 DOSS HS
Work Location: 100 DOSS HS	To: [REDACTED]
Current Salary: [REDACTED]	To: 4
Job Family: 4	To: 14/03
Grade/Rank/Step: 12/05	To: 10/22
Admin. Tch. Rank/Step: 10/22	To: GENERAL
Funding Source: GENERAL	To: [REDACTED]
Acct. No. (1): [REDACTED] Pct: 1.00	To: [REDACTED] Pct: 1.00
Acct. No. (2): [REDACTED] Pct:	To: [REDACTED] Pct:
Acct. No. (3): [REDACTED] Pct:	To: [REDACTED] Pct:
Reason:	
Base Days/Hours: 215/	To: 261/
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.  
INTERIM POSITION

Copies: FILE, CERTIFICATIONS, ASST SUPT

**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:

Date: 01/06/11