



District of Innovation Application

March 2013

Applicant Information

District Name:

FAYETTE COUNTY PUBLIC SCHOOLS

165

District Name

County/District #

Address:

1126 Russell Cave Road

Street Address

Lexington

City

KY

State

40505

ZIP Code

Phone:

(859) 381-4104

Date of Application:

May 1, 2013

Contact Person/Title:

Tom Shelton, Ph.D., Superintendent

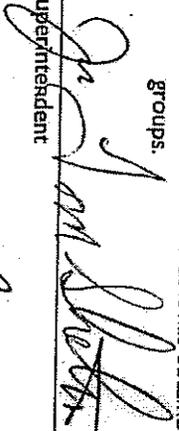
REQUESTED INITIAL IMPLEMENTATION DATE

July 1, 2013

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 administrative 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;
 - The financial audit, audit procedures, and audit requirements under KRS 156.265;
 - 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 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 4-29-13


 Chair, Board of Education _____ Date 4-29-13



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 - i. Purchasing requirements and limitations; or
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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 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 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
Arlington Elementary	SEE ATTACHED PLAN	SEE ATTACHED PLAN	Attached Voting Confirmation Form; Council Minutes
Mary Todd Elementary	SEE ATTACHED PLAN	SEE ATTACHED PLAN	Attached Voting Confirmation Form; Council Minutes
Lexington Traditional Magnet School	SEE ATTACHED PLAN	SEE ATTACHED PLAN	Attached Voting Confirmation Form; Council Minutes
Bryan Station Middle School	SEE ATTACHED PLAN	SEE ATTACHED PLAN	Attached Voting Confirmation Form; Council Minutes
School for the Performing and Creative Arts (Bluegrass)	SEE ATTACHED PLAN	SEE ATTACHED PLAN	Attached Voting Confirmation Form; Council Minutes
Bryan Station High School	SEE ATTACHED PLAN	SEE ATTACHED PLAN	Attached Voting Confirmation Form; Council Minutes
The Learning Center	SEE ATTACHED PLAN	SEE ATTACHED PLAN	Attached Voting Confirmation Form
Eastside Technical School	SEE ATTACHED PLAN	SEE ATTACHED PLAN	Attached Voting Confirmation Form
Locust Trace Agriscience Farm	SEE ATTACHED PLAN	SEE ATTACHED PLAN	Attached Voting Confirmation Form
District Created School	Innovation Strategies/Models	Goals for Improved Student Outcomes	
STEAM Academy	New district program; still in development; opens August 2013		

*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:

SEE INDIVIDUAL SCHOOL PLANS FOR DETAIL

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

Program Component	Guided Questions/Design Considerations
<ul style="list-style-type: none"> Use the following table as a reference to describe the program innovation component(s) specific to this school. 	
Competency Based Credit	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Description of how the learning environment will be created or changed specifically with student learning in mind
Alternate forms of governance	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> ▪ 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
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Student Service Plan

SEE INDIVIDUAL FCPS SCHOOL PLANS FOR DETAILS

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

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: SEE ATTACHED PLANS FOR DETAILS

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

*Note to applicant: Add more rows as needed.

Application for Consideration District of Innovation Fayette County Public Schools

Executive Summary

It is with great excitement and promise that the Fayette County Board of Education submits this application for consideration to name Fayette County Public Schools a District of Innovation.

This plan reflects the deep belief that innovation is not "something a school does," but is instead a way of thinking and interacting. Organizations do not become "ready" to innovate, they innovate when they're given permission to dream and challenge the *status quo*. Organizations given permission to dream and challenge the *status quo* begin to build a "culture of innovation" as stakeholders join together to make change come to life. Fayette County's application for consideration as a District of Innovation centers on development of a "culture of innovation" *within* ten Schools of Innovation, and *across* the ten schools in an Innovation Zone.

To support development of a "culture of innovation" Fayette County Public Schools proposes focus on three pillars:

- **Design Thinking** as a structured protocol for joining all stakeholders in the creative process, and for ensuring decisions are made at the point of impact (the customer level). Design Thinking provides the most essential tool in organizational innovation: **a group of powerful voices joined as one.**
- **Performance-Based Learning** as the area of focus that moves traditional classroom instructional practices, curriculum development, and assessment into the future. Curriculum standards will expand to include much more than content, but also critical next generation skills crucial to 21st century students. In addition, FCPS will develop a similar, parallel Performance-Based Learning system to assist teachers in professional growth. Performance-based learning provides a **focus on the work.**
- **IDEAzone Design Lab for Innovation, Learning and Community Partnership** as a virtual and physical hub for dreaming, creating, testing and collaborating. A virtual space will join not just FCPS staff, but students, parents and community members with similar interests and who are seeking feedback on ideas, seeking assistance in prototyping their ideas, and like minds to encourage and provide critical friendship. A physical space will join stakeholders in a free, open location where ideas flourish, speakers and presentations provide motivation, teams collaborate to physically map their plans, build their prototypes, and provide mutual support. The IDEAzone Design Lab for Innovation, Learning and Community Partnership provides a **mixing pot for innovators and dreamers** in Fayette County.

Other highlights of this application include:

- A deep commitment from students, staff, parents and community members who have pledged support and reflected tremendous enthusiasm for revolutionizing the educational experience for FCPS students.
- A tight partnership with the University of Kentucky's College of Education P20 Innovation Lab, who pledges undying support and assistance across the Innovation Zone.

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DESIGNINNOVATESUCCEED Fayette County Public Schools Innovation Zone

- A balance of schools from all grade levels:
 - Arlington ES and Mary Todd ES as schools of promise and enthusiasm recognizing that the challenges faced by young children in high poverty schools require systemic, revolutionary approaches in order to put students on the path to college/career readiness.
 - Bryan Station MS and Lexington Traditional Magnet Middle School (LTMS) as schools eager to take the next step to ensure all students achieve at high levels, and recognize that next step will require creative, collaborative thinking to identify and accomplish.
 - Bryan Station HS as a Persistently Low-Achieving School with a strong staff eager to finally join with the entire school community to begin addressing the systemic issues both inside and outside the school that contribute to the classroom issues they work so intensely to turn around.
 - Eastside Technical School, Locust Trace AgriScience Farm and the School for the Creative and Performing Arts (SCAPA) as highly-specialized schools with expert staff who already dream big and think differently, and are eager to dream even bigger to watch their students truly soar.
 - The Learning Center at Linlee as an alternative school with a dedicated and giving staff who puts students first, puts learning in the community and not always in the classroom, and who give students tremendous voice in their learning; all of whom are eager to pick up the pace and push the envelope even further.
 - STEAM Academy as a new school, opening in August 2013, in partnership with the University of Kentucky, and promises to be unlike any school in the Commonwealth of Kentucky.
- Leaders in each school who are talented, enthusiastic, and inclusive.
- A district who promises undying support for what it sees as the key to closing achievement gaps and ensuring all students reach the lofty goal of not just college/career ready, but college/career *experienced*.

Approval of Fayette County Public Schools' application for consideration as a District of Innovation is critical to the ongoing efforts in the district to move learning forward at a rapid pace. Designation as a School/District of Innovation gives permission to try, and to fail as part of the learning process, to stakeholders who are so eager to dream but have felt hampered by bureaucratic pressures and limits. FCPS will implement this plan well, with enthusiasm, and all students will benefit from it.

WHAT IF...?

INTRODUCTION

WHAT IF...students and family members systematically joined with educators and community members to create a **shared dream** for their school community?

WHAT IF...their goal was to **rethink** and **redesign** what school "looks like" and they had the encouragement and support to put those dreams into action?

WHAT IF...those same people were given the freedom to fail, even **encouraged to fail**, as they continually redesign elements of school in order to better meet the 21st Century learning needs of kids?

WHAT IF...schools changed **learning experiences** to better meet individual students' needs, nurtured their natural skills and talents, moved their learning out of the school and into the world around them, and set them free to reach their highest goals and aspirations?

As a District of Innovation, the Fayette County Public School District (FCPS) will embark upon an exciting and purposeful journey to transform public education in the Lexington/Fayette County community. Thinkers—students, parents, teachers, and community members—will systematically join together to create personalized, authentic learning experiences for all students; redefine and focus on relevant college/career ready outcomes beyond simple assessment scores; and establish learning and support systems that better prepare students for a rapidly changing, increasingly complex global economy.

This journey will take place in the **FCPS Innovation Zone**, a diverse group of ten schools with talented and committed staffs, dedicated and energetic parents, strong community supporters, visionary and ambitious leaders, and—most of all—students ready to leave an impact on their own communities as part of the educational process.

The conceptual blueprint for the FCPS Innovation Zone took root from highly successful R & D models like "Skunkworks," *Lockheed's Advanced Development Projects Division* founded in the 1940's.

What is "skunkworks?" From Wikipedia, the free encyclopedia:
http://en.wikipedia.org/wiki/Skunkworks_project

*A **skunkworks project** is one typically developed by a small and loosely structured group of people who research and develop a project primarily for the sake of radical innovation.*

Everett Rogers defines skunkworks as follows: "[It] is an especially enriched environment that is intended to help a small group of individuals design a new idea by escaping routine organizational procedures. The R&D workers in a skunkworks are usually highly selected, given special resources, and work on a crash basis to create an innovation."

The distinctive name skunkworks originated during World War II when the P-80 Shooting Star was designed by Lockheed's Advanced Development Projects Division in Burbank, California. A closely guarded incubator was set up in a circus tent next to a plastics factory in Burbank. The strong smells that wafted into the tent made the Lockheed R&D workers think of the foul-smelling "Skunk Works" factory in Al Capp's Li'l Abner and the job no one wanted: to be the inside man at the 'Skonk Works' (as called in the comic).

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Since its origination with Skunk Works, as official alias for the Lockheed Martin Advanced Development Programs (formerly Lockheed Advanced Development Projects), the name stuck, and came to be generalized to similar high-priority R&D units that have been created by various companies since. The term typically refers to technology projects developed in semi-secrecy, for instance Google X Lab. Another famous skunkworks was established by Steve Jobs. His secret lab aimed at developing Macintosh computer was located behind the Good Earth Restaurant in Cupertino. The team consisted of about 50 computer specialists.

A skunkworks project often operates with a high degree of autonomy and unhampered by bureaucracy, tasked with working on advanced or secret projects. These projects are often undertaken in secret with the understanding that if the development is successful then the product will be designed later according to the usual process.

Like a "skunkworks," Fayette County Public Schools, in support of ten Schools of Innovation, will form an **Innovation Zone** where diverse groups of stakeholders will join together to dream of more relevant and effective learning structures, develop prototype solutions to implement those dreams, and test those prototypes to determine their effectiveness.

Critical to this concept is development of a "culture of innovation" in which it becomes the norm to challenge tradition, to "try something new," and to view "failure" as a necessary part of learning. With failure comes second efforts, second and third efforts lead to successes, and successes lead to breakthrough ideas that fundamentally change the education system. As in Lockheed's famed Skunkworks, Innovation Zone successful ideas will be made available for scale up across the district so that all students in all schools benefit from next generation learning experiences. As that scale up occurs, thinkers in Innovation Zone schools will already be prototyping design solutions for their next breakthrough project. In this way the positive effects on learning made possible through development of a "culture of innovation" will not be limited to ten Schools of Innovation, but across every school in the district, as well as partners across the Commonwealth of Kentucky.

Schools in the FCPS Innovation Zone will concentrate their Design Thinking efforts within the broad categories of the Council of Chief State School Officers' design principles for building new systems of learning:

- **Personalizing learning** with data-driven frameworks that assist in setting learning goals, assessing student progress, and ensuring students receive a range of academic and developmental supports toward learning.
- Developing **comprehensive systems of learning supports** that address social, emotional, physical, and cognitive development along a continuum of services so that students with barriers to learning meet the same high learning goals as all others.
- Focusing on **world-class knowledge and skills**, with achievement goals sufficiently high to encompass both content knowledge and the critical skills needed to succeed in a rapidly changing, global society.
- Developing **performance-based learning systems** that put students at the heart of the learning process, encouraging their demonstration of mastery through authentic performances and demonstrations of rigorous, clear and commonly-understood expectations.

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- Providing **anytime, everywhere learning** opportunities, so that students are connected and able to access learning resources at the time and location of their choosing.
- Engaging **authentic student voice** so that students provide direction in their own learning, and shape the nature of their education experiences toward lifelong goals and aspirations.

Key Components of the FCPS Innovation Zone

The framework for the **FCPS Innovation Zone** is built around three pillars:

- (1) Implementation of **Design Thinking** as a systematic way to foster a “culture of innovation,” as well as to provide a structured process for bringing stakeholders together to think and engage in creative problem-solving. Design Thinking immediately activates the sixth CCSO design principle, Authentic Student Voice, and provides a structure for creative problem solving toward each of the remaining five design principles.
- (2) Development of **performance-based learning** systems as a way to help students, families and educators guide personalized learning programs, and assess student progress toward an enhanced definition of college-career readiness that includes critical 21st century skills. In addition, development of a parallel performance-based system that guides *teacher* growth and development along a solid, well-defined career ladder.
- (3) Creation of an “**IDEAzone Design Lab for Innovation, Learning and Community Partnership**” as a “hub” for facilitating collaborative creative design in a location that brings together students, parents, educators and community members around common sites where connections can be made, ideas can be heard, and support can be mobilized to bring projects to life.

Pillar 1: Design Thinking

Fayette County's District of Innovation proposal uses the Design Thinking protocol as its centerpiece.

Design Thinking is a mindset.

Design Thinking is the confidence that everyone can be part of creating a more desirable future, and a process to take action when faced with a difficult challenge. That kind of optimism is well needed in education.

Classrooms and schools across the world are facing design challenges every single day, from teacher feedback systems to daily schedules. Wherever they fall on the spectrum of scale—the challenges educators are confronted with are real, complex, and varied. And as such, they require new perspectives, new tools, and new approaches. Design Thinking is one of them.

From

Design Thinking for Educators

<http://www.designthinkingforeducators.com/design-thinking>

Design Thinking provides a structured process for focusing creative conversations at the customer level. Design Thinking begins with a broad notion of a problem, progresses through a research and refinement phase at the customer level (asking, “What do you *really* need?”) until the specific problem is clearly identified. At that point it broadens again to an ideation phase meant to generate a large number of potential solutions in a short time, where participants select the best idea(s) and develop a prototypes/model of the solution, take the prototype back

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to the customer for feedback and to confirm they meet the identified need, and then move into an implementation/test/evaluation phase. At every step the customer is involved in the process, guaranteeing the focus of the work is on target with improving an identified problem.

Because the vast majority of school work targets students and their learning, students serve as "the customers" in the Design Thinking focus, bringing them and their voices students to the table as true partners in school redesign. Students will join as partners and inform the specific problems to be addressed by their schools, assist in developing a number of potential solutions, decide on the solutions to be developed, and ultimately provide a voice in determining if the solution has been effective and makes their experience better. (See Addendum A: "Teach Your Students To Fail Better," by Christian Long, *Learning and Leading With Technology*, February 2012)

Ferlazzo makes a distinction between "irritation" and "agitation." Irritation, he says, is "challenging people to do something that we want them to do." By contrast, "agitation is challenging them to do something that they want to do." What he has discovered throughout his career is that "irritation doesn't work." It might be effective in the short term. But to move people fully and deeply requires something more— not looking at the student or the patient as a pawn on a chessboard but as a full participant in the game.

It's about leading with my ears instead of my mouth," Ferlazzo says. "It means trying to elicit from people what their goals are for themselves and having the flexibility to frame what we do in that context.

One of the most effective ways of moving others is to uncover challenges they may not know they have.

*From "To Sell is Human: The Surprising Truth about Moving Others"
By Daniel Pink*

The customer, however, is not always the student. In many situations the "problem" to be solved is defined by teachers (what systems make their work more efficient and effective?), parents (how are parents better engaged in the learning process, creating a seamless home/school connection?), or members of the community (how can we join to create a better community for all?). In each case the targeted "customer" is at the table, ensuring they are part of the solution that affects their interests.

Design Thinking also frames the work of Schools of Innovation as entering into a true creative process. With initial training and ongoing support provided by the University of Kentucky's P20 Innovation Lab, teachers in Fayette County's Schools of Innovation will become designers, creative thinkers, and researchers. The Design Thinking protocol will prompt the district to create a common language that helps to create and strengthen a culture of innovation. Words like "prototype" will signal to thinkers that they are developing proposed solutions, "market research" will signal efforts to learn from the customers' point of view which areas need focus, and "ideate" will signal efforts to generate many, many ideas for meeting customer demand. Through Design Thinking facilitation Schools of Innovation will learn not to fear failure, but to embrace it as a step in the change process and an opportunity to improve a prototype and make it better. For this group, failure will become an important, positive result for many of their efforts. According to Tom Daccord, a key factor within a culture of innovation is "a culture where administrators understand that increasing institutional growth means that failure is...mandatory" (<http://edudemic.com/2013/02/failure-is-mandatory-creating-a-culture-of-innovation/>). This is the very spirit of innovation.

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Beyond serving as a structured process for creative problem-solving, Design Thinking will also be integrated into school curricula. What better way for students to learn to think creatively, think critically, collaborate and share information with colleagues, and communicate effectively than by using the Design Thinking protocol in a problem/project-based curriculum approach?

Five Year Vision: Design Thinking

In five years Design Thinking will have become the norm across Fayette County Schools. All stakeholders—students, families, staff and community—will routinely come to the table to brainstorm issues in need of improvement, will collaboratively development creative solutions, and will test their prototypes for effectiveness. Rather than seeing failure as a negative, stakeholders will seize the opportunity it presents to improve their ideas and work. This type of thinking will permeate instructional conversations, program conversations, operational conversations, and improvement/strategic planning in the district. Fayette County Public Schools will truly function as a professional learning community.

Year 1 Goal: Design Thinking

Goals	Outcomes	Evaluation
Implement high quality professional development and develop school support systems in Design Thinking protocols.	A highly-trained cohort of district and school-based staff will be prepared to implement systematic design thinking protocols in Schools of Innovation.	School-level survey data (OHI, TELL, parent and student surveys, etc.) will reflect increased recognition of collaborative decision-making, stakeholder voice.
Systematically implement Design Thinking protocols in Schools of Innovation in order to identify at least one significant innovation initiative for 2014-2015		

Year 1- Design Thinking

For Year 1 implementation for the District of Innovation plan FCPS has partnered with the University of Kentucky's College of Education to provide quality professional development toward ensuring a critical mass of staff members are in position to effectively implement the Design Thinking protocol. Each school has created a plan for systematic use of the protocol throughout the 2013-2014 school year, and included it in their professional development plans.

FCPS central staff, along with UK faculty, will provide constant support and assist in facilitation of Design Thinking sessions offered throughout the school year and across Schools of Innovation.

By the end of year 1 implementation, each school will have used the protocol to identify at least one significant, critical area in need of change for the 2014-2015 school year, developing a prototype and plan for implementation beginning in August 2014.

Pillar 2: Performance-Based Learning

Over the five-year District of Innovation designation FCPS will develop and implement a performance-based learning system for both students and teachers.

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For students the performance-based system will redefine college and career readiness beyond meeting assessment benchmarks to include demonstration/performance of content mastery coupled with critical 21st century skills within the context of authentic, community-based problem solving: this will represent a focus on world-class knowledge and skills.

As a *system* the work will also encompass systems of supports for students who struggle to learn, need more time, or need a different approach. The system will also provide access to a personalized learning environment, and to learning resources anytime/anywhere students have a need.

A performance-based learning system will capitalize on students' affinity for gaming to explore recognition systems (e.g. badge-based learning) to monitor student progress through a learning continuum. Initially a basic level of recognition may be awarded, for example, to a student who demonstrates knowledge and skills on a pen and paper assessment in a single content area. Higher-level recognition, or "leveling up," may be earned for demonstrating mastery through a more comprehensive display of mastery, such as completion of a project-based learning component. Ultimately, satisfactory completion of a problem-based, community-centered learning activity that incorporates student proposal design, planning and implementation could earn recognition of the highest level, signifying readiness for progression to another level of learning, e.g., from lowerclassman to upperclassman, or from middle school to high school level work. A performance-based recognition system will provide key markers of achievement, rather than traditional seat time requirements, and allow students to progress through the curriculum at their own pace.

A quality performance-based recognition system, however, will not be limited to student learning. FCPS will create a similar, parallel system for teachers that shares common threads/key components with the student system, including:

- personalized learning for teachers as they are put in position to identify and meet their own professional development needs
- building comprehensive systems of professional learning support for teachers in need of additional assistance
- focus on world-class educational knowledge and skills that affect the changing 21st century classroom
- expanding opportunities for anytime/anywhere learning for teachers engaged in authentic, classroom-based learning
- expanding opportunities for teacher voice as part of the collaborative, professional work of schools

Under a parallel performance-based learning system teachers will earn recognition for progression through a system designed to promote a culture of design thinking and innovation, at the same time recognizing multiple levels of knowledge and skills growth attained by teachers with over time and through experience. A basic level of recognition, for example, could center on participation in design thinking professional development activities, with additional recognition/"leveling up" coming for participating in actual design thinking sessions, leading design sessions with members of the school community, leading design thinking for students as part of the curriculum, and ultimately, leading a full project through the entire problem identification to prototype implementation phases.

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The performance-based teacher growth system could be used to support recognition of a classroom-based career path for teachers, challenging the traditional advancement route that requires administrative certification.

Five Year Vision: Performance-Based Learning

In five years performance-based learning will permeate every aspect of student learning and assessment in Fayette County Schools of Innovation. With student choice guiding instructional decision making, students will be actively engaged in problem/project-based learning, monitoring their own learning needs and mastery through an interactive learning system available to students, parents and teachers. Teachers will monitor their own professional growth within the area of innovation and design thinking, making professional learning decisions based on their own learning needs.

Year 1 Goal: Performance-Based Learning

Goals	Outcomes	Evaluation
Create prototype performance-based recognition system for students	Develop a working prototype performance-based learning system in a single academic area for 2014-15 implementation in "test" classrooms or teams in volunteer Innovation Zone schools	Evaluation of year 1 efforts will consist of meeting development deadlines for test systems, to be ready for trial implementation in 2014-2015.
Create prototype performance-based recognition component to PGES for teachers	Develop a working prototype performance-based professional growth system in the area of Design Thinking and Innovation for 2014-15 implementation in volunteer "test" Innovation Zone schools.	

Year 1- Performance-Based Learning

Year 1 goals for development of performance-based learning systems are the proposed mechanism for moving FCPS toward a next generation learning system not only for students, but for facilitating professional growth for teachers. Year 1 goals for this work are modest, but provide a basic platform from which additional layers may be added over time to create a comprehensive system.

The proposed performance-based learning system for students will begin in year 1 with a group of teachers, staff, parents and students coming together to conduct research on performance-based models, developing a clear understanding of the concept and its implementation, and to use the design thinking process to develop critical components for a district prototype that reflect personalized learning opportunities, comprehensive systems of support for student learning, etc. The prototype model will be shared broadly with parents, staff, students and community members via listening/feedback sessions, and when finalized, a work group will develop the draft model per the prototype guidelines. Goals for year 1 will be to conduct broad research on the concept, develop basic critical elements of a model for Fayette County, and to

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develop a basic prototype system for 2014-2015 implementation in "test" classrooms and/or teams across schools of innovation.

