

Boone County Schools
District of Innovation Application

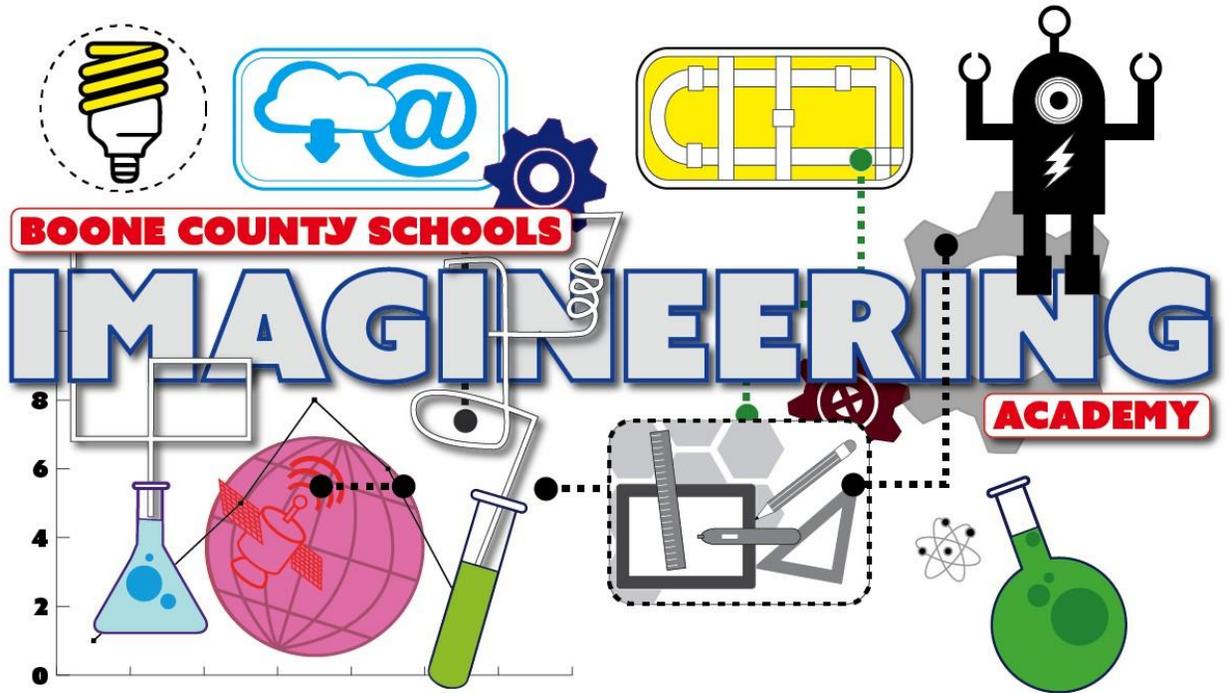


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Introduction

In the 1940s ALCOA coined the term “Imagineering” and defined it as letting your imagination soar and then engineering it down to earth. The initiatives in our district represent innovative programs that are being built around an incredibly solid system of education that requires the district to create partnerships, collaborate, and provide opportunities of significance that are showing themselves to be needed on a grander scale. Our students, our community of businesses, graduates and teachers are telling us the students are ready and need expanded educational opportunities. Because of transformational leadership, commitment to best practice by our teachers, and focused effort by our students, our district is ready to take on great challenges district wide.

The district is committed to making these opportunities and addressing the needs of all students through a series of programs underneath the umbrella of the Imagineering Academy. We are taking some of our biggest dreams in education and engineering them into our school district with the hopes of improving post-secondary degree attainment, improving career focus and specialization, and enhancing graduation and education opportunities to all learners including those with the most difficult challenges. Can hundreds of students acquire an Associate’s Degree before they leave high school? Can our students be ready to enter the workforce in locally needed positions of robotics, automation, design, and construction? Through the use of anywhere/anytime education can we ensure that all children entering Boone County Schools will have a relevant pathway to their diploma? During our Summer Leadership Academy , Superintendent Dr. Randy Poe and the Boone County Board of Education challenged us to be a district of “can if”, to remove barriers, dream big, and make great things happen for the students and families in Boone County. The programs listed within the Imagineering Academy, the creative learning environments, and the broader expansion of education opportunities 365 days of the year, as well as the continued support from an expansive list of community partners, show the district’s commitment to innovative programs and practices that will have a positive impact on the students and Northern Kentucky Community.

Boone County Schools' Vision Statement

All students will graduate College, Career, and Life Ready

Boone County Schools' Mission Statement

Representing and in partnership with our stakeholders, the Boone County School District recognizes that all children can learn and dedicates itself to providing a challenging educational environment that allows each student to achieve to his or her potential as a learner and citizen.

All learners will demonstrate the 21st century skills and knowledge that will prepare them for success in college, career, and life. For Boone County Schools, 21st century skills are exemplified through the 10 c's identified by our community stakeholders/ shareholders. The attached Strategic Plan further explains our targets and goals for preparing students. Through this plan, students will develop the leadership and character skills needed to become productive, compassionate, thriving global citizens. Students will learn through active engagement, collaboration and exploration of personal interests, talents and ambitions. Teachers and students will use inventive technology and 21st century tools to enhance learning. The district will utilize effective processes and performance management strategies to provide resources and will engage the community in understanding and supporting the plan.

Executive Summary

The mission of Boone County Schools will continue to be attained through a rigorous and equitable K-12 system. In the early years of a child's education the school district has invested significant resources in the elementary schools that allow for smaller class size, as well as, early and continuous intervention for students that are finding challenges with early literacy. Programs that include a variety of interventions (such as project-based learning, skillstreaming, differentiating instruction based on interests) are facilitated at multiple levels to make sure no child is left behind. In fact, the Superintendent is so passionate about intervention that he has led the implementation of some of these interventions and he speaks directly to the impact it has had on his children. In addition, enrichment programs in our elementary schools allow our students to experience technical education in computer programming and gaming, robotics, and the arts, and maker organizations are robust and have large participation. Now our high schools have a wealth of so many focused and interested students in these areas entering the buildings that the high schools and the district are adjusting in great numbers to meet the needs, desires, and dreams of these students. In addition, the necessity for district programs in these areas is showing themselves to be important. This combination of providing intervention work with students that are struggling and offering curriculum/programming that is more relevant and focused to students is helping address the needs of our students that are at risk and keeping

them more engaged. This is key to improving graduation attainment and promoting students that are career and college ready.

Boone County has advanced student learning through supporting teachers with professional development in a variety of areas over the last five years. Workshops and immersive learning experiences have occurred in preparing teachers for the Next Generation Science Standards as well as the Common Core. The district was the recipient of major grants from the Gates Foundation that introduced districts to the LDC module of curriculum design as well as the MDC. Because of our widespread implementation and careful planning in a large district, we were the national focus of this work—influencing not only the implementation in our region but across the country. Over the last five years the district has worked hard to implement Professional Learning Communities and tackle the new professional growth system based on the Danielson Framework as a pilot district. The district’s trainings have included nationally known experts including Young Zhao, Robert Marzano, Ken Kay, Tony Wagner, and still others associated with Learning Tree Solutions and Robert Dufour.

Boone County Schools provides an encompassing structure to support risk taking. Over the last five years the district initiated and supported the Boone County Foundation—a separate non-profit group whose focus is to provide teachers with classroom grants that support innovation in the classroom, especially those that are focused on project based learning. The Boone County Foundation annually holds a luncheon that showcases innovation district wide to the community. Invitations are sent out to community members, business partners, and the media. In addition to showcasing the teacher innovations at the luncheon, the monthly board meetings support the “Breaking the Mold Awards” that highlight teachers that go beyond or incorporate innovative practices in the classroom.

Over the last five years the Board of Education under the leadership of Dr. Randy Poe has specifically allocated funds for innovative proposals. Much of this work has supported programs like Project Lead The Way, which currently is supporting Bio-Medical, Engineering, and IT within the schools. The Innovation Fund, as well as our CTE funding, supported innovative programs in aviation, robotics, and gaming across different schools. In Boone County, if a passionate teacher has an innovative idea that leads to empowerment and engagement they will at least have an audience, and almost always the idea will be funded and training provided.

For the second year in a row, Boone County School District was named a Distinguished district—the highest performing large, diverse district— with all four high schools in the district being named Distinguished. Part of this ranking comes from the progress that Boone County has made in the area of College and Career Readiness. In 2012, 62% of the students were college and career-ready, in 2014, 81% of the students were college and career ready. Based on KDE’s End of Course examination process, the district data continues to outperform other large and small districts in the areas of Academic Achievement. This is in spite of the multiple socio-

economic and language barriers the district's students face. The College Board placed the Boone County School District on the AP Honor Role for the high level of inclusive AP enrollment.

In 2014 the district led community and teacher conversations, as well as meetings with students and classified staff. We proposed a series of questions to these groups from EdLeader 21 that led to the development of a list of focus skills for students that are necessary to succeed in the 21st century. From these meetings we developed the 10 C's which represent areas of focus that are the core of our district planning. These 10 C's are what curriculum and skill development should look like in our school system in order to prepare our students for the future workplace: choice, cultural competency, challenge, compassion, collaboration, creativity, character, critical thinking, community connections, and communication. From these desired student skills, we developed three main objectives that guide our work as a district. First we need to provide a world-class education in our district across all levels. We also wanted to move from a model of student engagement to student empowerment. We want our students to not just learn, but to take on meaningful work and education that will impact their community. Finally, as a district we know it is necessary to optimize our resources to provide greater offerings in an efficient and effective manner. (See BCS Strategic Plan attached.)

