



## District of Innovation Application

March 2013

### Applicant Information

District Name:	Metcalfe County	425
	<i>District Name</i>	<i>County/District #</i>
Address:	109 Sartfin Dr	42129
	<i>Street Address</i>	<i>ZIP Code</i>
	Edmonton	KY
	<i>City</i>	<i>State</i>
Phone:	( 270) 432-3171	11/13/2015
	<i>Date of Application:</i>	
Contact Person/Title:	Dr. Benny Lile - Superintendent	
REQUESTED INITIAL IMPLEMENTATION DATE	August 2016	

### 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 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. Criminal background check requirements;
  - g. Open records and meetings requirements;
  - h. Purchasing requirements and limitations; or
  - i. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency-based strategies that measure a student's mastery on the curriculum standards, regardless of the amount of instructional time completed.

\*SEE ATTACHMENTS FOR ALL RELEVANT INFORMATION

- 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)
- 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 11-12-15

  
 \_\_\_\_\_  
 Chair, Board of Education Date 11-12-15

# METCALFE COUNTY SCHOOLS

## DISTRICT OF INNOVATION

### District Vision/Mission

At the current time, the Metcalfe County School District is in the beginning stages of developing a three to five year strategic plan. Discussions are currently taking place that will revise the Mission and Vision statements. While it is yet to be finalized the core of the mission statement will revolve around the theme of *Opportunity*...more opportunities and better opportunities for each and every student. This concept will be the anchor point for all decisions. The thought process of ever expanding opportunity is the driving engine behind the innovation work in Metcalfe County Schools. This application process has cemented the belief that expanded opportunities cannot occur without innovation, and innovation cannot occur without bold steps that challenge the status quo.

The District of Innovation (DoI) plan will show how school district personnel will use new and existing technologies and strategies to reach student populations that continue to struggle in our current educational model. Already in partnership with the Center for Innovation in Education on a new finance pilot, state Innovation Lab Network (ILN) program, and the Non-Traditional Instructional Day (NTID) program, the district is prepared to take advantage of all that being a District of Innovation has to offer. District and school leadership stand ready to provide resources and support to those staff members willing to step out and attempt new and exciting initiatives for their students.

Although it is an old and sometimes worn axiom, there is a certain truth to the phrase “Students don’t care how much you know until they know how much you care.” This is even more accurate when working with large numbers of high needs students. While this District of Innovation application will include some specific academic and career/technical initiatives, the ultimate success will hinge upon our ability to make connections with students in ways we have not been able to maximize in the past. Being a District of Innovation will provide new avenues for student success and will encourage faculty and staff to seek out new, bold, and exciting opportunities for our students.

The Metcalfe County School District is well positioned to be considered for District of Innovation designation. The district is currently a part of the Non-Traditional Instructional Day project and is a recipient of a Personalized Learning grant from *Next Generation Learning Challenges*. Through a combination of these endeavors there has been an implementation of the Canvas Learning Management System (LMS). By using Canvas, students in grades 4-12 have been able to experience the very beginnings of what a true system of personalized instruction might look like. Our goal is to grow and expand the program year by year. Being a District of Innovation will assist with the expansion of this program as well, as it provides a catalyst for teachers and students to explore new and exciting ways of learning.

Innovative education calls for innovative methods of content delivery and non-traditional student response mechanisms and products. A full functioning and robust LMS provides both of these opportunities. The Canvas LMS also provides rich analytics that provide benchmark data not only in terms of the level of participation but also in terms of task attainment. Canvas features depth and quality of response options as well.

This application does not include a large number of specific initiatives. Conversely, it is written in terms of setting parameters of operation and support. We will operate from the philosophy that innovation allows for exploration of new and different opportunities for student learning as opposed to a set pattern of projects. The very definition of innovation begs for this type of open application.

The Metcalfe County School District application is built upon three overarching concepts. Those being...Relational – Instructional – Vocational.

