



## District of Innovation Application

March 2013

### Applicant Information

District Name: McCracken County Public Schools

*District Name*

*County/District #*

Address: 435 Berger Road

*Street Address*

Paducah

*City*

Kentucky

*State*

42003

*ZIP Code*

Phone: (270)538-4000

Date of Application: April 2013

Contact Person/Title: Dr. Nancy Moore Waldrop

REQUESTED INITIAL IMPLEMENTATION DATE Fall 2013

### DISTRICT ASSURANCES

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

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

*Mona M. Walden* 4-24  
 Superintendent Date

*[Signature]*  
 Chair, Board of Education Date

## Recommended Process for Districts of Innovation

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

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

## District's Vision/Mission

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

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

**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
District Created School	Innovation Strategies/Models	Goals for Improved Student Outcomes	
McCracken County Visual and Performing Arts School	Visual and Performing Arts Focus intertwined with Common State Core Content; individual student academic performance based groupings and instruction	Reduce the percent of students who perform below proficient on reading on K-Prep. Reduce the percent of students who perform below proficient on English Language Arts on K-Prep. Reduce the percent of students who perform below proficient on math on K-Prep. Increase the number of students who graduate college and career ready. Reduce the number of graduating MCPS students who need remedial courses in college.	

\*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: McCracken County Visual and Performing Arts School

**Rationale/Needs Assessment**

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

## Summary/Overview of School Plan Development

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

Program Component	Guided Questions/Design Considerations
<b>Competency Based Credit</b>	<ul style="list-style-type: none"> <li>▪ Description of how students demonstrate mastery of content and competencies</li> <li>▪ Description of how learning objectives will be measured</li> <li>▪ Description of how personalized learning will be utilized or student voice will be encouraged</li> <li>▪ Description of how support will be differentiated to support individual learning needs</li> <li>▪ Description of how learning outcomes emphasize competencies that empower students to apply and create new knowledge and develop skills and dispositions—with particular focus on college/career readiness</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>▪ Description of how the initiative provides additional opportunities for enrichment, personal growth, and engagement <i>beyond</i> a traditional school day or setting</li> <li>▪ Description of how the program may utilize expanded day/year, before- and after-school programs, Saturday, weekend, and summer programs, distance learning and early childhood initiatives</li> </ul>
<b>Multiple assessments/pathways to graduation</b>	<ul style="list-style-type: none"> <li>▪ Description of how alternate assessment options will be utilized to <i>measure student performance outcomes</i> in non-traditional settings with particular focus on non-traditional educational opportunities such as:               <ul style="list-style-type: none"> <li>▪ Apprenticeships, private instruction, work-study, study in a foreign country, competency-based learning, community service/service learning, independent study and on-line learning opportunities, Early College High Schools, Early Graduation Options</li> </ul> </li> </ul>
<b>Innovative Learning Environment</b>	<ul style="list-style-type: none"> <li>▪ Description of how the learning environment will be created or changed <i>specifically</i> with student learning in mind</li> </ul>
<b>Alternate forms of governance</b>	<ul style="list-style-type: none"> <li>▪ Description of how an alternate form of governance may be utilized, without the guidelines of KRS 160.345</li> <li>▪ Description of how teachers, parents, and community members will be engaged in the decision-making of the professional learning community</li> </ul>
<b>Job classifications</b>	<ul style="list-style-type: none"> <li>▪ Description of how job classifications move beyond the current definition of teacher/instructional assistant, or may provide for an alternative means of compensation other than a single salary schedule.</li> </ul>
<b>Other:</b>	<ul style="list-style-type: none"> <li>▪ Description of how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students</li> <li>▪ Description of how the proposed innovation will better prepare students for college- and career-readiness</li> </ul>

**Student Service Plan**

Proposed Strategy	Expected Outcomes	Sources of Data	Total Number of Students Targeted by Grade Level	Total Number of Students in Special Populations/Underrepresented Group
MCPS Visual and Performance Arts School and educational pipeline with an arts focus.	<p>To Reduce Percentage of Students Performing Below Proficient in all academic areas according to K-PREP.</p> <p>To Increase the Percentage of Students Making at Least One and one half Year's Growth According to K-PREP</p> <p>To increase the number of students who graduate college and career ready</p>	<p>K-PREP EXPLORE MAP Classroom Grades</p>	<p>Elem: 125 Maximum Middle: 175 Maximum High:</p>	<p>SES: Race/Ethnicity: Gender: Disability:</p>
			<p>Elem: Middle: High:</p>	<p>SES: Race/Ethnicity: Gender: Disability:</p>

**District of Innovation Support Plan**

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

**PROFESSIONAL DEVELOPMENT PLAN:**

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

**RESOURCES:**

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

**COMMUNICATION PLAN:**

- Describe the activities/processes the district plans to utilize to communicate the innovation plan to each of the following groups: students, parents and families, staff and faculty, feeder schools, school board members, teachers, teacher organizations/associations, community-based organizations, local philanthropy, and other education partners.
- Describe what has been completed to date to communicate the innovation plan to all stakeholders.