One of the important facets of the Imagineering Academy will be resource optimization. Everything we are pursuing as a district in the Imagineering Academy is utilizing resources and opportunities for students in a cost effective manner that allows us to educate large groups of students for their future. When a large group of students are engaged in our early college program it means that we will have more teachers within the school to teach our at-risk populations and struggling learners in smaller class size. It is important for our district to take on programs that allow for greater resource optimization. While our population of students may have many advantages, we also have many challenges. For example, the district grows by 200 to 300 students each year and while the district contains zip codes that have more affluent families it also has areas in which the mean salaries are far below the poverty level. In fact, our number of students that qualify for free and reduced lunch at just three of our schools far exceed the combined population of total students in Bellevue and Dayton Schools. In addition, the local community businesses have come together to state the numerous workforce needs that they have. These needs are so large, and the organizations are so concerned about having well trained individuals for their fields, that they are providing resources such as mentors, workers, space, and financial assistance. The Imagineering Academy allows for greater resource optimization so not only can these programs be initiated but can be expanded, improved, and sustained.

Target Issues

Target Issue 1: Affordable Post-Secondary Degree Attainment and Student Loan Debt

In our meetings with parents, students, and graduates one of the greatest concerns with college admission/ enrollment is no longer academic ability, but more affordable degree attainment. Currently, the school with the highest graduation rate in Kentucky is the University of Kentucky (UK), which stands at 57% over 6 years. This means that 43% of the students that start at UK don't finish. Our local university, Northern KY University (NKU), is at 37%. Additionally, both the students that do and don't graduate accumulate record amounts of student loan debt. The average student graduates with \$24,000 in student debt. When you eliminate the students who never took a loan in the first place from the average, that amount of debt grows by nearly \$10,000.

In Boone County we are graduating roughly 72% of our students who are college ready at graduation based on the ACT Benchmark Tests. As juniors, there are roughly 40% of students that are college ready. As we increase the rigor of our K12 system those numbers will continue to grow. But it begs the question, "What more can we do with a college ready student?" Why is there such a gap between students that we are saying are college ready and those that are actually attaining a post-secondary degree? When we look closely at what is happening to our students that attend college, we see that 80% are changing majors. The unaddressed factors of academic curiosity, lack of career understanding, and lack of college experience all contribute to the abysmal college graduation rates in the Commonwealth of Kentucky.

A resolution to the issue of academic curiosity can be seen through research from the state of Texas and Oregon, which demonstrates that students that are taking significant numbers of dual credit college classes in high school have higher college retention rates. Additionally, independent research from the University of Xavier has shown that freshmen entering college with 15 or greater college classes have a higher chance of graduating in four years. One of the latest studies show that students that enter college with 20 credit hours or more are 28% more likely to graduate in four years than their peers entering college with the same ACT scores and no credits.

Target Issue 2: Career and Technical Education and Exploration

The district has targeted career education and exploration in the innovation plan. Currently, most of our career pathways that are offered to students are restricted to CTE departments and ATC departments. While many students in the district are receiving career ready status there is a disconnect between our current pathways and what the local industry is telling us they need our high schools to foster student interest in. Jobs in the areas of design, robotics, construction, automation, and programming are readily available and are going unfilled. In addition, employers are constantly telling the schools that the young adults are lacking many "soft skills" that need to be taught. These soft skills are referred to as employability traits that are often

taken for granted, as they are not measured in schools' accountability. We are incorporating several tools, such as Hardin County's Work Ethic Certificate and EdLeader21's 21st century skill rubrics.

Our guidance counselors district wide have reported that they only spend about 30% of their actual work time counseling. This leaves large gaps in career counseling that even our district's top and most focused students are not receiving. Not only must we provide better career tracks for our students but we need to provide professionals that will create job exploration programs and events, as well as, career guidance and exploration. Our goal is to provide a Career Pathways Coach at each of our high schools, adding to middle schools in the future, to better guide our students through these career choices and pathways.

Target Issue 3: Improving High School Graduation Attainment

The high school graduation rates in Boone County School are reflective of some of the best graduation rates in the state of Kentucky. Collectively Boone County Schools has 92.5% of its students graduate in four year. While this is a number to be celebrated it still means that 116 students in our county each year do not attain a diploma. Over four years of high school nearly 500 students across grades 9-12 are in desperate need of support and intervention so that they may be able to find a way to graduate. There is a large variety of reasons students do not graduate but skill deficits, relevance of curriculum, economic, social-emotional health, and a variety of home problems all have presented themselves as contributing factors. Through a variety of tools and innovative practices Boone County Schools are working on addressing this issue. Imagine a district where not one student was left without a diploma. In addition, imagine if we could combine our resources in early college, career and technical education, and virtual school to service high school students in danger of dropping out.

The Program: Imagineering Academy

The Imagineering Academy is the name of our overall proposed District of Innovation program and functions to help us meet the needs of these target issues. This group of programs facilitate students' individualized learning pathways, addresses differentiated needs, and is based on personal interests, including those catalogued in the students' ILP. In addition, the programs are not housed at individual schools for a variety of reasons, but the programs do allow for dual enrollment in both students' high school of residence and the associated program. The Imagineering Academy utilizes district teachers, a series of community partners and spaces (Gateway Community College, Homebuilders Association, industrial partners, and virtual spaces) to meet the needs of the students in a way that further allows us to better utilize district resources for younger and also struggling students.

Post-Secondary Degree Attainment

Deeper examination of the trending research suggests further reflection that asks: if our students are ready for college in high school, can we provide them access to significant college course work and what will that coursework be? Furthermore, what would be some of the positive pieces of such a program? In our pursuit of a district of innovation status we have sought partnerships with Thomas More College, Gateway Community and Technical College, and Northern Kentucky University. All colleges are in support of the expansion of dual credit programs. Through our partnership we will be able to offer over 100 students dual credit coursework in the second year of early college, and this program could expand to address the needs of even more students in the years to come—perhaps as many as 500 students could be graduating with 24 to 36 college credits.

Early College: One of the backbone programs of the Imagineering Academy is **Early College**. Early College allows high school juniors and seniors to take 24 college credit hours over the course of a year. Initially the program focuses on the general education classes required of most majors in Kentucky’s public colleges. By working with Thomas More, Northern Kentucky University, and Gateway Technical and Community College the Boone County Early College program pilot year started with 48 students attending class together at Gateway Technical and Community College in Florence, Kentucky. This program will look to grow to 100 students the following year with the ultimate goal of offering access to 350-500 students each year.

Early College provides an opportunity for our high school students to return to their high school campus for the second half of the school day to participate in high school classes like band and choir. In addition, it allows larger groups than ever before to participate in internships and apprenticeships for high school credit. By students essentially completing their freshman year of college in one year of high school, the hope is that students will have a schedule in college that allows them to change majors if necessary and not set back significant time. The program will also allow students to graduate from college early, saving their families significant income. Another important part of Early College is the exposure to the college standards and schedules that require more self-initiative than high school course work. Success will be measured through not only acquisition of credits, but credits which lead to success in further pursuit of a degree and through success in a career. Students will be encouraged to participate in high-level collegiate programs, such as Honors. Students will be followed to determine long-term impact of our program.

Associate’s Degrees: This year we also had a student from Ryle High School graduate with an associate’s degree in science upon high school graduation. As our work in the different program areas continues we are currently working on pathways at each of the high schools that would allow students to earn various associate’s degrees. In fact, a number of juniors that are enrolled in early college this year are pursuing this pathway. As we look at full implementation

of Early College across the district we predict that in five years we could have 100 students annually graduating with an Associate's Degree.

Early College/Dual Credit Track for "At-Risk" students.

The end of the 2014/2015 school year and the start of the 2015/2016 school year has brought many interesting changes and opportunities. With the passage of the state law that changes the drop out age to 18 there has been an influx of students that either had dropped out of school or were planning to drop out of school. The use of anywhere/anytime educational delivery methods, the district diploma, and an education center are tools that have been used to help find a pathway for many of these severely-academically-behind students to graduate. Among the numerous reasons why these students drop out of school or were planning to drop out was the fact that they didn't see the relevance in education to them and what they wanted to do in their lives. We must intentionally make the connections between their dreams for the future and how continued education can help them realize these dreams. For many of these students, they will need help with dreaming in the first place. Staff in the Imagineering Academy will make it their number one goal to help students do this. During this work we realized the potential for these students to attend college was something they would work towards. We began laying out a pathway for some of these students to enroll at Gateway Community and Technical College after they completed their mandatory high school coursework. Interestingly all of these students are surpassing the credit completion and grade completion expectations that we set for them and we believe they will be enrolled next semester. After reviewing students across the district we believe this type of plan may be appropriate for an even larger audience of students.

Measurable Outcomes

We believe that this rigorous course load is going to have four measurable effects on those enrolled in the program. First, we will see an increased number of students at all high schools become college and career ready, as an overall number, as well as earlier in their high school career. Second, we believe that students enrolled in the program will improve their ACT scores overall and at an increased percentage than those not in the program. Third, we believe these students will graduate proportionately in higher percentages than their peers with similar KPREP and ACT scores not in the program. Finally, students in the Imagineering Academy will take OECD's PISA test. We will compare their scores to the national average. This international assessment will help us determine if we are preparing students for the global marketplace. The PISA testing will be new to the district, and in some cases not age appropriate for early college students in the senior year so we will target the students who are eligible.

The Director of Innovative Programs, the colleges working together, as well as the guidance counselor within the Innovative Programs department will monitor the students in this program. High-level monitoring will occur through Chief Academic Officer who provides frequent reports to the Board. The entire team, including students, will provide reports to the Board on a quarterly basis.

Career Education and Career Pathways

Through a series of programs and initiatives the Imagineering Academy will grow career pathways that are both supported and desired by students and the local community. These programs represent high growth and creative class jobs, and in many cases will help students develop lifetime skills that will build self-sufficiency. Our hope is not only will they be ready to enter or explore a career but also gain lifetime skills that will allow them to be successful entrepreneurs.

