College/Career Readiness for All

District of Innovation Application

March 2013

Applicant Information

District Name: **Owensboro Public Schools** (*District Name*) **472** (*County/District #*)

Address: **450 Griffith Avenue** (*Street Address*)

Owensboro (*City*) **KY** (*State*) **42301** (*ZIP Code*)

Phone: **(270) 686-1000** Date of Application: **April 23, 2013**

Contact Person/Title: **Matthew Constant/Assistant Superintendent of Technology & Federal Programs**

REQUESTED INITIAL IMPLEMENTATION DATE July 1, 2013

DISTRICT ASSURANCES

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

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

Superintendent _____ Date 4/23/13

Chair, Board of Education _____ Date 4/23/2013

Recommended Process for Districts of Innovation

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

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

District's Vision/Mission

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

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

District of Innovation Implementation Plan

School Name	Innovation Strategies/Models	Goals for Improved Student Outcomes	Evidence of 70% Affirmative Vote of Eligible Employees to Participate
Cravens Elementary	See Attached Plan	See Attached Plan	See Attached Plan
Estes Elementary	See Attached Plan	See Attached Plan	See Attached Plan
Owensboro Middle School	See Attached Plan	See Attached Plan	See Attached Plan
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: **Cravens Elementary, Estes Elementary, Owensboro 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? **See attached plan**
- Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members. **See attached plan**
- 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. **See attached plan**

Summary/Overview of School Plan Development

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

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

Student Service Plan

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

District of Innovation Support Plan

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

PROFESSIONAL DEVELOPMENT PLAN:

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

RESOURCES:

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

COMMUNICATION PLAN:

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

MONITORING PLAN:

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

*Note to applicant: Add more rows as needed.

Owensboro Public Schools – A District of Innovation

"Learning and innovation go hand in hand. The arrogance of success is to think that what you did yesterday will be sufficient for tomorrow." –William Pollard

Introduction

The Owensboro Public Schools (OPS) pride ourselves in trying to model Pollard's idea. Throughout our history, we have taken risks that have proven successful and are constantly asking the question about what needs to change for transformation to occur. There are several things our district does very well, and all are a result of people taking risks. First, OPS is a leader in the fine and performing arts. Because of the visionary leadership, state-of-the-art performing facilities exist with thriving programs in theater, dance, voice, band, and orchestra. Second, the district embarked a Learning Innovation in 2010 to revolutionize learning by introducing a ubiquitous digital learning tool. Flanked by awards and accolades, this too wouldn't have been possible without the extraordinary planning and vision modeled by our leadership.

This same leadership, then, began delving into transformative questions once again in the past school year. Understanding the opportunity given by the state legislature and the vehicles provided by the Kentucky Department of Education, purposeful meetings began happening and soon the Innovation Team was born. Thanks to the organizing opportunity given through the Innovations Conference, key personnel began to put some serious thought into change.

The questions began to take on a true P-20 perspective. While most plans seem to gravitate toward the phase closest to graduation, our team members began talking about what could happen in the elementary and middle levels to mitigate circumstances that make high school a disheartening and sometimes unsuccessful event for a portion of our students. These proposals, then, are a direct product of their work. Without any preconceived ideas from any stakeholder lobby group, the proposals are pure in their process and intent. Essentially, we began from a clean sheet of paper and asked the question: "How Might We design an innovative learning experience that could begin in August 2013 and have potential systemic impacts across our district (...in five years' time)?"

The Innovation Team took its responsibility very seriously, as members were the voice of their home school communities. They reflected and represented teachers, SBDM Councils, community organizations, students, administrators, and grass-roots neighborhood viewpoints. Also, in a spirit of cooperation and genuine interest, the Owensboro Education Association President, Gina Davis, participated throughout the Innovations Conference and ensuing meetings of the Team.