### **Program Overview**

#### **Relational –**

The project will have a goal of ultimately touching each child in a more personalized relational model. This will begin by implementing a model student advocate/advisee program in the middle and high school. In the middle school students will be divided into groups of approximately 20 by grade level. A teacher (or other certified administrator) will be assigned to each group of students. He/she will meet with the students at the beginning of the year and will meet at least monthly throughout the year. The teacher will also be responsible for weekly “checkups” with the students including verbal contact as well as grade reviews. The adult will stay with this group of students for the next three years, thus completing their middle school experience.

The same structure will occur at the high school, with the adult staying with the group for four years. The obvious ultimate goal is to build a long and lasting relationship with each student. Students, in turn, will know they have a caring adult in the building that is watching out for them. By staying with a student for up to four years the odds increase of building a meaningful relationship with not only the student but in establishing critical family ties as well.

The advocate will check grades and assignments via Infinite Campus and/or Canvas at the beginning of each week. Should the student be behind or show signs of struggling, the advocate is to make immediate contact with the student and with the instructor of the class(es) if need be. Should the advocate detect serious issues with the student, the appropriate referral will be made (Counselor, Life Skills, etc). Ideally, after the relationship is built over time, the student will come to the advocate as much as the advocate goes to the student. It is expected that the advocate will keep track of individual student activities whether it be extra-curricular participation, outside hobbies, or other interests. The ultimate goal is to build a dynamic, two-way relationship that will thrive and serve as an “anchor” for the student throughout their school years. The program will be measured by a reduction in drop-outs, discipline referrals, and an increase in extra-curricular activities.

At a more discreet level, it is envisioned there will be approximately 20-30 students district wide that are considered “direct target” children. These students will receive specific and intense interventions along with a fully personalized path of academic studies which will include career readiness. There is no question that the need goes beyond this number but many programs have failed trying to be “too much for too many”. Our goal is to focus on the very neediest of our students and do it correctly. The common narrative for these students is a lack of support at home, generally they are transient in nature, and suffer from a lack of basic skills, primarily reading. They exhibit some level of frustration with school and often times, but not always, present some type of discipline problem. At the end of the day, school as we know it is not working for them. The direct target aspect will make effort to provide them with a different and obtainable path to high school success. The district continues to explore external resources such as startempathy.org and bigoak.org for not only specific programmatic ideas but for overarching conceptual designs as well.

For years, the dynamics have been the same...refer for counseling, refer to family services, appear in court, judgment to attend school, etc etc as the cycle continues on. On rare occasion the system works. Most often it does not, yet we continue the process, largely because it is legislated and regulated as such. For these direct target students there will be at least one full time individual available to plan their academic program and career readiness path. For the high school student this might consist of blended learning, fully online, regular school day, or some combination of all. Students will be provided with work/co-op opportunities that are strictly monitored and evaluated. Each student will have a specifically defined plan of study and work. The program director will meet regularly with parents and other support agencies that might be beneficial to the student (Life Skills, Family Resource Center, etc.) In addition to the advocate support at school, this plan calls for a Big Brother/Big Sister type mentoring program as well which will draw from members of the community. The initial goal will be to have a mentor for at least half the students in the program. Success will be monitored in terms of academic progress, improved behavior and attendance, and an increase in participation on programs and activities outside of school.

**Waiver sought** – Attendance regulation 704 KAR 3:305 - Allowing for performance based measures on specified students. Students will need to be able to use on line and blended learning alternatives to complete the appropriate course work. This may be accomplished out of sequence of the normal course progression and may not follow the normal school year schedule. It will be developed and delivered to the student based upon individual need.

Graduation requirement- Course of studies.

## **Instructional –**

At this time we do not have a specific proposal for alternate means of assessment. We do, however, commit to pilot projects including but not limited to, a dual testing program if need be, in order to explore possible assessment alternatives. The superintendent has already been in conversation with the former Director of Assessment and Accountability, Ken Draut, and he has agreed to serve as an advisor on the project should the district be awarded innovation status. In particular the district would like to explore options for different growth models of student achievement.