Another area that is important to career education and career pathways concerns consulting with students and providing career experiences at important times in students' lives. The Imagineering Academy through the District of Innovation Status will work to have students experience STEM through workshops and consultations. In addition, the ILP will be re-invigorated in the district with Career Pathways Coaches at each high school making intentional connections between the ILP and students. In addition, Boone County Schools will work with hundreds of Northern KY employers to build the Unbridled KY program so that our students have direct connections to employers in our region and state.

School of Design: One of the most needed skill sets in Greater Cincinnati, but least developed in the NKY K12 system is design. Over the course of the next five years the School of Design, within the Imagineering Academy, will grow to educate 120-180 students a year, and will include significant dual credit opportunities. The program will begin with Interactive Media, and move into the areas of gaming, graphic design, animation, and cinematography. The School of Design will begin with the interactive media design program. This program will allow students to earn industry certifications in design, while sharpening skills and exploring the lucrative industries that rapidly need interactive designers. Roughly 3.5 million jobs are expected to be added to the economy in the creative design fields, with greater Cincinnati being poised to be the city that will capitalize the most on this expansion. Cincinnati has over 700 branding, marketing, and consumer product companies and a venture capital system that is the seventh largest in the world that heavily recruits and needs digital designers. Students enrolling in this program will develop a portfolio, and work with local clients on design needs. The program is centered on project-based learning and students will work towards Adobe certifications such as Photoshop, Illustrator, Dreamweaver, etc.

So far the Boone County School of Design has numerous clients ready to work with the program, and several mentors from industry giants have asked to work as mentors. Mentors from Procter & Gamble, Northlich, Barefoot Proximity, AGAR, and others have helped shape the direction of the program and in some cases offered career days. In addition, the number of clients seeking the work of the students is growing. Newport-on-The-Levee, Boone County Schools, OKILUG, American Legacy Tours, and CincySavers have all benefited from the work of the design students. The school district itself is also utilizing the talents of these students. There is a list of over 12 organizations currently that are seeking to be clients for School of Design.

Robotics, Programming, and Automation Programs: Locally, advanced manufacturing has become a major economic power. Bosch employees include 1250 people in Florence alone and within the next 8 months will add another 250 employees. Bosch is not even one of the largest employers in advanced manufacturing. Over 30 other companies in Northern Kentucky need specialists in robotics, automation, and programming. The district has robust robotics after-school programs in the primary and middle schools but because the high schools are more classic- focused many of the tech programs do not get developed. In addition, these programs often rest outside of AP and dual credit classes. Through the Innovation status the Imagineering Academy will find ways that students can pursue AP and dual credit opportunities as well as enter career pathways that prepare and expose students to this field. Through the program students will not only have access to course work in automation and programming during and outside of the normal school day, but will also have access to labs, competitions, and passion projects. Locally, manufacturers have held numerous meetings to build larger interest and participation in programs that can lead to careers in automation, robotics, and computer programming.

We believe that this program will lead to greater enrollment in STEM fields in post-secondary education. We also believe that this program will improve student performance on the ACT and because of the nature of the work students will score higher on the 4C rubrics.

Homebuilders/Entrepreneurship Program: In Northern Kentucky growth in the areas of construction has slowed due to the low availability of skilled labor. The Chamber of Commerce, Florence City Council, and numerous educators have recognized that fewer and fewer students are exposed to construction trades. High school students generally do not have access to carpentry, plumbing, HVAC, and general property maintenance education. Many of these programs in the past have been criticized nationally for their lack of rigor. However, a person's ability to be able to construct and build is important because it offers a viable and lucrative career choice. It also allows students to greater engage in the creative process and significantly improve their ability to be an entrepreneur or to add solid economic value to their

own homes. Although we recognize Microsoft Office certifications in Word, PowerPoint, and Excel that are so widely attained in secondary schools across the state have value, we certainly believe that the ability to renovate a home through skills in carpentry, general property maintenance, and plumbing are just as, if not, more valuable. In addition, it would be a very unique case to find a high school student that didn't have a basic understanding of the various programs in the Microsoft certifications areas, but it would not be all together rare to find students in high school that haven't so much as painted a room or cut and finished a piece of drywall to repair a wall. Working with the NKY Homebuilders Association, local contractors and builders, Gateway Community College, and teachers in the district, we will embark on an ambitious program to develop builders and entrepreneurs. This group of students will embark on state curriculum and attain career readiness through state pathways in property maintenance and other areas. As a part of this curriculum the students will be heavily engaged in service work with the local non-profits.

We believe this program will lead to greater career ready numbers in the district and that students will pass both the combination of KOSSA tests and/or industry tests as well as the other state measure to be career ready. In addition, by reaching kids early and empowering them in this program we believe that we will see an increase in the graduation rate and believe this will contribute to raising the district graduation rate by 1% per year.

Career Counseling: Boone County Schools receives some of the lowest funding per student in the state. With 87% of the schools' income going toward salaries there is little room to hire extra positions. Recognizing though that our counselors are not able to meet the demand for significant career counseling and programming, the Board of Education and the community gathered in August to increase the local taxes to support these needs. Through the District of Innovation status the Imagineering Academy will work with high schools in the district to employ Career Pathways Coaches. This group of individuals will also help plan honors seminars and community experiences for the students attending Early College. If approved, the District of Innovation status and waivers will help us bring greater attention and recognition to our community for supporting this tax initiative in the district. With a strong anti-tax organization in Boone County Schools this is not something to take lightly. In addition, the innovative status and accompanied waivers could give us greater flexibility in those that we hire and the roles that they have within the school.

Maker Space and Maker Space Interns: In the 1970s Steve Jobs, Bill Gates, and several other large tech founders were able to explore coding and computing through libraries and community centers. These community resources largely influenced the tech revolutions that completely disrupted industries while creating others that are more efficient or never thought possible. The NKY Maker Space housed in Boone County's School District will support a

significant number of interns that will have access to 3D printing, Robotics, drones, micro-computing tools, aerial equipment, video and audio production labs, and several other tools. Giving students access to these tools and materials is comparable to what libraries were providing the community with in the 1960s and 1970s. The interns will also work to introduce other students in the district to program and provide lessons in Science in Engineering. When not leading field trips the interns will be working on both passion projects and challenges. In the first weeks of the pilot program the seven interns have already begun the process of building a prosthetic limb and 3D printed bike pieces to repair bikes for needy children. Through the District of Innovation status the district will try to add 40 interns next year, and perhaps over 100 in the future.

Another great feature of the Maker Space is that it provides us with an area to not only train teachers, but an area that teachers can explore and invent themselves. Creating a class of teachers that have the opportunities to engage in “making” and “inventing” is important. It gives them the experience they need to help initiate those skills in the classroom.

This program has four measurable outcomes. Higher performance on the PISA and 4Cs rubrics when exiting the program, increased graduation rate, improved Math ACT performance, and larger numbers of enrollment in engineering fields are outcomes we predict will occur.

Improving High School Graduation Attainment

Boone County Schools has over 21,000 students it is responsible for educating. While the district has maintained a Distinguished status, we always recognize that there are students whose needs are not being met. With roughly 120 students in each graduating class expecting to not graduate, we estimate the number of students that could be better served through different programs at around 400-500 during any given year district wide. Although many of the students that would likely drop out in the past now have to wait until they are 18 years old, a combination of inability to enforce the statute, unique family circumstances, and other issues likely won't improve the graduation outcomes alone. However, as we review the number of students that need an alternative route to achieving a diploma a variety of programs are being developed and piloted. We are hoping to increase the graduation rate in the district by 1% district wide over the next seven years.

Virtual School: Boone County Schools has dozens of award winning teachers and generally those teachers provide one of the best learning experiences a student can receive. However, there are those students with medical issues, family issues, and personal problems that are not able to attend during the regular school day. In a district of 21,000 students we find students living alone, or in some other unique circumstance. These students need compassion and

access to education at different times and through different means. In addition, there are many students that do better in a virtual environment and learn better through online study than in the regular classroom. Last year the district piloted the virtual school and blended learning with 22 students. Through Imagineering Academy and the status as a District of Innovation we will expand the virtual program. This year 50 students want to enroll in virtual school and with our new status we will look to add a possible 100 students to the program. A closer examination of students in the district on the high school level includes another possible 100 students that could benefit from virtual options. The approval of the waivers in the District of Innovation application will allow us to increase the use of para-professionals to affordably service more students. In addition, it will make more teachers who may not have certain certifications eligible under a highly qualified calculator. But perhaps most importantly it can help reduce the Carnegie Unit requirements for some of the classes in which teacher contact is important, but not to the extent that in-class time has traditionally been established. While the virtual school itself will be a tool in reducing dropouts, when combined with the District Diploma and the waivers for the yearly enrollments in Math and English it is easy to see how more students will graduate.

The virtual school has also shown itself to be valuable in supporting Early College. With the program being new many students had to finish graduation requirements at their high schools and could not afford the room in his or her schedule because they would miss a class necessary to graduate. However, virtual school allowed students to now enroll in classes where they could do the work anytime or anywhere. This allows a great deal of flexibility in scheduling, which in turn made Early College possible for 14 students this year.

Over the last several years Boone County Students have expressed interest in virtual schools. There are many merits of these programs and one only has to look at the explosion of Ohio's K12 charter, and Kentucky's Bavel to understand there is a significant part of the population that wants to acquire their education virtually. Many studies, however, are showing us that virtual learning still needs to incorporate a teacher and access to school resources. During the next three years the district will expand the number of virtual classes exponentially. Like the Early College program, this should not only allow for a better and more rigorous consistent experience in classes, but should also free up teachers in greater number to work with students in the traditional classroom that need closer direct instruction. For example, virtual school and our associated relationships with content providers allows for greater efficiencies in grading and planning. This frees up teachers and teacher time to give more attention to students in traditional environments.

