DISTRICT OF INNOVATION APPLICATION

The Cloverport Independent School District assures that its application does not contain any request to waive the Kentucky Revised States or Kentucky Administrative Regulations listed regarding health, safety, civil rights, or disability rights; compulsory attendance; Kentucky Core Academic Standards, minimum high school graduation requirements; compliance with statewide assessment system; criminal background check requirements; open records and meetings; purchasing requirements and limitations; minimum instructional time.

The Cloverport Independent School District assures that all schools listed as participating in the application did so voluntarily. The Cloverport Independent School District is comprised of three schools: William Natcher Elementary, Frederick Fraise Middle School, and Frederick Fraise High School. The following page includes a breakdown of each school and the percent of agreement to participate as well as each innovation strategy sought in the "District of Innovation Application".

The Cloverport Independent School District assures it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement including the following data points ; Total number of students served by the innovation plan and subtotal by school type. Total number of at-risk students served and subtotal by socio-economic status, race/ethnicity, gender, disability, grade level, and total number of certified and classified staff operating in a non-traditional setting. Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including; qualification of instructors, time spent, and student outcomes as completion rates. Documentation of other measurable outcomes described in this application or through modification.

The Cloverport Independent School District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application form key stakeholder groups.

_____ _____

Charles Proffitt Date
Superintendent

_____ _____

Lisa Hawley Date
Chair, Board of Education

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College/Career Readiness for All

District of Innovation Application
March 2013

Applicant Information

District Name: **Cloverport Independent** — *District Name*

Breckinridge / 132 — *County/District #*

Address: **214 West Main Street** — *Street Address*

Cloverport — *City*

KY — *State*

40111 — *ZIP Code*

Phone: **(270) 788-3910**

Date of Application: **10-31-2013**

Contact Person/Title: **Sheri Merrifield, Director of Student Support Services and Intervention**

REQUESTED INITIAL IMPLEMENTATION DATE August 2014

DISTRICT ASSURANCES

- Applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes or Kentucky Administrative Regulations:
  a. Any statute or administrative regulation related to health, safety, civil rights, or disability rights;
  b. Compulsory attendance requirements under KRS 158.030 and 158.100;
  c. The Kentucky Core Academic Standards outlined in KRS 158.685 and 704 KAR 3:303;
  d. The minimum high school graduation requirements unless allowable under 704 KAR 3:305;
  e. Compliance with requirements of the statewide assessment system as specified in KRS 158.6453;
  f. The financial audit, audit procedures, and audit requirements under KRS 156.265;
  g. Criminal background check requirements;
  h. Open records and meetings requirements;
  i. Purchasing requirements and limitations; or
  j. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency based learning strategies that measure a student's mastery on the curriculum standards, regardless of the amount of instructional time completed.

- District assures that any school listed as participating in the district's application did so voluntarily and attached to this application is a copy of the official minutes of the SBDM Council Meeting for each participating school showing at least 70% of the eligible employees, as defined in KRS 160.107, voted in the affirmative to participate in the plan. **Schools identified as Priority Schools may be required to participate by their local district.**
- District assures that it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement that includes the following data points:
  - Number of students served by the innovation plan, total number and by:
    - Socio-economic status
    - Race/ethnicity
    - Gender
    - Disability
    - Grade level
  - Number of at-risk students (*with particular emphasis on graduation from high school*) total number and by:
    - Socio-economic status
    - Race/ethnicity
    - Gender
    - Disability
    - Grade level
  - Documentation of student progress towards graduation and college and career readiness
  - Total number of certified teachers participating in the innovation plan and roles/responsibilities
  - Documentation of certified and classified staff operating in a non-traditional school environment
  - Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including:
    - Qualification of instructors
    - Time spent
    - Student outcomes (completion rates)
  - Documentation of other measurable outcomes, described in the initial application or through modification of the original plan
- District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application from key stakeholder groups.

_____

Superintendent Date

_____

Chair, Board of Education Date

Recommended Process for Districts of Innovation

In order to assist districts and schools with a *recommended* process, please see the process below:

- ✓ District Level Team (DLT) reviews current Comprehensive District Improvement Plan (CDIP) and discusses current models or initiatives which clearly demonstrate innovation.
- ✓ DLT takes Readiness for Innovation Self-Assessment and analyzes results.
- ✓ DLT conducts a needs assessment based on results of Self-Assessment.
- ✓ Request for Technical Assistance/Information from KDE.
- ✓ DLT determines feasibility of application process. If DLT decides to apply, it will solicit a School Level Team (SLT) for each school of innovation.
- ✓ Each SLT completes Readiness for Innovation Self-Assessment, to begin the process for establishing buy-in and completing the school sub-plan.
- ✓ Each SLT determines whether it will participate based on the requirements of KRS 160.108 and 701 KAR 5:140 and begins the process of writing the school level sub-plan.
- ✓ All school sub-plans are reviewed by the DLT for final approval. DLT begins writing the district application for submission.
- ✓ Submit application which includes Administrative Acknowledgment and Assurances, District Level Plans, School Level Plans.
- ✓ Scoring Process by KDE Program Review Team.
- ✓ Selection/Designation of Districts of Innovation.