We will seek relief from the Educational Professional Standards Board specifically as it pertains to middle school certified teachers who are currently working at the high school level. For a MS certified teacher who has completed a minimum two successful years at the ninth grade level, we will ask that they be permitted to teach “up” at least one grade level.

As stated earlier, a number of variations of personalized learning will be made available to students depending upon grade level and subject area. It is envisioned that opportunities and teacher expertise will grow each year. Teacher training will continue to be offered in the varying formats of personalized learning and district support for resources will be provided as well.

Currently at Metcalfe County High School (MCHS) no fewer than three classes are offered in a fully blended learning model. All core classes are using the Canvas LMS to some degree with plans to expand in the coming years. The ultimate goal is for students to not be tied to a time and space each and every day of the school year. The method for getting to this point should be a natural progression and not one of compliance. It is entirely reasonable that future barriers will be identified as we work through this process with appropriate regulatory relief being sought at that time.

As part of this work the district will explore the appropriate global competencies that would be germane to all students. These competencies will be incorporated into the appropriate course work and also considered along with the aforementioned potential alternate assessment model. To compliment this a number of staff members have requested exploration of standards based grading at different grade levels. Staff members have expressed an interest in evaluating students to a level of mastery on individual learning standards, not just averaging a percentage from a compilation of assignments and assessments. The concept of standards based grading is strengthened by incorporating personalized learning elements so that the class and/or group does not have to move ahead as one but standards can be attained at an individual level and at an individual pace. While no waiver or permissions is needed for this, it would seem to strengthen the entire DoI process to have staff working toward this mindset.

Flexible scheduling will be explored at all levels. This will cut across all the three main areas allowing for a more individualized learning path for all students. While no specific waiver is sought in this area, the request for individual exemptions from the prescribed course of high school studies may apply as stated in the previous section. This will be specific to each student at each grade level. It is expected that there will be students who choose to do course work and field study during the summer months and during normal planned breaks. The ultimate

implementation will be to plan a specific course of study and application for each individual child.

The district has an ongoing partnership with Western Kentucky University in offering dual credit classes. While logistics presents somewhat of a challenge, high school, district, and university personnel communicate regularly on ways to grow and facilitate the dual enrollment program. Personalized learning, flexible scheduling, and graduation requirement waivers will facilitate the expansion of new and existing programs.

The elementary school is an integral part of this application beginning at even the earliest levels. We propose to allow preschool students to participate in organized academic learning activities perhaps with older students when appropriate. Even though Kentucky has made great strides in early childhood education, recent data shows that still approximately 50% of our children are not prepared for kindergarten. This proposal will permit a true individualized plan that meets the academic need of each child and will not be constrained by age or grade.

Specific to preschool, students who are at or near the level of proficient on Teaching Strategies GOLD baseline assessment and the PALS (Phonological Awareness Language System) may be considered to be moved to a Pre-Kindergarten classroom for some period of time to work on developmentally appropriate skills at their level as it relates to Kentucky Early Childhood Standards and the Kentucky Core Academic Kindergarten Standards.

**Waiver sought** – Regulation 704 KAR 3:305 - Allowing specified students to deviate from state prescribed course mandates at the high school level. Each student will have a detailed Individual Learning Plan justifying the need for such exemptions.

Regulation 704 KAR 3:410 - Allow for preschool students to participate in organized academic endeavors and be mixed with older students when appropriate.

EPSB certification rule 16 KAR 2:010

### **Vocational –**

Career ready is the more popular term these days but it still amounts to a student being prepared for a vocation after graduation. We are proposing to begin with an initial cohort of 20-30 students with a focused academic and career path guidance. (These are the same students as the aforementioned “target” students.) The career piece will obviously be more prevalent for the middle and high school students. The DoI process will allow for these students to have specific and individualized programs in place. The opportunities will be as unique as the individual students.