“Drop In” Program: The Drop In program has existed in Boone County for the last four years. However, the program is adjusting to provide several services that will support students that

are in danger of dropping out. First, the program will provide direct instruction to students that struggle with online learning. It will also provide the in school portion of the blended learning environment. The program will strongly focus on building both literacy and writing skills through ThinkCerca and Read180. However, the foundation of the program will be Project-Based Learning. This type of empowerment learning is highly engaging and provides a relevant curriculum to students and has been shown to be especially effective with struggling learners. There are two areas that have provided some ground breaking forms of assessment that will be used to evaluate the success and progress of these students in the PBL formats. First, the 4cs rubrics included in the appendix of this application are important. We will use these to evaluate students' work and student progress. In addition, working with Dr. Ron Chi from The Learning Center in Fayette County and reviewing the work of the Hardin County Work Ethic program we will use alternative measures to demonstrate growth and proficiency.

District Diploma: Through the District of Innovation status Boone County Schools will formalize the District Diploma. This diploma eliminates the extra, and sometimes burdensome, graduation requirements at individual high schools. This year if District of Innovation status is attained, we will work to reward and graduate 36-50 students from the Drop In program and the Virtual School.

Summer Learning: Summer learning opportunities will move from just being a source of credit recovery. During the summer through the Imagineering Academy classes that not only move a student towards graduation, but are more enriching and empowering will be offered. Students in need of graduation credits will have access to the needed classes but will also be paired with mentors and teachers and engage project-based learning. Traditionally Boone County Schools' after school programs and summer school programs have existed as opportunities for students to retake a class if they failed it previously. We are getting ready to make a major change this December when we offer an after school Robotics class as part of the CTE program that includes participation in FIRST. As we near the summer we are hoping to establish summer school opportunities that offer college credit in Stats, Spanish, Communications, Circuits, Environmental Science, and History. In addition, we will begin offering additional classes within the Robotics career pathway, computer programming, art, and classes related to the Boone County School of Design.

Project-Based Learning: Through the District of Innovation planning process the district has worked with Children Inc. to support project and service based learning. This type of teaching method allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. The best projects are those that support a community need. As part of keeping students on a

pathway to graduation we will use project-based learning to better engage students so they learn the value of perseverance and gain empowerment along the way.

While project-based learning and professional development is occurring through the district, credit competition through project-based work will be accomplished in Robotics, Design Programs, as well as in summer school programs across several curricula. Within the confines of the Maker Space, the Boone County School of Design, and the Drop in Program will utilize the 4Cs Rubrics and a combination of measures from Fayette County's The Learning Center and Hardin County's Work Ethic Certificate to measure growth.

Major Components: Personalization, Time & Place, and Performance:

Personalization: When working with gifted students and academically at-risk students the need for personalized learning that includes components of place and time, as well as interest, becomes important. One factor to the Imagineering Academy that is so important for all programs includes ILP (Individual Learning Plan) and ILPA (Individual Learning Plan Addendum). Meeting with students to understand what they are passionate about, what they need assistance with, and any restraints to their education is incredibly important in creating a unique pathway for each child. For each student and each program we will have detailed meetings to discuss these needs and we will have regular follow ups to make sure that the plan is working. We currently are doing this work in our pilot years of the virtual school, "Drop In" program, and Early College.

Performance Based Credit: Most pieces of this program require the use of performance-based credit and move away from mandatory seat time requirements. Performance-based credit are established throughout each school in the district for a number of different classes. Working in committees the district has begun collaboratively trying to develop specific competencies for several programs. In addition, performance based credit is established within much of the curricula of the Virtual platform, School of Design, Early College, and homebuilders program. Using a series of rigorous assessments before and during a particular class students are able to work on curriculum that they do not know and less time doing work in subject matter on which they are proficient. In addition, the use of project-based learning in the area of robotics allows us to grant credit for students demonstrating their knowledge through the completion of high level engineering work that is best captured through a project rather than test. The district is also reviewing a series of competencies and embedded credits to investigate how we may better able to utilize middle school instruction to award high school credit so that students have more availability in their high school course work.

Anywhere , Any Time Education & Innovative Learning Environments

Students that have a desire to learn should have access to learning 365 days of the year 24 hours a day. In order to better accomplish the major tasks and to better focus resources the Imagineering Academy will work with community partners. Virtual School will be offered year round in the district with specific starting and ending points for terms, but students can enroll in classes for enrichment as well as to progress towards graduation. Students who are significantly behind in their education will have pathways that include attending school and the online curriculum in the summer, winter, spring, and fall. By attending classes at different times of the year, as well as, by attending classes at Gateway Community and Technical College, the homebuilders campus, the Maker space, and 99 Center Street (the home base for virtual programs) we can reach more students and keep expenses for such programs affordable.

Student Scenarios

One of the key pieces to the Imagineering Academy is how the school and variety of programs work within a student's host school and how they work with each other. It is easy to understand how the programs like Early College and the Design School work with a student that just wants one of those programs, but the situation is a bit more complex when you examine a picture of each individual student and how we can service each one with a combination of these programs. Each program has been established to allow for system flexibility so that students' needs can be better met and we can truly achieve a system in which we have personalized learning pathways for each child.

To better understand how the programs work in the district consider the following student scenarios.

Scenario 1: Megan is a 16 year-old junior. She plans to attend college and is college ready in the area of reading and English but not Math. Megan needs credits in English and Math to graduate, also, because she transferred into the district as a sophomore Megan needs an integrated Social Studies course and a course in digital literacy to be able to graduate. Megan's career goal is to be a designer.

Plan 1: After meeting with the Megan and reviewing the above data, the advisory team works with Megan to enroll in Early College. In Early College she will take four classes each semester. In addition, Megan will attend the School of Design for half the day. To address the course work that she needs to graduate Megan will take a performance test in digital literacy, which will be accompanied by strategic work if she were not to pass in the areas that she has deficits.

Megan will also enroll in the high schools' virtual program to take a class in integrated social studies to fulfill her graduation requirements.

Scenario 2: Brett is the high school quarterback and is also in the choir. He is college ready in all areas and wants to go to college when he graduates. He is from a family that qualifies for free and reduced lunch. He is not able to drive himself to the college campus to take classes as his family doesn't have a car. In addition he doesn't want to miss practice or his choir classes as they are both areas he is passionate about. He is not sure what he wants to major in in college but is looking into becoming a teacher or being an accountant.

Plan 2: After meeting with Brett the advisory team enrolled Brett into Early College. The district will provide transportation for him to the Gateway Campus in Boone County where he will attend 4 college classes a semester with 100 other students from Boone County Schools. Brett returns to Conner High School for the second half of the day where he will take choir and be ready for football practice at 2:30 each day. Brett will graduate with 24 Dual-Credit College Classes earned as well as credits from 2 AP tests he passed. He can now double major when he enters college and explore both career fields he is interested in without any danger of not graduating within four years.

Scenario 3: Stephanie is returning to school from dropout status. She was a student that struggled academically but due to family issues and an early pregnancy Stephanie had to stay home from school. Stephanie is not college ready in any area, but according to assessment results Stephanie has a 9th grade reading level and passed her math courses. Stephanie wants to support her family and has a focused interest in cosmetology. Stephanie has a hard time attending school regularly because of her home situation, but can commit to coming to school two-three days a week.

Plan 3: After meeting with Stephanie the advisory team developed a plan that would allow Stephanie to attend virtual school but attend school in the "Drop In" program two days a week to get needed assistance. She was placed on an aggressive plan that started in the summer so that she can attain the necessary credits to graduate using the district diploma. Stephanie will work to get her core classes out of the way by Christmas of this year. After Christmas she will enroll in Gateway Community College and Technical Schools classes to take classes in the field in which she wants to work. Since Stephanie is currently working at a fast-food restraint the team will work to help Stephanie find a position that is closer to her desired career in Cosmetology where she can also earn "co-op" credit. During the second semester of her senior year, the teachers within the Imagineering Academy will continue to work with Stephanie in math and reading intervention so she can reach her college readiness goals.

Scenario 4: Marcus wants to go to a college out of state. He is a high achieving student and has been college ready since the end of his freshman year. He wants to do something in robotics and dreams of attending MIT.

Plan 4: After meeting with the advisory team Marcus decides he wants to earn an Associate's Degree in Science before he graduates. The team enrolls him as a junior in Early College. Marcus takes a combination of general education courses as specific classes in Robotics for the first half of each day. During the second half of the day he returns to the Maker Space where he is working as a "Maker Intern" in the robotics lab on a passion project in which he is completing high level challenges and curriculum that was established by his advisory team which included a robotics professor.

Scenario 5: Janice is a sophomore that is eligible for free and reduced lunch. She is college ready in Math but not reading and English. She is not sure what she wants to do when she gets older, but she has always had an interest in housing and construction. She is obsessed with "do-it-yourself" television. Janice also is in the choir at her school and maintains good grades. While she wants to go to college, she wants to learn skills that could lead to a career in construction or at the very least teach her how to maintain and renovate a home.

Plan 5: The team meets with Janice and enrolls her into the NKY Homebuilders program. Janice needs extra help in reading and English and so the team makes sure that she is taking a reading course her first semester at her host high school. Three days a week Janice receives instruction in course work for the property maintenance pathway, and during the two days the class doesn't meet with an instructor she and her classmates are working on service-learning projects in the community that include building playgrounds and working with a local non-profit organization that helps install wheel chair ramps and other home needs of the elderly and disabled. After becoming career-ready in this field the second year she enrolls in a co-op program and goes to work for Drees Homebuilders.