The Innovation Team members include the following:

INNOVATION TEAM MEMBER	LOCATION
Teachers	
Buster Ashley	Cravens Elementary School
Abbie Bean	Cravens Elementary School
Gina Davis	Sutton Elementary
Wendi McLevaine	Estes Elementary
Amy Bellamy	Owensboro Middle School
Cody Russelburg	Owensboro High School
Curriculum Facilitators	
Ryan Williams	Estes Elementary
Debbie Wathen	Foust Elementary
Cortney Inklebarger	Cravens Elementary
Principals	
Shari Flagg	Estes Elementary
Steve Bratcher	Newton Parrish Elementary
Jimmy Lyddane	Sutton Elementary
George Powell	Owensboro Middle School
Anita Burnette	Owensboro High School
Assistant Principals	
John Delacey	Owensboro Middle School
Melissa Brown	Owensboro High School
Digital Curriculum Developers	
Jeanette Barreiro	Central Office
Josh Scherrer	Central Office
Assistant Superintendents	
Matthew Constant	Central Office
David Johnson	Central Office
Paula Roberts	Central Office

The committee attended the "Schools of Innovation Conference" held in Lexington, KY on Friday, October 26, 2012. The team also attended the full-day "Design Thinking" pre-conference on Thursday, October 25, 2012. Upon return to our district, Cody Russelburg and Josh Scherrer lead a group of twelve current students at Owensboro High School through the Design Thinking process. Their task was to answer this "How Might We" question: How might we change the way school looks in order to meet the individual needs of all students. The plan below is a direct result of the voice of our students, as the key components of this plan were created by the prototype of our high school students.

District Mission/Vision

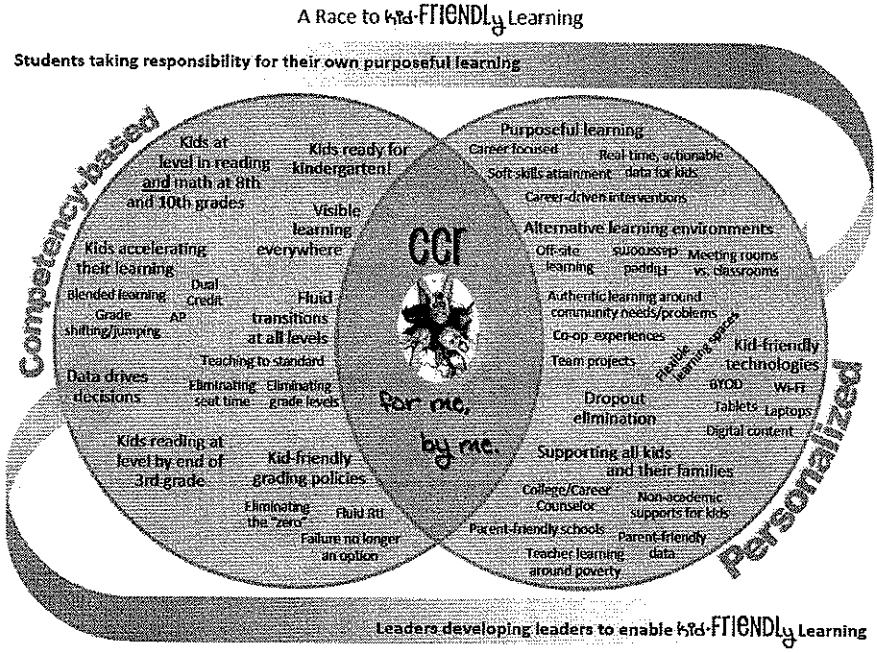
Owensboro Public Schools is on a mission. We are not only committed to graduating every student college and/or career ready, but also building the 21st Century Learning Skills: creativity, critical thinking, communication, and collaboration.

We commit to graduating every student college and/or career ready equipped to:

- think critically and creatively
- solve problems
- communicate and collaborate effectively.

The district promotes continuous improvement and rewards risk taking. Our most recent example is the implementation of the Digital Innovation Project, which involves the provision of a laptop computer to each 5th -12th grade student in the district. As a result of the comprehensive planning and implementation of this project, Owensboro Middle School was recognized as an Apple Distinguished School for the 2012-13 for its vision and implementation of digital technology. We have encouraged our teachers to focus primarily on the use of the laptop as a seamless instructional resource to prepare students for the 21st century.

Owensboro Public Schools has also demonstrated our commitment to innovation and risk taking in order to improve student learning by joining the Green River Regional Educational Cooperative in applying for the Race to the Top "kid.FRIENDLy" project. We did not join this project blindly. We researched the project goals and determined that they are tightly aligned with the direction we had already decided would benefit our students. The vision of the kid.FRIENDLy grant is to create a shift from teacher-led instruction to competency-based, kid friendly learning; we will not only eliminate the "when will I ever use this" mentality but systematically lead students in our high-poverty schools to career and college readiness. Our district 100% believes in and will strive to achieve the goals of this grant, which are summarized in the graphic below.