The program may consist of co-op opportunities or it may be planned work programs in and around the school setting. The program director will ensure that all experiences are implemented with the utmost integrity and that students’ progress with an academic component as well.

The district is currently planning to open and operate a community based cannery and bake shop in the fall of 2016. Should this DoI application be successful, it is planned for both of these

endeavors to be student operated. There are a number of community partners involved in both projects. It is conceivable that any portion of a student day could be involved in the operational aspects of the cannery and bakery. Again, the use of personalized learning will be implemented to compliment the course of academic studies. It is expected students will want to be involved in these performance based credit options throughout the year and not just during the normal school calendar.

Much like the work with Western Kentucky University, we are in continual communication with the Monroe County and Barren County school systems in terms of placing students in existing technical programs as well as exploring new opportunities. We are currently in partnership with our county government as we investigate training needs and opportunities with local industries. The standards based grading work, blended learning, and performance based credit will all ultimately benefit this component of the plan.

### **Metcalf County Elementary School (MCES)**

MCES operates by the vision that ‘Together We Can Make Connections With Each Student, Each Day’. By working with the district DoI team, MCES faculty will focus on **Competency Based Credit, Expanded Learning Opportunities, and Innovative Learning Environments**

#### **Competency Based Credit –**

A number of staff members and grade level learning teams are eager to explore standards based grading and mastery competencies. The district has a Chinese teacher on staff through the Confucius Institute program who weekly visits the elementary school. In addition the school has been fortunate to host two student teachers from Sweden this fall. Teachers have seen this as an opportunity to begin a conversation around global competencies and how that might translate into the standards based work. Teachers are eager to work with a number of assessment and learning strategies. This includes, but not be limited to, Problem Based Learning, Assessment by Project, and Collaborative Teaming. Much of this work is driven by the experience the school has had over several years by participating in “Camp Invention” summer programs. This program takes an extended block of learning time and presents students not only with a problem to solve, but provides a “Maker Space” and supplies to solve the problem in any number of creative ways. Several staff members would like to explore the use of Camp Invention strategies in the regular classroom during the regular school year.

#### **Expanded Learning Opportunities –**

MCES will develop and implement flexible scheduling options that allow for more acceleration opportunities for all students. This may include students being able to participate in middle school classes by use of the common Canvas LMS interface. The emphasis will be placed on the personalization of each child’s learning. If a student has a need to be accelerated in one discipline but not the others, there should be a way to accommodate this. Acceleration options will be sought all the way from preschool through fifth grade.

The school has a rich history of using extended learning opportunities be it after school or summer school. This extended learning time will continue and staff members will seek to find new ways to reach the at-risk population. In addition it will allow for continued acceleration of students who are on that path.

### **Innovative Learning Environments –**

As described earlier, some teachers will explore offering the “Camp Invention” type of instruction during the school year. They will work with district support staff in terms of developing measurable competencies and benchmarks of success/accomplishment as students may move through the project. For a number of the “direct target” students, the entire school day may look vastly different. The plan for these students is described in detail in the opening. The elementary aspect of this component will be somewhat different for the elementary students as an actual co-op type experience may not be practical. They will have a very different and personalized day based on interest and needs. This day will be planned by the program director in conjunction with the appropriate school personnel. All students will complete the core academic component but with alternate delivery methods, again fully based upon individual student need.

### **Expected Outcomes-**

At the end of the 2016-17 school year the goal is for at least 40% of the student body to be working at an accelerated pace. In addition, growth on the Measurement of Academic Progress (MAP) assessment will indicate an overall growth percentile above the national average with a target of 60% of students exhibiting growth to a statistically significant degree.

Overall office and discipline referrals/reports will drop by a minimum of 25%.

Pre-post surveys will indicate a minimum 30% increase in overall satisfaction with school on the part of parents and students.