Waivers and Rationale

I. KRS 157.420

The per pupil capital outlay allotment for each district from the public school fund and from local sources shall be kept in a separate account and may be used by the district only for capital outlay projects approved by the commissioner of education in accordance with requirements of law, and based on a survey made in accordance with administrative regulations of the Kentucky Board of Education. These funds shall be used for the following capital outlay purposes:

1. For direct payment of construction costs;
2. For debt service on voted and funding bonds;
3. For payment or lease-rental agreements under which the board eventually will acquire ownership of a school plant;
4. For the retirement of any deficit resulting from overexpenditure for capital construction, if such deficit resulted from an emergency declared by the Kentucky Board of Education under KRS 160.550; and
5. As a reserve fund for the above-named purposes, to be carried forward in ensuing budgets

Waiver Request: The district is expanding at a pace of 200 to 300 students per year and that increase will likely continue for the next decade at a greater pace. Flexibility in the capital outlay will allow us to spend in a more prudent fashion to support the innovative initiatives we are taking in the district. These waivers will cut through some simple red tape on items that otherwise are difficult to commit to in the first year of opening a school or expansion. For example, traditional payments in capital outlay will allow for the purchase of technology secured to walls. Things like smart boards and projectors can be purchased, but other more useful technology is not allowed because it doesn't adhere to the wall.

II. 704 KAR 3:305. Minimum requirements for high school graduation

Section 2. Beginning with the graduating class of 2012, each student in a common school shall have a total of at least twenty-two (22) credits for high school graduation. Those credits shall include the content standards as provided in the program of studies, 704 KAR 3:303. Additional standards-based learning experiences shall align to the student's individual learning plan and shall consist of standards-based content. The

required credits and demonstrated competencies shall include the following minimum requirements:

(1) Language arts - four (4) credits (English I, II, III, and IV) to include the content strands of reading, writing, speaking, listening, observing, inquiry, conventions, analysis, and using technology as a communication tool. **Language arts shall be taken each year of high school;**

Waiver Request: We would like to request a waiver to section 1 specifically in the area of the yearly requirement. Currently we have juniors taking two semesters of college English and will end the year with four English credits. We would like the flexibility for the student to be able to pursue higher level classes without taking another high school class in the senior year.

III. 704 KAR 3:305. Minimum requirements for high school graduation

Section 2. Beginning with the graduating class of 2012, each student in a common school shall have a total of at least twenty-two (22) credits for high school graduation. Those credits shall include the content standards as provided in the program of studies, 704 KAR 3:303. Additional standards-based learning experiences shall align to the student's individual learning plan and shall consist of standards-based content. The required credits and demonstrated competencies shall include the following minimum requirements:

(3) Mathematics - three (3) credits to include the content strands of number property and operation, measurement, geometry, data analysis and probability, and algebraic thinking, and including the following minimum requirements: (a) **One (1) mathematics course taken each year of high school** to ensure readiness for postsecondary education or the workforce based on the student's individual learning plan;

Waiver Request: We would like to request a waiver to section 1 specifically in the area of the yearly requirement. We have sophomores that complete Algebra II and are scoring 24 on their ACT. We would like to waive the fourth year requirement and allow flexibility in adding course work that uses math skills to count as a math credit. Classes can include dual credit programs or high school course work in robotics, circuits, physics, accounting, computer programming, informatics, computer science, gaming, and a variety of other coursework. In addition we would like to allow a performance score on either the KYOTE or the ACT to count as math credit.

IV. 704 KAR 3:305. Minimum requirements for high school graduation

Section 5. (1) A board of education may award credit toward high school graduation for satisfactory demonstration of learning based on content standards described in the program of studies, 704 KAR 3:303, and a rigorous performance standards policy established by the board of education. A school shall establish performance descriptors and evaluation procedures to determine if the content and performance standards have been met. (2) A board of education shall award credit toward high school graduation based on: (a) A standards-based Carnegie unit credit that shall consist of at least 120 hours of instructional time in one subject;

Waiver Request: We would like to request a waiver to Section 5.2.A. to reduce the amount of instructional time as defined by the Carnegie unit from 120 hours of instructional time to be 80 hours of instructional time per year, or 40 hours of instructional time per semester. This allotment of in-class instructional time mimics college scheduling and allows for a greater use of teachers in intervention for at-risk students.

- V. 161.020 Certificates required of school employees -- Filing requirements -- Validity and terms for renewal.
1. No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public school position for which certificates may be issued, or receive salary for services rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board.
 2. No person shall enter upon the duties of a position requiring certification qualifications until his or her certificate has been filed or credentials registered with the local district employer.
 3. The validity and terms for the renewal of any certificate shall be determined by the laws and regulations in effect at the time the certificate was issued.

Waiver Request: We would like to request that a certified teacher be able to teach outside of their certification area. We would like to use the highly qualified status calculator to allow teachers that have collaboration models in certain course work, or in some cases have significant credit hours or real-world experience, to teach outside of their certification.

- VI. 161.010 (5) "Teacher's aide" means an adult school employee who works under the direction of the professional administrative and teaching staff in performing, within the limitations of his or her training and competency, certain instructional and non-instructional functions in the school program including, but not limited to, clerical duties, tutoring individual pupils, leading pupils in recreational activities, conducting pupils from place to place, assisting with classroom instruction as directed by the teacher, aiding the school librarian, and preparing and organizing instructional materials and equipment.

Waiver Request: We would like to waive this definition to allow teachers' assistants (para-professionals) the ability to oversee digital curriculum and to allow them levels of instruction and supervision. There are many teacher assistants that are capable of assisting students with virtual and digital content.

- VII. **158.070 School term** -- Professional development -- Suicide prevention -- Holidays and days closed -- Continuing education for certain students instructional days and their equivalents in school term -- Breakfast program -- Scheduling of athletic competitions -- Missed school days due to emergencies and service credit.

(1) The minimum school term shall be one hundred eighty-five (185) days, including no less than the equivalent of one hundred seventy-five (175) six (6) hour instructional days. A board of education may extend its term beyond the minimum term.

(2) The local board of education, upon recommendation of the local school district superintendent, shall adopt a school calendar for the upcoming school year that establishes the opening and closing dates of the school term, beginning and ending dates of each school month, instructional days, and days on which schools shall be dismissed. The local board may schedule days for breaks in the school calendar that shall not be counted as a part of the minimum school term

Notwithstanding any other statute to the contrary, the following provisions shall apply to a school district that misses school days due to emergencies, including weather-related emergencies: (a) A certified school employee shall be considered to have fulfilled the minimum one hundred eighty-five (185) day contract with a school district under KRS 157.350 and shall be given credit for the purpose of calculating service credit for retirement under KRS 161.500 for certified school personnel if: 1. State and local requirements under this section are met regarding the equivalent of the number and length of instructional days, professional development days, holidays, and days for planning activities without the presence of pupils; and 2. The provisions of the district's school calendar to make up school days missed due to any emergency, as approved by the Kentucky Department of Education, including but not limited to a provision for additional instructional time per day, are met.

Waiver Request: The district would like to request a flexible schedule in the Imagineering Academy to include 60 hours of virtual instruction or performance-based instruction that would replace 10 days of seat and direct instruction time. In addition, the accumulation of qualified summer credits from dual credit institutions, performance-based programs, or virtual program would count towards credits during the school year and be included in the ADA calculation the same as performance-based credit is awarded via ADA calculation.

- VIII. KRS 164.7881 Eligibility for educational excellence scholarship and supplemental awards -- Time limits for receiving aid -- Adjustment of amounts and loss of award -- Extension of time limits -- Senator Jeff Green Scholars. (1) Eligible high school students who have graduated from high school and eligible postsecondary students

who have earned a Kentucky educational excellence scholarship, a Kentucky educational excellence scholarship and a supplemental award, or a supplemental award only pursuant to KRS 164.7879(3)(e), shall be eligible to receive the Kentucky educational excellence scholarship, the Kentucky educational excellence scholarship and the supplemental award, or a supplemental award only for a maximum of eight (8) academic terms in an undergraduate or other postsecondary program of study at a participating institution, except as provided in subsections (5) and (6) of this section. (2) To receive the Kentucky educational excellence scholarship, a Kentucky educational excellence scholarship and supplemental award, or a supplemental award only, an eligible high school or postsecondary student shall: (a) Enroll in and attend a participating institution as a full-time student or a part-time student; and (b) Maintain eligibility as provided in subsection (3) of this section

Waiver Request: the district would like to request that juniors and seniors are eligible to use their KEES award money to pay for dual-credit classes. We ask that they are allowed to use the maximum reward received per year with a proportionate reduction in the later years.

- IX. 160.345 Definitions -- Required adoption of school councils for school-based decision making -- Composition -- Responsibilities -- Professional development -- Exemption -- Formula for allocation of school district funds -- Intentionally engaging in conduct detrimental to school-based decision making by board member, superintendent, district employee, or school council member -- Complaint procedure -- Disciplinary action -- Rescission of right to establish and powers of council -- Wellness policy.

(1) For the purpose of this section: (a) "Minority" means American Indian; Alaskan native; African-American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific islander; or other ethnic group underrepresented in the school; (b) "School" means an elementary or secondary educational institution that is under the administrative control of a principal and is not a program or part of another school. The term "school" does not include district-operated schools that are: 1. Exclusively vocational-technical, special education, or preschool programs; 2. Instructional programs operated in institutions or schools outside of the district; or

3. Alternative schools designed to provide services to at-risk populations with unique needs; (c) "Teacher" means any person for whom certification is required as a basis of employment in the public schools of the state, with the exception of principals and assistant principals; and (d) "Parent" means: 1. A parent, stepparent, or foster parent of a student; or 2. A person who has legal custody of a student pursuant to a court order and with whom the student resides.

Waiver Request: Currently this program does not require a school-based decision-making council, as it is a district alternative school or alternative program. However, should the program become an A1 school then we would like to have the flexibility to add an elected student representative as a voting member of the SBDM council. The student would have authentic voting rights on all issues other than closed session and personnel. For personnel issues the student member will not be involved.