**MONITORING PLAN:**

Data Source	Rationale for selection of data source	How the data source will be used in relation to proposed plan	How the data source will be reviewed over 5 years to gauge implementation success
K-PREP % Above Proficient	Indicators of success for the program.	The data source will be pulled one a year to verify students are meeting academic performance standards.	The school and district will collect K-PREP data each year to measure the success of the program.
K-PREP Student Growth Data	Indicators of success for the program.	The data source will be pulled one a year to verify students are meeting academic performance standards.	The school and district will collect K-PREP data each year to measure the success of the program.
MAP Math Data	An additional indicator for the success of the program.	MAP Math data will be pulled quarterly to insure students are making adequate progress toward the yearly performance goals.	The school and district will collect MAP data quarterly to measure the success of the program.

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



## District of Innovation Application

March 2013

### Applicant Information

District Name: McCracken County Public School District

District Name

McCracken County /  
County/District #

Address: 435 Berger Road

Street Address

Paducah

City

Kentucky

State

42003

ZIP Code

Phone: (270)538-4000

Date of Application:

April 2013

Contact Person/Title: Dr. Nancy Moore Waldrop

REQUESTED INITIAL IMPLEMENTATION DATE August 2013

### DISTRICT ASSURANCES

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

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


  
 \_\_\_\_\_ Date


  
 \_\_\_\_\_ Date

Chair, Board of Education

## 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 21<sup>st</sup> 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
Heath Middle School	Strengthen Math Fluency	To Reduce Percentage of Students Performing Below Proficient in Math According to K-PREP To Increase the Percentage of Students Making at Least One Year's Growth According to K-PREP	Please see attached.
District Created School	Innovation Strategies/Models	Goals for Improved Student Outcomes	

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

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

**School Information**

School Name: Heath Middle School

**Rationale/Needs Assessment**

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

## Summary/Overview of School Plan Development

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

Program Component	Guided Questions/Design Considerations
<b>Competency Based Credit</b>	<ul style="list-style-type: none"> <li>▪ Description of how students demonstrate mastery of content and competencies</li> <li>▪ Description of how learning objectives will be measured</li> <li>▪ Description of how personalized learning will be utilized or student voice will be encouraged</li> <li>▪ Description of how support will be differentiated to support individual learning needs</li> <li>▪ Description of how learning outcomes emphasize competencies that empower students to apply and create new knowledge and develop skills and dispositions—with particular focus on college/career readiness</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>▪ Description of how the initiative provides additional opportunities for enrichment, personal growth, and engagement <i>beyond</i> a traditional school day or setting</li> <li>▪ Description of how the program may utilize expanded day/year, before- and after-school programs, Saturday, weekend, and summer programs, distance learning and early childhood initiatives</li> </ul>
<b>Multiple assessments/pathways to graduation</b>	<ul style="list-style-type: none"> <li>▪ Description of how alternate assessment options will be utilized to <i>measure student performance outcomes</i> in non-traditional settings with particular focus on non-traditional educational opportunities such as:               <ul style="list-style-type: none"> <li>▪ Apprenticeships, private instruction, work-study, study in a foreign country, competency-based learning, community service/service learning, independent study and on-line learning opportunities, Early College High Schools, Early Graduation Options</li> </ul> </li> </ul>
<b>Innovative Learning Environment</b>	<ul style="list-style-type: none"> <li>▪ Description of how the learning environment will be created or changed <i>specifically</i> with student learning in mind</li> </ul>
<b>Alternate forms of governance</b>	<ul style="list-style-type: none"> <li>▪ Description of how an alternate form of governance may be utilized, without the guidelines of KRS 160.345</li> <li>▪ Description of how teachers, parents, and community members will be engaged in the decision-making of the professional learning community</li> </ul>
<b>Job classifications</b>	<ul style="list-style-type: none"> <li>▪ Description of how job classifications move beyond the current definition of teacher/instructional assistant, or may provide for an alternative means of compensation other than a single salary schedule.</li> </ul>
<b>Other:</b>	<ul style="list-style-type: none"> <li>▪ Description of how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students</li> <li>▪ Description of how the proposed innovation will better prepare students for college- and career-readiness</li> </ul>