Total number of students: 840 pre-school through 5<sup>th</sup> grade

Special population groups: SES: 548 Ethic/Minority: 27 Disability: 136

## **Metcalf County Middle School (MCMS)**

The mission and motto of MCMS is, "Together we will empower, achieve and motivate." The school operates under the assumption that empowered students have a much better chance of success. Much like MCEC, the middle school wishes to pursue the following innovative components:

### **Competency Based Credit –**

An eighth grade teacher is already taking the lead to explore progress assessments and skills based tests to show student growth in a variety of formats and settings. This may be coupled with a personalized learning model that utilizes the Canvas LMS and flexible scheduling to allow specific students and/or classes to progress at their own pace and on their own time. This staff member is organizing a system of record keeping and student tracking to ensure student mastery and competency measures are documented.

In addition to the core areas, specific investigations in the fine arts are underway as well. The Metcalf County School System has a wealth of talented staff members and students. A pilot program is in the planning stages for the 2016 spring semester that will enable a number of students to take beginning guitar lessons in a blended environment. They will receive the majority of the instruction on line and then meet face to face one day per week. The instructors will be one certified teacher and two students.

### **Expanded Learning Opportunities –**

Acceleration will be a part of the MCMS program as well. An expansion of classes offered for high school credit especially in elective areas will be explored. An already vibrant 21<sup>st</sup> Century afterschool program at MCMS will be an integral part of the expanded opportunities. Part of what the aforementioned teacher is investigating includes, a possible afternoon co-op program for selected students. This will be in addition to the middle school "direct target" students.

The direct target students will have a personalized path that is under the supervision of the program director and school liaison. These opportunities may include, but not be limited to, greenhouse operation, farm pond and pumpkin operations that are located on school grounds. In certain cases they may be coupled with high school students in projects that will be described in the MCHS section.

### **Innovative Learning Environments –**

As described above, MCMS will explore flexible scheduling and content delivery for select classes and/or students. This will make the learning environment look very different. The media center will become a hub of activity as students need a central work space and for research and assistance. Classrooms may become more of places for "mini-group" work sessions than for whole class lectures.

The most exciting piece of the DoI work is the literal licenses it will afford staff members to be, pardon the redundancy, “innovative” in their own right. Just the work and preparation of this application has spurred this one teacher on thinking of new and different ways to accomplish learning.

### **Expected Outcomes-**

At the end of the 2016-17 the goal is for at least 30% of the student body to be working in accelerated course work. Growth on the Measurement of Academic Progress (MAP) assessment will indicate an overall growth percentile above the national average with a target of 60% of students exhibiting growth to a statistically significant degree.

Overall office and discipline referrals/reports will drop by a minimum of 40% for students in the targeted classes. (Expected to be 8<sup>th</sup> grade.)

Pre-post surveys will indicate a minimum 30% increase in overall satisfaction with school on the part of parents and students.

Total number of students: 370 - 6th through 8<sup>th</sup> grade

Special population groups: SES: 272 Ethic/Minority: 11 Disability: 37

### **Metcalfe County High School (MCHS)**

The mission of Metcalfe County High School is to work hand in hand with our parents and community to provide every student, every day, with the necessary skills, tools and opportunities to achieve excellence in academics, social interactions, physical challenges, and stimulating emotional experiences to become effective, productive citizens in order to protect the future of our school and community. MCHS will pursue the same components of innovation as the elementary and the middle school.

### **Competency Based Credit –**

The initial pilot for competency based credit may come from the field of fine arts as described in the blended learning guitar pilot above. Should this prove to be successful during the spring semester, there will be plans to expand it not only within the fine arts program but in other areas as well. Much like the other schools, MCHS has teachers who are interested in the concept of standards based grading. Resources and guidance will be provided for those staff members who wish to pursue this strategy in more detail.

### **Expanded Learning Opportunities –**

One of the more exciting concepts within this application is the expanded learning opportunities that may be afforded to any number of students. The district has just procured a grant from the Kentucky Department of Agriculture that will be used to purchase products that will constitute a local “cannery” where community members who raise or purchase local fruits and vegetables will have a place to come and “can” their food. In conjunction with the local farmers market and high school agriculture classes it is anticipated this will be a student planned and operated endeavor.