District's Vision/Mission

*Please describe the significance of the District of Innovation designation to your district. Be sure to include justifications for why your district should be granted "District of Innovation" status. Your response must address/answer the following (*Please use charts, tables, and graphs, if necessary):*

- Describe the district's vision and mission statements or educational philosophy. Explain how the goals and performance standards in your plan help to re-invent or transform current models of student learning in ways that produce students better prepared for next generation learning. How do the transformations prepare students for dynamic and rigorous standards for college- and career-readiness?
- Describe how the district promotes continuous improvement and rewards risk tasking. Provide evidence of advancing student learning and achievement in the last three to five years.
- Describe how the proposed plan reflects a commitment to change process/agenda and explain how proposed innovation "fits in" with current district-wide reforms.
- Identify and describe, particularly when focusing on achievement gaps, *specific* barriers that impact student learning.
- Explain how innovation status will help the district overcome these barriers in order to ensure 21st Century Learning success for all, especially low-achieving students. ***Include the specific waiver requests and justifications for the waivers.***

District of Innovation Implementation Plan

School Name	Innovation Strategies/Models	Goals for Improved Student Outcomes	Evidence of 70% Affirmative Vote of Eligible Employees to Participate
Natcher Elementary, Fredrick Fraize Middle and High School	Competency Based Credit	Students demonstrate mastery through competency rather than seat time	95% Affirmative Vote
Fredrick Fraize High School	Expanded Learning Opportunities	Students obtain courses and credit through non-traditional routs	100% Affirmative Vote
Fredrick Fraize High School	Multiple Assessments/Pathways to Graduation	Students gain high school credit based on pathways to graduation rather than required course sequence	100% Affirmative Vote
Natcher Elementary, Fredrick Fraize Middle and High School	Innovative Learning Environment	Teachers become facilitators, students as teachers. Traditional grades 7-12 grouped on interest and mastery rather than grade levels	82% Affirmative Vote
Natcher Elementary, Fredrick Fraize Middle and High School	Job Classifications	Teachers driving instruction based on content not grade level	86% Affirmative Vote
District Created School	Innovation Strategies/Models	Goals for Improved Student Outcomes	

*Note to applicant: Add more rows as needed.

*Please complete this section for each school participating in the application. Additional school applications are in the Appendix.

School Information

School Name: **William H Natcher Elementary, Fredrick Fraize Middle and High School**

Rationale/Needs Assessment

- What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?
- Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.
- Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers or assist the school in carrying out its mission.

Summary/Overview of School Plan Development

- Use the following table as a *reference* to describe the program innovation component(s) specific to this school.

Program Component	Guided Questions/Design Considerations
Competency Based Credit	▪ Description of how students demonstrate mastery of content and competencies ▪ Description of how learning objectives will be measured ▪ Description of how personalized learning will be utilized or student voice will be encouraged ▪ Description of how support will be differentiated to support individual learning needs ▪ Description of how learning outcomes emphasize competencies that empower students to apply and create new knowledge and develop skills and dispositions—with particular focus on college/career readiness
Expanded Learning Opportunities	▪ Description of how the initiative provides additional opportunities for enrichment, personal growth, and engagement *beyond* a traditional school day or setting ▪ Description of how the program may utilize expanded day/year, before- and after-school programs, Saturday, weekend, and summer programs, distance learning and early childhood initiatives
Multiple assessments/pathways to graduation	▪ Description of how alternate assessment options will be utilized *to measure student performance outcomes* in non-traditional settings with particular focus on non-traditional educational opportunities such as: ▪ Apprenticeships, private instruction, work-study, study in a foreign country, competency-based learning, community service/service learning, independent study and on-line learning opportunities, Early College High Schools, Early Graduation Options
Innovative Learning Environment	▪ Description of how the learning environment will be created or changed *specifically* with student learning in mind
Alternate forms of governance	▪ Description of how an alternate form of governance may be utilized, without the guidelines of KRS 160.345 ▪ Description of how teachers, parents, and community members will be engaged in the decision-making of the professional learning community
Job classifications	▪ Description of how job classifications move beyond the current definition of teacher/instructional assistant, or may provide for an alternative means of compensation other than a single salary schedule.
Other:	▪ Description of how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students ▪ Description of how the proposed innovation will better prepare students for college- and career-readiness

Student Service Plan

Proposed Strategy	Expected Outcomes	Sources of Data	Total Number of Students Targeted by Grade level	Total Number of Students in Special Populations/Underrepresented Group
See Attachment	See Attachment	See Attachment	Elem: See Att. Middle: See Att. High: See Att.	SES: See Att. Race/Ethnicity: See Att. Gender: See Att. Disability: See Att.
See Attachment	See Attachment	See Attachment	Elem: See Att. Middle: See Att. High: See Att.	SES: See Att. Race/Ethnicity: See Att. Gender: See Att. Disability: See Att.