Year 1 goals for a performance-based learning system for teachers would be modest as well. As above, a team of teachers, administrators, students and parents would share in the recognition system research noted above, would develop a clear understanding of how the system may be used to assist teachers in a career progression framework, and would develop critical attributes for a system in Fayette County, including how the system targets personalized learning for teachers, support systems, world-class knowledge and skills regarding pedagogy, etc. The proposed system would be shared via listening/feedback sessions, and ultimately by the end of year 1 a basic prototype system would be developed for implementation in "test" classrooms across schools of innovation.

Pillar 3: IDEAZone Design Lab for Innovation, Learning and Community Partnership

The FCPS Innovation Zone will establish the "IDEAZone Design Lab for Innovation, Learning and Community Partnership" to promote a culture of design thinking by providing learning spaces that embrace innovation by empowering students, parents and teachers to dream and create alternative educational models. Envisioned as spaces where students, parents, businesses, organizations and other community members are able to meet and design processes and products that will facilitate learning experiences, the IDEAZone Design Lab will become an incubator for innovation thinking for Fayette County Public Schools and the community. The ultimate goal of the IDEAZone Design Lab is to promote and facilitate design thinking through both physical and digital learning spaces. Stakeholder groups will develop trust that their ideas are valued, and ultimately use this space to connect with others to help them develop new ideas. While the physical IDEAZone location will allow for real-time collaboration and face-to-face learning, the online IDEAZone platform will be leveraged as a source of inspiration and learning through the inclusion of resources and videos from the physical IDEAZone space as well as other sources.

Five Year Vision: IDEAZone Design Lab for Innovation, Learning and Community Partnership

In five years the IDEAZone Design Lab will be the physical and virtual innovation hub for Fayette County Public Schools and the Lexington/Fayette County community. Stakeholders – students, teachers, parents, community members – will utilize IDEAZone to continually collaborate, challenge and design with an eye always focused on the future. The "hubs" will be seen as community resources, not school district resources, and serve as important meeting points for thinkers to come together to focus on community/school improvement activities.

Year 1 Goal: IDEAZone Design Lab for Innovation, Learning and Community Partnership

Goals	Outcomes	Evaluation
Launch the virtual IDEAZone Design Lab for Innovation, Learning and Community Partnership	A stable, active online platform will facilitate the collaborative work of Innovation Zone schools, connecting stakeholder constituent groups to assist in creating partnership opportunities..	Evaluation of year 1 efforts will consist of meeting development for virtual and physical collaboration spaces, to be ready for opening in 2014-2015.

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<p>Open the physical IDEAzone Design Lab for Innovation, Learning and Community Partnership</p>	<p>A physical design space will be located and opened in which Innovation Zone schools and constituent stakeholders will collaborate, to build and launch ideas toward school improvement.</p>	
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Year 1- IDEAzone Design Lab

Year 1 focus will be on identification and design of the physical lab location in the school district and the community. Each school within the FCPS Innovation Zone will be able to use the space to facilitate their own design thinking work, allowing them to break free of the traditional barriers their own school buildings represent. Hosting monthly listening sessions for students, parents and community members will allow the true "customers" to not only have a seat at the table but become equal partners in the process of designing innovation practices, products and perspectives. The design lab location will not only become a gallery for innovative learning products and processes from the district's Innovation Zone schools, showcasing presentations that highlight successes and positive failures of design thinking within the schools, but also more traditional learning products such as art exhibits, performances and science fair exhibits, etc.

Additional activities to be developed during the first year of the physical IDEAzone Design Lab for Innovation, Learning and Community Partnership include:

- Host the district's first annual "FCPS Innovation Forum", a multi-day learning design (un)conference open to all schools.
- Facilitate a monthly series of "Innovation Video Chats".
- Promote a series of regularly scheduled "Innovation Talks" with local and national speakers.
- Explore additional learning opportunities developed in collaboration with partners from the "Kentucky P20 Innovation Lab" at the University of Kentucky.

Year one of development of the virtual IDEAzone Design Lab for Innovation, Learning and Community Partnership will focus on the following objectives:

- Create a common social media space to connect teachers in Innovation Zone schools. This space will be used to facilitate ongoing discussions within and across schools to foster community development and promote design thinking and school redesign.
- Leverage other social media outlets such as twitter and Facebook for promotion and development of Personal Learning Networks to promote design thinking.
- Identify communications "point" team members at each school that will promote the work of teachers and the school through internal and external social media outlets as well as help facilitate design thinking learning via these networks.
- Develop a comprehensive web platform that can facilitate widespread, public collaboration to brainstorm, facilitate project development, share experiences and garner support innovative projects.

WHAT IF...?

District Support

The Fayette County Board of Education, Superintendent, and senior district leaders are committed to not only supporting innovation within the district, but also establishing the expectation that effective practices imagined, developed and tested in Innovation Zone schools serve as models for moving forward schools across the district.

The Fayette County Board of Education approved the FCPS District of Innovation proposal in a 5-0 vote on Monday, April 29, 2013. During that process the Chair of the Board of Education expressed the Board's pride in the schools and leaders who entered into the School of Innovation proposal process, and expressed support for their efforts. The Board of Education has agreed to waive local policies and procedures in the same spirit as the District of Innovation statute outlines. Senior district leadership has expressed intent to all Schools of Innovation that support will be provided and targeted as needed.

In order to reflect the urgency of this work, FCPS central staff will provide targeted, systemic support through allocation of existing resources to create an innovation design/support team. Members of this team will primarily provide substantive, direct support for Innovation Zone schools, while continuing to support other district schools as they begin their innovation journeys. The focus of this team will be to provide *process* support for design work occurring in Schools of Innovation.

Process support from the district innovation design/support team will include:

- Providing school-level support
 - assisting Schools of Innovation in facilitation of Design Thinking protocols throughout the school year
 - assisting in monitoring implementation and evaluation of innovation plans
 - assisting in development of follow-on innovation plans as schools move into follow-on years of implementation
 - connecting team members between Schools of Innovation and other effective model sites
- Developing partnerships
 - seeking an ever-expanding number of critical partners to support innovative practices in Schools of Innovation
 - identifying and exploring funding partners to support innovation projects developed by school communities
 - fostering and maintaining critical university and corporate partnerships in an effort to continually encourage innovative and creative thinking in the district
- Building a culture of innovation
 - maintaining a strong social media presence as a way to promote and model a culture of continuous professional learning through the sharing of relevant articles, studies, resources and connections to thought leaders and innovation projects worldwide. Use social media to share and celebrate teacher and school successes, inform stakeholders of the ongoing work in Schools of Innovation, and attract potential partners to support design and project implementation across the district.
 - maintaining and arranging ongoing opportunities for teachers/students to "publish" their work with a broad audience

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- maintaining and arranging an ongoing program of speakers/events to support and celebrate innovation work in the district and continue to build the "culture of innovation" through exposure of all stakeholder groups to work taking place across the state, nation, and globe.
- providing regular reports to the Board of Education regarding innovation practices and results within the district
- providing regular innovation updates and presentations to district administrators through monthly leadership meetings, to parents through the local PTSA Roundtable and SBDM Super Council, to the local teacher association through regular FCEA Board meetings, and to the community at large through use of the district webpage and local cable-access television channel.
- representing FCPS and Schools of Innovation by presenting at state and national conferences as appropriate and as funding permits.

In addition to the above, district leaders have committed to providing differentiated process support from all areas to Innovation Zone schools, including innovative use of funds, facilities, transportation, governance, etc.

The Fayette County Public Schools Innovation Zone proposal is critical to the long-term improvement of educational programming in the community. This proposal has garnered widespread support from large numbers of parents and active community members, as well as key business and corporate leaders. Schools of Innovation in Fayette County will receive deep, consistent support from the Fayette County Board of Education, FCPS senior leaders, parents and parent organizations, university and business partners. Most importantly, this proposal offers a concrete plan for fostering a culture of innovation within a large portion of a large, complex school district.

This proposal does not "think outside the box," but wipes the box away. It does not offer a specific plan for how schools will be changed beginning 2013-2014, but offers a roadmap for how all stakeholders will join together to imagine a new educational experience for Fayette County students, and how they will join together to make those proposed realities come true. In 2013-2014 they will begin to dream using a structured design process, experimenting with many, small ideas through the course of the year as they work to form a "culture of innovation." For 2014-2015 Schools of Innovation will be prepared, and well-planned, to implement at least one significant school redesign project tied to design principals offered by the Council of Chief State School Officers, with the cycle continuing by using the Design Thinking protocol to prepare for a second significant redesign project for the following year.

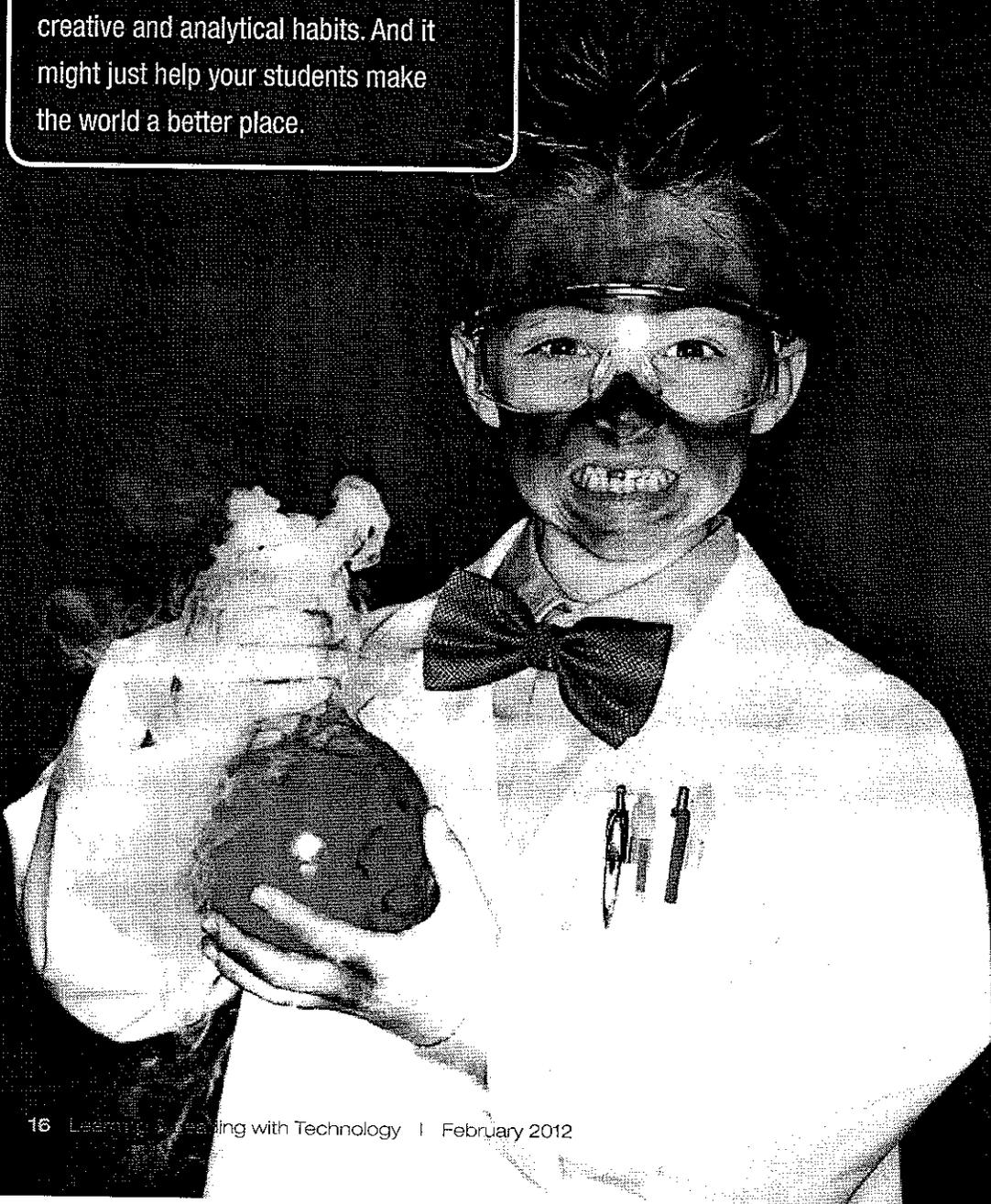
In this way Schools of Innovation within the FCPS Innovation Zone propose to step forward to serve as models of true professional learning communities, including students, parents, staff and community members as designers of more promising educational experiences for Fayette County Students.

WHAT IF...?

By Christian Long

Teach Your Students to Fall Better with Design Thinking

Design thinking combines collaboration, systems thinking, and a balance of creative and analytical habits. And it might just help your students make the world a better place.



If you were able to create your own classroom for the future, with your choice of resources, furniture, tools, and technology, how would you design it so that your students would be most capable of adapting in an increasingly complex world as a learner, professional, and citizen? And how would you design it so that your students were likely to have the greatest impact on the world around them? I believe this is the driving educational question for all of us in the digital age, and it has been tugging at me with increasing intensity over the past few years as technology has begun to dominate the larger conversation about learning and teaching.

Fail Better

Last spring, I was invited to speak at TEDxOverlake, a learning-focused event held at the Overlake School outside of Seattle, Washington, USA. When the event's curators asked me what part of education I wanted to speak about, I answered decidedly, "failure."

In fact, I didn't want to speak about just the general concept of failure, but I wanted to celebrate the words of Samuel Beckett: "Fail, fail more. Fail better." And I wanted to do so with an eye toward empowering students to thrive.

At first glance, Beckett's provocation appears to be counterintuitive. After all, our current system remains predicated on the belief that we should eradicate failure and guarantee that every student "succeed" at all costs. And yet, when we really look at what learning in the digital age is about—fostering multidisciplinary collaboration to solve increasingly complex problems with no clear answers—it seems impossible to imagine that an educational culture built on confirming "right answers" within predictable training scenarios offers our students a viable way forward.

Perhaps in the past when learning outcomes were more static, we needed

students to be predictable. Tomorrow, however, we'll need agility, divergent thinking patterns, and an ability to test ideas in messier ways.

In other words, we need digital age learners to be comfortable with failure. And we need learners who know how to fail better.

From Designing Curriculum to Design Thinking

As a former high school English teacher and longtime experiential education leader, I spent years searching for innovative ways to combine the best of traditional academics with the hands-on projects my students accomplished outside the classroom.

My students successfully ran international blogging projects mentored by professional jury members around the world, undertook an 8,000-mile creative writing/research road trip to discover the "real America," debated literary ideas via Skype with students around the world, created a pop-up black-box theater in the woods behind our school to bring Shakespeare to life, and spoke at national educational technology conferences.

Sometimes these projects were fueled by emerging technologies. Sometimes they were analog in nature. They all, however, had one thing in common: I was ultimately in charge of identifying the problem to be solved. And to be honest, I always struggled with that.

I didn't struggle because teaching in such circumstances was hard. Quite the contrary, I was amazed by my kids' passions and abilities, and I loved conjuring up new problems for them to solve. What I struggled with was the contradiction of being the "designer" of my students' experiences on the one hand while wanting them to truly

"own" their learning on the other.

While I spent years trying to perfect engaging project-based/problem-based learning experiences, I never quite made peace with the fact that:

- I was always in charge of the problems they would solve.
- The problems were not always anchored in the real world (even if they were useful in terms of academic skill development and general engagement).
- Deploying cutting-edge technology was often becoming the primary driver of the project itself.
- All too often, I felt pressured to prevent students from truly risking failure (and thus learning) in a meaningful way.

Most project-based/problem-based learning examples I ran into (or created myself) still treated school and the real world as distant allies, not as rigorous partners that had to work hand in hand.

It wasn't until I discovered the concept of design thinking (DT) that I could finally see a new way to challenge our students to become agile thinkers and collaborators in an effort to solve meaningful problems anchored in authentic experience. Even better, DT demonstrated how my students could create their own learning from beginning to end.

Defining a Design-Thinking Mind

DT is about using design to improve the human experience. It combines the ideals of what we want for our students: collaboration, systems thinking, and the development of a balance of creative and analytical habits. It also fuels what our students want for themselves: making an impact on the real world in real time



I didn't want to speak about just the general concept of failure, but I wanted to celebrate the words of Samuel Beckett: "Fail, fail more. Fail better." And I wanted to do so with an eye toward empowering students to thrive.

and having adults take their passions seriously.

The process essentially comes down to a continuously evolving feedback loop with four elements: empathy, ideation, prototyping, and testing.

Empathy. DT is a creative process grounded in practical experience. By learning to observe human behaviors and needs in the context of real life, DT participants discover human-centered questions and problems worth trying to solve. Better yet, it does so within a remarkably empathetic process that puts the experience of human beings at the center of the equation. It is no longer about answer keys with static facts that seem separate from the day-to-day lives of learners.

Ideation. Once a DT participant is able to identify a real-world problem worth solving, the next step is to explore ways to respond. The goal is not to find a perfect solution at this point. Instead, DT participants seek novel perspectives with a bias toward innovation. DT values the creativity and insights of all participants, regardless of specific expertise or a need to be “right” at first blush. It encourages outside-the-box thinking, which leads to unexpected creative solutions. DT relies on a creative process based on “building up” ideas (rather than the typical analytical process that looks to “break down” ideas). Key to this is the belief that there is no place for value judgments early on. The DT process rewards “and, and” responses from participants, as opposed to the “yeah, but” reactions that are typical of traditional academic experiences.

Prototyping. Once participants identify a wide range of possible solutions, the next step is to rapidly mock up examples. To DT advocates, the idea is to help make an idea real, tangible, and accessible. Ultimately, DT has a natural bias toward action. The best way to approach this—as many designers will

tell you—is to use a rapid prototyping process fueled by an attitude of “fail and fail fast,” something ideally suited for learning in a complex and often messy 21st century world.

Testing. Creativity and open minds aside, DT deeply values testing all assumptions. Solutions need to work. And better yet, solutions need to work in the real world and have an observable positive impact on the human experience. Because problems are found in the real world, answers need to be agile enough to adapt over time. Such a pedagogical framework naturally provides learners with the thinking tools to respond to an unpredictable future while remaining focused on the human experience.

Prototype Design Camp

Given this understanding of DT, let’s go back to the original question: Imagine you were invited to create your own version of the classroom of the future. Where would you start?

This was precisely the question that members of the eTech Ohio conference planning team presented to Be Playful, a design firm I founded, a year ago in advance of their annual statewide conference.

For the eTech Ohio team, this was not a theoretical question. In essence, they wanted to design a classroom space placed physically in the middle of the conference that would creatively suggest the possibilities for learning and teaching at the front end of the 21st century.

Furthermore, this “classroom of the future” needed to integrate dynamic and cutting-edge technology. It needed to inspire large numbers of the estimated 6,000 conference attendees to come explore and collaborate. It also needed to compete for attention in an exhibit hall surrounded by student-built robots, Wii dance contests, and a range of innovative educational programs.

More important, the solution needed to be unlike anything they had tried in the past.

As a passionate advocate for emerging technology inspiring real-time innovation in the classroom and a designer working in the international school architecture field, this project offered precisely the type of challenge that brought together all of my passions.

However, my first answer was a conditional “yes” that I wasn’t sure the eTech Ohio team would accept. While many previous ideas celebrated emerging technology (and the impact of architecture), our energy focused more on *what* students (and teachers) would be challenged to *do* in a digital age learning environment.

Our proposal essentially stated:

- The classroom can’t just be a showcase for technology.
- Students must be the center of the program.
- Adults must serve as mentors, sherpas, and allies.
- Students must solve real problems that they come up with.

To our pleasure, the eTech Ohio team said “yes.” They were willing to support our idea of “seeing” students actively working, collaborating, solving problems, communicating, creating, and presenting.

To that end, DT made for the perfect partner as 45 high school students from 14 diverse schools in Ohio (as well as a school in Indiana and another in Georgia) trekked their way through the snow and ice to participate in the first-ever Prototype Design Camp.

Their process took the following form:

Find a problem worth solving. Students spent three intense days (from 7:30 a.m. to 5 p.m.) working in teams of six to seven that set out to find, explore, and solve a remarkable problem fo-

By learning to observe human behaviors and needs in the context of real-life Design Thinking problems, discover human-centered design-sized problems worth trying to solve.

cused on the future of learning. Students—as researchers and ethnographers—interviewed conference attendees, global partners, and virtual participants (via several digital platforms) on Day 1, leading to a range of design problems they wanted to consider.

Explore a range of remarkable possibilities. Once students returned to the classroom, they filled the space with colorful Post-It Notes and sketches rich with multilayered questions and descriptive idea sparks until each team identified their preferred problem. Problems ranged from how to empower young people to become global journalists while still in school to how to stretch the boundaries of a physical classroom and how to

redesign the underlying relationship between learners and teachers. Working face to face with a cadre of professional designers, educators, and technology experts from around Ohio and the United States, design teams spent a day and a half exploring ways to come up with solutions worth prototyping.

Ask big questions of innovative thought leaders. In addition to having access to mentors within the physical prototype classroom, students also worked virtually with a range of national and global experts via Skype and various social media channels. This included ed tech visionaries Stephen Heppel in England and Ewan McIntosh in Scotland, Ming-Li Chai

from Microsoft's corporate futures team, "Project Runway" finalist Althea Harper, TEDx curators, and others. Simultaneously, Prototype Design Camp students and mentors collaborated with educators around the world via Twitter, Facebook, live streaming of key conversations, and live blogging.

Rapidly prototype a physical concept. Student teams spent a full day trying to make their most inspired ideas come to life. In addition to an assortment of cutting-edge technologies, including 3D projectors, iPads, and an immersive menu of web 2.0 tools and social networks, the students had a range of art supplies, building materials, and props. We gave them permission to redesign the classroom as needed, from deploying an array of furniture to crafting just-in-time spaces. The attitude was "by any means necessary." Perfection was not

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ARIZONA STATE UNIVERSITY

Here are a few ways to learn more about design thinking and customizing your classroom practice and professional development.

1

Learn about design thinking in general.

Read "Design Thinking" on Wikipedia: http://en.wikipedia.org/wiki/Design_thinking.

Watch "Deep Dive: IDEO's Shopping Cart" episode on *ABC's Nightline*: www.youtube.com/watch?v=M66ZU2PCicM.

Watch "Innovation through Design Thinking," a presentation by Tim Brown (of IDEO) at MIT: <http://mitworld.mit.edu/video/357/>.

Watch "Design Thinking Can Be Learned," an interview with David Kelley (of IDEO, Stanford d.school) in *Businessweek*: www.businessweek.com/video/#video=hnNXBrMjqu9x8m5wJL8yo8-79_piMSxR.

Watch "Tim Brown Urges Designers to Think Big," TED Talk: www.ted.com/talks/tim_brown_urges_designers_to_think_big.html.

Watch "David Kelley on Human-Centered Design," TED Talk: www.ted.com/talks/lang/eng/david_kelley_on_human_centered_design.html.

Read *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation* by Tim Brown.

2

Explore how design thinking is applied to education.

Watch "Shaping Space: The d.school's Environments Collaborative, a video about Stanford University's d.school": <http://vimeo.com/11438598>.

"Sandy Speicher: The Mind Behind Design": TEDxSFED Talk, http://talkminer.com/viewtalk.jsp?videoid=OACRT_zUJ-8&q=

Read "Teaching Kids Design Thinking, So They Can Solve the World's Biggest Problems" by Trung Le in *Fast Company*: www.fastcodesign.com/1663416/teaching-kids-design-thinking-so-they-can-solve-the-worlds-biggest-problems.

Read "Design Thinking for Education: What If?" by Max Benavidez, *Huffington Post*: www.designthinkingforeducators.com.

Read "Design Thinking Solves Impossible Problems: Best and Worst" by Ewan McIntosh in *edu.blogs*: <http://edu.blogs.com/edublogs/2010/09/design-thinking-solves-impossible-problems-best-and-worst.html>.