In conjunction with the cannery, in August of 2016 the district plans to open a “Donut and Bakery Shop.” This too is planned to be operated by students. Both the cannery and donut shop will be located in the renovated cafeteria and kitchen of the old high school. By providing students these experiences it is envisioned that practice application of knowledge will expand exponentially.

The direct target students at the high school may have the opportunity to participate in these projects along with those described for the middle school as well. The goal will be for as many students as possible to have the opportunity for learning beyond the high school walls.

There has also been extensive work with Western Kentucky University to provide on campus dual credit opportunities. There are also pending conversations with Southern Kentucky Technical School in Glasgow, as well as possible partnerships with the Barren County School District for participation in programs that are somewhat similar to those in Scott County’s Elkhorn Crossing School and in Hardin County’s EC3 Early College program.

### **Innovative Learning Environments –**

Should all the initiatives above come to fruition it is self-evident that the student learning environment will look vastly different. Personalized learning, flexible scheduling, and blended classes via the Canvas LMS will all be a part of this new look and feel. Just as with MCMS, the high school media center will be a hub of activity for students.

### **Expected Outcomes-**

At the end of the 2016-17 the goal is for at least 30% of the student body to be working in non-traditional high school course work. (Dual Credit, Competency Based, etc) Growth on the Measurement of Academic Progress (MAP) assessment will indicate an overall growth percentile from the beginning freshman year to the end of sophomore year of more than two grade levels on average.

Overall office and discipline referrals/reports will drop by a minimum of 40% for students in the targeted classes.

Pre-post surveys will indicate a minimum 30% increase in overall satisfaction with school on the part of parents and students.

Total number of students: 505 - 9th through 12<sup>th</sup> grade

Special population groups: SES: 329 Ethic/Minority: 16 Disability: 55

### **Professional Development**

The school district has already supported and facilitated several days of professional development in the use of the Canvas LMS and related strategies of implementation. This model is planned for continuation for at least the next two years regardless of the District of Innovation status. Continued support for personalized and blended learning will be available for all schools. This will take the form of district led job embedded “just in time” PD as well as each school having a special focus in these areas during their regular Professional Learning Community (PLC) time.

Funds will be earmarked that will allow for school visits that allow the staff to see firsthand, practitioners who are already making strides in these areas. Support will also be provided for seminars, symposiums, etc., that will further staff expertise.

There is specific intent to immerse the entire school culture in the beliefs and practices of blended, personalized, and competency based learning. This will be accomplished via readings, PLC’s, seminars, and leadership team meetings.

### **Resources**

The district is fortunate to have a number of individuals with a rich background in non-traditional learning methods. The Director of Virtual Learning has over five years of experience in assisting and directly delivering on line content to students who are working through alternative pathways to graduation. The superintendent was one of three leaders who founded the Barren Academy of Virtual and Expanded Learning (BAVEL) which now serves as the de facto virtual high school for the state. A ninth grade English teacher has two years’ experience with BAVEL and is well versed in strategies and models of effective on line learning. There are, in addition, a number of other individuals who have either successfully taught or facilitated online courses.

District funds, along with existing grants will be used to fully support the endeavor. New funding opportunities are continually being explored that will provide additional support for the project. Sustainability is a major issue. The district is well positioned to maintain these efforts. It should be noted that the district has adequate technology infrastructure in terms of access and devices to support the project.

### **Communication Plan**

Much like the Non-Traditional Instructional Day project, the district will use all means of social media to direct all parties to the district web site where of the innovation process will be explained in detail. The superintendent will provide an introductory video and a detailed FAQ page will be available. All local media will be used as well.

More importantly, ensuring that all staff members have a clear and detailed understanding of what is taking place will be essential. As important as all media communications plans are, nothing is better than clear, articulate, and accurate face to face communication. Community meetings, SBDM councils, PTO officers, and any other relevant groups will be a critical audience to ensure accurate information is being disseminated.