District of Innovation Support Plan

*Please describe how the district will provide the appropriate support for each School of Innovation. Please answer the following (*Please use charts, tables and graphs, if necessary):*

PROFESSIONAL DEVELOPMENT PLAN:

- Outline and describe specific professional development plan/strategies that will be used to prepare faculty and staff for the proposed innovation.
- Please communicate the total numbers of teachers who will be receiving professional development--as well as a breakdown of the grade level the teachers serve (elementary, middle, and high school level).
- Explain how the professional development will increase the level of success in student learning and innovation.
- Describe how the proposed professional development will lead to greater district-wide reform *beyond* the participating schools.

RESOURCES:

- Describe how district level human and fiscal resources are utilized for implementation of the innovation plan.
- Specifically outline how the innovation plan will affect district personnel, such as roles, work time, compensation, and assignments for those directly connected to the plan.

COMMUNICATION PLAN:

- Describe the activities/processes the district plans to utilize to communicate the innovation plan to each of the following groups: students, parents and

families, staff and faculty, feeder schools, school board members, teachers, teacher organizations/associations, community-based organizations, local philanthropy, and other education partners.

- Describe what has been completed to date to communicate the innovation plan to all stakeholders.

MONITORING PLAN:

Data Source	Rationale for selection of data source	How the data source will be used in relation to proposed plan	How the data source will be reviewed over 5 years to gauge implementation success
See Attachment	See Attachment	See Attachment	See Attachment

*Note to applicant: Add more rows as needed.

District's Vision

The Cloverport School District will be recognized by having schools at the elementary, middle and high school level that are either academically excellent or that demonstrate dramatic gains in student achievement to high levels. The district will be recognized as a model for other school districts throughout the state and nation.

District's Mission

All decisions, actions and resources will be focused on improving teaching and learning, and supporting an excellent campus environment in all areas that allow students to achieve at their maximum potential possible. All staff members will give the extra degree in all they do to positively support our students, schools, community and each other.

District's Motto District's Mission

DARE to be 212^0, DARE to be great!

Overview/Introduction

The Cloveport Independent School District is located in rural Breckinridge County, Kentucky. The school is scenically nestled and overlooking the bank of the mighty Ohio River. Established as a booming shipping town, the local school district was formed in 1872 and has been very successful in meeting the needs of the community. Today, the community is a rural one; however, it is not an area of agriculture. Most residents of the school district live within the city boundaries that are geographically isolated from the rest of the county, and is located fifteen miles from the county seat in Hardinsburg. Small, locally owned businesses are the backbone of the local economy. The Cloverport Independent District serves approximately 420 students in three schools: William H. Natcher Elementary (Pre K-5), Frederick Fraize Middle School (6-8), and Frederick Fraize High School (9-12).

Meeting the educational needs during the booming 1800's and early to mid-1900's was the goal and accomplishment of the day. Although we no longer have the local financial capital, our community has consistently supported the goals and needs of our school including financial support by passing the 4% tax increase for many years. It is still the focus of our community that our students receive the best possible education and one of equity. It is this idea of equity in which we apply to become a District of Innovation.

The transitions since 1872 have been many and we are once again faced with the need to change what has been done to truly meet the needs of every child, ensuring they are college, career, and life ready. Meeting individual needs of students and not making students fit a mold is our desire. We realize that because a student is present and has obtained required course credit they are not necessarily ready to be successful in an environment of stable work and livable wages. Furthermore, looking at the correct data to support our work is essential to the success of our students. Understanding the new minimum target for success will allow everyone to develop a deeper understanding that students need to find, evaluate information, produce responses, create and test ideas, organize, evaluate results, and plan for improvement.

Our vision and mission are being dissected, and evaluated, in order to create a new vision for tomorrow, today. Regardless of the words, to accomplish either, our staff members will work collaboratively to identify and address individual student learning needs and monitor student performance as well as ongoing progress. While increasing the instructional rigor in the classroom and the amount of rigorous course offerings, we are also providing additional technology resources and support to help students work more efficiently, increase feedback between students and staff; and, bridge the gap between school and home. With these essential steps in place, we are in a perfect position to truly make a difference by becoming a district of innovation.

The basic premise of our Apples to Aces innovation plan continues to be to prepare our students to work collaboratively with others inside and outside of our school system, to overcome our geographic isolation by connecting our learners with others around the world. This plan not only provides current technology tools to individual students, it also demands the use of top-quality instructional strategies from teaching staff to engage and motivate learners, as well as increase the instructional rigor of daily learning. Embracing this application allows us to shift from teacher-driven classrooms to teachers as learning coaches, classrooms as labs, and students as the driver of their education.

Through this process, high school students select content based upon learning pathway, and then work with their learning coaches in the development of instructional activities, projects and tasks to demonstrate their knowledge, and mastery of the common core, quality core, and Act benchmarks eliminating barriers created by walls and age. Advancement of Elementary and middle school students is accomplished by demonstration of mastery on Common Core content. These students should be able to demonstrate preparedness, not by a cookie cutter approach, but one that meets the learning style and interest of the student.