Imaging Academy Timeline:

Year	Early College	Program	Program	Program
Pilot Year	Early enrollment college t 24 credit hours	School of Design: Interactive media (40 students)	Virtual School 21 students	"Drop In" reform
2016/2017	Early College 100 students	School of Design: Interactive Media, Cinematography (50 students)	Virtual School Expansion 100 students	"Drop In" 80 students
2017/2018	Early college 300 students 30 earning Associate degrees	School of Design: Interactive Media, Graphic Design, Cinematography, Animation (150 students)	Virtual School 200 students	Drop In 80 Students
2018/2019	Early College 350 students 60 early associates degrees	School of Design: Interactive Media, Cinematography, Graphic Design, Animation (150 students)	Virtual School 200 students	Drop In 80 students

Year	Program	Program	Program	Program
Pilot Year			Summer School (Stats, Circuits, Robotics) 40 students	Investigate Early High School Plan
2016/2017	Robotics 30 students	Homebuilders 40 students	Summer School (Stats, Circuits, Robotics, Foreign Language, Biology, Computer Science)	Continue agreements between councils
2017/2018	Robotics 80 students	Homebuilders 80 students	Summer School (Stats, Circuits, Robotics, Foreign Language, Biology, Computer Science)	Program Initiated 200 students
2018/2019	Robotics 200 students	Homebuilders 160 students	Summer School (Stats, Circuits, Robotics, Foreign Language, Biology, Computer Science)	Program Initiated 800 students

Pilot Year	MakerSpace 8 interns	Computer Science, IT 0 students		
2016/2017	MakerSpace 40 Interns	Computer Science, IT 0 students		
2017/2018	Maker Space 80 Interns 80 students	Computer Science, IT 40 students		
2018/2019	MakerSpace 80 interns	Computer Science, IT 40		

Student Service Plan

Students enter the programs in the Imagineering Academy through a series of different routes. The plan begins in middle school with the ILP process. As students continue through school they consult with guidance and career counselors that review student status. Student can initiate their placement in the programs through self-interest and learn about the variety of programs through open houses, marketing, program shadowing, and teacher introductions. The different programs are designed to meet three target issues (affordable post-secondary degree attainment, increased graduation rate, Career and Technical Education) explained in detail earlier in the application.

There are two large barriers to accomplishing this goal. The first barrier is lack of understanding of the college or career opportunities. With over 8000 students in our district qualifying for free and reduced lunch, there are a large number of families that do not understand the variety of details that come with college enrollment. In addition, they lack a general understanding of the types of careers that have job openings and what kind of academic expectations come with those positions. The second large barrier is that many times our students don't have the financial means to afford college or get to the college. The district is working to both educate and provide means to reduce all barriers towards graduation and post-secondary degree attainment.

To keep access open to all students, as well as address the needs for students at "severe risk" of dropping out the district has worked on transportation plans and technology plans that allow students access to laptops, intervention plans and modification plans for students with IEPs going to Early College. In addition, the Director of Innovative Programs established a scholarship fund to pay for college classes for students that can't afford the reduced price in tuition.

All students entering the Imagineering Academy go through an ILP or ILPA meeting prior to their actual enrollment. This work allows the administrators and counselors to address any necessary need so that the students can reach their goals. For example, these meetings during the Pilot implementation led to the following items.

1. Establishment of Scholarship Fund to pay for student classes
2. Transportation to and from school of origin
3. Tutoring in the summer at any hour to help students achieve college and career readiness. The tutoring was provided free of charge.
4. ACT test prep before and after school for free
5. Book purchasing
6. Transportation for career exploration
7. Access to several programs so students can have the classes they desire.
8. Servicing of students with special needs on virtual programs and Early College

9. During drop out prevention meetings we became aware that a major reason students were dropping out is they didn't see course work as important to them. We developed a plan that led students to take Early College classes second semester. From drop out to college student after just four months. The fruits of that first meeting and realization are reaping large rewards for students now.
10. Access to computer labs and materials for the design program
11. The seeking of sponsors for Robotics program to curb the costs.

Much of the needs of the program will be provided by a combination of college professors and teachers working under the umbrella of Innovative Programs. On October 29, 2015 17 members of the Innovative Programs that run the Drop In Program, Virtual School, the Maker Space, and the Design School who are employed by Boone County Schools gathered to vote on the application components. Because of district rules the Director of Innovative Programs had the faculty vote in secret. The outcome of the vote was 17 in favor of the Innovation Application and 0 against. The meeting time sheet is included in the appendix.

Student Service Plan – Goals and Outcomes Outline

Proposed Strategy	Expected Outcomes	Sources of Data	Total Number of Students Targeted	Total Number of Students in Special Population/Underrepresented Group
Early College	- Increased post-secondary Degree attainment -increased % of students College Ready -improved ACT Scores	ACT test Graduation Rates Scores on PISA	40 Year 2015/2016 100 2016/2017 200 2017/2018 300 2018/2019	10 (25%) currently enrolled 25(25%) 50 (25%) 75 (25%)
Early College "At Risk"	-Increased post-secondary -Degree attainment -Improved High School Graduation Rate Improved College readiness	ACT test Graduation Rates	5 2015/2016 20 2016/2017 50 2017/2018 80 2018/2019	100 % 75% 75% 75%
Career Programs				
Boone County School of Design	-Students enter design majors in college -Students earn career certifications -Students establish creative processes and professional practices	Scores on Adobe Certifications in Dreamweaver, Photoshop, and Illustrator Clients are satisfied Improvement on 4C rubrics	40 Year 2015/2016 80 2016/2017 160 2017/2018 160 2018/2019	(25% goal) currently enrolled nearly 40 % currently enrolled 20(25%) 40 (25%) 40 (25%)

		KOSSA Scores		
Robotics and Computer Science Programs	-students enter engineering field in college - improve Math ACT scores	Enrollment data ACT Scores KOSSA Scores Team Placement in Worlds First Competition 4C Rubric Improvements Career Certification	10 Year 2015/2016 40 2016/2017 80 2017/2018 80 2018/2019	(25% goal) 20(25%) 40 (25%) 40 (25%)
Maker Space	Improved Marks on 4cs Enrollment in Engineering Related Fields in Post-secondary Improved	Enrollment data ACT Scores 4C Rubric Improvements Each Student successful lead a workshop	10 Year 2015/2016 40 2016/2017 80 2017/2018 80 2018/2019	(25% goal) 20(25%) 40 (25%) 40 (25%)
Homebuilders program	Improved Marks on 4cs Work Ready and Interview Ready for positions in Construction Improved	Job Placement Performance Tasks 4C Rubric Improvements Increased graduation Rate Passing Scores on KOSSA	0 2015/2016 40 2016/2017 80 2017/2018 80 2018/2019	 20(25%) 40 (25%) 40 (25%)
Drop In Program, District Diploma	Improved Marks on 4cs Improved the over all number of students in the district that have a diploma	Increased Graduation Rate Improved Grades and Engagement Increased Attendance Performance Tasks 4C Rubric Improvements ACT Scores	60 2015/2016 80 2016/2017 100 2017/2018 100 2018/2019	 20(25%) 40 (25%) 40 (25%)

Virtual School, District Diploma	Improved the over all number of students in the district that have a diploma	Increased Graduation Rate	60 2015/2016	15 (25% goal – but currently at 60%)
		Improved Grades and Engagement	80 2016/2017	20(25%)
	Reduce barriers to AP enrollment, Early College, and other career programs in Imagineering Academy	ACT Scores	100 2017/2018	40 (25%)
		Enrollment Data	100 2018/2019	40 (25%)

Boone County Schools

District Professional Learning Plan Overview To Support District of Innovation Application

Area	Goals	Facilitator, Planned Strategies, & Activities
Multiple Measures of Assessment	Teachers and teams will learn from the EdLeader Conference, TLC, Dr. Ron Chi to understand the philosophy and necessity of other forms of assessment to develop multiple measures that are standardized across the district.	Jerome Gels, Karen Cheser TLC site visits Edleader participation Drop in PLC Book study “most likely to succeed” By Tony Wagner Site Visit To Plano ISD Academy
MakerSpace	Teaches will ... - learn how to teach STEAM and KCAS via the maker activities	Ryan Kellinghaus Coordinator of Expanding Learning Opportunities and various (See specific at the MakerSpace website)

<p>Project Based Learning</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> - understand how to construct PBL utilizing the 8 essential components - develop and implement PBL units - share successes and problems of practice in PBL 	<p>Buck Institute</p> <p>Karen Cheser</p> <p>Chief Academic Officer</p> <ul style="list-style-type: none"> - 2 day training by Buck - PD Academy throughout year
<p>Service Learning</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> - understand the essential components of service learning and implement projects that lead to course credit. 	<p>Children’s Inc liasons will meet with teachers in PLC to plan units, provide feedback to other teachers, and discuss successes and problems of practice</p> <p>Site visits and PLC participation with TLC in Fayette County</p>
<p>Blackboard Classroom Management System: Basics and Assignments</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> - learn to navigate Blackboard - modify the course menu - modify the home page - build a “start here page” - build content, - enroll students, - add users and passwords 	<p>Cathy Himmelmann</p> <p>Technology Resource Teacher</p> <p>PD Academy</p>
<p>Blackboard Classroom Management System: Assessment and Rubrics</p>	<p>Teachers will...</p> <ul style="list-style-type: none"> - Learn to create an assessment (a quiz or test) - create a rubric, - edit a rubric, - associate a rubric, - manage a rubric, 	<p>Cathy Himmelmann</p> <p>Technology Resource Teacher</p> <p>PD Academy</p>