In the two proposals below, we address specific barriers to student learning such as: content taught in isolation of relevance to the individual student, the building of quality and sustained relationships between students and teachers, master scheduling driving how students experience school (industrial-age, factory model of school), and the ability to truly customize learning needs for each student.

Our current school and district data illustrate that we are not meeting our goal of graduating every student college and/or career ready. According to the 2011-2012 Unbridled Learning, 44.2% of our students graduated college and/or career ready, with a district graduation rate of 83.9%. Additionally, Owensboro Middle School South ranked at the 1st percentile on the state accountability test. To drastically increase our success rate, we must be willing to re-invent current practices to better meet the needs of our students.

In the elementary setting, Measures of Academic Progress (MAP) data demonstrates that an average of 31% of exiting 2nd, 3rd, and 4th grade students are not on grade level in reading, and 40% in are not on grade level in mathematics. In addition, only 30% of primary students are scoring at proficient or better in the 2011-12 K-PREP assessments.

Staff Voting

The leadership team at each school presented the innovation plan to the instructional staff and held a vote. The vote was to approve the plan as presented in this document and to waive the 180-day requirement for enacting these plans, with the goal of implementation beginning in August 2013. The table below shows that all three schools have the necessary support to proceed with the plans.

School	Total # of Instructional Staff	YES Vote	Percent YES	No Vote	Percent NO	Did Not Vote	Percent Did Not Vote
Cravens	35	34	97%	1	3%	0	0%
Estes	55	50	91%	5	9%	0	0%
OMS South	54	39	72%	8	15%	7	13%

Proposal #1 – Owensboro Middle School South: CCR 2020 Learning Academy

<u>Current Instructional Model</u>

1) Under the current model, beginning in sixth grade, our students enter a traditional "factory model" school. Not only do they rotate from teacher to teacher throughout a single school day, they also rotate to an entire new set of teachers in grades seven, eight, nine, ten, eleven, and twelve. Our students have, on average, 56 different teachers over the course of seven years. In our

high-poverty school district (75% free/reduced lunch), building positive relationships and establishing a caring culture of trust is fundamental to the success of our students. Asking that a student develop that level of relationship and trust with so many different adults is an impossible task.

2) Also, in our current structure, middle school and high school teachers who are considered "experts" in their subject area typically find themselves to be deliverers of the content. This factor forces students to become "consumers" of knowledge rather than taking ownership for learning and creating.

Proposed Model

Owensboro Middle School will create a school within the school: the College and Career Readiness (CCR) 2020 Learning Academy. With this model, one master teacher will be assigned 24 students. This teacher will become the "Learning Coach" for these students for at least five years (the length of the District of Innovation grant), and hopefully for seven years, to see the students through graduation in the year 2020.

Several existing factors support this model. These factors include the following:

- Owensboro Middle School currently implements a model of student support whereby assistant principals and counselors follow a specific set of students as they advance grade levels from fifth through eighth grade. The CCR 2020 model would follow a similar approach in that the Learning Coach would also advance with the students throughout the grade levels to ensure establishing a quality relationship with each student and providing an in-depth understanding of where each student is in relationship to reaching their career and/or college ready goals.

- Owensboro Middle School North, Owensboro Middle School South, and Owensboro High School provide a 5^{th} – 12^{th} grade one-to-one learning environment in which each student has his/her own Mac Book Air. This resource will be seamlessly integrated into the learning environment to provide opportunities such as flipped instruction, real-time resources for research, blended learning environments, on-line collaboration, anytime/ anywhere learning opportunities, and project creation.

- Students begin their on-line Individualized Learning Plan (ILP) in sixth grade. In our district, this process is not as successful as we desire, as it is impossible for all teachers a student has in grades 6 – 12 to have time to fully understand the strengths and goals of all students they teach in one year. The ILP will become a useful tool, as one Learning Coach will have seven years to fully understand the strengths, interests, and needs of each student.

- Our current Board policy provides SBDM staffing at a ratio of 24:1; if this model yields the expected results, the plan may grow and be sustained over time.

- The middle school teachers have worked throughout the 2012 – 2013 school year on learning and implementing the Formative Assessment Process as a mechanism for customizing learning for each student. Under the current "factory model," the predominant obstacle is still how to gather enough formative data and create an action plan for each student when each teacher has an average of 120 students. Creating a customized learning environment for each student can be more readily accomplished with 24 students.

- Finally, many of the district's master teachers are excited about truly transforming what learning looks like for students. They realize that students are not reaching their potential under the traditional school model. They are excited to pioneer a "new look" for school that customizes the learning experience for each student.