While for the most part, socioeconomic status has been proven as a misconception for students not to succeed, we agree; however, our population is comprised mainly of students who live substantially below the federal poverty line with the majority in homes that rely on government assistance rather than earned income. With a population reaching almost 84% at risk, and compounded by the lack of employment, it is our belief that we must provide every concept as it relates to education and provide a learning atmosphere that will support our students in being college, career, and life ready for them to break the chains of poverty and educational background.

With this background, we are challenged to transform not only our approach, but the roles of staff, the walls of the school and community as a whole. It will only be with this transformation that students will demonstrate growth that is lasting beyond assessment and the primary gap that exists in all three schools between SES and non-SES students.

In a school district where subjects in each building/grade level are taught by a single teacher, it is imperative that we include the vast world of online and virtual learning. Furthermore, recognizing the fact that different age students learn best at different times of the day and for the older student who would like to be employed, we must meet the multiple needs and interests of our students to support our call for all students to be college, career, and life ready. Lastly, we acknowledge that when students are engaged in designing their education and it mirrors a hands-on approach, they will retain, enjoy, and develop into students who are ready for college, careers, and life.

It is this realization that students take basic courses, pass, receive their credits, but are lacking honor, Advanced Placement, technical and skills related courses. Through this reasoning, our plan requires multiple approaches: personalized courses, specialized learning time, individual learning locations, teacher as learning coach, and students as collegial learners and teachers. While the necessity exists in assuring core knowledge and readiness, our approach cannot be successful within the traditional school structure.

Needs Assessment/Rationale

Our approach redesigns the current roles of teachers to meet the needs of our students. Creating the ability for students to travel through their pathway and acquire the skills in a strategy that supports their learning style, promotes higher order thinking, and supports individual navigated course of learning. Through this approach we will also meet all nine board goals recently approved. The desire to alter the face of education in Cloverport is not only based on the board goals but the desire of students and teachers. Listening to the members of the staff superintendent council and student superintendent council has provided much support for this application and the development of our strategic plan.

This approach will provide an open environment that looks very similar to that of a community college where students have unprecedented responsibility for their personalized education pathway. A pathway supported by intervention, advanced access, life skills, which will support college/career/life ready success. Meeting today the needs of students tomorrow, will maintain a focus on our students be globally competitive beyond the 21st Century.

Our goals will require a large investment of time and thought from many stakeholders to remain on task, meeting the every changing student needs, while monitoring progress and student performance. This monitoring will ensure we are meeting the needs of tomorrow, today. Co-mingling recent innovations with our district of innovation plan will require specific waivers as noted in table 2.

Waiver Requests

Table 2

Waivers	Description	Purpose
(#1) 704 KAR 3:305 16 KAR 1:010	Certifications modified to allow High School certifications to not be limited by lower grade levels and certain content	Allow high school certified staff members to teach middle school students and clear LEAD and HQ. Allow certain certification to teach within the larger content. (English – online foreign language, Science – online science coursed, etc.)
(#2) 704 KAR 3:305 16 KAR 1:010	Certifications modified to allow Middle school certification to not be limited by lower grade levels.	Allow middle school certified staff members to teach certain elementary school students and clear LEAD and HQ
(#3) 702 KAR 7:125	Funding and State mandated test taking allowed upon course/grade completion	Allow students to take state mandated assessments when they are ready
16 KAR 1:010	Certifications modified to allow any certification to teach reading	Allow any teacher to teach reading throughout the day as needed for student success
(#5) 702 KAR 7:125 Section 1(4)c	ADA to be calculated based on Pathway of learning	Allow students to complete courses in a location outside the four walls of the school
(#6) 704 KAR 3:305 Section 4 Section 5	Credit bearing courses in the traditional grade 7 & 8	Allow students to earn graduation credit based on their individualized pathway to graduation that may begin in the traditional grade 7 or 8
704 KAR 3:305	Allow students pathway to determine state graduation requirements	Allow students to complete a personalized pathway to graduation

SUMMARY OF VOTING RESULTS

Although we have three schools: William H Natcher Elementary, Fredrick Fraize Middle, and Fredrick Fraize High School, we have one principal and no Site Based Decision Making Council. Therefore, the principal held an afterschool meeting to give an overview of the District of Innovation Plan. Prior to this meeting the Superintendent met with the "superintendent staff council" and the "superintendent student council" to gain insight and explain the process. Each council was established to meet with the superintendent each month for listening and learning sessions. Also the local board of education voted in open session to include one senior student on the board in a non-voting role, but for a better understanding from the student's perspective.

During the afterschool meeting a voted was conducted and 22 certified staff members were present were 100% voted to proceed with the District of innovation application. During the meeting votes were also taken on six specific items which are outlined in the table below.