In short, DT is about using design to improve the human experience.

3

Explore how DT is being applied in classrooms, schools, and education at a variety of levels.

Watch "Emily Pilloton: Teaching Design for Change," TED Global Talk: www.ted.com/talks/lang/eng/emily_pilloton_teaching_design_for_change.html.

Learn more about Studio H: <http://www.studio-h.org>.

Learn more about Project H Design: www.projecthdesign.org.

Read the *New York Times* article about Pilloton's Studio H program: www.nytimes.com/2010/08/23/arts/23int-design23.html?ref=arts.

Learn about Prototype Design Camp: <http://prototypedesigncamp.com>.

Learn about Design Ignites Change: www.designigniteschange.org.

Learn about Tinkering School: www.tinkeringschool.com.

Learn about Public Workshop: <http://publicworkshop.us>.

Learn about Project: Interaction: <http://projectinteraction.org>.

4

Consider providing your students a chance to use DT to solve a real-world problem they are passionate about.

5

If that sparks curiosity, see if your students would like to join a global group of young people using DT to solve real problems.

Watch "Kiran Bir Sethi: Teaching Kids to Take Charge," TED India Talk: www.ted.com/talks/kiran_bir_sethi_teaches_kids_to_take_charge.html.

Look into the international Design for Change Challenge program: <http://dfcworld.com>.

6

Seek out professional development that supports educators incorporating DT into classroom practice.

Explore the K12 Lab wiki via the Stanford d.school: <https://dschool.stanford.edu/groups/k12/blog>.

Attend professional development courses at Stanford's d.school K12 Lab.

expected. Prototypes only needed to be good enough to suggest possibilities and engage audiences.

Present to a live jury of professionals and the globe. At the end of the three days, Prototype Design Camp teams presented their solutions to more than a dozen jury members from different professional perspectives. They included the founder of a nationally recognized theater group, an architect who had designed libraries around the world, an architect rebuilding schools in Africa, a professional writer based at a modern art museum, a range of artists across various media, an engineer working in both mechanical and software realms, an internationally known librarian, a graphic designer, marketing specialists, and others. We asked judges to avoid "yeah, but" reactions. Instead, they were expected to invest in the students' ideas and offer real-world applications of those ideas. The final presentation was broadcast to the entire 6,000-person eTech Ohio conference and to the world via various social media channels.

Realize that even three intense days is only scratching the surface. Despite a remarkably immersive experience where our Prototype students successfully used a DT mindset to develop exceptional solutions to authentic learning problems, the real success lay more in students and mentors committing to the process itself than in the answers they presented.



Christian Long is an educator, designer, school planner, educational futurist, and advocate for innovative learning communities. He is vice president of Cannon Design and founded Be

Playful, a collaborative global design agency, and Prototype Design Camp.

School of Innovation Plan

Arlington Elementary

This plan details how our school will improve learning through innovative approaches aimed at changing experiences for students. The focus of the year 1 plan is on development of a “culture of innovation” through implementation of a design thinking process that involves all stakeholders in creative problem-solving. Subsequent plans will evolve from the design thinking process, and be developed and approved at the school level.

During Year 1, with a vote of 70% or more of our staff, we commit to:

-Implement a common design thinking process targeted at binding innovation schools with a structure for systemically and creatively changing learning experiences for students. Our school will incorporate design thinking into our 2013-2014 Professional Development Plan, and develop a plan for implementing the process systemically during the 2013-2014 school year.

-Use the design thinking process to explore the range of potential innovation projects and processes in which our school could engage to radically change school experience for students, leading to improved college/career readiness. Potential innovation projects will focus on one or more of the following areas: personalized learning, development of a system of comprehensive learning supports, world-class knowledge and skills, performance-based learning, anytime/anywhere learning, and student voice/agency.

-By the end of the 2013-2014 school year we commit to development of an innovation focus and plan for the 2014-2015 school year, with staff approval reflected in a 70% or greater approval.

-Use the design thinking process to develop a continuously evolving plan that is focused on creating learning experiences based on students’ needs, teacher/student voice, and student performance.

School Application

School name: Arlington Elementary

1. School Rationale / Needs Assessment

<p>1.1. <i>What is the vision and mission statement of the school?</i></p>	<p>The Arlington Elementary School community is dedicated to providing every child the equal opportunity to experience lifelong academic, social and emotional success in a safe and positive learning environment.</p>
<p>1.2. <i>How will innovation status improve the quality of student learning?</i></p>	<p>In many ways schools struggle to create pathways for true innovation because of a fear of failure: when it comes to children and their futures, we simply can't. The paralysis that comes with fear of failure is ironic in that schools routinely miss many, many children, but hesitate to change too much for fear of missing even more. Learning for children isn't about "getting it right" every time. In effective schools students are encouraged to experiment and fail, early and often, as part of the learning process. Before the first airplane took flight, designers learned valuable lessons from initial attempts that didn't work. For our school and district, innovation status opened the conversation around what it means to truly become a learning community, and the notion that for adults <i>and</i> students, failing often and early leads to "getting it right" in the end. Student learning will certainly improve as a result of a thoughtful design process meant to model for students that failure is good—even mandatory—in order for learning to take place.</p> <p>Students at Arlington need to experience that out of failure comes success. The staff at Arlington wants to instill in our students perseverance through everything they do. Many of our students currently persevere in their daily home lives and we want them to realize their potential to do the same through school. Being able to let our students experience innovated ways of learning will aid them in this pursuit to persevere. Through this model of learning Arlington will bring community and parents together with the school to ensure that all have a voice in the learning process. Arlington will look at increasing technology access for all students and families in preparation for future demands. We hope that transportation restraints will be lifted in order to participate in real world application learning as well as anytime/anywhere learning.</p>

[Pick the date]

<p><i>1.3. Provide an overview of how the innovation school process was developed.</i></p>	<p>District staff opened the innovation school process with a presentation at a regularly scheduled administrative team meeting in which all principals were present. At the end of the presentation all schools were offered an opportunity to explore interests in the project. A number of schools expressed interest, and over the following several days district staff members "interviewed" school leadership teams to discuss more fully what the designation meant for participating districts and schools. During those meetings district and school staff discussed some of the early thoughts schools had for innovation plans, with recognition that many of the ideas were already feasible and possible. Many schools opted out of the project on their own, and many were eliminated based on the range of ideas expressed during initial conversations. Based on several factors, including passion for creating and implementing creative changes in schools for the benefit of all students, selected schools were approved by the district instructional leadership team (including the Superintendent), and "invitations" were issued to serve as the first wave of schools in Fayette County's "Innovation Zone."</p> <p>During the 2012-2013 school year, the Arlington leadership team has been discussing and thinking about ways to be more innovated and working towards our students having more of a voice of what and how they learn. At one of our leadership meetings, district leadership attended. At this meeting the "Student Choice Scheduling" idea was presented to our leadership team. Out of this meeting ignited the thinking process of our leadership team on how we can change the learning experiences for our students at Arlington. A school visit to Lincoln Elementary in Jefferson County allowed our leadership team to see "Student Choice" in action and allowed us the opportunity to discuss planning processes with the staff of Lincoln Elementary. With the assistance of district personnel, the leadership team was able to present a video presentation on what "Student Choice" was all about. Certified staff were then given a survey and were allowed to ask questions they may have about "Student Choice".</p>
<p><i>1.4. Explain specific roles and responsibilities of design team members.</i></p>	<p>Our leadership team will be the active innovation team at Arlington Elementary. Student representatives will also be added to this leadership group. It will be the role of the team to seek out new innovative ideas to further the learning of our students. This team will attend bi-weekly meetings to review the data and provide feedback on the success of current programs. It will be this team, that will continue to share all information and work collaboratively with the entire staff including both certified and classified. They will aid in making the annual changes to the innovation plan that</p>

	<p>as mental health, basic needs, resources, nutrition, housing, transportation, and language barriers. Without intensive time and appropriate instruction, this learning gap will widen throughout the years. This innovation project permits creative solutions that are problem specific, and unrestricted by conventional thinking. Student Choice schedule is just a small step in this direction. By providing our students with "Student Choice" classes, we hope to instill the power of thinking beyond the classroom. Classes will be designed based on student interest as well as teacher expertise. New Common Core will be imbedded throughout these classes to ensure students are mastering content. Mastery will be measured by projects, performances, as well as written assessments. Arlington students will not just be measured by a number on state assessment but on the creativity, cooperative, and critical thinking skills that they will be challenged with on a daily basis.</p> <p>Other identified barriers:</p> <ul style="list-style-type: none"> Attendance/transportation Mental health/counseling and wrap around services Language Parental involvement Flexibility Staffing: teacher/student ratios Time Instructional resources Assessment that is relevant and measures student knowledge appropriately.(multiple forms of assessment) Lack of Foundational skills Summer and out of school programs Early intervention
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2. Summary / Overview of School Plan Development

<p>2.1 Describe the process for</p>	<p>Once innovation schools were identified, district staff met with principals/leadership team members to outline the application</p>
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<p><i>developing this plan. How will the school plan be further developed?</i></p>	<p>process and to propose initial thoughts about common elements of innovation plans across all schools. During that conversation schools agreed that a year 1 focus on implementing a common design thinking process would bind innovation schools with a common language and structure for bringing stakeholders to the table and activating student, family, teacher and community voice. Following the initial work with design thinking, district staff proposed that schools agree to use the process to identify specific school needs, and to agree to implement at least one significant innovation initiative beginning in the 2013-2014 school year. Schools assented to those minimal parameters, and took the "template" plan to staff members to add school-specific activities as appropriate.</p> <p>The Arlington leadership team completed the innovation survey to see where we were as a school on the innovation process. The leadership team representatives include a staff member from each grade level, special area, special education, and support staff. Once all fifteen dimensions were discussed and notes taken, the plan was designed for the first year of implementation. The plan was then reviewed once again by the leadership team and shared with the staff both certified/classified. The plan was also discussed during a special called SBDM meeting. The SBDM council will be in charge of setting up the voting process for the entire staff. Arlington's innovation plan will be reviewed at every leadership meeting to monitor the success of the plan. Any revisions of the plan will be brought before the entire staff as well as the SBDM council. Input will be taken from all stakeholders which will include parents and students. (parents and students will be surveyed annually)</p>
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3. Innovative Design Components

<p>3.1. Identify innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning.</p>	<p>The heart of our school's year 1 plan is to join other schools in the FCPS Innovation Zone to implement a <i>design thinking process</i> that will allow us to explore the range of potential innovation projects and processes in which our school could engage. The <i>design thinking process</i> is centered on the expectation that problem-solving begins with a deep understanding of the "customer's" needs. In our school the customer is ultimately students, but other legitimate customers include parents/family members, staff members, and members of the community. The</p>
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<p>3.2. <i>Identify how the innovative program, model or strategies will improve learning for students.</i></p> <p>3.3. <i>Explain how identified strategies will lead to students who are better prepared for success in life and work.</i></p> <p>3.4 <i>Describe how teachers, parents, and community members will be engaged in the decision-making of the professional learning community.</i></p> <p>3.5 <i>Describe how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students.</i></p> <p>3.6 <i>Describe how the proposed innovation will better prepare students for college- and career-readiness.</i></p>	<p><i>design thinking process</i> will be used to structure ongoing, focused conversations aimed at identifying the most critical issues for change as identified by those groups. Important to the <i>design thinking process</i> is that customer groups are not just included as "touch points," but serve as authentic, engaged partners in the work. Students will not only identify issues of importance to them, but will participate with teachers to design creative solutions, select the best solution, and help to create workable prototypes for those solutions. Students will come to the table as partners to review the impact of the work, and help determine if the project is successful enough for full implementation, or to assist in making changes for follow-on attempts. Parents, staff and community members will serve in the same capacities accordingly. In this way our school will implement a strategy common to all innovation schools in the district, but will target further development of the plan by activating voices of the members of our local school community.</p> <p>This focus on engaging students, parents/family members, teachers and community members is critical to development of a culture of innovation in which <i>all</i> stakeholders join together to dream, design, implement and learn about new ways to view the school experience. While our school will certainly focus on issues that affect student achievement, the process itself of including students in a collaborative, creative, critical thinking process will become part of their learning process. Students will help redesign schooling, and learn as they do it.</p> <p>Schools of innovation in Fayette County's innovation Zone will create a new culture for learning and support systems that will allow them to develop customized innovation plans as derived from implementation of the design thinking process. This process will unify students, parent/family members, teachers and community members in authentic partnerships designed to model collaborative, creative problem solving. While over time our school will certainly look unlike other schools, all schools in the innovation zone will focus their <i>design thinking</i> work on several broad areas:</p> <ul style="list-style-type: none"> • Personalized learning...in which we will explore important technologies, calendar and schedule structures, and instructional methodologies designed to align learning experiences to the dreams and aspirations of our students, as well as their learning readiness in critical curriculum areas. • Comprehensive systems of learning supports...as our school moves toward a personalized learning environment, learning supports will necessarily become personalized as
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	<p>well. Our school will explore options related to certification and staffing, technologies suitable for providing students additional instruction at the time of need, and calendar/schedule options that extend learning time and/or allow for student support outside the traditional school day.</p> <ul style="list-style-type: none"> • World-class knowledge and skills...with intentionality our curriculum will meet the rigorous standards as presented in the Kentucky Core Academic Standards, but also with the same intentionality incorporate a focus on next generation fluencies (<i>21st Century Fluency Project</i>) and skills (<i>Partnership for 21st Century Skills</i>). • Performance-based learning...we will explore authentic, relevant learning models for our students that place them in the community, collaborating with community members to solve real problems with important solutions. This problem/project-based approach will contextualize learning and integrate content area strands into a meaningful fashion. • Anytime, anywhere learning...our school will explore technology to realize the goal of allowing students to access learning at the time of need and location of their choosing. We will explore flipping traditional classroom approaches so that students engage in instruction at home, and access teacher assistance at school as they practice their learning; and aligning Kentucky Core Academic Standards to online sources so that students have a menu of resources at their disposal. • Student voice/agency...our school will implement <i>design thinking</i> as a structured process for ensuring students serve as authentic partners in the innovation work of the school. Students will have the primary voices at the table as our school dreams of better ways to help them achieve their goals and aspirations. Design thinking will also empower teachers to think creatively about their work, and to develop effective, practical solutions for the barriers they face.
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4. Student Service Plan

<p>4.1. What is the total number and grade levels of students being serviced by the</p>	<p>Schools of innovation in Fayette County's innovation Zone have set personalizing instruction—through blended learning structures—as a critical focus. Personalizing instruction supports the heart of equitable instructional programming, ensuring that every student's work is guided not only by his/her goals and aspirations, but meets</p>
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<p><i>proposed innovation plan?</i></p> <p><i>4.2. Identify the total number of students in special populations and underrepresented groups being serviced by the proposed innovation plan.</i></p>	<p>him/her at the point of instructional need. Personalizing instruction takes innovation schools away from the "one size fits most" type of instruction that has failed to close achievement gaps, and moves instead to a personalized model that targets the definition of equity and diversity. In this way diversity isn't merely celebrated, it's actively programmed into the planning of the school. Our school will use the <i>design thinking process</i> as the vehicle for exploring this area of innovation.</p> <p>At Arlington Elementary 100% of the students in grades K-5 will participate in the innovation project (349 students.)</p> <p>Racial balance:</p> <ul style="list-style-type: none"> • 39% White • 21% African-American • 34% Hispanic • 6% other <p>Free-and-reduced meal qualifiers:</p> <ul style="list-style-type: none"> • 60% <p>Special Education learners:</p> <ul style="list-style-type: none"> • 10%
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5. Waiver Requests*

<p>701 KAR 5:140, Section 3(1)</p>	<p>701 KAR 5:140, Section 3(1) governs the District of Innovation application process. The regulation states that implementation of approved applications must start at the beginning of a school year "and at least 180 days from date of submission of an application." Due to KDE's revised application deadline of May 1 (which is our application submission date), we are requesting a waiver from the 180 day requirement so that implementation may begin at the beginning of the 2013-14 school year, specifically July 1, 2013.</p>
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*application specifically asks about KRS 160.345 (alternate forms of governance). Our school has no intention of requesting a waiver of KRS 160.345 at this point.

6. Timeline for Implementation

TIMELINE FOR YEAR 1 IMPLEMENTATION

Possible PD for Arlington

- Days after school and over summer to develop/design units of study for "Student Choice Scheduling" Title One monies have been set aside for stipends and well as resources that may need to be purchased
- Design thinking training/project based training
- Additional training on technology usage such as: webcast, video, I-School, blogging, etc....

Timeline:

Arlington will be doing a pilot run on "Student Choice" scheduling in the month of May, 2013. Examples of schedules will be created and shared with the staff by April/May of 2013. Family night will be conducted in May, 2013 to share information about student choice schedule and examples of schedules will be shared. Students will be surveyed on interest and student choice idea in March, 2013. This information will be used when designing the student choice courses. Arlington would like to have training on design thinking in June, 2013. Training session will double as work sessions develop and Arlington creates a more specific implementation plan for the next year and beyond. Design Team/Leadership Team will meet bi-weekly and engage the larger staff at monthly meetings to include them in the process of innovation.

School of Innovation Plan

Bryan Station High School

This plan details how our school will improve learning through innovative approaches aimed at changing experiences for students. The focus of the year 1 plan is on development of a “culture of innovation” through implementation of a design thinking process that involves all stakeholders in creative problem-solving. Subsequent plans will evolve from the design thinking process, and be developed and approved at the school level.

During Year 1, with a vote of 70% or more of our staff, we commit to:

-Implement a common design thinking process targeted at binding innovation schools with a structure for systemically and creatively changing learning experiences for students. Our school will incorporate design thinking into our 2013-2014 Professional Development Plan, and develop a plan for implementing the process systemically during the 2013-2014 school year.

-Use the design thinking process to explore the range of potential innovation projects and processes in which our school could engage to radically change school experience for students, leading to improved college/career readiness. Potential innovation projects will focus on one or more of the following areas: personalized learning, development of a system of comprehensive learning supports, world-class knowledge and skills, performance-based learning, anytime/anywhere learning, and student voice/agency.

-By the end of the 2013-2014 school year we commit to development of an innovation focus and plan for the 2014-2015 school year, with staff approval reflected in a 70% or greater approval.

-Use the design thinking process to develop a continuously evolving plan that is focused on creating learning experiences based on students’ needs, teacher/student voice, and student performance.

School Application

School name: Bryan Station High School

1. School Rationale / Needs Assessment

<p>1.1. What is the vision and mission statement of the school?</p>	<p>Believe and Achieve</p> <p>Strive and Excel</p> <p>Have Honor and Integrity</p> <p>Serve and Contribute</p> <p><i>BSHS is committed to developing responsible, successful & college/career ready citizens through rigorous & relevant instruction in an atmosphere of equality & excellence.</i></p>
<p>1.2. How will innovation status improve the quality of student learning?</p>	<p>In many ways schools struggle to create pathways for true innovation because of a fear of failure: when it comes to children and their futures, we simply can't. The paralysis that comes with fear of failure is ironic in that schools routinely miss many, many children, but hesitate to change too much for fear of missing even more. Learning for children isn't about "getting it right" every time. In effective schools students are encouraged to experiment and fail, early and often, as part of the learning process. Before the first airplane took flight, designers learned valuable lessons from initial attempts that didn't work. For our school and district, innovation status opened the conversation around what it means to truly become a learning community, and the notion that for adults <i>and</i> students, failing often and early leads to "getting it right" in the end. Student learning will certainly improve as a result of a thoughtful design process meant to model for students that failure is good--even mandatory--in order for learning to take place.</p>
<p>1.3. Provide an overview of how the innovation school process was developed.</p>	<p>District staff opened the innovation school process with a presentation at a regularly scheduled administrative team meeting in which all principals were present. At the end of the presentation all schools were offered an opportunity to explore interests in the project. A number of schools expressed interest, and over the following several days district staff members "interviewed" school leadership teams to discuss more fully what the designation meant for participating districts and schools. During those meetings</p>

	<p>district and school staff discussed some of the early thoughts schools had for innovation plans, with recognition that many of the ideas were already feasible and possible. Many schools opted out of the project on their own, and many were eliminated based on the range of ideas expressed during initial conversations. Based on several factors, including passion for creating and implementing creative changes in schools for the benefit of all students, selected schools were approved by the district instructional leadership team (including the Superintendent), and "invitations" were issued to serve as the first wave of schools in Fayette County's "Innovation Zone."</p>
<p><i>1.4. Explain specific roles and responsibilities of design team members.</i></p>	<p>We feel strongly that the design team should involve students, staff, and parents that represent the many groups that make up Bryan Station High School. We also feel strongly that members of this team should represent their respective groups as a whole and therefore should be chosen by group vote. The initial design team will include (but not be limited to):</p> <ul style="list-style-type: none"> Principal Academic Dean Rtl Specialist Behavior Intervention Specialist <p>A representative from the following groups will determined via a vote by the represented group:</p> <ul style="list-style-type: none"> English Department Math Department Social Studies Department Science Department Career and Technical Department Fine Arts Department Counseling Department Special Education Department Parent Representative Student Representative Classified Staff Representative

<p><i>1.5. Identify specific barriers that currently impact student achievement.</i></p>	<p>The biggest barrier our school faces is the public education culture around doing "school" the way it has always been done. Conversations about making significant changes for student educational experiences are hampered by deeply preconceived notions of how schools work. Current district and school structures designed in the middle of the 20th century are focused on program implementation rather than the learning experiences designed for students.</p>
<p><i>1.6. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.</i></p>	<p>While the school of innovation status in itself is simply a designation, the affirmation that our school has entered into a process of putting students, families, teachers and communities together to create revolutionary change sends an important message that, at least in our school, we are able to challenge the status quo. Our district's involvement in that process tells us we have support for our work in challenging other, specific barriers such as school calendars and "time" requirements that don't align with personalized student learning models; staffing issues in which "the best" teacher for a group of students isn't accessible because of certification laws; or assessment pressure from standardized tests that drive instructional practices, rather than immersing students in authentic, community-based learning and assessing their learning through performance tasks. The initial recognition that our school is "innovation ready" enables a much more creative, free conversation around innovation and will allow us to develop a continuously evolving plan that is focused on creating learning experiences based on students needs, student voice, and student performance.</p>

2. Summary / Overview of School Plan Development

<p><i>2.1 Describe the process for developing this plan. How will the school plan be further developed?</i></p>	<p>Once innovation schools were identified, district staff met with principals/leadership team members to outline the application process and to propose initial thoughts about common elements of innovation plans across all schools. During that conversation schools agreed that a year 1 focus on implementing a common design thinking process would bind innovation schools with a common language and structure for</p>
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	<p>bringing stakeholders to the table and activating student, family, teacher and community voice. Following the initial work with design thinking, district staff proposed that schools agree to use the process to identify specific school needs, and to agree to implement at least one significant innovation initiative beginning in the 2013-2014 school year. Schools assented to those minimal parameters, and took the "template" plan to staff members to add school-specific activities as appropriate.</p>
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3. Innovate Design Components

