



## District of Innovation Application

November, 2012

### Applicant Information

District Name: Cloverport Independent Schools

District Name

132000

Address: 214 West Main Street

Street Address

County/District #

Cloverport

City

KY

40111

Phone: (270) 788-3910

City

Date of Application:

State

ZIP Code

March 15, 2013

Contact Person/Title:

Sheri Merrifield, Director of Student Support Services and Intervention

### DISTRICT ASSURANCES

- Applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes or Kentucky Administrative Regulations:
- Any statute or regulation related to health, safety, civil rights, or disability rights;
  - Compulsory attendance requirements under KRS 158.030 and 158.100;
  - The Kentucky Core Academic Standards outlined in KRS 158.685 and 704 KAR 3.303;
  - The minimum high school graduation requirements unless allowable under 704 KAR 3.305;
  - Compliance with requirements of the statewide assessment system as specified in KRS 158.6453;
  - Criminal background check requirements;
  - Open records and meetings requirements;
  - Purchasing requirements and limitations; or
  - Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency-based 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.
- 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:
  - Elementary School
  - Middle School
  - High School
- 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
- Total number of certified teachers participating in the innovation plan and roles/responsibilities
- Documentation 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
  - 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 5/1/13

\_\_\_\_\_  
 Chair, Board of Education Date 5/1/13

**Cloverport Independent Schools  
District of Innovation Application**

**District's Vision/Mission**

**District Vision/Mission:**

The Cloverport Independent School District is located in rural Breckinridge County, Kentucky. The school is scenically located near the bank of the Ohio River. Established as a booming shipping town, the local school district was formed in 1872 to meet the educational needs of the community. Today, the community is a rural one, however, it is not a primarily agricultural area. Most residents live within the city boundaries. The city of Cloverport is geographically isolated from the rest of the county, located fifteen miles from the county seat in Hardinsburg. Small, locally owned businesses are the backbone of the local economy. The Cloverport Independent Districts serves approximately 420 students in one of three schools: Frederick Fraize High School (grades 9-12), Frederick Fraize Middle School (grades 6-8) and William H. Natcher Elementary (preschool-5<sup>th</sup> grade). Our district strives to provide each student with a high-quality rigorous academic program, as well as the individualized instruction and support necessary to do the best possible job of preparing students to be active, involved citizens in our nation and the competitive global marketplace.

Our vision is as follows: "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."

Our mission is as follows: "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."

Our motto is, "DARE to be 212<sup>o</sup>, DARE to be great!"

To accomplish this mission, our staff members 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.

The basic premise of our "One-to-World" innovation plan is 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 planet. 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. We are seeking to shift from teacher-driven classrooms using teacher-selected strategies and

tasks to classrooms where students are able to select instructional activities, projects and tasks; and, are encouraged to demonstrate practical mastery of content rather than regurgitation of information. This type of classroom is a much closer approximation of the modern work environment, where employees must work collaboratively, effectively and quickly to solve problems and execute self-sustaining strategies.

#### **Continuous Improvement and Risk Taking:**

Our district has a history of commitment to continuous improvement and taking instructional risks. Five short years ago, the district was floundering academically with performance ranking them in the bottom five schools in the state. The poor academic performance was accompanied by disorganized, poorly maintained facilities, low student expectations and a negative staff culture. To address these significant problems required bold, innovative leadership focused on improving learning conditions for students. Fortunately, new leadership was established and innovative strategies were put into place to improve all aspects of the school environment. Instruction was monitored with quality feedback provided to staff members on a frequent basis. A formal formative assessment initiative was put in place (one of the first districts to have a systemic initiative in place). Staff members were provided with high quality professional development activities and professional learning communities were formed. New facilities were constructed for the middle and high schools; the elementary school and gymnasium were completely renovated. High expectations for maintenance (cleanliness and organization) were established. While some of these strategies do not sound innovative, they were at the time—and the results were dramatic. In one year, our district showed the greatest amount of academic improvement compared to other districts in Kentucky. Other accolades and accomplishments followed, including becoming a Top Ten district in Kentucky, the designation of William H. Natcher Elementary as a National Blue Ribbon School and three bronze awards plus one silver award (most recent, spring 2013) for “America’s Best High School” from *US News & World Report*. Frederick Fraize High School is currently ranked as the 17<sup>th</sup> highest performing high school in Kentucky by *US News & World Report*; it is also significant to note that we are the only high-poverty school on the top 20 list. In addition to improved academic standing and the new or like new facilities constructed, the school culture became one of positive, high expectations. Staff members who stepped up and outside of the box were recognized with a 212<sup>o</sup> award at board meetings. Student enrollment and attendance rates increased; and, staff members now have a “can do” attitude as well as increasingly positive school-home relationships. At this time, however, we are ready to innovate again—to be able to continue our upward performance trend and do an even better job of educating our students. We have also found that there is energy surrounding innovation—energy that can propel you forward and increase the engagement of all stakeholders.