	Area	Description	Affirmative Vote
1	Competency Based Credit	Demonstrate Mastery through a CBT rather than seat time, including flexibility of seat time requirements and school day structure; and personalized learning (pathways of interest) rather than state course sequence	95%
2	Expanded Learning Opportunities	Allowing nontraditional routes to obtain credits, such as apprenticeships, field experience, work study and allowing participation through technology	100%
3	Multiple Assessments /Pathways to Graduation	Apprenticeship, work study, competency based learning, community service, early college enrollment options, and early graduation options	100%
4	Innovative Learning Environment	Teachers become facilitators, and students direct their own learning; students in grades 7-12 groped based on interest and mastery of content rather than traditional grade levels	82%
5	Alternate Forms of Governance	Governance for the schools that mimic SBDM	64%
6	Job Classifications	Request a waiver for certifications/ HQ requirements based on grade level and specialized content	86%

Following the tabulation, it was determined that not only did we need grater that 70% to participate in the District of Innovation Application; we also needed the same in each of the six items. Therefore, with only a 64% approval on item 5, Alternate Forms of Governance, we have decided not to include this in our plan.

District of Innovation Implementation Plan

1. Wavier requested: 704 KAR 3:305 and 16 KAR 1:010

Ensuring all students are on track as determined by state approved benchmarks and reach their goal by the end of the first semester in the junior year, it is important that we seek waiver of certifications as related to grade level. We envision students having the ability to participate in courses of interest where they have demonstrated pre-requisite mastery. Furthermore we see the walls in current grades 7-12 to be removed and students pass through a pathway rather than a doorway.

This wavier would allow for students to be taught by content specific coaches without grade level being an issue as it relates to LEAD, and HQ status. Furthermore, the board has agreed to change our graduation requirements allowing students to obtain graduation credit regardless to their age or traditional grade level. This has been referred to in many areas as "Early High School". We prefer to simply allow students to progress through their pathway in the time they need to be successful. To ensure alignment of courses and guarantee that core subject courses will lead to high school-level competence, we will utilize current high school staff in the teaching of core curriculum and middle school staff in non-core classes and students will be assessed by course instead of grade level.

2. Waiver request: 704 KAR3:305, 16 KAR 1:010, and KRS 164.7874

Credit for out-of-school learning. This application requests a waiver to award high school credit for courses required for graduation based on the demonstration of mastery as determined by current state assessments that are available. With the current Apples to Aces initiative it will be very easy for Cloverport to incorporate online learning from any location and allow students to earn credit through demonstration of mastery and not seat time. Furthermore, it will allow our students to design tasks within the curriculum for a more "laboratory approach". Allowing students the opportunity to work in a field and obtain partial credit toward graduation based upon the work classification. Furthermore, through the Apples to Aces initiative, we can now offer multiple accelerated programs for advanced learning, as well as interventions that allow students to maintain their pathway during non-school hours. Therefore each student who is enrolled in these courses becomes an "Eligible high school student" and not determined by the traditional grade levels.

3. Waiver request: 702 KAR 7:125

To fulfill this application, it is essential that students be allowed to take assessment when they have completed the course regardless to the traditional grade level. Being a true learning center encourages students, if ready, to take higher level courses at a younger age. Within this concept students need to be assessed at a more appropriate time and not based on a time of year or grade level. If a traditional seventh grade student is taking Algebra 2 for traditional high school credit, that is the assessment they should take as opposed to punishing these students by taking this assessment along with their age based grade level. Meeting the assessment requirement by ensuring that each student is enrolled in an assessment area will determine not only their proficiency but the quality of instruction as measured by the TPGES tool.

4. Waiver request: 16 KAR 1:010

A learning center should allow any teacher to teach reading with the student earning credit, if the student needs this course. Reading is essential in all that we do within the center as well as what we will do in a Post-Secondary environment, Tech atmosphere, or work force. Teachers can provide these reading courses based upon need: Content, Technical, etc.

5. Waiver request: 702 KAR 7:125 (1)(4)(c)

With students meeting their course requirements and proficiency in various locations and styles, it becomes essential for ADA to be based on this as opposed to seat time.

6. Waiver request: 704 KAR 3:305 (4) and (5)

Allowing the traditional seventh and eighth grade student to receive traditional high school credit for courses they take must occur to promote our new learning environment where the traditional grades of 7-12 are eliminated and we become a true learning center where students are grouped only by the courses they decide to enroll in rather than the grade they exist.

7. 704 KAR 3:305

The current requirements need to be adjusted if we are truly going to meet the needs of each individual student in this new learning environment. Our students and the local board of education together will decide the graduation requirements based upon the pathway they prepare and the board approves. Based upon those choses, content can be demonstrated as proficient in multiple ways without the traditional class exposure.