Targeted Students

Current fifth grade student data will be reviewed and a pool of students who are not on track to meet the benchmarks on the eighth grade Explore test will be identified. K - fifth grade NWEA MAP data as well as K-PREP data from the 2011–2012 school year will be used to identify students currently below the 60th percentile. From that group, parents will be invited to complete an application for acceptance to the CCR 2020 Learning Academy. The ideal situation would be to place about 100 students in the academy, which would require the employment of four Learning Coaches.

What will look different in this model?

1) **Competency Based Credit -** As outlined in the Expanded Learning Opportunities section, the CCR 2020 model requires a shift in instructional thought. A fundamental shift will be made to self-directed learning in which students become acutely aware of their academic learning goals and have a voice in choosing projects that will help them master those goals. Students will be encouraged to find their own learning paths - those best suited to their needs. Concepts such as inquiry, exploratory, and project-based learning will be the norm, with the role of the Learning Coach shifting from deliverer of knowledge to facilitator of learning.

   Support of students during the learning process will be based on the needs of the individual student. For example, if a student is struggling with grade-level reading comprehension, then the Learning Coach would focus on identifying the relative weakness and help the student determine a path to best overcome that learning gap.

Rather than an emphasis on traditional testing, students would demonstrate competency through application of content standards to the underlying problem-at-hand. Standards would be framed, either by the Learning Coach or by the student, contextually in such a way that solving the problem or creating the end product would require mastery of the standard(s). The role of the Learning Coach during this process would be to provide additional guidance as needed.

2) **Expanded Learning Opportunities** – The students and Learning Coach would reside in the grade-level appropriate building. Students will therefore have opportunities to participate in specialized areas of interest such as band, orchestra, or other co-curricular activities. Typical "elective" classes would be offered as a part of the self-contained CCR 2020 Learning Academy. Students will have the opportunity to pursue their own interests and create their own electives. For example, a student (or collaborative group of students with a common interest) may spend a portion of his/her day developing an innovative application for use on a Smart Phone. This structure will provide an autonomous opportunity for students to learn the standards in a context that truly interests them.

   Additionally, the CCR 2020 Learning Academy lends itself to unique collaborative possibilities for students in ways not possible through traditional instruction. As outlined in the Innovative Learning Environment section below, students would follow a specialized instructional plan. As part of that plan, students may need to learn how accounting works or how plumbing works or how media communications work. By partnering with classified staff already within the district, students could gain first-hand experience in those areas. As students mature, these opportunities would increase and expand into community apprenticeships.

3) **Multiple Assessments/Pathways to Graduation** - Students enrolled in the CCR 2020 Learning Academy would participate in the same assessments as those in our current instructional model. This will give us "experimental" and "control group" data, which will enable us to annually evaluate the overall effectiveness of the model. As students enter high school, their interests and strengths will already be identified, making it easier to prepare them to meet the necessary benchmarks to reach their goals. For those interested in obtaining industry certification, this factor will definitely give them a head start in preparing to meet those standards. In addition, students will be guided toward the path which best benefits them. If a student wished to pursue automotive technology, for example, then the school day would be flexible for that student so he/she could work alongside a mechanic part of the day and the self-contained classroom for a portion of the day.

4) Innovative Learning Environment

Grades 6-8

The CCR 2020 Learning Academy model provides students a unique opportunity to focus on inquiring about the world around them and then applying relevant content to a variety of situations. Some middle schools (including Owensboro Middle School) already place students onto "teams" and those students circulate among a core group of teachers. In the team model, students are taught specific subjects by specific content experts. The team model even allows for flexibility in scheduling, as the Science teacher may need to "borrow" time from the Social Studies teacher so that students may be able to finish a lengthy experiment. This is not the goal of the CCR 2020, however.

Beyond Learning Coaches focusing on differentiating learning for 24 students, the goal of CCR 2020 is to fundamentally shift how students learn. The target demographic for Year 1 of CCR 2020 will include students who struggle to succeed in the centuries-old factory system model of education. The students selected for the program are those who need autonomy, purpose, and relationships in order to be successful in their educational pursuits. The Learning Coach will create an open, collaborative environment where students are encouraged to use inquiry (whether by pure inquisitive instructional models, project-based learning, or the "Design Thinking" process) to answer questions about the world in which they live.

Because of the small size of the self-contained class, the Learning Coach will provide a variety of learning paths to master the content/curriculum based on the needs of each individual student, rather than rely on the common model of universal instruction.