	<ul style="list-style-type: none"> - import and export a rubric, - grade with a rubric 	
Family School Partnerships	<p>Principals will ...</p> <ul style="list-style-type: none"> - understand the importance of building family-school partnerships - discover new strategies for engaging families - utilize this learning in developing the school improvement plans 	<p>Cindy Baumert</p> <p>Pritchard Committee</p> <p>Governor's Commonwealth Institute for Parent Leadership</p> <ul style="list-style-type: none"> - will examine the purpose and origins of the Missing Piece of the Proficiency Puzzle
Neurology of Poverty	<p>School / District Leaders and Instructional Coaches will..</p> <ul style="list-style-type: none"> - understand how poverty impacts student achievement - learn ways to address issues of poverty in terms of learning 	<p>Dr. Marty Burns</p> <p>Northwestern University</p> <p>Guest expert presenter</p> <p>In conjunction with the Ed Council</p>
Students in Poverty	<p>School leaders, instructional coaches, and teachers will...</p> <ul style="list-style-type: none"> - learn about the different forms of poverty - learn about the impact of poverty on social-emotional growth and student achievement - how to teach and engage students with poverty in mind 	<p>Anna Marie Tracy</p> <p>Title 2 Coordinator</p> <ul style="list-style-type: none"> - participants will utilize Eric Jenson books, materials, and videos to learn about the impact of poverty on learning
World Language	<p>K-8 teachers will...</p> <ul style="list-style-type: none"> - learn how to utilize blending learning to teach world language at the K-5 level - share problems of practice and research solutions 	<p>PD Academy</p> <p>Rosetta Stone PDs</p> <ul style="list-style-type: none"> - teachers will meet in PLC to discuss problems of practice
Arts & Humanities	<p>K-12 A&H teachers will –</p> <ul style="list-style-type: none"> - learn about the new Arts and Humanities standards 	<p>Jim Detwiler</p> <p>Asst. Superintendent for Learning Support Services</p> <ul style="list-style-type: none"> - careful examination of

	<ul style="list-style-type: none"> - learn about how the standards will be assessed - shifts from the A&H program of studies 	the new Arts & Humanities Standards
Understanding By Design	<p>Instructional Coaches will...</p> <ul style="list-style-type: none"> - identify and articulate the Mission, Vision, and Values supporting curriculum in Boone County - identify macro overarching understandings across all disciplines - Identify macro essential questions 	<p>Kim Brandon</p> <p>Authentic Education</p> <p>Training with all 23 instructional coaches.</p>
Math & Science Curriculum Embedded Assessment	<p>K-12 Teacher Leaders and Instructional Coaches will...</p> <ul style="list-style-type: none"> - understand how formative assessment is embedded in instruction - understand how Math Design Collaborative modules meet Wilam's 5 conditions of learning 	<p>Kelly Stidham</p> <p>Content Specialist</p> <p>KDE</p> <ul style="list-style-type: none"> - The Instruction Transformation grant provides for teams of teachers and coaches representing all 23 schools
English Language Learners	<p>ELL Teachers will...</p> <ul style="list-style-type: none"> - extend pedagogy/learning as PLC 	<p>Geniene Delahunty</p> <p>English Learners Coordinator</p> <ul style="list-style-type: none"> - ELL teachers will meet in monthly PLC to address problems of practice - ELL teachers will attend the TESOL
Formative Assessment	<p>School Leaders & Instructional Coaches will understand...</p> <ul style="list-style-type: none"> - how and why formative assessment drives instruction - Wiliam's 5 conditions of learning - the impact of specific feedback on student 	<p>Dr. Gene Kearns</p> <p>Renaissance Learning</p> <p>Guest presenter at monthly principal meeting</p>

	achievement	
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Boone County Schools Imagineering Academy

District Communication/ Marketing Plan Overview To Support District of Innovation Application

Overview

Based on conversations with stakeholders within and outside the district and review of the Imagineering Academy process and plan, we have prepared a tactical execution plan which outlines our overall marketing strategies, tactics, and evaluation. Our recommendations are customized for our district and take into account the assets of the District and our immediate needs. Key in our decision making process was selecting mediums that we believe are best suited to reaching BCS’s target audience.

Our implementation plan supports the following **objectives**:

- Increase awareness of the BCS Imagineering Academy; key audiences include: students/families, district personnel, business and community leaders
- Explore creative techniques for increasing dissemination of the Imagineering Academy plan
- Measure awareness of the plan and techniques used to promote the plan

All our recommended marketing tactics must work together in order to deliver the best possible results. It is important that each communication piece support BCS’s brand identity and the look and feel already established by the district’s strategic plan and Imagineering Academy documents. Presenting a consistent image is critical when building awareness for the Imagineering Academy.

As we will be implementing new marketing tactics, we recommend that the results of these efforts are reviewed at least every two months. Based upon the results, adjustments should be made. The ultimate objective is to engage students, faculty, staff, and community members in the implementation of the Imagineering Academy plan.

Top-line strategies to accomplish these objectives include:

- Building champions to assist with communication, promotion, and marketing efforts
- Expanding and enhancing general awareness techniques
- Implementing audience specific awareness techniques
- Measuring results

Build Champions

BCS is a large, complex organization. As is the case with any complex organization, communication is most effective when it is not seen as the responsibility of one person or department, but instead viewed as a skill and tactic critical to the success of every job. In order to properly disseminate the Imagineering Academy and engage multiple stakeholder groups with varying interests, we recommend that an internal team of Imagineering Academy champions be assembled two to three times per year to assist with the execution of this plan. A successful team approach was used when crafting the Imagineering Academy. This same group could support implementation as long as plan champions could include: a faculty and student representative from each school, PTA members or parent representatives, and representatives from classified staff. This group will also be charged with reviewing “engagement” measures and refining outreach and marketing strategies based on that data.

Expand and Enhance Awareness Tools for All Stakeholder Groups

BCS has multiple communication pieces and platforms in use everyday. In order to enhance outreach efforts, we have the following recommendations for testing new communication tools and enhancing existing efforts.

Microsite, the current BCS website has useful information and the Imagineering Academy would have great placement on the homepage of the site, but in order to better track the use of the plan and promote more engagement in the implementation phase of the plan, we recommend that a dedicated microsite be established for the Imagineering Academy. Microsites are separate from a company's full website and are dedicated to serving one purpose - thus eliminating the clutter and distractions that come with a full website. While a sitemap needs to be formally created, here are recommendations for content on the microsite:

- Create a :90 second overview video for homepage, consider a specific call to action (i.e. join our text campaign)
- Develop an interactive graphic of the Imagineering Academy which allows a user to click on an area to learn more
- Ability to download the full report as well as immediately share on individual social sites
- Create a monthly feature celebrating a program, class, individual, event that is tied to the Imagineering Academy (like the Makerspace and other examples found in the plan)
- Build a “share this site” button into the navigation
- Incorporate a sign up for our text messages button
- Identify plan champions and individuals who can be contacted if someone wants to learn more or become involved
- Consider adding a “prize” feature as a way drive people to the site and capture their phone number or email address (i.e. sign up to win an ipad mini)
- FAQ page
- Integrate a polling capability into the site (WordPress sites have a free widget that allow you to conduct polling on the site)

- Build in Google analytics and ensure the microsite is mobility responsive
- BCS social media integration

Word-of-mouth marketing (WOMM) differs from naturally occurring word of mouth because it is actively influenced and encouraged by an organization. WOMM tactics range from teaser campaigns and scripting satisfied clients, to paying customers or clients for their vocal support (typically through blogging).

This might seem like a sales strategy and not often used to promote a comprehensive plan, but WOMM can easily be tailored to increase awareness and push engagement if used in a strategic fashion.

The first step in amplifying word of mouth marketing is to increase the number of individuals marketing on our behalf. Simply put, we need to increase the number of people that can spread the word about the Imagineering Academy.

Academy champions are the first ring of WOM marketers. The first step towards empowering them to spread the word is to simply ask the champions for help. We will not just assume that they'll tell their colleagues and families about the plan for the Academy. We will challenge them to develop their own communication goals for the Imagineering Academy. We will identify at least one event quarterly where they can publicly link an award, activity, creative visual, etc. to a Imagineering Academy goal or one of the 10c's and use that opportunity to further educate their audience. They will grow the WOMM strategy by building a second ring of marketers within the group they represent and ask these individuals to also build a communication goal and awareness techniques. We will ask all WOM marketers to include a link to the microsite in their professional email signature.

The second step is to give them something to talk about. The old adage "out of site out of mind" is true, especially when individuals are busy and inundated with different priorities and messages. We will develop a one page sheet that highlights ways the Imagineering Academy can be tied to existing school activities and offer ideas for celebrating successes tied to Imagineering Academy goals. We will use this sheet as an overarching guide for regularly communicating with Academy champions and building WOMM.

Speaking Engagements, face-to-face presentations and meetings remain a key strategy for engagement and awareness. We will develop a small team who can be available to speak to various groups using a consistent presentation in order to engage a variety of stakeholders. We will brainstorm two lists. 1) groups to approach and request to present on the Imagineering Academy, and 2) meetings in which a BCS representative will already be attending and can make an announcement about the plan for the Academy. In order to make the most of each speaking opportunity we will create common communication materials to offer to any speaker. Suggested materials include:

- Master power point deck
- A retractable banner with very specific messaging designed to promote the Academy and the microsite
- A comment card handed out to all attendees on which they can write during the meeting or encourages them to go to the microsite to submit comments

- A business card promoting the Imagineering Academy. We will ask each attendee to pass the card along to a colleague or friend
- One page overview of the Imagineering Academy

In order to gain information from audience members and to create a memorable presentation with lasting impact, we will utilize Poll Everywhere, an online tool that allows the presenter to ask audience members for their input and to share their responses in real time. <https://www.polleverywhere.com/> Utilizing a polling tool like Poll Everywhere is also helpful with measurement.

A breakdown of specific ideas for each stakeholder group can be found later in this description. Including in these lists are groups for which we will establish face-to-face meetings.