<p>3.1. Identify innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning.</p> <p>3.2. <i>Identify how the innovative program, model or strategies will improve learning for students.</i></p> <p>3.3. <i>Explain how identified strategies will lead to students who are better prepared for success in life and work.</i></p> <p>3.4 <i>Describe how teachers, parents, and community members will be</i></p>	<p>The heart of our school's year 1 plan is to join other schools in the FCPS Innovation Zone to implement a <i>design thinking process</i> that will allow us to explore the range of potential innovation projects and processes in which our school could engage. The <i>design thinking process</i> is centered on the expectation that problem-solving begins with a deep understanding of the "customer's" needs. In our school the customer is ultimately students, but other legitimate customers include parents/family members, staff members, and members of the community. The <i>design thinking process</i> will be used to structure ongoing, focused conversations aimed at identifying the most critical issues for change as identified by those groups. Important to the <i>design thinking process</i> is that customer groups are not just included as "touch points," but serve as authentic, engaged partners in the work. Students will not only identify issues of importance to them, but will participate with teachers to design creative solutions, select the best solution, and help to create workable prototypes for those solutions. Students will come to the table as partners to review the impact of the work, and help determine if the project is successful enough for full implementation, or to assist in making changes for follow-on attempts. Parents, staff and community members will serve in the same capacities accordingly. In this way our school will implement a strategy common to all innovation schools in the district, but will target further development of the plan by activating voices of the members of our local school community.</p> <p>This focus on engaging students, parents/family members, teachers and community members is critical to development of a culture of innovation in which <i>all</i> stakeholders join together to</p>
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<p><i>engaged in the decision-making of the professional learning community.</i></p> <p><i>3.5 Describe how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students.</i></p> <p><i>3.6 Describe how the proposed innovation will better prepare students for college- and career-readiness</i></p>	<p>dream, design, implement and learn about new ways to view the school experience. While our school will certainly focus on issues that affect student achievement, the process itself of including students in a collaborative, creative, critical thinking process will become part of their learning process. Students will help redesign schooling, and learn as they do it.</p> <p>Schools of innovation in Fayette County's innovation Zone will create a new culture for learning and support systems that will allow them to develop customized innovation plans as derived from implementation of the design thinking process. This process will unify students, parent/family members, teachers and community members in authentic partnerships designed to model collaborative, creative problem solving. While over time our school will certainly look unlike other schools, all schools in the innovation zone will focus their <i>design thinking</i> work on several broad areas:</p> <ul style="list-style-type: none"> • Personalized learning...in which we will explore important technologies, calendar and schedule structures, and instructional methodologies designed to align learning experiences to the dreams and aspirations of our students, as well as their learning readiness in critical curriculum areas. • Comprehensive systems of learning supports... as our school moves toward a personalized learning environment, learning supports will necessarily become personalized as well. Our school will explore options related to certification and staffing, technologies suitable for providing students additional instruction at the time of need, and calendar/schedule options that extend learning time and/or allow for student support outside the traditional school day. • World-class knowledge and skills...with intentionality our curriculum will meet the rigorous standards as presented in the Kentucky Core Academic Standards, but also with the same intentionality incorporate a focus on next generation fluencies (<i>21st Century Fluency Project</i>) and skills (<i>Partnership for 21st Century Skills</i>). • Performance-based learning...we will explore authentic, relevant learning models for our students that place them in the community, collaborating with community members to solve real problems with important solutions. This problem/project-based approach will contextualize learning and integrate content area strands into a meaningful fashion.
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	<ul style="list-style-type: none"> • Anytime, anywhere learning... our school will explore technology to realize the goal of allowing students to access learning at the time of need and location of their choosing. We will explore flipping traditional classroom approaches so that students engage in instruction at home, and access teacher assistance at school as they practice their learning; and aligning Kentucky Core Academic Standards to online sources so that students have a menu of resources at their disposal. • Student voice/agency... our school will implement <i>design thinking</i> as a structured process for ensuring students serve as authentic partners in the innovation work of the school. Students will have the primary voices at the table as our school dreams of better ways to help them achieve their goals and aspirations. Design thinking will also empower teachers to think creatively about their work, and to develop effective, practical solutions for the barriers they face.
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4. Student Service Plan

<p>4.1. What is the total number and grade levels of students being serviced by the proposed innovation plan?</p> <p>4.2. Identify the total number of students in special populations and underrepresented groups being serviced by the proposed innovation plan.</p>	<p>Schools of innovation in Fayette County's innovation Zone have set personalizing instruction—through blended learning structures—as a critical focus. Personalizing instruction supports the heart of equitable instructional programming, ensuring that every student's work is guided not only by his/her goals and aspirations, but meets him/her at the point of instructional need. Personalizing instruction takes innovation schools away from the "one size fits most" type of instruction that has failed to close achievement gaps, and moves instead to a personalized model that targets the definition of equity and diversity. In this way diversity isn't merely celebrated, it's actively programmed into the planning of the school. Our school will use the <i>design thinking process</i> as the vehicle for exploring this area of innovation.</p> <p>BSHS has approximately 1925 students enrolled in grades 9 through 12.</p> <p>Racial balance:</p> <ul style="list-style-type: none"> • 43% White • 41% African-American
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	<ul style="list-style-type: none"> • 13% Hispanic • 0.6% Asian • 2% other <p>Free-and-reduced meal qualifiers:</p> <ul style="list-style-type: none"> • 44% <p>Special Education learners:</p> <ul style="list-style-type: none"> • 4%
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5. Waiver Requests*

701 KAR 5:140, Section 3(1)	701 KAR 5:140, Section 3(1) governs the District of Innovation application process. The regulation states that implementation of approved applications must start at the beginning of a school year "and at least 180 days from date of submission of an application." Due to KDE's revised application deadline of May 1 (which is our application submission date), we are requesting a waiver from the 180 day requirement so that implementation may begin at the beginning of the 2013-14 school year, specifically July 1, 2013.
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*application specifically asks about KRS 160.345 (alternate forms of governance). Our school has no intention of requesting a waiver of KRS 160.345 at this point.

6. Timeline for Implementation

TIMELINE FOR YEAR 1 IMPLEMENTATION

The core design team will participate in a six-hour training in the summer of 2013. The whole group training will begin in August 2013 as part of our annual faculty retreat. Two formalized whole group training sessions will occur each semester following the training at the faculty retreat. Specific dates and times for these trainings will be determined by the core design team once they have completed their summer training.

School of Innovation Plan

Bryan Station Middle School

This plan details how our school will improve learning through innovative approaches aimed at changing experiences for students. The focus of the year 1 plan is on development of a “culture of innovation” through implementation of a design thinking process that involves all stakeholders in creative problem-solving. Subsequent plans will evolve from the design thinking process, and be developed and approved at the school level.

During Year 1, with a vote of 70% or more of our staff, we commit to:

- Implement a common design thinking process targeted at binding innovation schools with a structure for systemically and creatively changing learning experiences for students. Our school will incorporate design thinking into our 2013-2014 Professional Development Plan, and develop a plan for implementing the process systemically during the 2013-2014 school year.
- Use the design thinking process to explore the range of potential innovation projects and processes in which our school could engage to radically change school experience for students, leading to improved college/career readiness. Potential innovation projects will focus on one or more of the following areas: personalized learning, development of a system of comprehensive learning supports, world-class knowledge and skills, performance-based learning, anytime/anywhere learning, and student voice/agency.
- By the end of the 2013-2014 school year we commit to the development of an innovation focus and plan for the 2014-2015 school year, with staff approval reflected in a 70% or greater approval.
- Use the design thinking process to develop a continuously evolving plan that is focused on creating learning experiences based on students’ needs, teacher/student voice, and student performance.

School Application

School name: Bryan Station Middle School

1. School Rationale / Needs Assessment

<p><i>1.1. What is the vision and mission statement of the school?</i></p>	<p>BSMS's Mission Statement -</p> <p>The Mission of Bryan Station Middle School is for students to reach their full potential and succeed in a diverse society through positive relationships and meaningful instruction.</p> <p>PRIDE - Stands for:</p> <p>P - Positive</p> <p>R - Respect</p> <p>I - Integrity</p> <p>D - Determination</p> <p>E - Exemplar</p> <p>The PRIDE acronym is our school's vision statement.</p>
<p><i>1.2. How will innovation status improve the quality of student learning?</i></p>	<p>In many ways schools struggle to create pathways for true innovation because of a fear of failure: when it comes to children and their futures, we simply can't. The paralysis that comes with fear of failure is ironic in that schools routinely miss many, many children, but hesitate to change too much for fear of missing even more. Learning for children isn't about "getting it right" every time. In effective schools students are encouraged to experiment and fail, early and often, as part of the learning process. Before the first airplane took flight, designers learned valuable lessons from initial attempts that didn't work. For our school and district, innovation status opened the conversation around what it means to truly become a learning community, and the notion that for adults <i>and</i> students, failing often and early leads to "getting it right" in the end. Student learning will certainly improve as a result of a thoughtful design process meant to model for students that failure is good--even mandatory--in order for learning to take place.</p>

<p><i>1.3. Provide an overview of how the innovation school process was developed.</i></p>	<p>District staff opened the innovation school process with a presentation at a regularly scheduled administrative team meeting in which all principals were present. At the end of the presentation all schools were offered an opportunity to explore interests in the project. A number of schools expressed interest, and over the following several days district staff members "interviewed" school leadership teams to discuss more fully what the designation meant for participating districts and schools. During those meetings district and school staff discussed some of the early thoughts schools had for innovation plans, with recognition that many of the ideas were already feasible and possible. Many schools opted out of the project on their own, and many were eliminated based on the range of ideas expressed during initial conversations. Based on several factors, including passion for creating and implementing creative changes in schools for the benefit of all students, selected schools were approved by the district instructional leadership team (including the Superintendent), and "invitations" were issued to serve as the first wave of schools in Fayette County's "Innovation Zone."</p> <p>Bryan Station Middle School held a vote on Friday, March 8 with an absentee ballot vote on Monday, March 11 to determine if the staff wanted to begin the initiative. The vote passed with an 87% "Yes" in favor of the beginning stages for the initiative.</p>
<p><i>1.4. Explain specific roles and responsibilities of design team members.</i></p>	<p>The school would like to choose teacher leaders to become a Design Team. The team members would be charged with first coming up with analyzing data to support the first round of movement for innovation. At this point, they would come to the staff for ideas and implement the ideas that are best supported by the data (AIMS Web monitoring, K-Prep, MAP, classroom assessments).</p>
<p><i>1.5. Identify specific barriers that currently impact student achievement.</i></p> <p><i>1.6. Explain how innovation status will help the school</i></p>	<p>The biggest barrier our school faces is the public education culture around doing "school" the way it has always been done. Conversations about making significant changes for student educational experiences are hampered by deeply preconceived notions of how schools work. Current district and school structures designed in the middle of the 20th century are focused on program implementation rather than the learning experiences designed for students.</p> <p>While the school of innovation status in itself is simply a</p>

<p><i>overcome the barriers and/or assist the school in carrying out its mission.</i></p>	<p>designation, the affirmation that our school has entered into a process of putting students, families, teachers and communities together to create revolutionary change sends an important message that, at least in our school, we are able to challenge the status quo. Our district's involvement in that process tells us we have support for our work in challenging other, specific barriers such as school calendars and "time" requirements that don't align with personalized student learning models; staffing issues in which "the best" teacher for a group of students isn't accessible because of certification laws; or assessment pressure from standardized tests that drive instructional practices, rather than immersing students in authentic, community-based learning and assessing their learning through performance tasks. The initial recognition that our school is "innovation ready" enables a much more creative, free conversation around innovation and will allow us to develop a continuously evolving plan that is focused on creating learning experiences based on students needs, student voice, and student performance.</p>
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2. Summary / Overview of School Plan Development

<p><i>2.1 Describe the process for developing this plan. How will the school plan be further developed?</i></p>	<p>Once innovation schools were identified, district staff met with principals/leadership team members to outline the application process and to propose initial thoughts about common elements of innovation plans across all schools. During that conversation schools agreed that a year 1 focus on implementing a common design thinking process would bind innovation schools with a common language and structure for bringing stakeholders to the table and activating student, family, teacher and community voice. Following the initial work with design thinking, district staff proposed that schools agree to use the process to identify specific school needs, and to agree to implement at least one significant innovation initiative beginning in the 2013-2014 school year. Schools assented to those minimal parameters, and took the "template" plan to staff members to add school-specific activities as appropriate.</p>
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3. Innovative Design Components

<p>3.1. Identify innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning.</p>	<p>The heart of our school's year 1 plan is to join other schools in the FCPS Innovation Zone to implement a <i>design thinking process</i> that will allow us to explore the range of potential innovation projects and processes in which our school could engage. The <i>design thinking process</i> is centered on the expectation that problem-solving begins with a deep understanding of the "customer's" needs. In our school the customer is ultimately students, but other legitimate customers include parents/family members, staff members, and members of the community. The <i>design thinking process</i> will be used to structure ongoing, focused conversations aimed at identifying the most critical issues for change as identified by those groups. Important to the <i>design thinking process</i> is that customer groups are not just included as "touch points," but serve as authentic, engaged partners in the work. Students will not only identify issues of importance to them, but will participate with teachers to design creative solutions, select the best solution, and help to create workable prototypes for those solutions. Students will come to the table as partners to review the impact of the work, and help determine if the project is successful enough for full implementation, or to assist in making changes for follow-on attempts. Parents, staff and community members will serve in the same capacities accordingly. In this way our school will implement a strategy common to all innovation schools in the district, but will target further development of the plan by activating voices of the members of our local school community.</p> <p>This focus on engaging students, parents/family members, teachers and community members is critical to development of a culture of innovation in which <i>all</i> stakeholders join together to dream, design, implement and learn about new ways to view the school experience. While our school will certainly focus on issues that affect student achievement, the process itself of including students in a collaborative, creative, critical thinking process will become part of their learning process. Students will help redesign schooling, and learn as they do it.</p> <p>Schools of innovation in Fayette County's innovation Zone will create a new culture for learning and support systems that will allow them to develop customized innovation plans as derived from implementation of the design thinking process. This process will unify students, parent/family members, teachers and</p>
<p>3.2. Identify how the innovative program, model or strategies will improve learning for students.</p>	
<p>3.3. Explain how identified strategies will lead to students who are better prepared for success in life and work.</p>	
<p>3.4 Describe how teachers, parents, and community members will be engaged in the decision-making of the professional learning community.</p>	
<p>3.5 Describe how proposed innovation will result in the creation of rigorous,</p>	

<p><i>innovative, next generation learning opportunities for all students.</i></p> <p><i>3.6 Describe how the proposed innovation will better prepare students for college- and career-readiness.</i></p>	<p>community members in authentic partnerships designed to model collaborative, creative problem solving. While over time our school will certainly look unlike other schools, all schools in the innovation zone will focus their <i>design thinking</i> work on several broad areas:</p> <ul style="list-style-type: none"> • Personalized learning...in which we will explore important technologies, calendar and schedule structures, and instructional methodologies designed to align learning experiences to the dreams and aspirations of our students, as well as their learning readiness in critical curriculum areas. • Comprehensive systems of learning supports...as our school moves toward a personalized learning environment, learning supports will necessarily become personalized as well. Our school will explore options related to certification and staffing, technologies suitable for providing students additional instruction at the time of need, and calendar/schedule options that extend learning time and/or allow for student support outside the traditional school day. • World-class knowledge and skills...with intentionality our curriculum will meet the rigorous standards as presented in the Kentucky Core Academic Standards, but also with the same intentionality incorporate a focus on next generation fluencies (<i>21st Century Fluency Project</i>) and skills (<i>Partnership for 21st Century Skills</i>). • Performance-based learning...we will explore authentic, relevant learning models for our students that place them in the community, collaborating with community members to solve real problems with important solutions. This problem/project-based approach will contextualize learning and integrate content-area strands into a meaningful fashion. • Anytime, anywhere learning...our school will explore technology to realize the goal of allowing students to access learning at the time of need and location of their choosing. We will explore flipping traditional classroom approaches so that students engage in instruction at home, and access teacher assistance at school as they practice their learning; and aligning Kentucky Core Academic Standards to online sources so that students have a menu of resources at their disposal. • Student voice/agency...our school will implement <i>design thinking</i> as a structured process for ensuring students serve
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	<p>as authentic partners in the innovation work of the school. Students will have the primary voices at the table as our school dreams of better ways to help them achieve their goals and aspirations. Design thinking will also empower teachers to think creatively about their work, and to develop effective, practical solutions for the barriers they face.</p>
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4. Student Service Plan

<p>4.1. What is the total number and grade levels of students being serviced by the proposed innovation plan?</p> <p>4.2. Identify the total number of students in special populations and underrepresented groups being serviced by the proposed innovation plan</p>	<p>Schools of innovation in Fayette County's innovation Zone have set personalizing instruction—through blended learning structures—as a critical focus. Personalizing instruction supports the heart of equitable instructional programming, ensuring that every student's work is guided not only by his/her goals and aspirations, but meets him/her at the point of instructional need. Personalizing instruction takes innovation schools away from the "one size fits most" type of instruction that has failed to close achievement gaps, and moves instead to a personalized model that targets the definition of equity and diversity. In this way diversity isn't merely celebrated, it's actively programmed into the planning of the school. Our school will use the <i>design thinking process</i> as the vehicle for exploring this area of innovation.</p> <p>BSMS has 637 students in grades 6-8 who will benefit from this.</p> <p>Racial balance:</p> <ul style="list-style-type: none"> • 46% White • 37% African-American • 11% Hispanic • 0.6% Asian • 5% other <p>Free-and-reduced meal qualifiers:</p> <ul style="list-style-type: none"> • 41% <p>Special Education Learners:</p> <ul style="list-style-type: none"> • 4%
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5. Waiver Requests*

<p>701 KAR 5:140, Section 3(1)</p>	<p>701 KAR 5:140, Section 3(1) governs the District of Innovation application process. The regulation states that implementation of approved applications must start at the beginning of a school year “and at least 180 days from date of submission of an application.” Due to KDE’s revised application deadline of May 1 (which is our application submission date), we are requesting a waiver from the 180 day requirement so that implementation may begin at the beginning of the 2013-14 school year, specifically July 1, 2013.</p>
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*application specifically asks about KRS 160.345 (alternate forms of governance). Our school has no intention of requesting a waiver of KRS 160.345 at this point.

6. Timeline for Implementation

TIMELINE FOR YEAR 1 IMPLEMENTATION

July, 2013 Initial Design Thinking Professional Development

August 2013-May 2014 Design Thinking “experiences” on a bi-weekly basis

School of Innovation Plan

Eastside Technical Center and Locust Trace AgriScience Farm

This plan details how our school will improve learning through innovative approaches aimed at changing experiences for students. The focus of the year 1 plan is on development of a “culture of innovation” through implementation of a design thinking process that involves all stakeholders in creative problem-solving. Subsequent plans will evolve from the design thinking process, and be developed and approved at the school level.

During Year 1, with a vote of 70% or more of our staff, we commit to:

-Implement a common design thinking process targeted at binding innovation schools with a structure for systemically and creatively changing learning experiences for students. Our school will incorporate design thinking into our 2013-2014 Professional Development Plan, and develop a plan for implementing the process systemically during the 2013-2014 school year.

-Use the design thinking process to explore the range of potential innovation projects and processes in which our school could engage to radically change school experience for students, leading to improved college/career readiness. Potential innovation projects will focus on one or more of the following areas: personalized learning, development of a system of comprehensive learning supports, world-class knowledge and skills, performance-based learning, anytime/anywhere learning, and student voice/agency.

-By the end of the 2013-2014 school year we commit to development of an innovation focus and plan for the 2014-2015 school year, with staff approval reflected in a 70% or greater approval.

-Use the design thinking process to develop a continuously evolving plan that is focused on creating learning experiences based on students’ needs, teacher/student voice, and student performance.

School Application

School name: Eastside Technical Center and Locust Trace AgriScience Farm

1. School Rationale / Needs Assessment

<p><i>1.1. What is the vision and mission statement of the school?</i></p>	<p>Mission Statement Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.</p> <p>Vision Statement All students will graduate high school prepared for college and careers ready to excel in a global society. In order to achieve this, <i>we will:</i></p> <ul style="list-style-type: none"> Foster rich and diverse learning experiences that challenge and inspire Foster collaborative community partnerships Foster collaborative family partnerships Foster a student centered school system Foster a culture of caring and mutual respect that supports lifelong learning
<p><i>1.2. How will innovation status improve the quality of student learning?</i></p> <p><i>[Pick the date]</i></p>	<p>In many ways schools struggle to create pathways for true innovation because of a fear of failure: when it comes to children and their futures, we simply can't. The paralysis that comes with fear of failure is ironic in that schools routinely miss many, many children, but hesitate to change too much for fear of missing even more. Learning for children isn't about "getting it right" every time. In effective schools students are encouraged to experiment and fail, early and often, as part of the learning process. Before the first airplane took flight, designers learned valuable lessons from initial attempts that didn't work. For our school and district, innovation status opened the conversation around what it means to truly become a learning community, and the notion that for adults <i>and</i> students, failing often and early leads to "getting it right" in the end. Student learning will certainly improve as a result of a thoughtful design process meant to model for students that failure is good—even mandatory—in order for learning to take place.</p>

<p><i>1.3. Provide an overview of how the innovation school process was developed.</i></p>	<p>District staff opened the innovation school process with a presentation at a regularly scheduled administrative team meeting in which all principals were present. At the end of the presentation all schools were offered an opportunity to explore interests in the project. A number of schools expressed interest, and over the following several days district staff members "interviewed" school leadership teams to discuss more fully what the designation meant for participating districts and schools. During those meetings district and school staff discussed some of the early thoughts schools had for innovation plans, with recognition that many of the ideas were already feasible and possible. Many schools opted out of the project on their own, and many were eliminated based on the range of ideas expressed during initial conversations. Based on several factors, including passion for creating and implementing creative changes in schools for the benefit of all students, selected schools were approved by the district instructional leadership team (including the Superintendent), and "invitations" were issued to serve as the first wave of schools in Fayette County's "Innovation Zone."</p>
<p><i>1.4. Explain specific roles and responsibilities of design team members.</i></p>	<p>Principal- Will act as facilitator</p> <p>Administrative Deans- Coordinator at respective schools (training, site visits, community liaison, professional development).</p> <p>Counselor/Media Specialist/Community Liaison- Professional development coordinator, staff training, community connection and data collection and analysis</p> <p>Teachers- Trainers, model behavior, faculty/staff liaison</p>
<p><i>1.5. Identify specific barriers that currently impact student achievement.</i></p>	<p>The biggest barrier our school faces is the public education culture around doing "school" the way it has always been done. Conversations about making significant changes for student educational experiences are hampered by deeply preconceived notions of how schools work. Current district and school structures designed in the middle of the 20th century are focused on program implementation rather than the learning experiences designed for students.</p>
<p><i>1.6. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its</i></p>	<p>While the school of innovation status in itself is simply a designation, the affirmation that our school has entered into a process of putting students, families, teachers and communities together to create revolutionary change sends an important message that, at least in our school, we are able to challenge the status quo. Our district's involvement in that process tells us we have support for our work in challenging other, specific barriers such as school calendars and "time" requirements that don't align</p>

<p><i>mission.</i></p>	<p>with personalized student learning models; staffing issues in which “the best” teacher for a group of students isn’t accessible because of certification laws; or assessment pressure from standardized tests that drive instructional practices, rather than immersing students in authentic, community-based learning and assessing their learning through performance tasks. The initial recognition that our school is “innovation ready” enables a much more creative, free conversation around innovation and will allow us to develop a continuously evolving plan that is focused on creating learning experiences based on students’ needs, student voice, and student performance.</p>
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2. Summary / Overview of School Plan Development