**Student Service Plan**

Proposed Strategy	Expected Outcomes	Sources of Data	Total Number of Students Targeted by Grade level	Total Number of Students in Special Populations/Underrepresented Group
Increased Math Fluency	To Reduce Percentage of Students Performing Below Proficient in Math According to K-PREP To Increase the Percentage of Students Making at Least One Year's Growth According to K-PREP	K-PREP EXPLORE MAP Classroom Grades	Elem: Middle: 453 High:	SES: Race/Ethnicity: 56 Gender: Male 229 / Female 224 Disability: 35
			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:**

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
K-PREP % Above Proficient in Math	One of two of the primary indicators of success for the program.	The data source will be pulled once per year to measure participating teacher success and to guide the final additional compensation.	The school and district will collect K-PREP data each year to measure the success of the program.
K-PREP Student Growth Data in Math	One of two of the primary indicators of success for the program.	The data source will be pulled once per year to measure participating teacher success and to guide the final additional compensation.	The school and district will collect K-PREP data each year to measure the success of the program.
8 <sup>th</sup> Grade EXPLORE	Will provide data to show if students are meeting benchmarks and if teachers receive bonus because of students' meeting benchmarks.	The data source will be pulled once per year to measure participating teacher success and to guide the bonus compensation.	The school and district will collect 8 <sup>th</sup> grade EXPLORE data each year to measure the success of the program.
MAP Math Data	An additional indicator for the success of the program.	MAP Math data will be pulled quarterly to insure students are making adequate progress toward the yearly performance goals in math.	The school and district will collect MAP Math data quarterly to measure the success of the program.

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

## **District of Innovation: MCPS Visual and Performing Arts School**

The mission for McCracken County Public Schools (MCPS) is for every student to graduate college and career ready, "Focusing on success for the whole child...every child." MCPS requests to develop the McCracken County Public Schools Visual and Performing Arts (VPA) School and educational pipeline also focusing on the arts. The MCPS VPA School will begin serving gifted and talented fourth through eighth grade students in the fall of 2014. The implementation of a Visual and Performing Arts School will allow gifted and talented students to receive the academics they need intertwined with the visual and performing arts such as dance, drama, visual art, vocal music, instrumental music, and other arts. The MCPS VPA School will discover gifts and develop talent within an untapped rural population. The MCPS VPA School is the first step in building a visual and performing arts pipeline that reaches across our school district and across the Commonwealth of Kentucky in our commitment to cultivate the gifts and talents beginning with rural fourth grade students. Core content will be integrated into all visual and performing art courses to support the student's mastery of the Common Core State Standards.

MCPS requests waiving the following MCPS Board Policies and Kentucky Revised Statutes:

- MCPS BOE Policy 08.3 (School calendar)
- MCPS BOE Policy 08.31 (Length of school day)
- KRS 157.360 (5) (Combined grades and maximum class sizes)
- KRS 157.075 (Differentiated compensation plan)
- KRS 158.110 (Transportation of pupils to nearest school)
- KRS 158.070 (School calendar, teachers cannot be required to teach more than the minimum term during the school year.)

The MCPS VPA School teachers will teach to the diverse learning needs of each individual student. The VPS School administrators will cluster students in classes with other students of like abilities and will provide instruction based on skill level and academic performance. For instance, a fourth grade student might be grouped with students in higher grades because they all share the same performance level. Student performance based instruction will improve student mastery of skills, close achievement gaps, and improve college and career readiness. In addition to performance based academic instruction, the VPA School will have an extended school day and an alternate calendar.

The MCPS VPA School will be the only visual and performing arts school west of I-65 in Kentucky and the only VPA School that will serve fourth through eighth grade students in a 265-mile radius. The VPA School will provide a direct educational visual and performing arts pipeline for its students beginning in the fourth grade.

McCracken County Public School families and students have a vast appreciation of the arts. Students from this area seek experiences in the arts. Families have indicated their interest and support of the arts. The MCPS VPA School is a natural

outgrowth of the student and family interest and the growing Gifted and Talented Program.