#### **Proposed Plan—Classrooms Without Walls, One-to-World Connections:**

Two years ago, our district adopted a new initiative to increase 21<sup>st</sup> Century Learning titled ***Apples for Aces***. This initiative began with a small leadership team consisting of the superintendent, building principal, central office administrator and district technology coordinator. Apple iPads were purchased for each member of the group and group members began exploring the potential impact the devices

could have on instruction in our district (early Fall 2011). Following attendance at an Apple event and a couple of months of working with the device, the group decided that it was imperative that we provide increased access to the global community for all of our students, as well as increased access to high-quality, rigorous instruction using current resources that would facilitate feedback. We moved into the next phase of the initiative by purchasing iPads for every certified staff member in the district (late Fall 2011). A digital learning community was formed—it is thriving to this day. Teachers were expected to immediately begin using the device and exploring how it could be used to improve instruction in their classrooms. Throughout the coming semester, teachers did just that with the leadership team monitoring implementation, listening to their ideas and providing feedback to the staff. It did not take long for the leadership group to see significant changes taking place inside the classroom walls—teachers were not only using the devices to increase their personal efficiency, but also to bring global resources to their students and to increase student engagement. By spring 2012, the Board of Education was ready to move forward with the purchase of iPads for all students in grades 5-12. Over the summer, the district prepared for rollout on the first day of the 2012-2013 school year. Beginning that first day, each student had access to an assigned iPad for the duration of the school day. Students were also able to take their devices home nightly and through school breaks for a nominal fee. The majority of students chose to participate. Throughout the school year, leadership continued to monitor implementation and provide feedback on a routine basis. What we have observed is quite revolutionary. Students are not only increasingly engaged with instruction, the instructional program has increased in rigor, student-teacher feedback is happening continuously and instructional techniques have grown even more effective. In addition, the community culture is changing in response to the devices going home each evening—there is increased feedback between school and home as well as greater involvement in learning coming from home. Teachers are accomplishing these things by using instructional apps, free electronic resources, assessments that provide immediate feedback to both student and teacher; and, social media type educational environments. The initiative has been successful that the district proceeded with the final purchasing phase that involved purchasing a set of iPod touches for students in preschool/kindergarten and iPad minis for each student in grades 1-4. Those devices were released to classrooms for student use just before spring break 2013. We expect to see continued growth and change in the existing program (5-12 initiative), as well as transformation in the primary program as well.

Our proposed plan will continue the work from this point—moving forward with personalized learning, high-quality assessment with immediate feedback, increasing options for students to demonstrate mastery of content, increased multidirectional feedback in the teacher-student-leadership-home loop and continuing to ramp up the level of rigor in classroom instruction to improve the college and career readiness of our students.

#### **Achievement Gaps/Barriers to Learning:**

While we do not have a significant difference in identified sub-group performance (socioeconomic status, gender or special education status), we do have significant barriers to learning in our community. Our most significant barrier is the high level of poverty in our district, evidenced by 75% of students participating in the free/reduced lunch program. This population is comprised mainly of students who

live substantially below the federal poverty line. The majority of these students live in homes that rely on government assistance rather than earned income. The culture of poverty suppresses ambition, undervalues education and shows little respect for success. There is no real expectation for college or postsecondary education for the majority of our students, instead, there is a general acceptance that government assistance is the only real option for most. In addition, students are seen as contributing to the family when they are identified with a disability that results in additional household income. This barrier is difficult to overcome because being successful is often equivocated with being snobbish or “putting on airs”. Many students are actively encouraged to stay home and draw a check rather than work for a better quality of life. This is why moving our classrooms beyond the walls of the school building is so critical—we must change that culture to one that values learning, appreciates the idea of self-improvement and finds merit in hard work.

### **Overcoming Barriers:**

Receiving the district of innovation designation will help our district overcome this barrier in two ways. First, we will begin to change homes from the inside. By moving instructional technology into student homes, we are enabling the development of “smart households”. Increased feedback between school and home will result in increased parental involvement in the learning process, and, increased awareness of student performance and learning expectations. Parents and other household members (siblings, grandparents...) will be able to experience what their students are doing at school. Rather than reading a newsletter or seeing a graded assignment, they might watch and/or listen to the school newscast; or, perhaps they can actively participate in an assignment using their student’s iDevice. Students could participate in learning activities even when they are home with illnesses or injuries. Parents could view instruction/classroom activities as well. It will also be simpler for parents to provide feedback to teachers, their learners and school leadership—increasing their feeling of being a valued part of the instructional team.