<p>2.1 Describe the process for developing this plan. How will the school plan be further developed?</p>	<p>Once innovation schools were identified, district staff met with principals/leadership team members to outline the application process and to propose initial thoughts about common elements of innovation plans across all schools. During that conversation schools agreed that a year 1 focus on implementing a common design thinking process would bind innovation schools with a common language and structure for bringing stakeholders to the table and activating student, family, teacher and community voice. Following the initial work with design thinking, district staff proposed that schools agree to use the process to identify specific school needs, and to agree to implement at least one significant innovation initiative beginning in the 2013-2014 school year. Schools assented to those minimal parameters, and took the “template” plan to staff members to add school-specific activities as appropriate.</p>
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3. Innovative Design Components

<p>3.1. Identify innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning.</p>	<p>The heart of our school’s year 1 plan is to join other schools in the FCPS Innovation Zone to implement a <i>design thinking process</i> that will allow us to explore the range of potential innovation projects and processes in which our school could engage. The <i>design thinking process</i> is centered on the expectation that problem-solving begins with a deep understanding of the “customer’s” needs. In our school the customer is ultimately students, but other legitimate customers include parents/family members, staff members, and members of the community. The</p>
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<p>3.2. <i>Identify how the innovative program, model or strategies will improve learning for students.</i></p> <p>3.3. <i>Explain how identified strategies will lead to students who are better prepared for success in life and work.</i></p> <p>3.4 <i>Describe how teachers, parents, and community members will be engaged in the decision-making of the professional learning community.</i></p> <p>3.5 <i>Describe how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students.</i></p> <p>3.6 <i>Describe how the proposed innovation will better prepare students for college- and career-readiness.</i></p>	<p><i>design thinking process</i> will be used to structure ongoing, focused conversations aimed at identifying the most critical issues for change as identified by those groups. Important to the <i>design thinking process</i> is that customer groups are not just included as “touch points,” but serve as authentic, engaged partners in the work. Students will not only identify issues of importance to them, but will participate with teachers to design creative solutions, select the best solution, and help to create workable prototypes for those solutions. Students will come to the table as partners to review the impact of the work, and help determine if the project is successful enough for full implementation, or to assist in making changes for follow-on attempts. Parents, staff and community members will serve in the same capacities accordingly. In this way our school will implement a strategy common to all innovation schools in the district, but will target further development of the plan by activating voices of the members of our local school community.</p> <p>This focus on engaging students, parents/family members, teachers and community members is critical to development of a culture of innovation in which <i>all</i> stakeholders join together to dream, design, implement and learn about new ways to view the school experience. While our school will certainly focus on issues that affect student achievement, the process itself of including students in a collaborative, creative, critical thinking process will become part of their learning process. Students will help redesign schooling, and learn as they do it.</p> <p>Schools of innovation in Fayette County’s innovation Zone will create a new culture for learning and support systems that will allow them to develop customized innovation plans as derived from implementation of the design thinking process. This process will unify students, parent/family members, teachers and community members in authentic partnerships designed to model collaborative, creative problem solving. While over time our school will certainly look unlike other schools, all schools in the innovation zone will focus their <i>design thinking</i> work on several broad areas:</p> <ul style="list-style-type: none"> • Personalized learning...in which we will explore important technologies, calendar and schedule structures, and instructional methodologies designed to align learning experiences to the dreams and aspirations of our students, as well as their learning readiness in critical curriculum areas. • Comprehensive systems of learning supports...as our school moves toward a personalized learning environment, learning supports will necessarily become personalized as
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	<p>well. Our school will explore options related to certification and staffing, technologies suitable for providing students additional instruction at the time of need, and calendar/schedule options that extend learning time and/or allow for student support outside the traditional school day.</p> <ul style="list-style-type: none"> • World-class knowledge and skills...with intentionality our curriculum will meet the rigorous standards as presented in the Kentucky Core Academic Standards, but also with the same intentionality incorporate a focus on next generation fluencies (<i>21st Century Fluency Project</i>) and skills (<i>Partnership for 21st Century Skills</i>). • Performance-based learning...we will explore authentic, relevant learning models for our students that place them in the community, collaborating with community members to solve real problems with important solutions. This problem/project-based approach will contextualize learning and integrate content area strands into a meaningful fashion. • Anytime, anywhere learning...our school will explore technology to realize the goal of allowing students to access learning at the time of need and location of their choosing. We will explore flipping traditional classroom approaches so that students engage in instruction at home and access teacher assistance at school as they practice their learning; and aligning Kentucky Core Academic Standards to online sources so that students have a menu of resources at their disposal. • Student voice/agency...our school will implement <i>design thinking</i> as a structured process for ensuring students serve as authentic partners in the innovation work of the school. Students will have the primary voices at the table as our school dreams of better ways to help them achieve their goals and aspirations. Design thinking will also empower teachers to think creatively about their work, and to develop effective, practical solutions for the barriers they face.
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4. Student Service Plan

<p>4.1. What is the total number and grade levels of students being</p>	<p>Schools of innovation in Fayette County's innovation Zone has set personalizing instruction—through blended learning structures—as a critical focus. Personalizing instruction supports the heart of equitable instructional programming, ensuring that every student's</p>
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<p><i>serviced by the proposed innovation plan?</i></p> <p><i>4.2. Identify the total number of students in special populations and underrepresented groups being serviced by the proposed innovation plan.</i></p>	<p>work is guided not only by his/her goals and aspirations, but meets him/her at the point of instructional need. Personalizing instruction takes innovation schools away from the "one size fits most" type of instruction that has failed to close achievement gaps, and moves instead to a personalized model that targets the definition of equity and diversity. In this way diversity isn't merely celebrated, it's actively programmed into the planning of the school. Our school will use the <i>design thinking process</i> as the vehicle for exploring this area of innovation.</p> <p>This will impact all students that attend Eastside Technical Center and Locust Trace AgriScience Farm. Currently we are serving 446 sophomores through seniors.</p> <p>Racial balance:</p> <ul style="list-style-type: none"> • 64% White • 17% African-American • 16% Hispanic • 0.8% Asian • 2% other <p>Free-and-reduced meal qualifiers:</p> <ul style="list-style-type: none"> • 26% <p>Special Education learners:</p> <ul style="list-style-type: none"> • 8%
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5. Waiver Requests*

<p>701 KAR 5:140, Section 3(1)</p>	<p>701 KAR 5:140, Section 3(1) governs the District of Innovation application process. The regulation states that implementation of approved applications must start at the beginning of a school year "and at least 180 days from date of submission of an application." Due to KDE's revised application deadline of May 1 (which is our application submission date), we are requesting a waiver from the 180 day requirement so that implementation may begin at the</p>
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	beginning of the 2013-14 school year, specifically July 1, 2013.
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*application specifically asks about KRS 160.345 (alternate forms of governance). Our school has no intention of requesting a waiver of KRS 160.345 at this point.

6. Timeline for Implementation

TIMELINE FOR YEAR 1 IMPLEMENTATION

May, 2013 Stakeholder Surveys and student exit interviews

July, 2013 Initial Design Thinking Professional Development

August 2013-May 2014 Design Thinking "experiences" on a bi-weekly basis

School of Innovation Plan

Lexington Traditional Magnet School

This plan details how our school will improve learning through innovative approaches aimed at changing experiences for students. The focus of the year 1 plan is on development of a “culture of innovation” through implementation of a design thinking process that involves all stakeholders in creative problem-solving. Subsequent plans will evolve from the design thinking process, and be developed and approved at the school level.

During Year 1, with a vote of 70% or more of our staff, we commit to:

-Implement a common design thinking process targeted at binding innovation schools with a structure for systemically and creatively changing learning experiences for students. Our school will incorporate design thinking into our 2013-2014 Professional Development Plan, and develop a plan for implementing the process systemically during the 2013-2014 school year.

-Use the design thinking process to explore the range of potential innovation projects and processes in which our school could engage to radically change school experience for students, leading to improved college/career readiness. Potential innovation projects will focus on one or more of the following areas: personalized learning, development of a system of comprehensive learning supports, world-class knowledge and skills, performance-based learning, anytime/anywhere learning, and student voice/agency.

-By the end of the 2013-2014 school year we commit to development of an innovation focus and plan for the 2014-2015 school year, with staff approval reflected in a 70% or greater approval.

-Use the design thinking process to develop a continuously evolving plan that is focused on creating learning experiences based on students’ needs, teacher/student voice, and student performance.

School Application

School name: Lexington Traditional Magnet School (LTMS)

1. School Rationale / Needs Assessment

<p><i>1.1. What is the vision and mission statement of the school?</i></p>	<p>Vision Statement</p> <p>Lexington Traditional Magnet School will achieve a legacy of developing young minds to utilize critical thinking skills in order to creatively approach challenges and embrace diversity. Personal ownership of their academic journey will assist students in becoming self-driven learners and active members of society. Learning at LTMS will reach outside our walls in order for students to develop a global perspective of their future role in protecting and improving the world in which they live.</p> <p>Mission Statement</p> <p>Learning is the mission of LTMS where great minds are developed in Lexington's School of Choice. This is achieved through the delivery of integrated curricula rich in communication and creativity from master teachers who seek continual self and school improvement while providing a climate of mutual respect between the families, the community, and the school. Students will actively participate in their school through engaging technology and arts-enriched lessons as they grow towards academic mastery.</p>
<p><i>1.2. How will innovation status improve the quality of student learning?</i></p>	<p>In many ways schools struggle to create pathways for true innovation because of a fear of failure: when it comes to children and their futures, we simply can't. The paralysis that comes with fear of failure is ironic in that schools routinely miss many, many children, but hesitate to change too much for fear of missing even more. Learning for children isn't about "getting it right" every time. In effective schools students are encouraged to experiment and fail, early and often, as part of the learning process. Before the first airplane took flight, designers learned valuable lessons from initial attempts that didn't work. For our school and district, innovation status opened the conversation around what it means to truly become a learning community, and the notion that for adults <i>and</i> students, failing often and early leads to "getting it right" in the end. Student learning will certainly improve as a result of a thoughtful design process meant to model for students that failure is good—even mandatory—in order for learning to take place.</p>

<p><i>1.3. Provide an overview of how the innovation school process was developed.</i></p>	<p>District staff opened the innovation school process with a presentation at a regularly scheduled administrative team meeting in which all principals were present. At the end of the presentation all schools were offered an opportunity to explore interests in the project. A number of schools expressed interest, and over the following several days district staff members "interviewed" school leadership teams to discuss more fully what the designation meant for participating districts and schools. During those meetings district and school staff discussed some of the early thoughts schools had for innovation plans, with recognition that many of the ideas were already feasible and possible. Many schools opted out of the project on their own, and many were eliminated based on the range of ideas expressed during initial conversations. Based on several factors, including passion for creating and implementing creative changes in schools for the benefit of all students, selected schools were approved by the district instructional leadership team (including the Superintendent), and "invitations" were issued to serve as the first wave of schools in Fayette County's "Innovation Zone."</p> <p>At our school, we introduced the concept in small, team settings so that each person could understand what was being proposed and ask questions. Next, several links were sent out so that staff members could then see what some of the possibilities looked like in other schools that have put plans of innovation in place. At a faculty meeting, the design team presented a Prezi presentation to send a thought provoking message of what this would mean for our students at LTMS. Then, the design team separated and led small group discussions so that staff members would feel more comfortable asking questions and stating what would hold them back from answering "yes" at the vote. Finally, this initial proposal was rolled out to staff so that they could let their voice be heard in a vote whether or not to move forward.</p>
<p><i>1.4. Explain specific roles and responsibilities of design team members.</i></p>	<p>Our design team got together to discuss the readiness survey and to brainstorm what to do at the faculty meeting and how to do it effectively. Here is what they did:</p> <p>The design team presented a Prezi presentation to send a thought provoking message of what this would mean for our students at LTMS. Then, the design team separated and led small group discussions so that staff members would feel more comfortable asking questions and stating what would hold them back from answering "yes" at the vote.</p>

<p><i>1.5. Identify specific barriers that currently impact student achievement.</i></p>	<p>The biggest barrier our school faces is the public education culture around doing "school" the way it has always been done. Conversations about making significant changes for student educational experiences are hampered by deeply preconceived notions of how schools work. Current district and school structures designed in the middle of the 20th century are focused on program implementation rather than the learning experiences designed for students.</p>
<p><i>1.6. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.</i></p>	<p>While the school of innovation status in itself is simply a designation, the affirmation that our school has entered into a process of putting students, families, teachers and communities together to create revolutionary change sends an important message that, at least in our school, we are able to challenge the status quo. Our district's involvement in that process tells us we have support for our work in challenging other, specific barriers such as school calendars and "time" requirements that don't align with personalized student learning models; staffing issues in which "the best" teacher for a group of students isn't accessible because of certification laws; or assessment pressure from standardized tests that drive instructional practices, rather than immersing students in authentic, community-based learning and assessing their learning through performance tasks. The initial recognition that our school is "innovation ready" enables a much more creative, free conversation around innovation and will allow us to develop a continuously evolving plan that is focused on creating learning experiences based on students' needs, student voice, and student performance.</p> <p>Part of our mission states that "Students will actively participate in their school through engaging technology and arts-enriched lessons as they grow towards academic mastery". This process will cause us to analyze our current reality as to whether or not we as a whole school are working together towards our mission. It is happening in our school but it is not a school-wide approach due to people feeling like they haven't had leadership support in the past or some of their ideas came up against a road block when it came to the implementation stage along with some discipline concerns. This will provide a platform that is designed to allow/encourage staff, students, parents, and community members to engage in conversations and planning to enhance student learning. It is a commitment to a collaborative environment to allow staff to try innovative ways to create lifelong learners who</p>

	are actively engaged in their learning.
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2. Summary / Overview of School Plan Development

<p><i>2.1 Describe the process for developing this plan. How will the school plan be further developed?</i></p>	<p>Once innovation schools were identified, district staff met with principals/leadership team members to outline the application process and to propose initial thoughts about common elements of innovation plans across all schools. During that conversation schools agreed that a year 1 focus on implementing a common design thinking process would bind innovation schools with a common language and structure for bringing stakeholders to the table and activating student, family, teacher and community voice. Following the initial work with design thinking, district staff proposed that schools agree to use the process to identify specific school needs, and to agree to implement at least one significant innovation initiative beginning in the 2013-2014 school year. Schools assented to those minimal parameters, and took the "template" plan to staff members to add school-specific activities as appropriate.</p> <p>The school plan will be further developed by setting time aside during the teachers' schedule that has already been assigned. For example, two team meetings a month will be set aside for planning and discussion for the innovation plan. We will also be inviting teachers in during the summer to provide their input, do some training, and begin to shape our plan and give a direction for the school year planning process. We already have a night a month called Parent University where we will have innovation conversations and input from our parents. Again, it will not be anything in addition to the teachers work load already but redefining the purpose for our work. For our students' feedback, we are going to incorporate their part into the Academic Leadership that meets 30 minutes daily. We will modify the monthly lesson plans for this class to incorporate their voice in the innovation discussion. One faculty meeting a month will be geared towards this work. With these strategies being put in place, we will be ready for the first phase of our plan being implemented during the 2014-2015 school year.</p>
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3. Innovative Design Components

<p>3.1. Identify innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning.</p> <p>3.2. <i>Identify how the innovative program, model or strategies will improve learning for students.</i></p> <p>3.3. <i>Explain how identified strategies will lead to students who are better prepared for success in life and work.</i></p> <p>3.4 <i>Describe how teachers, parents, and community members will be engaged in the decision-making of the professional learning community.</i></p> <p>3.5 <i>Describe how proposed innovation will result in the creation of rigorous,</i></p>	<p>The heart of our school's year 1 plan is to join other schools in the FCPS Innovation Zone to implement a <i>design thinking process</i> that will allow us to explore the range of potential innovation projects and processes in which our school could engage. The <i>design thinking process</i> is centered on the expectation that problem-solving begins with a deep understanding of the "customer's" needs. In our school the customer is ultimately students, but other legitimate customers include parents/family members, staff members, and members of the community. The <i>design thinking process</i> will be used to structure ongoing, focused conversations aimed at identifying the most critical issues for change as identified by those groups. Important to the <i>design thinking process</i> is that customer groups are not just included as "touch points," but serve as authentic, engaged partners in the work. Students will not only identify issues of importance to them, but will participate with teachers to design creative solutions, select the best solution, and help to create workable prototypes for those solutions. Students will come to the table as partners to review the impact of the work, and help determine if the project is successful enough for full implementation, or to assist in making changes for follow-on attempts. Parents, staff and community members will serve in the same capacities accordingly. In this way our school will implement a strategy common to all innovation schools in the district, but will target further development of the plan by activating voices of the members of our local school community.</p> <p>This focus on engaging students, parents/family members, teachers and community members is critical to development of a culture of innovation in which <i>all</i> stakeholders join together to dream, design, implement and learn about new ways to view the school experience. While our school will certainly focus on issues that affect student achievement, the process itself of including students in a collaborative, creative, critical thinking process will become part of their learning process. Students will help redesign schooling, and learn as they do it.</p> <p>Schools of innovation in Fayette County's innovation Zone will create a new culture for learning and support systems that will allow them to develop customized innovation plans as derived from implementation of the design thinking process. This process will unify students, parent/family members, teachers and</p>
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<p><i>innovative, next generation learning opportunities for all students.</i></p> <p><i>3.6 Describe how the proposed innovation will better prepare students for college- and career-readiness.</i></p>	<p>community members in authentic partnerships designed to model collaborative, creative problem solving. While over time our school will certainly look unlike other schools, all schools in the innovation zone will focus their <i>design thinking</i> work on several broad areas:</p> <ul style="list-style-type: none"> • Personalized learning...in which we will explore important technologies, calendar and schedule structures, and instructional methodologies designed to align learning experiences to the dreams and aspirations of our students, as well as their learning readiness in critical curriculum areas. • Comprehensive systems of learning supports...as our school moves toward a personalized learning environment, learning supports will necessarily become personalized as well. Our school will explore options related to certification and staffing, technologies suitable for providing students additional instruction at the time of need, and calendar/schedule options that extend learning time and/or allow for student support outside the traditional school day. • World-class knowledge and skills...with intentionality our curriculum will meet the rigorous standards as presented in the Kentucky Core Academic Standards, but also with the same intentionality incorporate a focus on next generation fluencies (<i>21st Century Fluency Project</i>) and skills (<i>Partnership for 21st Century Skills</i>). • Performance-based learning...we will explore authentic, relevant learning models for our students that place them in the community, collaborating with community members to solve real problems with important solutions. This problem/project-based approach will contextualize learning and integrate content area strands into a meaningful fashion. • Anytime, anywhere learning...our school will explore technology to realize the goal of allowing students to access learning at the time of need and location of their choosing. We will explore flipping traditional classroom approaches so that students engage in instruction at home, and access teacher assistance at school as they practice their learning; and aligning Kentucky Core Academic Standards to online sources so that students have a menu of resources at their disposal. • Student voice/agency...our school will implement <i>design thinking</i> as a structured process for ensuring students serve as authentic partners in the innovation work of the school.
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	<p>Students will have the primary voices at the table as our school dreams of better ways to help them achieve their goals and aspirations. Design thinking will also empower teachers to think creatively about their work, and to develop effective, practical solutions for the barriers they face.</p>
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4. Student Service Plan

<p><i>4.1. What is the total number and grade levels of students being serviced by the proposed innovation plan?</i></p> <p><i>4.2. Identify the total number of students in special populations and underrepresented groups being serviced by the proposed innovation plan.</i></p>	<p>Schools of innovation in Fayette County's innovation Zone have set personalizing instruction—through blended learning structures—as a critical focus. Personalizing instruction supports the heart of equitable instructional programming, ensuring that every student's work is guided not only by his/her goals and aspirations, but meets him/her at the point of instructional need. Personalizing instruction takes innovation schools away from the "one size fits most" type of instruction that has failed to close achievement gaps, and moves instead to a personalized model that targets the definition of equity and diversity. In this way diversity isn't merely celebrated, it's actively programmed into the planning of the school. Our school will use the <i>design thinking process</i> as the vehicle for exploring this area of innovation.</p> <p>LTMS has 680 students in grades 6-8 who will benefit from this. We have a diverse population because we pull from almost every elementary school in the district. Below is our ethnic balance as of October 2012:</p> <p>Racial balance:</p> <ul style="list-style-type: none"> • 45% White • 41% African-American • 7% Hispanic • 2% Asian • 5% other <p>Free-and-reduced meal qualifiers:</p> <ul style="list-style-type: none"> • 59%
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	<p>English language learners:</p> <ul style="list-style-type: none"> • 5% <p>Special Education learners:</p> <ul style="list-style-type: none"> • 6%
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5. Waiver Requests*

<p>701 KAR 5:140, Section 3(1)</p>	<p>701 KAR 5:140, Section 3(1) governs the District of Innovation application process. The regulation states that implementation of approved applications must start at the beginning of a school year "and at least 180 days from date of submission of an application." Due to KDE's revised application deadline of May 1 (which is our application submission date), we are requesting a waiver from the 180 day requirement so that implementation may begin at the beginning of the 2013-14 school year, specifically July 1, 2013.</p>
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*application specifically asks about KRS 160.345 (alternate forms of governance). Our school has no intention of requesting a waiver of KRS 160.345 at this point.

6. Timeline for Implementation

TIMELINE FOR YEAR 1 IMPLEMENTATION

Currently, we have some funds available to continue work on building solid PLC foundations within our school. Therefore, we are in a position to have some designing sessions this year. So, we will invite teachers who are interested in beginning this work as soon as the end of March. In July, teachers will be invited to attend a couple of professional development days to continue the design thinking planning and training process. It is on a voluntary basis and if people cannot attend in July we will set aside time during the professional development non flex days to do additional design thinking training as well.

During the 2013-2014 school year, we will have different options for our design thinking process. For staff members, we will incorporate the work into our schedule we already follow but freeing up time for staff to focus on this continual process.

1. One of our faculty meetings each month will focus on design thinking.
 - We can invite key members from our community to work alongside us. i.e Transylvania, The Lyric, etc.
2. At least two team meetings a month will be geared towards team design thinking.
3. A standing agenda item on the monthly department meetings will be design thinking.
4. Parent University will have a small group session geared towards design thinking.
5. Academic Leadership class will incorporate lessons/discussions where students will be included in design thinking.
6. Anyone who wants to attend some WWBCC and MLNA community meetings can include our community in the design thinking.

We will set aside a great deal of time for staff members, students, parents and community members to be a part of this exciting process. Hopefully by incorporating the opportunities into what we already do more parents and community members will see it as an opportunity to contribute.

School of Innovation Plan

Mary Todd Elementary School

This plan details how our school will improve learning through innovative approaches aimed at changing experiences for students. The focus of the year 1 plan is on development of a “culture of innovation” through implementation of a design thinking process that involves all stakeholders in creative problem-solving. Subsequent plans will evolve from the design thinking process, and be developed and approved at the school level.

During Year 1, with a vote of 70% or more of our staff, we commit to:

-Implement a common design thinking process targeted at binding innovation schools with a structure for systemically and creatively changing learning experiences for students. Our school will incorporate design thinking into our 2013-2014 Professional Development Plan, and develop a plan for implementing the process systemically during the 2013-2014 school year.

-Use the design thinking process to explore the range of potential innovation projects and processes in which our school could engage to radically change school experience for students, leading to improved college/career readiness. Potential innovation projects will focus on one or more of the following areas: personalized learning, development of a system of comprehensive learning supports, world-class knowledge and skills, performance-based learning, anytime/anywhere learning, and student voice/agency.

-By the end of the 2013-2014 school year we commit to development of an innovation focus and plan for the 2014-2015 school year, with staff approval reflected in a 70% or greater approval.

-Use the design thinking process to develop a continuously evolving plan that is focused on creating learning experiences based on students’ needs, teacher/student voice, and student performance.