Beginning in the fall of 2012, MCPS screened every fourth grade student for interest and talent in the visual and performing arts. In prior years, only the students who attended an audition would be screened. Completing screenings in this manner has exponentially increased the number of identified Gifted and Talented students including many who would have been overlooked. Students who are identified as Gifted and Talented will be invited to complete the application process. The VPA School will admit students for their aptitude in the arts, not academic performance. An Advisory Council of educators, post secondary representatives, and local artists will develop and approve the detailed application process.

The VPA School faculty and staff will assess students upon registration and acceptance into the school and will cluster students based on performance levels. Student groups who have like abilities and like performance in core content areas will receive instruction based on their performance in that core content area. All academic instruction will be based on student performance level. Faculty and staff will reassess students quarterly for academic performance and regroup students if need be.

VPA students will enter college without the need for remediation. No longer will students perform below grade level. Providing instruction based on the student's performance level removes multiple barriers for educational success including low self-esteem, frustration, dis-engagement, and boredom.

VPA School students will design their own course load and class schedule with input from families, faculty, and arts mentors. Students will complete their general education course load the same as students from other schools who do not have an arts focus. However, students will choose from a wide variety of visual and performing arts electives to complete their class schedule. Instruction will be based on the Common Core State Standards, while visual and performing arts coursework will be based on gifts, talents, and interests.

MCPS will cultivate post secondary partnerships and develop course articulations to ensure no overlaps in content. MCPS has successfully implemented educational pipelines focusing on engineering, energy technology, and biomedical sciences through Project Lead The Way. The VPA School and educational pipeline will follow the framework of that program.

MCPS will provide professional development to teachers focusing on pedagogy. Teachers will work with high school teachers on preparing middle school students for high school. Teachers will collaborate both vertically and horizontally to enrich their current knowledge of the rigorous Common Core State Standards.

Instructional supervisors, principals, and teachers will collaborate on what professional growth opportunities are needed. Professional growth opportunities will begin in the summer 2014 and will be embedded throughout the school year. Additionally, professional growth opportunities will be provided during after school and evening opportunities as well. Professional learning communities will provide opportunities for teachers to share best practices.

The following tasks will be completed during the first year of the program.

- Advisory Council will develop process for student application and acceptance into the VPA School.
- The Advisory Council will develop the criteria for student performance expectations.
- District and school faculty and staff will secure community partners for additional instruction in the arts.
- District and school faculty and staff will secure post secondary education partners.
- District, school, and representatives from post secondary institutions will develop course articulations for the arts focused educational pipeline.
- District and school administrators will develop the alternative calendar for the VPA School.
- District and school faculty and staff will prepare the VPA School building and facility.
- School administrators will advertise and recruit students.
- District administrators will plan transportation.
- District and school administrators will recruit and train teachers.
- District and school administrators and the VPA School Advisory Council will design curriculum including core content and electives.
- District and school administrators and the VPA School Advisory Council will secure music labs, instruments, and equipment.
- Advisory Council will develop student / parent contract about academic performance, arts performance, and discipline.
- Additional tasks as necessary.

District faculty and staff will complete all the planning necessary to ensure the VPA School will be ready to open in the fall of 2014 and will be equipped to serve up to 300 students.

The MCPS Board of Education supports teachers with the resources needed to successfully provide instruction to all students. The decision to plan a MCPS VPA School is a strong indicator of that support that the Board of Education provides.

MCPS has vacant buildings and facilities that could house the VPA School. These facilities range from smaller, central office buildings, to much larger buildings made vacant by a recent high school consolidation. Buildings meet ADA compliance and follow state guidelines for school facilities. State per-pupil funding as well as federal categorical funding (IDEA and Title I) would support each student as appropriate. State Gifted and Talented funding would be utilized. Regional university partnerships will be developed during year one to provide college practicum students to help teach.

The district employs a curriculum specialist at each school. Each district curriculum specialist will provide job embedded professional development, will assist

teachers in analyzing data, and will provide guidance for new teacher cadres. A district assessment coordinator will help teachers and principals to analyze student assessment data. The director of exceptional children will assist teachers in focusing on GAP students. Technology staff will provide technology support. Federal Title I funding provides additional resources. Other support resources include the elementary and middle school supervisors of instruction, assistant superintendent, and superintendent.

Multiple outside organizations are vested in seeing the MCPS VPA School's come to fruition including the University of Kentucky, the Kentucky Arts Council, The Paducah Renaissance Alliance, and others. All have committed to serve on the VPA Advisory Council and provide guidance and input toward planning a successful VPA School. MCPS will reach out to other regional visual and performing arts organizations to cultivate a list of resources that can be drawn from through the implementation stage of the VPA School. Potential entities include the Nashville Ballet, the Kentucky Center for the Performing Arts, and others.