### **Summary**

As previously stated, the Metcalfe County School District is well positioned to be considered a District of Innovation. Several initiatives are already in place that are assisting students in realizing new and exciting opportunities. The DoI program will be a major asset in providing the next step of the ultimate educational experience for our students. The school district leadership team will provide a flexible implementation environment that will allow for each school to experiment and take risks as they explore all facets for student achievement. District and school leadership stand ready to work with Kentucky Department of Education personnel in order to do whatever is necessary to make this process a success.

## 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 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
			Logs on file - Available upon request
District Created School	Innovation Strategies/Models	Goals for Improved Student Outcomes	

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

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

**School Information**

School Name: \_\_\_\_\_

**Rationale/Needs Assessment**

- What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?
- Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.
- Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers 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
			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 the School(s) of Innovation. Please answer the following (\*Please use charts, tables and graphs, if necessary):

**PROFESSIONAL DEVELOPMENT PLAN:**

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

**RESOURCES:**

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

**COMMUNICATION PLAN:**

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

**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

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

**Metcalfe County Elementary School**

**SBDM Meeting Minutes**

**Tuesday, November 10, 2015**

**3:30 pm**

**Mr. Michael Gill (Chair), Mrs. Tara Landrum (Teacher Member), Mrs. Holly Coleman Boling (Parent Member), Mrs. Kirby Acree (Parent Member) and Mrs. Teresa Jones (Finance) were present for MCES SBDM meeting on Tuesday, November 10, 2015 at 3:30 pm. Mr. Scott Johnson (Teacher Member) and Mrs. Tara Wesley (Teacher Member) were not able to attend meeting.**

- **Mr. Gill called SBDM Meeting to order.**
- **MCES SBDM reviewed and approved minutes from MCES SBDM meeting on Tuesday, October 13, 2015:**
  - **Kirby Acree made motion to approve minutes.**
  - **Holly Coleman Boling made second motion to approve minutes.**
- **MCES SBDM next reviewed fundraisers to approve:**
  - **Labels for Education sponsored by Lindsey Thomas**
  - **MCES PTO 1<sup>st</sup> Annual Christmas Bazaar**
  - **MCES BETA CLUB – Coke Sales Fundraiser**
  - **MCES BETA CLUB – Dodgeball Fundraiser**
  
  - **Holly Coleman Boling made motion to approve fundraisers.**
  - **Tara Landrum made second motion to approve fundraisers.**
- **MCES SBDM reviewed field trips to approve:**
  - **Pre-School Field Trip to Campbellsville on December 9, 2015.**
  - **First Grade Field Trip to SKYPAC in Bowling Green on December 2, 2015.**
  
  - **Kirby Acree made motion to approve field trips.**
  - **Tara Landrum made second motion to approve field trips.**

- **MCES SBDM reviewed Metcalfe County Schools District of Innovation Draft Application Narrative to approve:**
  - **Holly Coleman Boling made motion to approve Metcalfe County Schools District of Innovation Draft Application Narrative.**
  - **Kirby Acree made 2<sup>nd</sup> motion to approve Metcalfe County Schools District of Innovation Draft Application Narrative.**
  
- **MCES SBDM reviewed Non-Traditional Day/Snow Day Letter that Mr. Gill sent home this week to parents.**
  
- **MCES SBDM reviewed SBDM Budgets:**
  - **MCES SBDM Budget**
  - **MCES Race to the Top Budget**
  - **MCES Title I Parent Involvement Budget**
  - **MCES Title I Budget**
  - **MCES Professional Development Budget**
  - **MCES Leader In Me Grant Budget (\$10,000 Budget)**
  
  - **Tara Landrum made motion to approve MCES SBDM Budget.**
  - **Holly Coleman Boling made second motion to approve MCES SBDM Budget.**
  