School Application

School name: Mary Todd Elementary School

1. School Rationale / Needs Assessment

<p><i>1.1. What is the vision and mission statement of the school?</i></p>	<p>Mission Statement: Excellence for all in academics, wellness and citizenship.</p> <p><u>Belief Statements:</u> We believe all children can be successful learners and that learning promotes future success in school and life.</p> <p>We believe this can best be accomplished by: Schools, parents, and students working together to create a positive and safe learning environment.</p> <p>Having high expectations so that all students can reach their potential.</p> <p>Helping students overcome obstacles that prevent them from doing their best.</p> <p>Providing many experiences that broaden our children's horizons.</p> <p>We believe the primary purpose of schools is to create challenging, meaningful, and developmentally appropriate work for every student, every day.</p> <p>We believe that students, families, educators, and the community share in the responsibility for learning results.</p>
<p><i>1.2. How will innovation status improve the quality of student learning?</i></p>	<p>In many ways schools struggle to create pathways for true innovation because of a fear of failure: when it comes to children and their futures, we simply can't. The paralysis that comes with fear of failure is ironic in that schools routinely miss many, many children, but hesitate to change too much for fear of missing even more. Learning for children isn't about "getting it right" every time. In effective schools students are encouraged to experiment and fail, early and often, as part of the learning process. Before the first airplane took flight, designers learned valuable lessons from initial attempts that didn't work. For our school and district, innovation status opened the conversation around what it means to truly become a learning community, and the notion that for</p>

	<p>adults <i>and</i> students, failing often and early leads to “getting it right” in the end. Student learning will certainly improve as a result of a thoughtful design process meant to model for students that failure is good—even mandatory—in order for learning to take place.</p> <p>The results of innovation design are infinite in breadth and scope. This is the path which will give us the freedom to close gaps, and equalize access to experiences, language, opportunity, technology, transportation, the community, higher education and the world. With our students, families, staff and community working together we CAN prepare students for future demands, and as we raise the child we raise up the entire family. In this paradigm students have the opportunity to shift from extrinsic to intrinsic motivation.</p>
<p>1.3. Provide an overview of how the innovation school process was developed.</p>	<p>District staff opened the innovation school process with a presentation at a regularly scheduled administrative team meeting in which all principals were present. At the end of the presentation all schools were offered an opportunity to explore interests in the project. A number of schools expressed interest, and over the following several days district staff members “interviewed” school leadership teams to discuss more fully what the designation meant for participating districts and schools. During those meetings district and school staff discussed some of the early thoughts schools had for innovation plans, with recognition that many of the ideas were already feasible and possible. Many schools opted out of the project on their own, and many were eliminated based on the range of ideas expressed during initial conversations. Based on several factors, including passion for creating and implementing creative changes in schools for the benefit of all students, selected schools were approved by the district instructional leadership team (including the Superintendent), and “invitations” were issued to serve as the first wave of schools in Fayette County’s “Innovation Zone.”</p> <p>Mary Todd staff and students have been engaged in conversation about how to literally “blow up” the educational process here. These conversations predated the School of Innovation process. It is clear to us that we must change in a big way for the benefit of our students, families, community and school. We WANT to be the change we want to see in the world!</p> <p>When this opportunity presented itself, we expanded the conversation to more staff, more students and parents. To introduce the innovative school concept we first had our staff complete an activity where they recorded their favorite learning memory from their childhood. This provided a very personal basis to jumpstart the conversation. The memories united our staff in the importance of doing rather than hearing, actively experiencing rather than passively viewing, learning which was the antithesis of “one size fits all.”! Tears were shed during the sharing of these memories. It provided a glaring lens to our current practice; what will our students favorite memory be???</p>

	<p>Next, all staff members generated their top ten list for change. These were synthesized, summarized and shared so that priority areas could be determined. This application was completed as a group process, sent out for review with the rest of the staff for edits, and redistributed until judged worthy.</p> <p>Further, our teachers arranged a meeting with district staff from FCPS to receive further education on this process and what it means for our district and school.</p> <p>Everyone is motivated by the challenge and opportunity!</p>
<p><i>1.4. Explain specific roles and responsibilities of design team members.</i></p>	<p>Design team members facilitated the process by synthesizing data, organizing information, generating ideas, recording ideas and concerns, working with students, talking with parents and community members, and completing the application. In the future we envision the following expanded roles for our design team members:</p> <ol style="list-style-type: none"> 1.) marketing, community liaison, securing community partners 2.) Teacher/Parent: communicate with parents and families. Integrate PTA to include students through the formation of a parent/teacher/student association, (Maybe two groups...parent groups) 3.) Student leadership coordinator, with grade level representatives, redesigned Student council 4.)District liaison 5.)Customer service representative 6.)Administrative assistant 7Student (s) representative <p>Further ideas:</p> <p>Decisions regarding personnel and roles, integrating supplemental duties to this process, rethinking leadership team vs. design team; establishing incentives (both monetary and non-monetary incentives), rethinking specials to accommodate expanded collaboration time between and across grade levels, and in school or out of school scheduling so that teachers are free weekly to innovate.</p>
<p><i>1.5. Identify specific barriers that currently impact student</i></p>	<p>The biggest barrier our school faces is the public education culture around doing "school" the way it has always been done. Conversations about making significant changes for student educational experiences are hampered by deeply preconceived notions of how schools work. Current district and school structures designed in the middle of the 20th century are focused on program implementation rather than the learning</p>

<p><i>achievement.</i></p> <p><i>1.6. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.</i></p>	<p>experiences designed for students.</p> <p>While the school of innovation status in itself is simply a designation, the affirmation that our school has entered into a process of putting students, families, teachers and communities together to create revolutionary change sends an important message that, at least in our school, we are able to challenge the status quo. Our district's involvement in that process tells us we have support for our work in challenging other, specific barriers such as school calendars and "time" requirements that don't align with personalized student learning models; staffing issues in which "the best" teacher for a group of students isn't accessible because of certification laws; or assessment pressure from standardized tests that drive instructional practices, rather than immersing students in authentic, community-based learning and assessing their learning through performance tasks. The initial recognition that our school is "innovation ready" enables a much more creative, free conversation around innovation and will allow us to develop a continuously evolving plan that is focused on creating learning experiences based on students needs, student voice, and student performance.</p> <p>Each decision made must revolve around calculating the best investment of student time to obtain the biggest payoff. Our population must learn to master the core content but in addition we must teach resilience, determination, pride, work ethic, hope, and belief in self to rise above the challenges each student faces.</p> <p>Our families face systemic barriers around mental health, basic needs, resources, nutrition, housing, transportation, and language barriers. Subsequently our students arrive at school lacking social and academic readiness skills that are commensurate with their more advantaged peers. Without intensive time and appropriate instruction, this gap widens through the years. This innovation project permits creative solutions that are problem specific, and unrestricted by conventional thinking.</p>
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2. Summary / Overview of School Plan Development

<p><i>2.1 Describe the process for developing this plan. How will the school plan be further developed?</i></p>	<p>Once innovation schools were identified, district staff met with principals/leadership team members to outline the application process and to propose initial thoughts about common elements of innovation plans across all schools. During that conversation schools agreed that a year 1 focus on implementing a common design thinking process would bind innovation schools with a common language and structure for bringing stakeholders to the table and activating student, family, teacher and community voice.</p>
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	<p>Following the initial work with design thinking, district staff proposed that schools agree to use the process to identify specific school needs, and to agree to implement at least one significant innovation initiative beginning in the 2013-2014 school year. Schools assented to those minimal parameters, and took the "template" plan to staff members to add school-specific activities as appropriate.</p>
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3. Innovative Design Components

<p>3.1. Identify innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning.</p> <p>3.2. <i>Identify how the innovative program, model or strategies will improve learning for students.</i></p> <p>3.3. <i>Explain how identified strategies will lead to students who are better prepared for success in life and work.</i></p> <p>3.4 <i>Describe how teachers, parents, and community members will be engaged in the decision-making of the professional</i></p>	<p>The heart of our school's year 1 plan is to join other schools in the FCPS Innovation Zone to implement a <i>design thinking process</i> that will allow us to explore the range of potential innovation projects and processes in which our school could engage. The <i>design thinking process</i> is centered on the expectation that problem-solving begins with a deep understanding of the "customer's" needs. In our school the customer is ultimately students, but other legitimate customers include parents/family members, staff members, and members of the community. The <i>design thinking process</i> will be used to structure ongoing, focused conversations aimed at identifying the most critical issues for change as identified by those groups. Important to the <i>design thinking process</i> is that customer groups are not just included as "touch points," but serve as authentic, engaged partners in the work. Students will not only identify issues of importance to them, but will participate with teachers to design creative solutions, select the best solution, and help to create workable prototypes for those solutions. Students will come to the table as partners to review the impact of the work, and help determine if the project is successful enough for full implementation, or to assist in making changes for follow-on attempts. Parents, staff and community members will serve in the same capacities accordingly. In this way our school will implement a strategy common to all innovation schools in the district, but will target further development of the plan by activating voices of the members of our local school community.</p> <p>This focus on engaging students, parents/family members, teachers and community members is critical to development of a culture of innovation in which <i>all</i> stakeholders join together to dream, design, implement and learn about new ways to view the school experience. While our school will certainly focus on issues that affect student achievement, the process itself of including students in a collaborative, creative, critical thinking process will become part of their learning process. Students will help redesign schooling, and learn as they do it.</p> <p>Schools of innovation in Fayette County's innovation Zone will create a new culture for learning and support systems that will allow them to develop customized innovation plans as derived from implementation of the design thinking process. This process will unify students,</p>
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<p><i>learning community.</i></p> <p><i>3.5 Describe how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students.</i></p> <p><i>3.6 Describe how the proposed innovation will better prepare students for college- and career-readiness.</i></p>	<p>parent/family members, teachers and community members in authentic partnerships designed to model collaborative, creative problem solving. While over time our school will certainly look unlike other schools, all schools in the innovation zone will focus their <i>design thinking</i> work on several broad areas:</p> <ul style="list-style-type: none"> • Personalized learning...in which we will explore important technologies, calendar and schedule structures, and instructional methodologies designed to align learning experiences to the dreams and aspirations of our students, as well as their learning readiness in critical curriculum areas. • Comprehensive systems of learning supports...as our school moves toward a personalized learning environment, learning supports will necessarily become personalized as well. Our school will explore options related to certification and staffing, technologies suitable for providing students additional instruction at the time of need, and calendar/schedule options that extend learning time and/or allow for student support outside the traditional school day. • World-class knowledge and skills...with intentionality our curriculum will meet the rigorous standards as presented in the Kentucky Core Academic Standards, but also with the same intentionality incorporate a focus on next generation fluencies (<i>21st Century Fluency Project</i>) and skills (<i>Partnership for 21st Century Skills</i>). • Performance-based learning...we will explore authentic, relevant learning models for our students that place them in the community, collaborating with community members to solve real problems with important solutions. This problem/project-based approach will contextualize learning and integrate content area strands into a meaningful fashion. • Anytime, anywhere learning...our school will explore technology to realize the goal of allowing students to access learning at the time of need and location of their choosing. We will explore flipping traditional classroom approaches so that students engage in instruction at home, and access teacher assistance at school as they practice their learning; and aligning Kentucky Core Academic Standards to online sources so that students have a menu of resources at their disposal. • Student voice/agency...our school will implement <i>design thinking</i> as a structured process for ensuring students serve as authentic partners in the innovation work of the school. Students will have the primary voices at the table as our school dreams of better ways to help them achieve their goals and aspirations. Design thinking will also empower teachers to think creatively about their work, and to develop effective, practical solutions for the barriers they face.
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4. Student Service Plan

4.1. What is the total number and grade levels of students being serviced by the proposed innovation plan?

4.2. Identify the total number of students in special populations and underrepresented groups being serviced by the proposed innovation plan.

Schools of innovation in Fayette County's innovation Zone have set personalizing instruction—through blended learning structures—as a critical focus. Personalizing instruction supports the heart of equitable instructional programming, ensuring that every student's work is guided not only by his/her goals and aspirations, but meets him/her at the point of instructional need. Personalizing instruction takes innovation schools away from the "one size fits most" type of instruction that has failed to close achievement gaps, and moves instead to a personalized model that targets the definition of equity and diversity. In this way diversity isn't merely celebrated, it's actively programmed into the planning of the school. Our school will use the *design thinking process* as the vehicle for exploring this area of innovation.

Our program goal is to impact all of our students (437) at all grade levels, Early Start thru 5th grade. We intend to pilot project based learning with small groups of students across grade levels beginning in the Fall of 2013 and to use the data gathered from those groups to determine next steps in using the strategy in a more widespread way in 2014.

Racial balance:

- 36% White
- 39% African-American
- 19% Hispanic
- 0.5% Asian
- 5% other

Free-and-reduced meal qualifiers:

- 62%

Special Education learners:

- 8%

5. Waiver Requests*

701 KAR 5:140, Section 3(1)	701 KAR 5:140, Section 3(1) governs the District of Innovation application process. The regulation states that implementation of approved applications must start at the beginning of a school year "and at least 180 days from date of submission of an application." Due to KDE's revised application deadline of May 1 (which is our application submission date), we are requesting a waiver from the 180 day requirement so that implementation may begin at the beginning of the 2013-14 school year, specifically July 1, 2013.
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*application specifically asks about KRS 160.345 (alternate forms of governance). Our school has no intention of requesting a waiver of KRS 160.345 at this point.

6. Timeline for Implementation

TIMELINE FOR YEAR 1 IMPLEMENTATION

See attached table

Table. Timeline

Professional Development for Innovation
MTE- 2031-14

Innovative thinking	ALL STAFF Design thinking process training	6 hours initial overview hours of planning	District and School Innovative Design teams	June 2013
Planning for implementation of student centered learning activities and opportunities	i.e.- project based learning	6		June 2013
Team building- developing a culture of innovation		3-6	Barbara Connor	June 2013
Ongoing PD- Design Thinking Experiences	ALL STAFF	1 hour	MTE Innovative Design Team	Tactical Tuesdays- 4 th Tuesday of each month- 9/13-5/14 planning sessions

Possible PD delivery options- NOT an all-inclusive list—
Use of Webcast, video, project base, creation of plans via training to reduce the amount of sit and get time, and maximize the time spent doing

School of Innovation Plan

School for the Creative and Performing Arts – Bluegrass(SCAPA)

This plan details how our school will improve learning through innovative approaches aimed at changing experiences for students. The focus of the year 1 plan is on development of a “culture of innovation” through implementation of a design thinking process that involves all stakeholders in creative problem-solving. Subsequent plans will evolve from the design thinking process, and be developed and approved at the school level.

During Year 1, with a vote of 70% or more of our staff, we commit to:

-Implement a common design thinking process targeted at binding innovation schools with a structure for systemically and creatively changing learning experiences for students. Our school will incorporate design thinking into our 2013-2014 Professional Development Plan, and develop a plan for implementing the process systemically during the 2013-2014 school year.

-Use the design thinking process to explore the range of potential innovation projects and processes in which our school could engage to radically change school experience for students, leading to improved college/career readiness. Potential innovation projects will focus on one or more of the following areas: personalized learning, development of a system of comprehensive learning supports, world-class knowledge and skills, performance-based learning, anytime/anywhere learning, and student voice/agency.

-By the end of the 2013-2014 school year we commit to development of an innovation focus and plan for the 2014-2015 school year, with staff approval reflected in a 70% or greater approval.

-Use the design thinking process to develop a continuously evolving plan that is focused on creating learning experiences based on students’ needs, teacher/student voice, and student performance.

School Application

School name: School for the Creative and Performing Arts – Bluegrass (SCAPA)

1. School Rationale / Needs Assessment

<p><i>1.1. What is the vision and mission statement of the school?</i></p>	<p>WE BELIEVE that young people with an excitement for the arts should have the opportunity and encouragement to develop not only a variety of artistic skills, but also their creativity, self-expression, academic potential, intellectual insight, moral character, and sense of community responsibility.</p> <p>WE BELIEVE that sound artistic training, discipline and exposure to the arts help build the qualities of character, judgment, insight and sensitivity so important to good citizenship and to a rewarding life in any vocation the student might choose.</p> <p>THE MISSION of the School for the Creative and Performing Arts is to provide an education for students who are especially talented or interested in the arts. SCAPA provides all students the opportunity to develop to their fullest potential within a fine arts setting. A solid academic foundation is provided and respect for cultural diversity is instilled. The community will gain artists, advocates of the arts, and valued contributors to society as these students make their careers and life choices.</p>
<p><i>1.2. How will innovation status improve the quality of student learning?</i></p>	<p>In many ways schools struggle to create pathways for true innovation because of a fear of failure: when it comes to children and their futures, we simply can't. The paralysis that comes with fear of failure is ironic in that schools routinely miss many, many children, but hesitate to change too much for fear of missing even more. Learning for children isn't about "getting it right" every time. In effective schools, students are encouraged to experiment and fail, early and often, as part of the learning process. Before the first airplane took flight, designers learned valuable lessons from initial attempts that didn't work. For our school and district, innovation status opened the conversation around what it means to truly become a learning community, and the notion that for adults <i>and</i> students, failing often and early leads to "getting it right" in the end. Student learning will certainly improve as a result of a thoughtful design process meant to model for students that failure is good—even mandatory--in order for learning to take place.</p>

	<p>As a school of innovation, SCAPA will be a place of memorable academic and artistic performance experiences where the spotlight of knowledge and understanding shines on the student. Our student-centered and student-directed classrooms will actively engage our learners in real-world, authentic learning projects driven by the 21st century skills of critical thinking, problem solving, communication, and collaboration. These project-based, interdisciplinary, holistic classrooms are designed with uninterrupted blocks of time to promote depth of understanding, not mere coverage of content. True classrooms of the community, they will collaborate both within our building and without to make connections with the past and present in building the future. Within this context, students' perspectives will broaden and their willingness and ability to work cooperatively with others in groups will grow, laying the foundation for useful, future contributions in society.</p>
<p><i>1.3. Provide an overview of how the innovation school process was developed.</i></p>	<p>District staff opened the innovation school process with a presentation at a regularly scheduled administrative team meeting in which all principals were present. At the end of the presentation all schools were offered an opportunity to explore interests in the project. A number of schools expressed interest, and over the following several days district staff members "interviewed" school leadership teams to discuss more fully what the designation meant for participating districts and schools. During those meetings district and school staff discussed some of the early thoughts schools had for innovation plans, with recognition that many of the ideas were already feasible and possible. Many schools opted out of the project on their own, and many were eliminated based on the range of ideas expressed during initial conversations. Based on several factors, including passion for creating and implementing creative changes in schools for the benefit of all students, selected schools were approved by the district instructional leadership team (including the Superintendent), and "invitations" were issued to serve as the first wave of schools in Fayette County's "Innovation Zone."</p> <p>A Q&A session was conducted with SCAPA's faculty in late March and the consensus of the group was an enthusiastic "proceed" with many asking "how quickly can we get started?"</p>
<p><i>1.4. Explain specific roles and responsibilities of design team members.</i></p>	<p>Beth Randolph (Principal)</p> <p>Carla Pleasant (Gifted and Talented Facilitator)</p> <p>Bonnie Conaway (Integration Representative)</p> <p>Nancy Campbell (Arts Team Representative)</p>

	<p>their learning through performance tasks. The initial recognition that our school is "innovation ready" enables a much more creative, free conversation around innovation and will allow us to develop a continuously evolving plan that is focused on creating learning experiences based on students needs, student voice, and student performance.</p> <p>SCAPA frequently experiences barriers to success, but being a school of innovation will lift some of those barriers allowing student progress to flourish. All SCAPA students have been identified as being gifted and/or talented in at least one arts area. Working to connect the students' gifts and talents with the community, SCAPA regularly invites professional artists and craftspeople to perform and/or work with students in an arts area. As a school of innovation we will have more freedom and expectation to do this routinely, freeing up some of the confines of educational certification. Another barrier that will be less restrictive as a school of innovation is our bell schedule. As a school of innovation, we will be able to designate uninterrupted blocks of time for project work, leaving students the time needed to truly engage in their exploration and learning. Similarly, our part-time staff will hopefully have more flexibility to work with our students when needed instead of on the current strict timetable. Effective communication is always a vital component to any project or program. Being an innovative school will necessitate that we disseminate timely and effective information about our programs to all stakeholders. Finally, as a school of innovation, our school could conceivably be in a more favorable position to be eligible for grants. This would give us access to some much-needed funds for supplies and materials and potentially for some large grants to assist in raising capital for our performing arts center. Being a school of innovation, holds much promise for lifting barriers, thus leading the way for better 21st century skill development and more comprehensive student-learning.</p>
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2. Summary / Overview of School Plan Development

<p><i>2.1 Describe the process for developing this plan. How will the school plan be further developed?</i></p>	<p>Once innovation schools were identified, district staff met with principals/leadership team members to outline the application process and to propose initial thoughts about common elements of innovation plans across all schools. During that conversation schools agreed that a year 1 focus on implementing a common design thinking process would bind innovation schools with a common language and structure for bringing stakeholders to the table and activating student,</p>
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	<p>family, teacher and community voice. Following the initial work with design thinking, district staff proposed that schools agree to use the process to identify specific school needs, and to agree to implement at least one significant innovation initiative beginning in the 2013-2014 school year. Schools assented to those minimal parameters, and took the "template" plan to staff members to add school-specific activities as appropriate.</p>
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3. Innovative Design Components

<p>3.1. Identify innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning.</p> <p>3.2. <i>Identify how the innovative program, model or strategies will improve learning for students.</i></p> <p>3.3. <i>Explain how identified strategies will lead to students who are better prepared for success in life and work.</i></p> <p>3.4 <i>Describe how teachers, parents, and community members will be engaged in the decision-making of the professional learning</i></p>	<p>The heart of our school's year 1 plan is to join other schools in the FCPS Innovation Zone to implement a <i>design thinking process</i> that will allow us to explore the range of potential innovation projects and processes in which our school could engage. The <i>design thinking process</i> is centered on the expectation that problem-solving begins with a deep understanding of the "customer's" needs. In our school the customer is ultimately students, but other legitimate customers include parents/family members, staff members, and members of the community. The <i>design thinking process</i> will be used to structure ongoing, focused conversations aimed at identifying the most critical issues for change as identified by those groups. Important to the <i>design thinking process</i> is that customer groups are not just included as "touch points," but serve as authentic, engaged partners in the work. Students will not only identify issues of importance to them, but will participate with teachers to design creative solutions, select the best solution, and help to create workable prototypes for those solutions. Students will come to the table as partners to review the impact of the work, and help determine if the project is successful enough for full implementation, or to assist in making changes for follow-on attempts. Parents, staff and community members will serve in the same capacities accordingly. In this way our school will implement a strategy common to all innovation schools in the district, but will target further development of the plan by activating voices of the members of our local school community.</p> <p>This focus on engaging students, parents/family members, teachers and community members is critical to development of a culture of innovation in which <i>all</i> stakeholders join together to dream, design, implement and learn about new ways to view the school experience. While our school will certainly focus on issues that affect student achievement, the process itself of including students in a collaborative, creative, critical thinking process will</p>
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<p>community.</p> <p>3.5 Describe how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students.</p> <p>3.6 Describe how the proposed innovation will better prepare students for college- and career-readiness.</p>	<p>become part of their learning process. Students will help redesign schooling, and learn as they do it.</p> <p>Schools of innovation in Fayette County's innovation Zone will create a new culture for learning and support systems that will allow them to develop customized innovation plans as derived from implementation of the design thinking process. This process will unify students, parent/family members, teachers and community members in authentic partnerships designed to model collaborative, creative problem solving. While over time our school will certainly look unlike other schools, all schools in the innovation zone will focus their <i>design thinking</i> work on several broad areas:</p> <ul style="list-style-type: none"> • Personalized learning...in which we will explore important technologies, calendar and schedule structures, and instructional methodologies designed to align learning experiences to the dreams and aspirations of our students, as well as their learning readiness in critical curriculum areas. • Comprehensive systems of learning supports...as our school moves toward a personalized learning environment, learning supports will necessarily become personalized as well. Our school will explore options related to certification and staffing, technologies suitable for providing students additional instruction at the time of need, and calendar/schedule options that extend learning time and/or allow for student support outside the traditional school day. • World-class knowledge and skills...with intentionality our curriculum will meet the rigorous standards as presented in the Kentucky Core Academic Standards, but also with the same intentionality incorporate a focus on next generation fluencies (<i>21st Century Fluency Project</i>) and skills (<i>Partnership for 21st Century Skills</i>). • Performance-based learning...we will explore authentic, relevant learning models for our students that place them in the community, collaborating with community members to solve real problems with important solutions. This problem/project-based approach will contextualize learning and integrate content area strands into a meaningful fashion. • Anytime, anywhere learning...our school will explore technology to realize the goal of allowing students to access learning at the time of need and location of their choosing. We will explore flipping traditional classroom approaches so that students engage in instruction at home, and access teacher assistance at school as they practice
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	<p>their learning; and aligning Kentucky Core Academic Standards to online sources so that students have a menu of resources at their disposal.</p> <ul style="list-style-type: none"> • Student voice/agency... our school will implement <i>design thinking</i> as a structured process for ensuring students serve as authentic partners in the innovation work of the school. Students will have the primary voices at the table as our school dreams of better ways to help them achieve their goals and aspirations. Design thinking will also empower teachers to think creatively about their work, and to develop effective, practical solutions for the barriers they face.
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4. Student Service Plan