Second, we will change homes by increasing global connections and access to a larger community that values learning. No longer will your neighbors be the only members of your community. Parents will be able to connect with other parents and discuss their student’s learning through the use of social media-type educational applications. These types of connections will help parents develop a better understanding of options that are available for their students, a better understanding of what it takes to be successful and an awareness that they can remain well-connected to their students, even if the students end up in a different geographic location following graduation.

To support our initiative, we are requesting flexibility in two areas. Primarily, we are seeking flexibility with the daily attendance requirements by allowing students to demonstrate daily attendance through virtual participation in approved circumstances—students who virtually participate in classroom activities as demonstrated through log-ins, completion of classroom work and electronic participation in classroom activities would be considered present. We are also seeking flexibility with the highly-qualified teacher and classroom size requirements. To accommodate student needs, students could virtually participate in a class activity under the supervision of a proctor. The student would still be linked with a highly-qualified teacher located in the main classroom, but they may be located in an

alternate location or participate at a later time of day (similar to a recorded WebEx). Students participating in these ways could cause classes to appear virtually above classroom size requirements, although we would maintain those limits in the given space during the given time.

### **School Information**

School Names: William H. Natcher Elementary School\*

Frederick Fraize Middle School\*

Frederick Fraize High School\*

\*All three schools are located on one campus under one roof. They share leadership (one principal), vision and mission statements, and needs. Consequently, we are writing the application for the schools grouped together rather than separated.

### **Rationale/Needs Assessment**

#### **School Vision/Mission:**

Our vision is as follows: "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."

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Being designated as a *District of Innovation*, will enable our schools to have increased flexibility in providing students access to learning and opportunities for learning. It will also partner with our **Apples for Aces** initiative to increase student engagement and rigorous classroom instruction.

#### **Innovation School Process:**

Our process emerged from the existing **Apples for Aces** initiative (see above for its development process). From that point, teachers began thinking about how we could move instruction beyond the classroom walls to meet individual student needs using our iDevices. This type of thinking resulted in a core group of teachers who began using Edmodo as a housing for classroom activities and as a way for students to participate in instruction. From there, they began communicating with students even during absences. Students could gain access to the classroom electronically using their iPad and complete assignments as well as ask questions and make comments during classroom discussions. We saw that these tools could be used to allow students to participate even when they are not on school grounds. Teachers also used this process when they (the teachers) were absent—recording lessons and placing

assignments on Edmodo. So, students also gain access to teachers even when teachers are not on school grounds. It better equipped the substitute to stay on track with instruction during a teacher's absence. These teachers emerged as leaders in our district's digital learning community and sparked the ideas proposed in this application. School and district leaders, specifically the Principal, Superintendent and Director of Student Services, joined them and worked to package the ideas succinctly for the purposes of completing the application.

**Barriers to Learning/Overcoming Barriers:**

See *Achievement Gaps/Barriers to Learning* and *Overcoming Barriers* sections on pages 3-5 of this narrative.

**Summary/Overview of School Plan Development**

**Expanded Learning Opportunities:**

Our proposal moves learning beyond the traditional school day and beyond the classroom walls by placing iDevices in the hands and homes of our students, providing them with a way to participate in instruction without being bound by the location and time the instruction is currently offered. Students may elect to participate in courses that are offered from their home, at a different time during the school day or even at a different time outside of the traditional school day. However, students will still have access to the same rigorous instruction from the same qualified teacher that traditional students have.

**Innovative Learning Environment:**

Our staff will continue to develop and improve the quality of classroom instruction and student engagement through ongoing use of instructional technology, specifically the iDevices. This technology will allow students to participate in classes in nontraditional settings as well as participate in nontraditional ways (beyond raising hand and submitting an assignment). Professional development will be focused on improving the use of instructional technology to personalize learning and increase the instructional rigor in the classroom.

**District of Innovation Support Plan**

**Professional Development Plan:**

The majority of the professional development for this innovation will occur in small professional learning community groups that are already established in each school. Those groups are established as follows: Primary Grades K-3 (5 teachers), Intermediate Grades 3-5 (5 teachers), Middle Grades 6-8 (4 teachers), High School Teachers (5 teachers) and Related Arts K-12 (5 teachers). Professional development will occur in mini-sessions with specific tasks for implementation assigned at each session. Follow-up and monitoring will occur from the leadership team. Professional development will be provided by existing staff (district technology instructional staff, teacher leaders, school/district leadership). All schools in the district will be involved.