Table 3, **Goals and Objectives**

Goal	Measurable Objective	Begin Date	Responsible Party	Cost
Certifications modified to allow High School certifications to not be limited by lower grade levels. Waiver #1	Traditional grades 7 & 8 students enrolled in Traditional grades 9 – 12 courses	August 2014	Administration Teachers Counselor	$0
Certifications modified to allow Middle school certification to not be limited by lower grade levels. Waiver #2	Traditional grades 5 & 6 students enrolled in Traditional grades 7 & 8 courses	August 2014	Administration Teachers Counselor	$0
Funding and State mandated test taking allowed upon course/grade completion Waiver #3	Increase students utilizing online classes for learning.	August 2014	Administration Teachers Technology Coordinator	$38,000
Certifications modified to allow any certification to teach reading Waiver #4	All students receiving additional Reading for credit by any certified teacher	August 2014	Administration Teachers Counselor	$0
ADA to be calculated based on Pathway of learning Waiver #5	Receive ADA calculated on students completing courses regardless of location	August 2014	Administration Counselor	$0
Credit bearing courses in the traditional grade 7 & 8 Waiver #6	Students in traditional grades 7& 8 receiving graduation credit for course mastery	August 2014	Administration Counselor	$0
Allow students pathway to determine state graduation requirements Waiver #7	Personalized graduation requirements including English, Math (Algebra I, II, & Geometry), Science, and limited Social Studies.	August 2014	Administration Teachers Counselor	$0
Increase the % of teachers using CITTS (Lesson Plans, Assessments, Curriculum Maps, Admin Module, and	Personalized graduation requirements including English, Math (Algebra I, II, & Geometry), Science, and limited Social Studies.	August 2014	Administration Teachers Counselor	$0

Data Module) Waiver #1,2,3,4,6,7				
Conduct professional development necessary to implement the goals of the District of Innovation plan Waiver #1,2,3,4,6,7	By June 2016, all teachers will have participated in the PD necessary to accomplish the goals of the District of Innovation Plan.	July 2014	Teachers Administration Counselor	$10,000
			Total	$48,000

Table 4, **DESIGN TEAM**

Design Team Member	Roles/Responsibilities
DLT Charles Proffitt, Superintendent Sheri Merrifield, Director of Student Support Services Keith Haynes, Principal	Development of the DOI Application Communication of plan to stakeholders Identification of current barriers Identification to solutions to barriers
SLT Keith Haynes, Principal Tiffany Pickering, Guidance Counselor Pat Fuqua, FYRSC Jennifer Ammons, Community Education Britney Hendrick, CIO Nathan Moore, Technology Coordinator	Identification of current barriers Identification to solutions to barriers
Superintendent Staff Council Charles Proffitt, Superintendent Five Certified Staff, representing schools and programs One Classified Staff	Identification of current barriers Identification to solutions to barriers
Superintendent Student Council Charles Proffitt, Superintendent Eight students representing Primary, Intermediate, Middle and High School	Identification of current barriers Identification to solutions to barriers

Innovative Design Components

The innovative components we have selected in this plan were specifically selected based upon current initiatives occurring in the Cloverport Independent School District as a foundation and those outlined within the application:
Competency Based Credit, Expanded Learning Opportunities, Multiple Assessments/Pathways to Graduation, Innovative Learning Environment, Job Classifications, and those of the Green River Regional Educational Cooperative (Personalized Learning, RTTT – The Leader in Me) which meet the District of Innovation guidelines.

Certifications modified to allow High School certifications to not be limited by lower grade levels. Waiver #1
Certifications modified to allow Middle school certification to not be limited by lower grade levels. Waiver #2
Funding and State mandated test taking allowed upon course/grade completion Waiver #3
Certifications modified to allow any certification to teach reading Waiver #4
ADA to be calculated based on Pathway of learning Waiver #1,5
Credit bearing courses in the traditional grade 7 & 8 Waiver #1,6
Allow students pathway to determine state graduation requirements Waiver #7
Increase the % of teachers using CITTS (Lesson Plans, Assessments, Curriculum Maps, Admin Module, and Data Module) Waiver #1,2,3,4,6,7
Conduct professional development necessary to implement the goals of the District of Innovation plan Waiver #1,2,3,4,6,7

Competency (Performance) Based Credit:
Wavier # 1 Certifications modified to allow High School certifications to not be limited by lower grade levels.
Waiver #2 Certifications modified to allow Middle school certification to not be limited by lower grade levels.
Waiver #3 Funding and State mandated test taking allowed upon course/grade completion
Waiver #4 Certifications modified to allow any certification to teach reading
Waiver #5 ADA to be calculated based on Pathway of learning
Waiver #6 Credit bearing courses in the traditional grade 7 & 8
Waiver #7 Allow students' pathway to determine state graduation requirements

Expanded Learning Opportunities:
Wavier # 1 Certifications modified to allow High School certifications to not be limited by lower grade levels.
Waiver #2 Certifications modified to allow Middle school certification to not be limited by lower grade levels.
Waiver #3 Funding and State mandated test taking allowed upon course/grade completion
Waiver #4 Certifications modified to allow any certification to teach reading
Waiver #5 ADA to be calculated based on Pathway of learning
Waiver #6 Credit bearing courses in the traditional grade 7 & 8
Waiver #7 Allow students' pathway to determine state graduation requirements