<p>4.1. <i>What is the total number and grade levels of students being serviced by the proposed innovation plan?</i></p> <p>4.2. <i>Identify the total number of students in special populations and underrepresented groups being serviced by the proposed innovation plan.</i></p>	<p>Schools of innovation in Fayette County's innovation Zone have set personalizing instruction—through blended learning structures—as a critical focus. Personalizing instruction supports the heart of equitable instructional programming, ensuring that every student's work is guided not only by his/her goals and aspirations, but meets him/her at the point of instructional need. Personalizing instruction takes innovation schools away from the "one size fits most" type of instruction that has failed to close achievement gaps, and moves instead to a personalized model that targets the definition of equity and diversity. In this way diversity isn't merely celebrated, it's actively programmed into the planning of the school. Our school will use the <i>design thinking process</i> as the vehicle for exploring this area of innovation:</p> <p>Being a school of innovation will impact the whole school. Our building houses 276 fourth through eighth grade students and all will benefit and be a part of our innovative approaches and programs.</p> <p>Racial balance:</p> <ul style="list-style-type: none"> • 81% White • 6% African-American • 3% Hispanic • 7% Asian • 3% other <p>Free-and-reduced meal qualifiers:</p>
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	<ul style="list-style-type: none"> • 4%
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5. Waiver Requests*

<p>701 KAR 5:140, Section 3(1)</p>	<p>701 KAR 5:140, Section 3(1) governs the District of Innovation application process. The regulation states that implementation of approved applications must start at the beginning of a school year "and at least 180 days from date of submission of an application." Due to KDE's revised application deadline of May 1 (which is our application submission date), we are requesting a waiver from the 180 day requirement so that implementation may begin at the beginning of the 2013-14 school year, specifically July 1, 2013.</p>
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*application specifically asks about KRS 160.345 (alternate forms of governance). Our school has no intention of requesting a waiver of KRS 160.345 at this point.

6. Timeline for Implementation

TIMELINE FOR YEAR 1 IMPLEMENTATION

July, 2013 Initial Design Thinking Professional Development

August 2013-May 2014 Design Thinking "experiences" on a bi-weekly basis

School of Innovation Plan

The Learning Center at Linlee

This plan details how our school will improve learning through innovative approaches aimed at changing experiences for students. The focus of the year 1 plan is on development of a “culture of innovation” through implementation of a design thinking process that involves all stakeholders in creative problem-solving. Subsequent plans will evolve from the design thinking process, and be developed and approved at the school level.

During Year 1, with a vote of 70% or more of our staff, we commit to:

-Implement a common design thinking process targeted at binding innovation schools with a structure for systemically and creatively changing learning experiences for students. Our school will incorporate design thinking into our 2013-2014 Professional Development Plan, and develop a plan for implementing the process systemically during the 2013-2014 school year.

-Use the design thinking process to explore the range of potential innovation projects and processes in which our school could engage to radically change school experience for students, leading to improved college/career readiness. Potential innovation projects will focus on one or more of the following areas: personalized learning, development of a system of comprehensive learning supports, world-class knowledge and skills, performance-based learning, anytime/anywhere learning, and student voice/agency.

-By the end of the 2013-2014 school year we commit to development of an innovation focus and plan for the 2014-2015 school year, with staff approval reflected in a 70% or greater approval.

-Use the design thinking process to develop a continuously evolving plan that is focused on creating learning experiences based on students’ needs, teacher/student voice, and student performance.

School Application

School name: The Learning Center at Linlee

1. School Rationale / Needs Assessment

<p><i>1.1. What is the vision and mission statement of the school?</i></p>	<p>The Learning Center's (TLC) mission is to create a learning community that redefines the future of schooling by providing students with college/career experiences in addition to readiness; empowering student voice and leadership; personalizing learning; measuring growth of the whole child via cognitive, conative, and affective domains; providing project/problem based instruction that allows for a distinctively different interaction between teachers, field professionals, and college professors; blurring traditional content lines via interdisciplinary projects; providing up-to-date feedback on student progress via mastery learning; building professional student portfolios; empowering all stakeholders to utilize their talents/gifts to impact community and world; providing anytime, anywhere learning opportunities; and building a system that values the process of growth in programs, ideas, and individuals by encouraging experimentation and global sharing of ideas.</p> <p>Vision: TLC students and teachers are empowered problem solvers, inventors, innovators, and leaders of a 21st century, global society.</p>
<p><i>1.2. How will innovation status improve the quality of student learning?</i></p>	<p>In many ways schools struggle to create pathways for true innovation because of a fear of failure and a lack of innovative resource utilization: when it comes to children and their futures, we simply can't. The paralysis that comes with fear of failure is ironic in that schools routinely miss many, many children, but hesitate to change too much for fear of missing even more. Learning for children isn't about "getting it right" every time. In effective schools students are encouraged to experiment and fail, early and often, as part of the learning process. Before the first airplane took flight, designers learned valuable lessons from initial attempts that didn't work. For our school and district, innovation status opened the conversation around what it means to truly become a learning community, and the notion that for adults <i>and</i> students, failing often and early leads to "getting it right" in the end. Student learning will certainly improve as a result of a thoughtful design</p>

	<p>process meant to model for students that failure is good—even mandatory—in order for learning to take place.</p>
<p><i>1.3. Provide an overview of how the innovation school process was developed.</i></p>	<p>District staff opened the innovation school process with a presentation at a regularly scheduled administrative team meeting in which all principals were present. At the end of the presentation all schools were offered an opportunity to explore interests in the project. A number of schools expressed interest, and over the following several days district staff members “interviewed” school leadership teams to discuss more fully what the designation meant for participating districts and schools. During those meetings district and school staff discussed some of the early thoughts schools had for innovation plans, with recognition that many of the ideas were already feasible, possible, or in the works. Many schools opted out of the project on their own, and many were eliminated based on the range of ideas expressed during initial conversations. Based on several factors, including passion for creating and implementing creative changes in schools for the benefit of all students, selected schools were approved by the district instructional leadership team (including the Superintendent), and “invitations” were issued to serve as the first wave of schools in Fayette County’s “Innovation Zone.”</p> <p>The Learning Center at Linlee feels that we have many innovative practices currently in place and wish to pursue and develop further innovative ideas/concepts. 100% of TLC’s faculty approved joining the district’s “school of innovation” designation.</p>
<p><i>1.4. Explain specific roles and responsibilities of design team members.</i></p>	<p>The Learning Center at Linlee utilizes a 360 degree leadership model that empowers students, faculty/staff, and the community to develop projects/programs. Such an approach will redefine restrictive top-down approaches to school design and invite all members of our learning community to contribute during this process. Students, teachers, families, community collaborators will impart their ideas as we progress toward the future business of schools. By eliminating exclusive groups/teams, the wealth of stakeholders’ talents, gifts, knowledge, ideas will move our program in a direction that looks even more like a 21st century workplace and less like a 20th century school. TLC’s administrative team will be directly responsible for building school/community relationships and guiding conversations toward innovation. As we develop the future of schooling, TLC intends to invite innovative businesses and industries to the planning table to more thoroughly define 21st century learning environments.</p>

<p><i>1.5. Identify specific barriers that currently impact student achievement.</i></p> <p><i>1.6. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.</i></p>	<p>The biggest barrier our school faces is the public education culture around doing "school" the way it has always been done. Conversations about making significant changes for student educational experiences are hampered by deeply preconceived notions of how schools work, and/or a limited knowledge of 21st century workplace demands. Current district and school structures designed in the middle of the 20th century are focused on program implementation rather than the learning experiences designed for students; in effect, producing students of outdated business/industry needs rather than partnering and defining with business/industry the student products of a new generation of global competitors.</p> <p>While the school of innovation status in itself is simply a designation, the affirmation that our school has entered into a process of putting students, families, teachers and communities together to create revolutionary change sends an important message that, at least in our school, we are able to challenge the status quo. Our district's involvement in that process tells us we have support for our work in challenging other, specific barriers such as school calendars, "time" requirements, the very nature of student work and lack of real-world professional collaborations that don't align with personalized student learning models; staffing issues in which "the best" teacher for a group of students isn't accessible because of certification laws; or assessment pressure from standardized tests that drive instructional practices and do not account for measuring the whole child, rather than immersing students in authentic, community-based learning and assessing their learning through performance tasks. The initial recognition that our school is "innovation ready" enables a much more creative, free conversation around innovation and will allow us to develop a continuously evolving plan that is focused on creating learning experiences based on students' needs, student voice, student performance and the 21st century global economy.</p>
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2. Summary / Overview of School Plan Development

<p>2.1 Describe the process for developing this plan. How will the school plan be further developed?</p>	<p>Once innovation schools were identified, district staff met with principals/leadership team members to outline the application process and to propose initial thoughts about common elements of innovation plans across all schools. During that conversation schools agreed that a year 1 focus on implementing a common design thinking process would bind innovation schools with a common language and structure for bringing stakeholders to the table and activating student, family, teacher and community voice. Following the initial work with design thinking, district staff proposed that schools agree to use the process to identify specific school needs, and to agree to implement at least one significant innovation initiative beginning in the 2013-2014 school year. The Learning Center at Linlee assented to those minimal parameters, and will utilize an empowerment model that utilizes the strengths of students, teachers, families, and community partnerships to work through the creative process as a means of arriving at products which will define future schools.</p>
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3. Innovative Design Components

<p>3.1. Identify innovative programs, models or strategies which readily support innovation, based on principles of innovation, and student learning.</p> <p>3.2. Identify how the innovative program, model or strategies will improve learning for students.</p> <p>3.3. Explain how</p>	<p>The heart of our school's year 1 plan is to join other schools in the FCPS Innovation Zone to implement a <i>design thinking process</i> that will allow us to explore the range of potential innovation projects and processes in which our school could engage. The <i>design thinking process</i> is centered on the expectation that problem-solving begins with a deep understanding of the "customer's" needs. In our school the customer is ultimately students, but other legitimate customers include parents/family members, staff members, and members of the community. The <i>design thinking process</i> will be used to structure ongoing, focused conversations aimed at identifying the most critical issues for change as identified by those groups. Important to the <i>design thinking process</i> is that customer groups are not just included as "touch points," but serve as authentic, engaged partners in the work. Students will not only identify issues of importance to them, but will participate with teachers to design creative solutions, select the best solution, and help to create workable prototypes for those solutions. Students will come to the table as partners to</p>
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<p><i>identified strategies will lead to students who are better prepared for success in life and work.</i></p> <p><i>3.4 Describe how teachers, parents, and community members will be engaged in the decision-making of the professional learning community.</i></p> <p><i>3.5 Describe how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students.</i></p> <p><i>3.6 Describe how the proposed innovation will better prepare students for college- and career-readiness.</i></p>	<p>review the impact of the work, and help determine if the project is successful enough for full implementation, or to assist in making changes for follow-on attempts. Parents, staff and community members will serve in the same capacities accordingly. In this way our school will implement a strategy common to all innovation schools in the district, but will target further development of the plan by activating voices of the members of our local school community.</p> <p>This focus on engaging students, parents/family members, teachers and community members is critical to development of a culture of innovation in which <i>all</i> stakeholders join together to dream, design, implement and learn about new ways to view the school experience. While our school will certainly focus on issues that affect student achievement, the process itself of including students in a collaborative, creative, critical thinking process will become part of their learning process. Students will help redesign schooling, and learn as they do it.</p> <p>Schools of innovation in Fayette County's innovation Zone will create a new culture for learning and support systems that will allow them to develop customized innovation plans as derived from implementation of the design thinking process. This process will unify students, parent/family members, teachers and community members in authentic partnerships designed to model collaborative, creative problem solving. While over time our school will certainly look unlike other schools, all schools in the innovation zone will focus their <i>design thinking</i> work on several broad areas:</p> <ul style="list-style-type: none"> • Personalized learning...in which we will explore important technologies, calendar and schedule structures, and instructional methodologies designed to align learning experiences to the dreams and aspirations of our students, as well as their learning readiness in critical curriculum areas. • Comprehensive systems of learning supports...as our school moves toward a personalized learning environment, learning supports will necessarily become personalized as well. Our school will explore options related to certification and staffing, technologies suitable for providing students additional instruction at the time of need, and calendar/schedule options that extend learning time and/or allow for student support outside the traditional school day. • World-class knowledge and skills...with intentionality our curriculum will meet the rigorous standards as presented in
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	<p>the Kentucky Core Academic Standards, but also with the same intentionality incorporate a focus on next generation fluencies (<i>21st Century Fluency Project</i>) and skills (<i>Partnership for 21st Century Skills</i>).</p> <ul style="list-style-type: none"> • Performance-based learning...we will explore authentic, relevant learning models for our students that place them in the community, collaborating with community members to solve real problems with important solutions. This problem/project-based approach will contextualize learning and integrate content area strands into a meaningful fashion. • Anytime, anywhere learning...our school will explore technology to realize the goal of allowing students to access learning at the time of need and location of their choosing. We will explore flipping traditional classroom approaches so that students engage in instruction at home, and access teacher assistance at school as they practice their learning; and aligning Kentucky Core Academic Standards to online sources so that students have a menu of resources at their disposal. • Student voice/agency...our school will implement <i>design thinking</i> as a structured process for ensuring students serve as authentic partners in the innovation work of the school. Students will have the primary voices at the table as our school dreams of better ways to help them achieve their goals and aspirations. Design thinking will also empower teachers to think creatively about their work, and to develop effective, practical solutions for the barriers they face. • Student invention/construction...our school will involve students in the ideation, development, and construction of products that serve our larger learning communities by designing technological applications, instructional videos, simulations, tutorials and various other teaching/learning tools.
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4. Student Service Plan

<p>4.1. <i>What is the total number and grade levels of students being</i></p>	<p>Schools of innovation in Fayette County's Innovation Zone have set personalizing instruction—through various learning structures/professional interactions—as a critical focus. Personalizing instruction supports the heart of equitable</p>
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<p><i>serviced by the proposed innovation plan?</i></p> <p><i>4.2. Identify the total number of students in special populations and underrepresented groups being serviced by the proposed innovation plan</i></p>	<p>instructional programming, ensuring that every student's work is guided not only by his/her goals and aspirations, but meets him/her at the point of instructional need. Personalizing instruction takes innovation schools away from the "one size fits most" type of instruction that has failed to close achievement gaps, and moves instead to a personalized model that targets the definition of equity and diversity. In this way diversity isn't merely celebrated, it's actively programmed into the planning of the school. Our school will use the <i>design thinking process</i> as the vehicle for exploring this area of innovation.</p> <p>Our school's plan will affect all 150 students in grades 7 through 12. Because design thinking is the thrust of the plan, all students will be included/affected.</p> <p>Racial balance:</p> <ul style="list-style-type: none"> • 59% White • 35% African-American • 4% Hispanic • 0.6% Asian • 1% other <p>Free-and-reduced meal qualifiers:</p> <ul style="list-style-type: none"> • 31% <p>Special Education learners:</p> <ul style="list-style-type: none"> • 2%
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5. Data/Accountability

<p><i>5.1. Explain how the innovation plan will improve student learning required by the accountability system</i></p> <p><i>5.2 Explain how</i></p>	<p>Year 1's focus is on development of a "culture of innovation" using a common design thinking process aimed at binding innovation schools with a structure for systemically changing learning experiences for students. Year 1 will be an on-going collaborative effort among administrators, teachers, students, parent/families, stakeholders and community members to develop a plan for years 2, 3, 4 and 5. As each annual plan is developed, staff will reflect their assent in a 70% or greater approval prior to submission to the</p>
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<p><i>student learning and performance will be measured by multiple sources of evidence/data.</i></p>	<p>district. TLC will utilize our in-house LifeSupport data collection tool, projects, products, and processes to evaluate students' cognitive, conative, and affective domains. By focusing on more than just standardized tests, we will innovate in the areas of tracking student performance areas that are traditionally overlooked or undervalued. By utilizing multiple sources of evidence/data student achievement will more accurately be assessed, reported, and planned. Student trend data will be tracked over time to provide evidence to evaluate innovative structures while identifying areas of failure, growth, or additional innovation. In following years, our school will begin the process of identifying how best to provide students with immediate feedback for self-assessment, personal planning, learning supports, and achievements.</p>
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6. Outcome for Learning

<p><i>6.1. How will the innovation plan will lead to greater improvement in student learning.</i></p> <p><i>6.2. Explain how the plan addresses educational opportunities for all students and uses non-traditional learning opportunities..</i></p>	<p>TLC's innovation plan will lead to greater improvement in student learning by focusing resources, students, teachers, and community partnerships on reinventing learning experiences. Our plan demonstrates a commitment to equity and diversity of all students by focusing on individualized instruction, student voice/leadership, student ownership, real-world community problem solving, and intentional community partnerships. Our mission is to move beyond traditional school structures, community relationships, and learning experiences to more accurately assess student needs, interests, talents/gifts while utilizing unique partnerships to redefine the business of schools. By the nature of our approach and the size of our school, all students will have access to, participate in, and benefit from the innovation process. By its very nature, year 1 implementation cannot be fully defined in terms of "products," but will serve as a continuation of the design process that TLC has already begun. From these design process sessions, our school will more clearly define non-traditional learning opportunities with and for our students. Following years will more closely define experiential difference between traditional learning environments and innovative ones.</p>
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7. Waiver Requests*

<p>701 KAR 5:140, Section 3(1)</p>	<p>701 KAR 5:140, Section 3(1) governs the District of Innovation application process. The regulation states that implementation of approved applications must start at the beginning of a school year "and at least 180 days from date of submission of an application." Due to KDE's revised application deadline of May 1 (which is our application submission date), we are requesting a waiver from the 180 day requirement so that implementation may begin at the beginning of the 2013-14 school year, specifically July 1, 2013.</p>
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*application specifically asks about KRS 160.345 (alternate forms of governance). Our school has no intention of requesting a waiver of KRS 160.345 at this point.

8. Timeline for Implementation

TIMELINE FOR YEAR 1 IMPLEMENTATION

SEE ATTACHED TABLE

Timeline	Activity
May/June 2013	Design Thinking (small group meetings): Foundational work with teams of teachers on vision/mission of education innovation, Mastery learning
July 2013	Design Thinking (small group meetings): Identification of possible barriers to school innovation, review of current community partnerships and identification of additional community partnerships (for 2013-2014, 2014-2015 focus)
August 2013	Design Thinking (Junior High School/Senior High School Teams): Begin ideation of innovative school structures (class scheduling, bell scheduling, student transition, mastery learning structures)
September 2013	Design Thinking (Whole faculty)
Early Release Day 1	Rethinking community partnerships: Beyond the field trips and guest speakers
Early Release Day 2	Real-world problem identification and community partnership collaborations
October 2013	Design Thinking (Whole faculty)
Early Release Day 1	Problem-based learning and Student voice/empowerment/leadership
Early Release Day 2	Individualized/personalized programming ideation
November 2013	Design Thinking (Senior High/Junior High Teams)
Early Release Day 1	Standards integration, 21st c. skills, World-class knowledge and skills
Early Release Day 2	Cross-disciplinary Planning and Performance-based/Product-based learning/assessment
December 2013	Design Thinking (Whole Group)
Early Release Day 1	Summary/review of semester 1 work and Review/revamp of 2nd semester topics
January 2014	Design Thinking (Whole Group) ***Possible Piloting of 1st Sem. Ideas***
Early Release Day 1	Measurement Tools, Whole-child achievement models (Cognitive, conative, affective)
Early Release Day 2	LifeSupport Program modifications
February 2014	Design Thinking (Whole Group)
Early Release Day 1	Feedback models
Early Release Day 2	Professional portfolios (students), various other student product packaging
March 2014	Design Thinking (Whole Group)

Early Release Day 1	Anytime, anywhere learning supports
Early Release Day 2	2014-2015 School year planning
April 2014	Planning
Early Release Day 1	2014-2015 School year planning
Early Release Day 2	
May 2014	Planning
	2014-2015 School year planning
	Assessment
	2013-2014 Pilot Programs Assessment/Review

FCPS SCHOOL OF INNOVATION APPLICATION AND PLAN STAFF VOTING CONFIRMATION

School: Arlington Elementary

Date of Vote: March 7, 2013

Date of Absentee Voting: March 8, 2013

Voting Conducted By (list name(s) of SBDM council members overseeing the voting process):

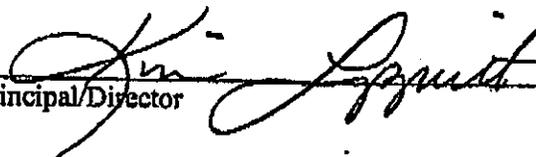
Janice Owens (helped with the count of ballots)

Jennifer Blevins (responsible for staff coming to her and voting and helped with count of ballots)

Kim Lippert (helped with count of ballots)

<p>Total Number of Staff Eligible to Vote: 64</p> <p>Total Number of "Yes" Votes: 59</p> <p>"Yes" Votes as a percentage of total: 89.2%</p> <p>Attach copy of voting sign-in sheet.</p>
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I confirm that the above information is true and accurate to the best of my knowledge and that the voting was conducted in conformity with applicable laws and regulations (KRS 156.108, KRS 160.107 and 701 KAR 5:140).


Principal/Director

ARLINGTON ELEMENTARY
SBDM MINUTES
3-4-12 (Special Called)

Present:

Kim Lippert, Principal/Chair
Janice Owens, Teacher Representative
Debbie Groves, Teacher Representative
Jennifer Blevins, Teacher Representative
Danisha Pratt, Parent Representative

Visitors:

Ben VanderHorst, Fifth Grade/Secretary

The meeting convened at 4:33 p.m. Ben VanderHorst recorded the minutes.