**Resources:**

Instructional devices have already been purchased using a combination of school, district and grant funds. Additional funding needed will be minimal and will come from professional development funds, district technology funds, district general funds and school funds as needed. Existing leadership will assume responsibility for overseeing and monitoring implementation, as they have been since the *Apples for Aces* initiative was introduced. Leadership team includes district technology staff, principal, superintendent and director of student services.

**Communication Plan:**

Communication will occur through a variety of established channels—multimedia presentations stored on the school/district websites, information recorded in school newsletters, presentations at school events, professional learning community meetings and faculty meetings.



## District of Innovation Application

November, 2012

### Applicant Information

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132000

*District Name*

*County/District #*

Address: 214 West Main Street

*Street Address*

Cloverport

*City*

KY

*State*

40111

*ZIP Code*

Phone: (270)788-3910

*Phone Number*

Date of Application:

March 15, 2013

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

### DISTRICT ASSURANCES

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  - 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. Criminal background check requirements;
  - g. Open records and meetings requirements;
  - h. Purchasing requirements and limitations; or
  - i. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency-based 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



## 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 CDIP and discusses current models and/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 (*not required*).
- ✓ 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 the statute and begins the process of writing school level sub-plan.
- ✓ All school sub-plans are reviewed by the DLT for final approval. DLT begins writing 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 taking. 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 21<sup>st</sup> Century Learning success for all, especially low-achieving students. **Include the specific waiver requests and justifications for the waivers.**

**Please see pages 1-5 of attached narrative for responses to these items.**

**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
William H. Natcher Elementary	Classrooms Without Walls, One-to-World Connections	Increase technological literacy for all students. Improve culture of learning in student homes. Improve academic performance and college/career readiness as evidenced by a 10% increase in students scoring proficient on readiness exams and in students designated as college/career ready.	Faculty Meeting Agenda/Minutes
Frederick Fraize Middle School			Faculty Meeting Agenda/Minutes
Frederick Fraize High School			Faculty Meeting Agenda/Minutes
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: \_\_\_\_\_

**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 and/or assist the school in carrying out its mission.

See page 5 of attached narrative for responses to these items.

## 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
<b>Competency Based Credit</b>	<ul style="list-style-type: none"> <li>Description of how students demonstrate mastery of content and competencies</li> <li>Description of how learning objectives will be measured</li> <li>Description of how personalized learning will be utilized and/or student voice will be encouraged</li> <li>Description of how support will be differentiated to support individual learning needs</li> <li>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</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Description of how the initiative provides additional opportunities for enrichment, personal growth, and engagement <i>beyond</i> a traditional school day and/or setting</li> <li>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</li> </ul>
<b>Multiple assessments/pathways to graduation</b>	<ul style="list-style-type: none"> <li>Description of how alternate assessment options will be utilized to <i>measure student performance outcomes</i> in non-traditional settings with particular focus on non-traditional educational opportunities such as:               <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul>
<b>Innovative Learning Environment</b>	<ul style="list-style-type: none"> <li>Description of how the learning environment will be created or changed <i>specifically</i> with student learning in mind</li> </ul>
<b>Alternate forms of governance</b>	<ul style="list-style-type: none"> <li>Description of how an alternate form of governance may be utilized, without the guidelines of KRS 160.345</li> <li>Description of how teachers, parents, and community members will be engaged in the decision-making of the professional learning community</li> </ul>
<b>Job classifications</b>	<ul style="list-style-type: none"> <li>Description of how job classifications move beyond the current definition of teacher/instructional assistant, and/or may provide for an alternative means of compensation other than a single salary schedule.</li> </ul>
<b>Other:</b>	<ul style="list-style-type: none"> <li>Description of how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students</li> <li>Description of how the proposed innovation will better prepare students for college- and career-readiness.</li> </ul>

See page 6 of attached narrative for responses to these items.

## 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
Classrooms Without Walls	Students will be able to participate in classes virtually (either at a different time or from a different location) as needed. Virtual participation will be used to meet individual student learning needs.	Class Enrollment Data Electronic Log-Ins Electronic Work Submissions Electronic Participation Records	Elem: 55 Middle: 105 High: 105	SES: Race/Ethnicity: Gender: Disability:
One to World Connections	Increased home-school partnerships will be garnered through use of electronic instructional devices in the home.	Home-School Communication Records Homework Completion Records	Elem: 55 Middle: 105 High: 105	SES: Race/Ethnicity: Gender: Disability:

### District of Innovation Support Plan

Please describe how the district will provide the appropriate support for the School(s) 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, 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.

**See pages 7-8 of attached narrative for responses to these items.**

**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
Attendance Reports	KDE Required Documentations	Used to monitor student participation in classroom activities.	Charred and discussed at quarterly faculty meetings; reported to board semi-annually.

\*Note to applicant: Add more rows as needed.