Multiple Assessments/Pathways to Graduation:
Waiver #3 Funding and State mandated test taking allowed upon course/grade completion
Waiver #5 ADA to be calculated based on Pathway of learning
Waiver #6 Credit bearing courses in the traditional grade 7 & 8

Innovative Learning Environment:
Wavier # 1 Certifications modified to allow High School certifications to not be limited by lower grade levels.
Waiver #2 Certifications modified to allow Middle school certification to not be limited by lower grade levels.
Waiver #3 Funding and State mandated test taking allowed upon course/grade completion
Waiver #5 ADA to be calculated based on Pathway of learning
Waiver #6 Credit bearing courses in the traditional grade 7 & 8
Waiver #7 Allow students' pathway to determine state graduation requirements

Job Classifications:
Wavier # 1 Certifications modified to allow High School certifications to not be limited by lower grade levels.
Waiver #2 Certifications modified to allow Middle school certification to not be limited by lower grade levels.
Waiver #6 Credit bearing courses in the traditional grade 7 & 8

Personalized Learning:
Waiver #3 Funding and State mandated test taking allowed upon course/grade completion
Waiver #5 ADA to be calculated based on Pathway of learning
Waiver #6 Credit bearing courses in the traditional grade 7 & 8
Waiver #7 Allow students' pathway to determine state graduation requirements

RTTT:
Waiver #5 ADA to be calculated based on Pathway of learning
Waiver #7 Allow students' pathway to determine state graduation requirements

Table 5, Current District Initiatives

Initiative	School	Description
1	District Wide	Apples to Aces – 1:1 ipad initiative
2	District Wide	Infrastructure – iBoss, Access Points
3	District Wide	Personalized Learning
4	District Wide	The Leader in Me

Student Service Plan

School/District	Total Students	Free/Reduced Lunch	Exceptional Count
William H Natcher Elem			
Fredrick Fraize Middle			
Fredrick Fraize High			
Cloverport Independent			

Waiver #1
All 213 students will be impacted by this plan

[redacted]

Waiver #2
All 135 students will be impacted by this plan

[redacted]

15	Disability	12%	14

Waiver #3
All 213 students will be impacted by this plan

[redacted]

Waiver #4
All 402 students will be impacted by this plan

[redacted]

Waiver #5
All 213 students will be impacted by this plan

[redacted]

Waiver #6
All 96 students will be impacted by this plan

[redacted]

Waiver #7
All 213 students will be impacted by this plan

[redacted]

Table 6, Student Service Plan

Proposed Strategy	Expected Outcomes	Source of Data	Total # of Students Targeted	Total # of Students in Special Populations
Waiver 1, 2, 4, 5, 6, 7	Students enrolled in the core subject as determined by their Personalized learning plan and not by grade level.	IC – Course section roster grades 4-6, 7-12	4-6 = 99 7-12 =189	4-6 = 15 7-12 = 26
Waiver 1, 2, 4, 5, 6, 7	Students enrolled in on-line learning to accommodate their Personalized learning Plan	IC-Course section roster grades 9-12	9-12 =189	9-12 = 16
Waiver 1, 2, 4, 5, 6, 7	Students enrolled in multiple pathways in and outside of the school building	IC-Course section roster grades 10-12	10-12 =90	10-12 = 12
Waiver 1, 2, 4, 5, 6, 7	Students enrolled in various performance based courses	IC-Course section roster grades 10-12	10-12=90	10-12=12
Waiver 3	Students assessed based on course	District Assessment Roster	7-12 =189	7-12 =26

	enrollment and not grade level	grades 7-12		

Current Professional Development Plan

Item	Area	Description	Completion
1	Technology	Utilizing iPad in new teaching and learning strategies	July 2013
2	Personalized Learning	Developing structured pathways for students to access the curriculum	May 2014
3	The Leader in Me	Developing and incorporating the seven habits throughout the district	May 2014
4	CITTS – Lesson Plan	Developing plans in the CITTS system and reflecting on those as needed for TPGES	May 2014
5	CITTS - Assessment	Developing assessments that are aligned to the lesson plan and using electronic strategies for immediate results and included in TPGES	May 2014
6	Data Mining	Understanding what data to use, how to use, and develop intervention strategies	May 2014
7	PD 360	Deliver content and staff specific PD	May 2014
8	PLC	Correct use of PLC for problems of practice and student achievement	May 2014

Future Professional Development Plan

Item	Area	Description	Completion
1	Technology	On-Line learning, distant teaching/learning, Flipped classroom	July 2013
2	Personalized Learning	Implementing structured pathways for students to access the curriculum	May 2014
3	Instruction	Personalized Learning in the classroom	May 2014
4	CITTS - Admin	Developing a working understanding of all CITTS tools available to promote successful students	May 2014
5	CITTS - Data	For reflection purposes and planning	
6	Data Mining	How to follow and chart data to improve learning	May 2015
7	Employability Skill	What these skills are, how and when to teach, incorporating Employability skills in every classroom	May 2015
8	Learning Outcomes	Planning with the end in mind	TBA
9	Standards-Based Grading	Developing and implementing a working understanding of how this differs from the traditional and how it will improve learning.	TBA
10	Collaboration	What it looks like in successful schools, what it means to collaborate, what the students receive as a result	TBA
11	U Tube	On-line lessons, tutoring, absent but present	TBA
12	Basic Flipped	Implementation of the flip for success	TBA