— The VPA School will increase the percent of students who score below proficient on K-PREP in reading, English language arts, and math. The percentage of students having a “typical or high rate of growth” (*Unbridled Learning Accountability Model, Page 6*) will increase. The VPA School will increase the number of students who graduate from MCPS college and career ready.

McCracken County Public Schools will ensure equitable access to, and participation in, the VPA School for students, teachers, and other program beneficiaries with special needs. The district will ensure non-discrimination based on an individual's gender, race, national origin, color, disability, or age. Any situation in which full and equitable access is impeded will be addressed and a plan of action will be implemented to find a solution to the problem.

Upon receiving District of Innovation status, MCPS will share program information with teachers and parents. Teachers will collaborate with students and their families to revise the Individual Education Plan for each student. Students, their families, and teachers will agree on academic and art performance goals. Teachers will meet with students and their families quarterly to discuss the progress and to make adjustments, if necessary.

## District of Innovation: Math Innovation Program

The mission for McCracken County Public Schools (MCPS) is for every student to graduate college and career ready, "Focusing on success for the whole child...every child." McCracken County Schools has implemented many successful academic programs to prepare students to graduate college and career ready. However, MCPS has struggled district wide to make gains in math.

The following table indicates the need in math.

<b>McCracken County Public Schools Trend Data in Math</b>			
<b>Percent Scoring Below Proficient in Math</b>			
<b>Grade Level</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
5th Grade	27.37%	31%	59.7%
6th Grade	27.41%	29.1%	47.4%
7th Grade	27.99%	24.72%	54.7%
8th Grade	31.44%	31.69%	43.8%
<b>Percent of MCPS Graduates NOT Meeting Math Benchmarks</b>			
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Percentage	52.2%	55.4%	55%

Math achievement is a barrier to our students graduating college and career ready. More than one half of students must take remedial math courses in college. Underachievement in math also creates a ceiling for many students regarding their future career choices.

MCPS requests waiving KRS 157.320 and MCPS Board Policy 03.121 that address the Single Salary Schedule. MCPS requests to implement an additional compensation plan above and beyond the single salary schedule outlined in MCPS Board Policy 03.121. This compensation plan would not be in conflict with the base salary schedule and would not reduce the base salary. MCPS requests flexibility to provide additional compensation to teachers who increase the percent of students who perform above proficient.

MCPS Heath Middle School (HMS) teachers voted to accept additional compensation for increasing the percent of students who perform above proficient on K-PREP and for showing a high rate of growth. McCracken County Public Schools will increase the percent of students who are performing above proficient on K-PREP. In addition, the percentage of students having a "typical or high rate of growth" (*Unbridled Learning Accountability Model, Page 6*) will increase.

McCracken County Public Schools has developed a supplemental compensation program that mirrors the framework of the National Math and Science Initiative (NMSI) grant. From 2009 through the project period of the grant, Advanced Placement teachers were financially compensated for students who scored three or above on Advanced Placement tests. The program was an outstanding achievement in the district in the district. NMSI dramatically increased the number of students who enrolled in AP courses by 75%, increased the number of AP exams completed by 200%, and

increased the number of students who scored a three or above on Advanced Placement exams by 164%.

Heath Middle School will pilot the program with math teachers, beginning fall 2013. The district will provide additional compensation up to a maximum of \$8,980 for each teacher who meets student performance goals. MCPS will explore outside funding sources to supplement the program as it grows and/or expands into other schools.

Heath Middle School's math teachers and sixth, seventh, and eighth grade students will pilot the math innovation program. Emphasis will be placed on the growth and achievement of students who are currently performing below proficiency. Specific professional growth opportunities are included under "Professional Development Plan" below. Teachers will provide students the additional support necessary to ensure at least a year's growth in math. Another result of the student growth will be the increase in the percent of students performing above proficient on K-PREP. Students will develop a strong foundation in mathematics that will prepare them for success in high school as well as college and career.

McCracken County Public Schools will financially compensate teachers for increasing the percentage of students who perform above proficient in math and for increasing student growth for all students in math according to K-PREP. Final evaluation of student K-PREP data will occur in the subsequent fall after the data has been received from the state department of education. Heath Middle School will pilot the program in their math classrooms. The program will serve 434 sixth, seventh, and eight grade students. The student population includes GAP students and special needs students. All students receive math instruction and will participate in the program.