Budget/Staffing

Kim Lippert shared the budget and staffing projections that were distributed to principals last week. The first page details the projected staffing for the school. Currently we are projected to keep the same number of teachers in the building as we currently have. We are increasing our discretionary staff by 0.5 of a teacher. Currently we have 4 teachers that fall in the discretionary category (Science Lab, Music, Art, and Physical Education) with 1 of these teachers being paid for out of Title 1 monies. The second page details the kindergarten allocations for next year. The third page details the supplemental duties for each school. Arlington will be receiving \$13,550 for the next school year. The fourth page shows the SCIF budget that the school uses to run the school. Arlington will be receiving \$38,050.10 for next school year. Arlington's Title 1 allocation for the 2013-2014 school year is \$152,688. Kim Lippert also shared the special education projections for next year. We will keep the same number of teachers and para-educators for next school year. The final sheet details the timeline for budget and staffing within the district.

School of Innovation Application

Kim Lippert shared the School of Innovation plan for Arlington Elementary. This plan will be presented at the staff meeting tomorrow and at a classified meeting tomorrow. This program will allow schools to develop different ways to teach students that may not be found in current classrooms. The first year plan includes the Student Choice Scheduling program which was discussed as a staff. This plan serves as an application to become a school of innovation and we will not find out if we are approved until April. Every year the whole staff will vote on the plan in order to be involved in the program. The council reviewed the plan and made comments and recommendations to Kim Lippert. Kim Lippert shared that she has scheduled a classified meeting at 9:30 tomorrow morning to discuss the plan. Certified staff members will review the plan during the weekly staff meeting tomorrow. The council decided that the school wide vote will take place on Wednesday, March 6 from 8 AM to 3 PM in Jennifer Blevins' room. If any staff members are absent then they will be able to vote until Friday, March 8th at noon. The court is due to the district by Friday, March 8th. The SBDM council will meet Wednesday, March 6th after school to count the votes. Danisha Pratt motioned to approve the plan. Jennifer Blevins seconded the motion.

Adjournment

Jennifer Blevins made a motion to adjourn at 5:56 pm. Danisha Pratt seconded the motion.

**FCPS SCHOOL OF INNOVATION APPLICATION AND PLAN
STAFF VOTING CONFIRMATION**

School: Bryan Station High School

Date of Vote: April 23, 2013

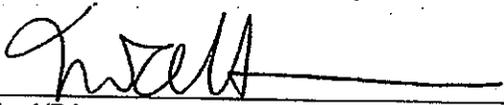
Date of Absentee Voting: April 22 and April 24, 2013

Voting Conducted By (list name(s) of SBDM council members overseeing the voting process):

<u>Michelle Clay</u>	<u>Col. Greg Coker</u>
<u>Lauren Gallicchio</u>	<u></u>
<u></u>	<u></u>

Total Number of Staff Eligible to Vote: 199
Total Number of "Yes" Votes: 155
"Yes" Votes as a percentage of total: 77.9%
Attach copy of voting sign-in sheet.

I confirm that the above information is true and accurate to the best of my knowledge and that the voting was conducted in conformity with applicable laws and regulations (KRS 156.108, KRS 160.107 and 701 KAR 5:140).



Principal/Director

Bryan Station High School
SBDM Special Called Meeting
April 25, 2013
5:30 P.M.

Members Present:

Mike Henderson, Ms. Coleman, Ms. Clay, Mrs. Gallicchio, Mr. Timmons, Mr. Leland, Colonel Coker, Mr. Brown, Mrs. Francis, Mrs. Ball, Ms. Jackson

Motion was made by Ms. Coleman and seconded by Ms. Clay to open the special called meeting.

#1 School of Innovation- Mr. Henderson presented the board with the school innovation information. The voting for the teachers was conducted by sbdm members: Ms. Clay, Mrs. Gallicchio and Colonel Coker. We have 199 staff members eligible to vote. Of these, 179 submitted a ballot! In order for the application to go forward, we needed to have 70% of the 199 vote YES. 77.9% of the teachers and staff submitted a YES vote. Of the 179 people who voted, 89.9% voted YES. Several of the feeder schools are also on board, including BSMS and Carter G. Woodson.

Federal requirements will still be in place for example ACT scores and graduation rates, but some state requirements may be waived.

This is a five year commitment, the first year is a planning, design, training year, and the second year will begin the changes. After design year, the staff will revote on continuing with the program. All of the planning process will have to be presented and approved thru the SBDM board.

Motion was made to vote on the School of Innovation by Ms. Coleman and seconded by Mr. Leland. The vote was unanimous for BSHS to participate in the School of Innovation program.

Motion was made to adjourn by Ms. Clay and seconded by Mrs. Gallicchio.

**FCPS SCHOOL OF INNOVATION APPLICATION AND PLAN
STAFF VOTING CONFIRMATION**

School: Bryan Station Middle School

Date of Vote: Friday, March 8, 2013

Date of Absentee Voting: Monday, March 11, 2013

Voting Conducted By (list name(s) of SBDM council members overseeing the voting process):

Jennifer R. Howell

Total Number of Staff Eligible to Vote: 60

Total Number of "Yes" Votes: 52

"Yes" Votes as a percentage of total: 87%

Attach copy of voting sign-in sheet.

I confirm that the above information is true and accurate to the best of my knowledge and that the voting was conducted in conformity with applicable laws and regulations (KRS 156.108, KRS 160.107 and 701 KAR 5:140).

Lester Diaz

Principal/Director

SBDM Meeting
Wednesday, March 13, 2013

Members Present: Principal Lester Diaz, Vice Principal Max Doak.
Teachers: Amy Nichols, Jennifer Howell, Lisa Cross,
Alan Mayes and Melissa Brewer.
Parents: Ricky Lynn and Sonja Cox.

Others Present: Teachers: Julie Burke, Andrew Werner and Richard Blair.

The meeting was called to order at 5:04 p.m.

I. Review and Approve SBDM Minutes.

The council reviewed the minutes from January 9, 23, and February 14, (email) meetings. Melissa Brewer made a motion to accept the minutes and Lisa Cross seconded the motion. All were in favor and the motion carried.

II. Good News.

The SBDM council would like to offer recognition for the following accomplishments:

- * Boys 7th grade Basketball Team won the District championship.
- * KMEA Band Assessment for 6th 7th and 8th grade students received distinguished ratings.
- * KMEA Orchestra Assessment for 6th 7th and 8th grade students received distinguished ratings.
- * Two 8th grade students advancing to the State Science Fair and three students received honorable mention.
- * One 8th grade student has been selected into the New England Music Camp this summer.
- * BSMS Library earned \$555.00 at the Barnes and Noble Book Fair.
- * The Cheerleaders came in 4th in the cheer contest. They were the smallest group competing. The majority of the students are 6th graders.
- * There is a new mural in the back hallway and Art work displayed in the front office thanks to our Art students.
- * One of our 6th grade students started a "Random Acts of Kindness" campaign in memoriam of the 26 lives lost at Sandy Hook Elementary. The University of KY has adopted the idea and sent it to the district. They are rewarding 5 to 6 tickets to a spring baseball game to students who complete 5 random acts of kindness and turn their card in.

Thank you to all of our students. We are so VERY PROUD of YOU!!!

III. Parent Involvement Policy (1st Reading) – Julie Burke.

Ms. Burke discussed the updated Parent Involvement Policy with the council. Although the Council reviewed the policy previously on January 9, 2013. The Committee met again and reviewed the Parent Involvement Checklist and wanted to provide more opportunities for parent input. Notification was sent home by the phone, email and internet. A draft policy was available in the office and everybody received one with the Title 1 parent survey that was sent home. Ms. Burke reviewed the policy with the council and the checklist was completed. The policy will be submitted as 2012-2013 as well as the 2013-2014 policy. Mr. Mayes made a motion to accept the 1st reading of the policy with the inclusions of a few editing corrections and Sonja Cox seconded the motion. All were in favor and the motion carried.

IV. District Innovation – Mr. Diaz.

Mr. Diaz informed the council that BSMS has the opportunity to become a "School of Innovation. He explained that it would redefine the way that schools would operate and will change the school experience for the student and staff. Mr. Diaz explained it last week to the staff at the faculty meeting and offered some possibilities for our school. He explained that the first year would be writing the ideas and then putting them into place the following year. The faculty voted and 87% approved for BSMS to become a School of Innovation. Mr. Diaz made a motion to turn the Innovation application in to the district. Amy Nichols seconded the motion. All were in favor and the motion carried.

V. Spanish Immersion Field Trip – Lisa Cross.

Ms. Cross informed the council that the Spanish Immersion will be going to Georgetown College on April 16, 2013. They will have the opportunity to visit their Spanish program. Jennifer Howell made a motion to accept the field trip and Sonja Cox seconded the motion. All were in favor and the motion carried.

VI. Scheduling – Mr. Diaz.

Work from the curriculum committee was shared showing the analysis and decision making that has gone into the creation of a schedule for 2013-2014. A power point was shared. The power point started with the results from the staff showing that they overwhelmingly support equal class time. Rationale for different schedules was explained and it was shared that the staff supported the 8 period, 45 minute schedule for 2013-2014. The vote was unanimous from team leaders and the curriculum committee.

VII. Staffing Allocations 2013-2014-Mr. Diaz.

Council reviewed staffing allocations for the 2013-2014 school year. Jennifer Howell made a motion to accept the staffing allocations for 2013-2014 and Melissa Brewer seconded the motion. All were in favor and the motion carried.

*****Council went into CLOSED SESSION at 6:18*****

*****Council went into OPEM SESSION at 6:57*****

VIII. Other Business.

Title 1 District Set Aside Consultation for 2013-- 2014 - Julie Burke.

The council reviewed the proposed plan for the Title 1 District Set Aside Budget. Mr. Diaz made a motion to accept the proposal and Jennifer Howell seconded the motion. All were in favor and the motion carried.

Budget Requests.

Mr. Blair presented budget requests to the council for their approval.

- #1 Purchase of Compass Learning
- #2 Purchase of Calculators
- #3 Purchase of Poster Maker

Following a discussion, Mr. Diaz made a motion to accept the purchase request of Compass Learning and the Calculators. Mr. Doak seconded the motion. All were in favor and the motion carried.

Meeting adjourned at 6:59 PM

The next scheduled meeting is Wednesday, April 10, 2013.

FCPS SCHOOL OF INNOVATION APPLICATION AND PLAN STAFF VOTING CONFIRMATION

School: Lexington Traditional Magnet

Date of Vote: 3/7-3/8

Date of Absentee Voting: 3/8

Voting Conducted By (list name(s) of SBDM council members overseeing the voting process):

Barb Spitz MARSHIE PARSONS

CRYSTAL ESTES HEIDI CONN

MARY ELIZABETH MCKNIGHT CAROLLEA RISK

CECIL TATUM LUCY BLANKENSHIP

JEFF COLES

Total Number of Staff Eligible to Vote:	<u>86</u>
Total Number of "Yes" Votes:	<u>67</u>
"Yes" Votes as a percentage of total:	<u>77.9%</u>
Attach copy of voting sign-in sheet.	

I confirm that the above information is true and accurate to the best of my knowledge and that the voting was conducted in conformity with applicable laws and regulations (KRS 156.108, KRS 160.107 and 701 KAR 5:140).

Sharon L. Trubling
Principal/Director

Lexington Traditional Magnet School

SBDIM Agenda March 7, 2013

Agenda

Call to Order

Review Minutes for February 7, 2013

Review Agenda

Public Input

New Business:

- District of Innovation voting by staff and led by SBDIM
- Staffing 2013-2014 allocations
- Section 6 allocations
- Special called meeting date

Old Business

Adjourn

**Lexington Traditional Magnet School
SBDM Council Minutes
March 7, 2013**

The regular monthly meeting of the School Based Decision Making Council was held on Thursday, March 7, 2013 at 4:30 p.m. in the Library Media Center with the following members present: J. Coles, C. Estes, D. Johnson, S. Nachlinger, M.E. McKnight, C. Rizk, B. Spitz, H. Conn, L. Blankenship, R. Parrigin, M. Parsons, C. Tatum and R. Burns, secretary. Also present was Tyler Dunn. The meeting was called to order at 4:37 p.m. by Ms. Nachlinger.

The minutes of the Special Called Meeting on January 31 and the regular meeting on February 7 were reviewed and upon a motion by C. Estes, were approved as correct. The agenda was reviewed and upon a motion by R. Parrigin, two items added: 1) Budget transfer and 2) Fund Raiser request. The agenda was approved upon a motion by D. Johnson.

PUBLIC INPUT

There was no public input

NEW BUSINESS

Ms. Nachlinger explained about the District of Innovation program. LTMS is one of two middle schools in the district to be considered for the program. The staff will have to approve the program by at least 75% to qualify. Voting is scheduled for March 7th and 8th.

Ms. Nachlinger explained that LTMS has carried forward funds from last year's Section 6 budget. Those funds need to be used by June 30 or they will be lost. D. Johnson made the motion to transfer \$3500 from Section 6 to the General Fund for the purchase of supplies for next year. The motion passed.

A fund raising request from Josh Rayburn was presented for the orchestra students to sell candles from Bumblebee. The profits will be used for electronic instruments, supplies and KMEA festival expenses. The request was approved upon a motion by R. Parrigin.

Ms. Nachlinger reported that based on the projected enrollment for the coming year LTMS will be losing 4.5 teachers and Section 6 funds will be reduced to \$93,426.37. Upon a motion by D. Johnson, the discussion was tabled until a Special Called Meeting on Monday, March 18th.

OLD BUSINESS

There was no Old Business.

The meeting adjourned at 5:44 p.m. upon a motion by R. Parrigin.

Richard Burns, Secretary

**FCPS SCHOOL OF INNOVATION APPLICATION AND PLAN
STAFF VOTING CONFIRMATION**

School: Mary Todd Elementary

Date of Vote: 3/7/13

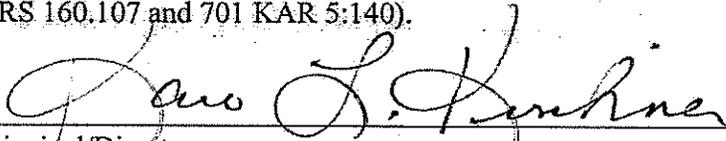
Date of Absentee Voting: 3/5/13

Voting Conducted By (list name(s) of SBDM council members overseeing the voting process):

Erin Spring

Total Number of Staff Eligible to Vote: <u>66 (3 absent)</u>
Total Number of "Yes" Votes: <u>61</u>
"Yes" Votes as a percentage of total: <u>97%</u>
Attach copy of voting sign-in sheet.

I confirm that the above information is true and accurate to the best of my knowledge and that the voting was conducted in conformity with applicable laws and regulations (KRS 156.108, KRS 160.107 and 701 KAR 5:140).


Principal/Director

Mary Todd Elementary
SBDM Council Meeting
March 7, 2013
4:30 p.m. - Conference Room
Minutes

Chairperson: Kari Kirchner

Teacher Members: Johnna Koger-Hall, Erin Spring

Parent Member: Amy Kern, Laura Cunningham

I. Public Agenda

- a) Correspondence- none
- b) Comment- none

II. Approve Agenda- 1st Koger-Hall, 2nd Spring- with needed changes

III. Approve Minutes- 1st Kern, 2nd Cunningham- with needed changes

IV. Title 1 spending plan- \$9467.23 to spend- Priorities: Library Needs (Book Collection), Reading Materials, and Technology

V. Financial Reports

- a) YTD Budget- Approval for PD Budgets (use for stipends and/or substitutes)- 1st Koger-Hall, 2nd Kern
Will review SCIF budget at April meeting (Draft will be completed 3/19)
- b) District Title 1 set aside funds- form to sign
- c) Library budget proposal- Rachel Barcus- See Attached, Budget Request \$8100

VI. Committee Reports- See Attached

VI. Student Achievement-

- a) Innovation Plan voting results and next steps- 97% approval from staff to move forward with innovation plan
Plan was reviewed by SBDM members: See Attached
Plan approved- 1st Cunningham, 2nd Spring
- b) Schoolwide Plan 2013-14- first read
- c) Budget and Staffing for 2013-14- See Attached- Priorities: 1. 6th Intermediate Teacher, 2. Intervention Teacher, 3. .5 SAFE Aide and .5 Office Assistant
- d) Writing proposal approved!- See Attached

VII. Next meeting- Special called to look at final staffing- If needed

VIII. Adjournment- 5:50pm

**FCPS SCHOOL OF INNOVATION APPLICATION AND PLAN
STAFF VOTING CONFIRMATION**

School: The School for the Creative and Performing Arts, Bluegrass (SCAPA)

Date of Vote: Friday, April 19, 2013

Date of Absentee Voting: Monday, April 22, 2013

Voting Conducted By (list name(s) of SBDM council members overseeing the voting process):

Karen Stayton

Kelly Gunn

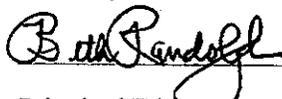
Total Number of Staff Eligible to Vote: 48 people

Total Number of "Yes" Votes: 46 people

"Yes" Votes as a percentage of total: 95.83%

Attach copy of voting sign-in sheet.

I confirm that the above information is true and accurate to the best of my knowledge and that the voting was conducted in conformity with applicable laws and regulations (KRS 156.108, KRS 160



Principal/Director

THE SCHOOL FOR THE CREATIVE AND PERFORMING ARTS
SBDM COUNCIL MEETING MINUTES
April 30, 2013

- I. **CALL TO ORDER** The meeting was called to order at 4:24 p.m. by Ms. Beth Randolph.

Members present: Beth Randolph, Karen Stayton, Kelly Gunn, Cindy Bennett, and Rita Polzin

Recorder: Bonnie Conaway

- II. **ADOPTION OF AGENDA**

Rita Polzin motioned that the agenda be adopted and Cindy Bennett seconded the motion. The agenda was then approved and accepted.

- III. **APPROVAL OF MINUTES FROM March 26, 2013**

Kelly Gunn motioned that the minutes from March 26, 2013 be approved and Karen Stayton seconded the motion and the minutes were then approved and accepted.

- IV. **NEW BUSINESS**

- 1.) **ITEMS FOR CELEBRATION:** Beth Randolph reported that SCAPA has many things to celebrate:
- *Les Miserables, Jr.* (3-28-13 through 3-30-13) ~ Absolutely superb! One of SCAPA's finest moments
 - Algebra and Geometry Placement Exams (3-26-13 and 3-27-13) ~ Outstanding success rate
 - STLP State Championship Conference (3-28-13)~ Excellent showing; Best Showcase Project from the Region
 - KET Shoot (4-12-13 and 4-13-13) ~ SCAPA, KET, and KY Department of Education collaborated for teacher inservice trainings videos featuring our students as the "students"
 - *Midsummer Night's Dream...* (4-18-13 through 4-20-13)~ Nice job by the students; well attended school shows; poorly attended public shows
 - United States History Museum (4-25-13) ~ Excellent display of U.S. state information and history; well-attended by the school and parents
 - ArtLease (4-19-13) ~ Wonderful ArtLease at SCAPA; well-attended; 26 pieces leased; featured piano students playing music and creative writing students reading original works; hallways fabulously decorated with artwork from all art students
 - Kentucky Folk Festival (4-19-13) ~ Fourth grade students danced, and performed for the Gallery Hop at Christ Church Cathedral; their quilt pieces were displayed too
 - Eight Grade Showcase (4-26-13) ~ Our eighth graders put on a magnificent showcase of their talent for the underclassmen and the SCAPA community
 - Elementary Creative Writing Reading (4-29-13) ~ Fantastic reading in Helm Hall by our elementary creative writing majors; nicely attended event
 - Lexus Eco-Challenge FCBE Recognition (4-29-13) ~ The Fayette County Board of Education recognized our Lexus Eco Challenge winners, giving them a medal and taking their picture

2.) INSTRUCTION/STUDENT ACHIEVEMENT

- Program Review Documents: Documentation of all sections of the three Program Review areas: Arts & Humanities, Writing, and Practical Living/Career Studies, will be submitted to the district level by May 15. Improvements have been made compared to last year's submissions.
- School of Innovation: The faculty of SCAPA voted by secret ballot whether to approve becoming a School of Innovation. All members of the faculty voted and 95.8% of the vote was in favor of becoming a School of Innovation. As a result Kelly Gunn motioned that SCAPA at Bluegrass become a School of innovation and Rita Polzin seconded the motion. The motion was then accepted and approved.
- National Network of School Partnership: Beth Randolph presented information outlining the programs of this national whose goal is to improve student achievement through providing education, resources and support in six key areas. The six key areas are: Parenting, Commitment, Volunteering, Learning at home, Decision making, and Community. More information and discussion will be take place later, but the idea of joining this group was positively received.

3.) SCAPA FINANCES

- Budget Report: Beth Randolph provided the members with an up to date budget report and general ledger that were reviewed with the council members.

4.) SBDM COUNCIL No committee reports

5.) OTHER BUSSINESS

- Field Trip Approval (by email – approved March 29, 2013)
Middle School Band *Music in the Parks Festival*
 - Δ Date: Wednesday, Saturday, May 18, 2013
 - Δ Cost: approximately \$75.00
 - Δ Transportation: Mattingly Tours and Travel
 - Δ Places to Visit: Mason, Ohio and King's Island

V. OLD BUSINESS Upcoming changes in the IC system may include a few of the beneficial capabilities previously discussed in the "CHARMS" system. If the CHARMS systems were to be purchased, it would be paid for by the FOAS. No firm commitment was made.

VI. COUNCIL COMMENT

Capital Campaign: This committee is currently focusing a developing a preliminary "ideal building criteria" as It waits for questions and/or decisions from the School Board.

VII. PUBLIC COMMENT None

VIII. ITEMS FOR NEXT MEETING

- Discuss carry over funds

IX. MEETING ADJOURNED At 5:14 PM. Karan Stayton motioned and Kelly Gunn seconded that the meeting be adjourned.

**FCPS SCHOOL OF INNOVATION APPLICATION AND PLAN
STAFF VOTING CONFIRMATION**

School: The Learning Center at Linlee

Date of Vote: February 27, 2013

Date of Absentee Voting: March 1, 2013

Voting Conducted By (list name(s) of SBDM council members overseeing the voting process):

Ron Chi

Judy Baxter

Total Number of Staff Eligible to Vote: <u>31</u>
Total Number of "Yes" Votes: <u>30</u>
"Yes" Votes as a percentage of total: <u>97%</u>
Attach copy of voting sign-in sheet.

I confirm that the above information is true and accurate to the best of my knowledge and that the voting was conducted in conformity with applicable laws and regulations (KRS 156.108, KRS 160.107 and 701 KAR 5:140).



Principal/Director

**FCPS SCHOOL OF INNOVATION APPLICATION AND PLAN
STAFF VOTING CONFIRMATION**

School: Eastside Technical Center and Locust Trace AgriScience Farm

Date of Vote: March 7, 2013

Date of Absentee Voting: March 8, 2013

Voting Conducted By (list name(s) of SBDM council members overseeing the voting process):

Ray Stanley

Chelsea Mobley

Meredith Reed

Kari McGee

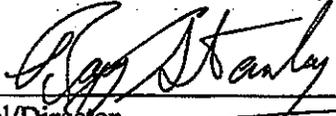
Total Number of Staff Eligible to Vote: 35

Total Number of "Yes" Votes: 33

"Yes" Votes as a percentage of total: 94.29%

Attach copy of voting sign-in sheet.

I confirm that the above information is true and accurate to the best of my knowledge and that the voting was conducted in conformity with applicable laws and regulations (KRS 156.108, KRS 160.107 and 701 KAR 5:140).



Principal/Director