- **Approve MCES SBDM next scheduled meeting will be on Tuesday, December 8, 2015 at 3:30 pm.**
  - **Tara Landrum made motion to approve next MCES SBDM meeting date and time.**
  - **Kirby Acree made 2<sup>nd</sup> motion to approve next MCES SBDM meeting date and time.**
  
- **Any Questions from Community?**
- **Kirby Acree made motion to adjourn meeting.**
- **Holly Coleman Boling made 2<sup>nd</sup> motion to adjourn meeting.**

**Metcalf County Middle School**

**SBDM Minutes**

**November 11, 2015**

**Metcalf County Middle School Media Center**

**4:00 PM**

The Metcalf County Middle School SBDM council met on Wednesday, November 11, 2015 at 4:00 p.m. in the Media Center. Those in attendance were Whitney Curd (teacher member), Page Edwards (parent member), Jennifer Shearer (teacher member), Beth Thompson (teacher member), and Allen Trotter (Principal).

Opening Business started with an approval of the agenda with a motion being made by Jennifer Shearer and seconded by Whitney Curd. October minutes were approved with a motion being made by Page Edwards and seconded by Beth Thompson.

Under "Good News" report, Mr. Trotter reported that the Fall Fling was a success and we raised \$4,481.26 for our school. Allie Thomas competed in the state cross country meet and placed 123 out of 183. Our Veterans' Day Program went well. The student body, including those that participated in the program, did a wonderful job.

There was no public comment.

Under Assessing Student Achievement, the council discussed and reviewed our "Three Month Checkup" on assessments. The number of proficient/distinguished in each content area was reviewed, as well the current numbers of proficient/distinguished students we have in each of the KPREP content areas. The council also discussed our KPREP goal for 2015-2016. These goal include:

- Proficiency or higher rating on Program Review
- 180+ Students P/D in Reading
- 170+ Students P/D in Math
- 60+ Students P/D in Language Mechanics
- 88+ Students P/D in On Demand Writing

Under School Improvement Planning, The CSIP is currently being worked on and revisions are being made for the current school year. It will be ready for approval at the December SBDM meeting and then will be passed on to the board for approval.

October's budget was approved with a motion being made by Jennifer Shearer and seconded by Beth Thompson.

Under Standing/Program Review/Ad Hoc Committee Reports, Mrs. Shearer gave an update on Program Reviews. All teachers have completed and submitted documentation for all four areas of Program Review. We are currently on track to be proficient or higher for this school year.

Under Bylaw or Policy Review/Readings/Adoption, the council reviewed and discussed a recommendation on an advanced math policy submitted by the Curriculum and Instruction Committee. The recommendation will be returned to the committee for revision.

There was no old business to discuss.

Under New Business, the council reviewed and discussed a Boys' Basketball Player/Parent Agreement that was submitted by Matt Reed. An STLP field trip to Somerset was approved with a motion being made by Beth Thompson and seconded by Page Edwards. **The council approved the District of Innovation Summary for the school with a motion being made by Jennifer Shearer and seconded by Whitney Curd.** The council approved an STLP fundraiser to sell lollipops with a motion being made by Beth Thompson and seconded by Page Edwards. The council reviewed the minority elections section of the SBDM policies. The council was provided with information on taking the Student Voice Team Survey.

Under On-Going Learning, the council discussed an article on Growth Mindset Activities.

Under Upcoming Deadlines/Next Meeting Date and Preliminary Agenda, the council discussed the following upcoming deadlines:

- January 2 – KDE requires schools to submit their updated improvement plans through the ASSIST program and the plans must be posted on your website the same day. (Plans are due 90 days after the release of the test scores.)

The meeting was adjourned with a motion being made by Jennifer Shearer and seconded by Beth Thompson.

## Metcalfe County High School

Metcalfe County High School is designated as a PLA school, therefore no SBDM Council currently exists. Because of this school approval was not technically necessary, the advisory council did hear the plan and it was presented to faculty with no dissention.