In order for participating teachers to qualify to receive additional compensation, they must first conduct multiple four vertical team meetings with fourth and fifth grade math teachers AND provide students with at least 30 hours of before and after school enrichment in math. Teachers who complete both will qualify to receive the additional compensation.

Teacher compensation will be based on the performance of individual students. Teachers will receive points based on how the student performs on K-PREP. The following chart indicates the points scale.

<b>K-PREP Performance and Point Values</b>	
<b>Student K-PREP Performance</b>	<b>Points</b>
Distinguished (maintained or moved to this level from previous year score)	2
Proficient (maintained or moved to this level from previous year score)	1
Growth at the 40 <sup>th</sup> percentile of higher	2
Moved up at least one stanine on NRT portion of test from previous year	1
<b>Total Points Possible Per Student</b>	<b>5</b>
<b>Each point worth</b>	<b>\$8.00</b>
<b>Maximum amount per student</b>	<b>\$40.00</b>

In addition, teachers have the opportunity to receive a bonus based on the percentage of eighth grade students who make benchmarks of the math portion of the EXPLORE test. The following details the bonus scale.

50% of students make benchmarks of the math portion of the EXPLORE - \$500 Bonus  
60% of students make benchmarks of the math portion of the EXPLORE - \$1000 Bonus  
70% of students make benchmarks of the math portion of the EXPLORE - \$1500 Bonus  
80% of students make benchmarks of the math portion of the EXPLORE - \$2000 Bonus  
90% of students make benchmarks of the math portion of the EXPLORE - \$2500 Bonus

Teachers will receive compensation based on the prior year's results regardless whether they maintain employment or retire.

Professional development focusing on Math Fluency will be provided to teachers during the month of July. Math Fluency incorporates hands-on math skills such as place values including decimals, operations, integers, fractions, percent, algebra, graphing, data management, problem solving, and more. Teachers will engage with high school level teachers on how to prepare middle school students for high school level courses. Collaboration both vertically and horizontally will also occur, providing teachers the opportunity to enrich their current knowledge of the rigorous Common Core State Standards for mathematics.

Professional growth opportunities will be provided based on input from the supervisors, principals, and the teachers' professional development plans. Professional growth opportunities will begin in the summer 2013 and will be embedded throughout the school year. Additionally, professional growth opportunities will be provided during after school and evening opportunities as well. Emphasis will be placed on the growth and achievement of low performing and GAP students. Professional growth opportunities will be provided to all math teachers within the innovation schools. Professional growth opportunities in the form of professional learning communities will continue providing opportunities for teachers to share best practices.

The McCracken County Public Schools Math Innovation Program will be piloted in Heath Middle School beginning in the fall of 2013. Pending notification as a District of Innovation, the district and school will develop a thorough communication plan to inform teachers, parents, the SBDM council, and students about the program. The district and school will collaborate to plan appropriate professional development activities for the summer of 2013 as well as afternoon and evening opportunities throughout the year. Evaluation of student outcome data will occur in the subsequent fall after K-PREP results have been received from the Kentucky Department of Education. The compensation will be made after data has been analyzed.

At the beginning of year two and each subsequent year, district schools that have not come on board will have the opportunity to join the innovation program.

McCracken County Public School administrators are aware of the risk involved in incorporating any form of perceived merit-based pay such as the National Education Association's strong stance against merit-based pay. The requested innovation program is not strictly merit based but instead compensates teachers beyond their board approved base salary.

McCracken County Public Schools will use multiple sources of data to evaluate the outcomes and validity on the Math Innovation Program. K-PREP will be the primary indicator of success. In addition, eighth grade EXPLORE data will indicate how well the program is preparing students for college and career readiness. Finally, although the Measures of Academic Performance (MAP) assessments are not used to determine additional compensation for teachers, MAP math assessment outcomes are used to guide instruction and classroom grades will be analyzed for correlation to growth/achievement.

The MCPS Board of Education supports teachers with the resources needed to successfully provide instruction to all students. The district will provide additional funding to implement the innovative program.

The following professional development activities will be provided to teachers to strengthen their math content knowledge. Teachers will be encouraged to implement research based non-traditional learning opportunities that fully fit the needs of the students they serve. Teachers will receive professional development based on the needs of their students.

The district employs a curriculum specialist at each school. Each district curriculum specialist will provide job embedded professional development, will assist teachers in analyzing data, and will provide guidance for new teacher cadres. A district assessment coordinator will help teachers and principals to analyze student assessment data. The director of exceptional children will assist teachers in focusing on GAP students. Technology staff provide technology support. Federal Title I funding provides additional resources. Other support resources include the Elementary and Middle School Supervisors of Instruction, Assistant Superintendent, and Superintendent.