Group text messaging, not to be confused with Text-to-Give campaigns (Text HAITI to 90999 to donate \$10 to the Red Cross) are when individuals opt-in to receive information from you in the form of a text message. They can opt-in by sending a Keyword (BCSSP) to a Short Code (41411) through a subscribe page/widget on your website, or by giving their mobile number and permission to send the message.

Group text messaging allows an organization to quickly engage stakeholders and communicate more frequently with them. Text messaging is rapidly rising as a main communication channel on par with social media and online messaging. Once someone has opted-in to the text message list, their open rate is 97%; and, the average text is opened within 90 seconds.

Text messaging can be segmented by audience. For example, we will have an Imagineering Academy champions group and could send them a bi-weekly or monthly text encouraging their promotion of the Academy; and we will add a widget to the Boone County schools website allowing anyone in the community to opt-in for text message updates on the Imagineering Academy. The actual messages sent can be different based on audience, but one texting system can house all the data. This is a strong tool for sharing WOMM content.

Low cost options, which typically have limited free options and free trial periods include:

- Eztexting.com (free option, monthly payment plans, or pay per message)
- textmarks.com (monthly payment plans)
- mozeo.com (pay per message sent, no set up fee)

BCS will be consistently providing our keyword and short code combination on bccet.com, signage/banners, print materials, and through other marketing platforms. For example, on marketing material we will add "To Learn More text BCSIA to 12345". We will build an engaged list of subscribers through methods such as:

- Sending a promotional email from BCS to our respective partners asking for individuals and groups to opt-in
- Adding a call to action button to the BCS Facebook page (On the page, it is beside the "Like" button on the header image)
- Announcing this communication tool and regularly calling for engagement on Facebook and Twitter

- Collecting opt-in information at events
- Adding a link to sign up or a signup widget to the BCS and BCSIA sites

Social media, there has been a surge in for-profit, non-profit and education providers using social media marketing. The BCS Facebook page and Twitter channel have strength and will be used to promote and engage around the Imagineering Academy. A description of the Imagineering Academy goals will be added to the “about” section of the BCS Facebook page. If an editorial calendar for all BCS social is not in place, it is highly recommended that one be developed for integration of all District communication across all District social channels. We will highlight the Imagineering Academy 2-3 times per month. Time will be spent crafting content that adds value to the reader. Any media coverage of the plan will be promoted socially. Social sites are meant to be interactive and conversation building; therefore postings will include questions. Images are also critically important. According to Kissmetrics, images on Facebook receive 53% more Likes, and 84% more click-throughs. A social site that simply posts information, like a static webpage, serves very little purpose. We will ensure that Imagineering Academy postings are drafted and placed on a monthly calendar. While the calendar must remain flexible and social sites need to interact with trending topics, drafting posts and tweets as part of a monthly schedule allows BCS to be more strategic and to focus on social media goals.

Media relations, or earned media coverage is an important piece of the promotion mix. Developing a quarterly “pitch page” (who, what, when, where, and why media should care page) for consideration by Boone County marketing professionals will greatly increase the opportunities for earned media coverage. The goal of the pitch page is to regularly remind the Boone County Schools Spokesperson of opportunities to include the Imagineering Academy in other releases and pitches as well as offer opportunities for specific pitches and releases to be crafted. An overview release on the process for development and the Imagineering Academy itself will be crafted. This is news worthy and can expect to be featured online (The Tribune, Cincinnati.com, NKY Chamber e-Flash) and in print (Boone County Recorder, Northern Kentucky Enquirer). In addition, Imagineering Academies are not common for K-12 districts. Industry and association publications will likely feature this work as well. A specific ask will be made to provide Viewpoints piece in Boone County Recorder. Viewpoint topics will include:

- Comprehensive approach to engaging stakeholders during the planning process and overall importance of the Imagineering Academy
- Commitment to lifelong learning for BCS workforce by embracing the Imagineering Academy
- Student recruitment and planning
- Annual update on the implementation of the Imagineering Academy (and other milestones)

Signage, gaining immediate visibility and building brand recognition will be done through the use of effective signage. School buildings and facilities will be used as an asset when promoting the microsite and Imagineering Academy. By putting the Imagineering Academy graphic and microsite address in key locations, (elevators, stairwells, and cafeterias) the physical space can be transformed to promote the Academy. Monthly mentions on marquee signs and placing letters in visible windows are cost effective

ways to promote the text campaign and or microsite. Other ideas for physically transforming spaces include:

- floor decals installed in select locations or cling on decals placed on entry doors
- Adding the microsite address to BCS transportation vehicles or magnets for non-aluminum vehicles
- Table tents in cafes and lunchrooms
- A cut out “standee like” sign at the main entrance of each school building
- Having the microsite URL or text campaign painted on athletic fields that have clear visibility from the stands

Event, in order to continually promote the Imagineering Academy we will hold an annual event. focusing on the Imagineering Academy. Logistics of the event will be determined, but a district-wide, free event promoted to all of Boone County showcasing the District’s successes through the lens of the Imagineering Academy is the goal. This will drive continuous connection to the Imagineering Academy and keep it in the mind of stakeholders as the years progress.

Exiting Marketing Leveraging communication and marketing materials that are already being produced is a cost effective and time efficient strategy. For example, BCS regularly purchases space in the What’s Happening Boone County magazine. The Imagineering Academy will be featured in this magazine. Moving forward, a short paragraph explanation of the Imagineering Academy with the microsite address will be included in every BCS What’s Happening piece. Press releases are a second example. BCS pitches media stories regularly. The boiler plate copy on those releases will have reference and links back to the Imagineering Academy. An inventory of existing marketing and communication tactics will be created in order to confirm that there is a direct link from these materials to the Imagineering Academy moving forward.

Expand and Enhance Awareness Tools for Specific Audiences

In addition to crafting and utilizing communication techniques that reach a significant portion of the target audiences, techniques specific to the respective audiences will also be utilized. Below are promotion tactics organized by audiences.

Student/Family Engagement

- Create a calendar of tips or FYI items or Did You Know facts and include one tip, item, or fact in the weekly email parents receive. It will be kept to one sentence and link back to the Imagineering Academy microsite
- Custom letters to parents by faculty or administration introducing a project or success from the Imagineering Academy, and microsite information
- Presentations to PTA groups
- Presentations to Student Council and student leadership organizations, as well as the student body as a whole
- Request that the Boone County Library feature the Imagineering Academy on their blog

- Request space in the Boone County Fiscal Court newsletter
- Have a unique giveaway item that promotes the microsite that can be ordered in bulk and distributed at open houses, Readyfest events, etc.

Faculty/Staff Engagement

- Presentations at faculty and staff meetings (request that the Imagineering Academy be a standing agenda item)
- Distribute plan “pocket guides” that fold to be the size of a business card, but when unfolded each panel highlights an aspect of the Academy. This serves as a reminder for all BCS employees and allows them to have a quick reference guide
- Create a screen saver of the Imagineering Academy graphic, and load it to each computer owned by the District so that it shows when the computer is resting
- Coordinate leadership or faculty/staff meeting agendas around the Imagineering Academy
- Leverage WOMM tips and text messaging to consistently reinforce the Imagineering Academy to internal audiences

Business/Community Leaders

- Request space in the Chamber’s Business Journal for a feature on the Imagineering Academy highlighting key examples of innovation
- Distribute copies of the Academy description in the NKY Chamber’s Board Packets
- Distribute copies of the description to NKYEC Board Members
- Presentation to the Boone Co. Business Association and request to provide monthly posts for their Facebook page
- Presentation to the Florence Rotary
- Presentation to the NKY Workforce Investment Board (WIB)
- Presentation to the Kentucky Career Center Staff
- Presentation to the NKY Industrial Park Association
- Presentation to HR Group 100 and possibly sponsor a HR Group 100 meeting
- Highlight how existing BEST Partnerships support the goals of the Academy and ask BEST Partners to include the article in their company newsletters
- Pitch Karen Cheser as a speaker on Imagineering Academy as a professional development series speaker at a Women’s Initiative breakfast (WI)

Measuring Success

The measurement goal is not simply to identify how many people have heard of the Boone County Schools Imagineering Academy. The intent of the measurement goals is to ensure that students, parents, faculty, staff, business and community leaders are engaging with and understanding the Academy. The following measures are designed to provide a sense of overall engagement. This data should be reviewed at least quarterly if not more frequently, and this data should drive changes to the proposed marketing strategies.

Microsite Analytics: It is important to track how much website traffic we get, what pages are most frequently viewed, and what drives stakeholders to the site. Analytics will be easy to obtain and will provide more valuable data from a microsite than the BCS website. Analytics that will be analyzed regularly:

- Site hits
- User demographics
- Referring sites (this is a great tool to use to adjust outreach strategies and build partnerships or advertising plans with referring sources)
- Popular page views, time spent per page, and departure page (this is a great tool for identifying content that people like, and for allowing use of that content in your social posts and email communications)
- Video play rate and engagement rate/time viewing

Social Media Analytics on Posts:

- Number of shares that come from the microsite
- Engagement rates for posts (shares, likes, favorites, overall reach)

Phone Call/Email Tracking: We will track the number of phone calls and emails generated. We will use the same microsite address and phone number on all advertisements, partner newsletter articles, social media sites, etc. By using one phone number, we can attempt to track the amount of inquiries being generated about the Imagineering Academy.

Additional Data Sources:

- Data collected from the polling features on the microsite and at meetings
- Number of email addresses collected through website (prize giveaway) and/or number of phone numbers provided for text campaign
- Data received from meeting comment cards
- Presentation evaluation forms
- Track Imagineering Academy references and mentions in media

Conclusion

By expanding and enhancing communication tools, implementing specific tactics to reaching targeted audiences and integrating your marketing efforts, we are more likely to build active awareness and buy-in for the Imagineering Academy.

All recommend tactics will be regularly monitored and reviewed formally at least every quarter. Adjustments will be made and continuous improvement will be made.