	Classroom		

Table 7, District of Innovation Support Plan

Professional Development	See Table 6 Future Professional Development
Resources	Human: Teachers as facilitators of instruction Students directing their learning Staff will utilize Professional Development days College and Career coach provided by GRREC grant Fiscal: The total cost identified in this application will a part of the district budget and will be available as PD begins Physical: Cloverport Independent has spent over 200,000 for our Apples to Aces 1:1 initiative
Communication	Continue superintendent council meetings with staff and students. Students exposed to new plan through group conferencing, web-site, ACE News. Parents and community exposed through forums, web-site, ACE News, and newsletter Staff work during PLC, faculty meetings Community organizations through monthly meetings with them
Monitoring	The plan will be monitored based upon the goals and innovations outlined in this application using data sources mentioned and compared to the prior year. The SLT will be responsible for reviewing and analyzing the following data: Explore, Plan, ACT, Compass, EOC, MAP, KPREP, AIMS-Web (from RTI) The DLT and SLT will be responsible for evaluating each goal based on a level of success The DLT will be responsible for modifications based upon the level of success

Timeline

Table 8, Timeline

Strategy	Description	Time
Waiver 1,2,6	At award, begin reviewing successful master schedules, and being building Cloverports' utilizing this application details	Early Spring 2014
Waiver 3	Developing testing rosters that meet application status	Early Fall 2014
Waiver 4	Developing a reading schedule based upon Personalized plans	June 2014
Waiver 7	Conferences to develop Personalized plans	Mid Spring 2014
PD	PD for Application	Early Spring – July 2014
Communication	At award	

Monitoring	Monthly monitoring following award	

Data/Accountability

Explore, Plan, ACT, Compass, EOC, MAP, KPREP, AIMS-Web (from RTI)

Resources

Table 10, District Personnel Utilization Plan, see table 7

Outcomes for Learning

Table 11, Communication Plan, see table 7

Table 12, Monitoring Plan, see table 7

DISTRICT OF INNOVATION APPLICATION

The Cloverport Independent School District assures that its application does not contain any request to waive the Kentucky Revised States or Kentucky Administrative Regulations listed regarding health, safety, civil rights, or disability rights; compulsory attendance; Kentucky Core Academic Standards, minimum high school graduation requirements; compliance with statewide assessment system; criminal background check requirements; open records and meetings; purchasing requirements and limitations; minimum instructional time.

The Cloverport Independent School District assures that all schools listed as participating in the application did so voluntarily. The Cloverport Independent School District is comprised of three schools: William Natcher Elementary, Frederick Fraise Middle School, and Frederick Fraise High School. The following page includes a breakdown of each school and the percent of agreement to participate as well as each innovation strategy sought in the "District of Innovation Application".

The Cloverport Independent School District assures it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement including the following data points : Total number of students served by the innovation plan and subtotal by school type. Total number of at-risk students served and subtotal by socio-economic status, race/ethnicity, gender, disability, grade level, and total number of certified and classified staff operating in a non-traditional setting. Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including: qualification of instructors, time spent, and student outcomes as completion rates. Documentation of other measurable outcomes described in this application or through modification.

The Cloverport Independent School District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application form key stakeholder groups.

Charles Proffitt
Superintendent

11-4-13
Date

Lisa Hawley
Chair, Board of Education

11-4-13
Date

- District assures that any school listed as participating in the district's application did so voluntarily and attached to this application is a copy of the official minutes of the SBDM Council Meeting for each participating school showing at least 70% of the eligible employees, as defined in KRS 160.107, voted in the affirmative to participate in the plan. **Schools identified as Priority Schools may be required to participate by their local district.**
- District assures that it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement that includes the following data points:
  - Number of students served by the innovation plan, total number and by:
    - Socio-economic status
    - Race/ethnicity
    - Gender
    - Disability
    - Grade level
  - Number of at-risk students (*with particular emphasis on graduation from high school*) total number and by:
    - Socio-economic status
    - Race/ethnicity
    - Gender
    - Disability
    - Grade level
  - Documentation of student progress towards graduation and college and career readiness
  - Total number of certified teachers participating in the innovation plan and roles/responsibilities
  - Documentation of certified and classified staff operating in a non-traditional school environment
  - Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including:
    - Qualification of instructors
    - Time spent
    - Student outcomes (completion rates)
  - Documentation of other measurable outcomes, described in the initial application or through modification of the original plan
- District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application from key stakeholder groups.

Superintendent 11-4-13 Date

Chair, Board of Education 11-4-13 Date