The district has allocated \$26,940 (3 teachers X \$8980 maximum compensation) during the first year to implement the Math Innovation Program.

The Math Innovation Program will reverse the declining trend in MCPS student math skills. The percent of students who perform above proficient on K-PREP will increase by 25% per year. In addition, the percentage of students having a "typical or high rate of growth" (*Unbridled Learning Accountability Model, Page 6*) will increase.

McCracken County Public Schools will ensure equitable access to, and participation in, the Math Innovation Program for students, teachers, and other program beneficiaries with special needs. The district will insure non-discrimination based on an individual's gender, race, national origin, color, disability, or age. Any situation in which full and equitable access is impeded will be addressed and a plan of action will be implemented to find a solution to the problem.

- Teachers will be encouraged to implement research based non-traditional learning opportunities that fully fit the needs of the students they serve. Teachers will receive professional development based on the needs of their students. Teachers will be encouraged to provide instructional activities outside the classroom.

Heath Middle School's Site Based Council (SBDM) approved the math teacher incentive program, March 2013. The SBDM council facilitated a vote of all Heath Middle

School staff. HMS school faculty unanimously voted in favor of implementation of the DOI Math Initiative. Documentation attached.

Upon receiving District of Innovation status, Heath Middle School's principal and teachers will share program information with teachers and parents. Teachers will collaborate with students and their families to revise the Individual Education Plan for each student. Students, their families, and teachers will agree on academic performance goals for each student. Teachers will meet with students and their families quarterly to discuss the progress and to make adjustments, if necessary.

Record of School Decision Making Council Proceedings Minutes  
**Heath Middle School**

**Type of Meeting:** Regular

**Date:** 3/12/2013

**Time:** 2:00 p.m.

**Location:** Conference Room 209

**Members Present:**

Matthew Blackwell	Principal
Nathan Metzger	Teacher Representative
Brian Schooley	Teacher Representative
Cory Tilford	Teacher Representative
Sheri Tilford	Teacher Representative
Kevin Crider	Parent Representative
Julie Magness	Parent Representative
Wendy Yates	Parent Representative

**Members Absent:**

**Guests and Staff Present:**

**Call to Order:** Mr. Blackwell called the meeting to order at 2:15 p.m.

**Minutes of Previous Meeting:** Brian Schooley made a motion to accept the minutes from the previous meeting as written. Cory Tilford made the second. There was consensus.

**Budget:** Mr. Blackwell gave each member a copy of our budget report. Brian Schooley made a motion to accept the budget report as printed. Kevin Crider made the second. There was consensus.

**Business:**

**Item:** Innovative School/District Grant

**Action Taken:** Each member had a handout explaining the grant that will offer an incentive bonus for student performance for our math teachers. There was discussion. Brian Schooley made a motion for Heath Middle School to pursue participation of the Innovative School/District Grant. Molly Yates made the second. There was consensus. Participation also requires that 70% of the certified staff members of HMS vote approval of the matter and then the application must be approved by the Kentucky Department of Education. A secret ballot vote will be held tomorrow after school.

**Item:** 2013-2014 HMS Curriculum Guide

**Action Taken:** Each member received a copy of the curriculum guide. There was discussion on some of the changes with the courses and the addition of course fees to some of the classes. Cory Tilford made a motion to use this curriculum guide to give out

to students and parents for registration for 2013-2014. Nathan Metzger made the second. There was consensus.

**Item:** 2013-2014 Student Registration

**Action Taken:** Parent Nights will be held for 7<sup>th</sup> and 8<sup>th</sup> grade on March 25 & 26 at 6:00 p.m. and for 6<sup>th</sup> grade on April 9 at 6:00 p.m. Student request registration will be on March 28<sup>th</sup> for 8<sup>th</sup> grade and March 29<sup>th</sup> for 7<sup>th</sup> grade. Next years 6<sup>th</sup> grade students will turn in their registration request forms by April 12, 2013.

**Item:** Parent/Teacher Conferences

**Action Taken:** Mr. Metzger made a motion to hold our spring parent/teacher conferences on Thursday, March 28, 2013 from 4:30-7:30 p.m. Julie Magness made the second. There was consensus.

**Item:** 2013-2014 SBDM Allocation

**Action Taken:** Mr. Blackwell informed the council that at this time our SBDM allocation for 2013-2014 is \$56,990.92. There was discussion. No action taken.

**Item:** HMS Athletic Booster Club

**Action Taken:** There was discussion about the need to establish an athletic booster club for Heath Middle School. Our administration believes that HMS is too small to support individual booster clubs. There will be a meeting on April 16, 2013 at 6:30 p.m. to discuss this matter. This meeting will be for administration, parents, and coaches.

**Item:** HMS Sports Participation

**Action Taken:** Mr. Blackwell handed out a copy of our SBDM Policy 08.00 – Extracurricular Programs to each member. There was discussion about allowing 6<sup>th</sup> grade students to participate on athletic teams at HMS - possibly having JV and Varsity teams in each sport. This matter will be discussed again at our next meeting.

**Item:** Coaching Stipends/Athletic Director Position

**Action Taken:** Mr. Blackwell discussed with the council wanting to add assistant coaching positions/stipends to our football, basketball, and soccer programs. Also, he would like to have a stipend for an athletic director position. There was discussion. No action taken.

**Item:** HMS to HHS Transition

**Action Taken:** Mr. Blackwell gave each member a handout that was sent to the members of the McCracken County Board of Education and Superintendent Dr. Waldrop asking permission to move into HHS building this summer. There was discussion.

**Item:** HMS Fundraising

**Action Taken:** Ideas for fundraising were discussed. Nathan Metzger made a motion not to do an organized fundraiser this spring. Kevin Crider made the second.

Some ideas discussed were to sell Dippin Dots and to have a couple of school dances before the end of the year.

**Agenda Items for Next Meeting:**

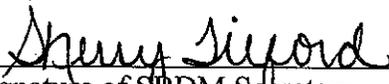
**Next Meeting:**

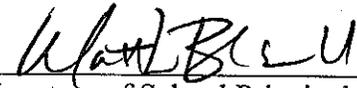
**Date:** April - TBA

**Time:** 2:00

**Location:** Conference Room 209

**Adjournment Time:** 4:00

  
\_\_\_\_\_  
Signature of SBDM Secretary

  
\_\_\_\_\_  
Signature of School Principal

**HMS Faculty Sign In Sheet**  
**March 19, 2013**  
**Faculty Meeting**

23 - Yes  
 0 - NO

**Office**

Matthew Blackwell \_\_\_\_\_  
 Brian Bowland \_\_\_\_\_  
 Michele Schooley \_\_\_\_\_  
 Wes Brown \_\_\_\_\_  
 Sherry Tilford \_\_\_\_\_  
 Debbie Vance \_\_\_\_\_

**6th Grade**

Susan Dowdy \_\_\_\_\_  
 Kim Geveden \_\_\_\_\_  
 Jennifer Lacey \_\_\_\_\_  
 Brandy Roberts \_\_\_\_\_  
 Megan Sears \_\_\_\_\_

**7th Grade**

Melissa Bryan \_\_\_\_\_  
 Britt Ross \_\_\_\_\_  
 Brian Schooley \_\_\_\_\_  
 Sheri Tilford \_\_\_\_\_  
 Amy White \_\_\_\_\_

**8th Grade**

Jason Allard \_\_\_\_\_  
 Courtney Mayes \_\_\_\_\_  
 Nathan Metzger \_\_\_\_\_  
 Heather Thornton \_\_\_\_\_  
 Tammy Weithauf \_\_\_\_\_

**Electives**

Michelle Buchanan \_\_\_\_\_  
 Marianne Byers \_\_\_\_\_  
 Christy Cadwell \_\_\_\_\_  
 Carolyn Crain \_\_\_\_\_  
 Mandy Thompson \_\_\_\_\_  
 Cory Tilford \_\_\_\_\_  
 Jill Vessels \_\_\_\_\_  
 Karen Walker \_\_\_\_\_  
 Caroline Weiland \_\_\_\_\_

**Special Education**

Chris Lacey \_\_\_\_\_  
 Ashley Johnston \_\_\_\_\_  
 Courtney Neel \_\_\_\_\_  
 Jodi Douthitt \_\_\_\_\_  
 Gary Collier \_\_\_\_\_

**Custodial**

Ron Lynch \_\_\_\_\_  
 Mark Hultman \_\_\_\_\_  
 Rita Coley \_\_\_\_\_

**KIDS First Family Resource**

Marilyn Bucy \_\_\_\_\_  
 Leslie Cope \_\_\_\_\_  
 Lacey Metzger \_\_\_\_\_