During the 2013–2014 school year, the goal would be to begin with four Learning Coaches and approximately 96 students. Two main reasons exist to start with four groups as opposed to one:

- According to our data, more than one-third of our current fifth graders would qualify to apply to the CCR 2020 Learning Academy. With these numbers, it would be impossible to narrow the selection to only 24 students.

- With the program pioneering a new paradigm for the way student learning is approached at Owensboro Middle School, it may be difficult for one master teacher (Learning Coach) to create and implement the best possible program. Also, since the Learning Coach will be responsible for students mastering all content in the four major subject areas, having other coaches to collaborate with will increase the effectiveness of the program. The ultimate goal will be to hire four master teachers (regardless of grade-level or content certification) to each own 24 students for the next seven years. However, the

ideal situation would be to hire one teacher whose strength is in English Language Arts, one in math, one in social studies, and one in science. The students would not rotate through these teachers as they do in a traditional middle school. Adding this variety of expertise to the team, however, would ensure the expertise needed for the Learning Coaches to collaborate in designing an integrated quality learning environment for each student.

As an example of how the learning environment would operate, imagine a class of 24 sixth grade students, curious about the world. One student asks, "How does that projector work?" The Learning Coach then has the opportunity to guide the student to a vast array of content knowledge. The Learning Coach might ask the student to explore the cultural significance of the projector (what does the projector allow us to do?). The Learning Coach has just addressed one of the standards of Geography: culture. Next, the Learning Coach may guide the student to explore the science behind the projector. The student would learn about the concepts of electrical states and light refraction. The Learning Coach may then guide the student to explore why the projector is mounted at a certain distance from the screen. If the Learning Coach is particularly weak in mathematics, he might ask the math-oriented Learning Coach for advice on which math standards relate to that student's interest. Finally, the Learning Coach could have the student read product reviews about other projectors, analyzing which projectors are the most cost effective based on the information from the passages. Finally, the student could write a reflection on the very question they asked, "How do projectors work?" Through student-interest projects, the student and teacher would keep track of grade-level standards that are mastered and see that the entire curriculum is mastered by the end of the year.

Grades 9-12

Since the District of Innovation status is awarded in five-year increments, the CCR 2020 Learning Academy would continue through grade ten. Because of the specialized and personalized plans of each student, every effort will be made to help students gain industry certification based on their passions and aptitudes. Delivery of these necessary skills would take place by multiple means: direct instruction, contextual-based learning, internships, virtual, and/or use of community experts. Through a competency-based schema, when students are ready for a certification exam, they will be given the opportunity to test. This plan requests that a student gain "career-ready" status for the Unbridled Learning assessment model according to the chart below, but that the "Preparatory Definition" of "two career and technical education credits in a preparatory program and is enrolled in a third credit course" be waived.

College and Career Readiness for All

College Ready (1 Point) A student must meet benchmarks on one of the following:	Career Ready (1 Point) A student must meet benchmarks on one from each of the following columns:		College & Career Ready (1.5 Points) A student must meet benchmarks on one from each of the following columns:	
	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
ACT or COMPASS or KYOTE	ASVAB or WorkKeys	KOSSA or Industry Certificate	ACT or COMPASS or KYOTE	KOSSA or Industry Certificate

A student passing the appropriate assessments in the chart above would demonstrate a competency for career-ready, and thus formal preparatory courses would not be needed. The vision is that data indicate that the model is working as measured by students meeting benchmarks on the Explore and Plan that predict college-ready benchmarks will be met on the ACT and that each student is well on his/her way to obtaining an Industry Certificate. Owensboro Public School would then re-apply for the District of Innovation status in order for the groups of 24 students to continue their successful school careers with the Learning Coach through high school graduation. The ultimate goal is that all CCR 2020 students graduate both college and career ready.

Projected Long Term Growth of Program

If year one yields the expected successful results, the goal would build teacher capacity and community interest over time. The proposal is to take the advice of Clayton Christensen in his book *Disrupting Class* and begin by targeting students who are not currently experiencing success. However, as the model is built, the belief is that the model will be effective for all types of learners – from the most academically gifted to the most academically struggling student. We envision the plan building over time, as outlined in the following chart.

CCR 2020 Learning Academy

Year	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Year 1: 2013-2014	4 – Learning Coaches 96 Students						
Year 2: 2014-2015	5 Learning Coaches 120 Students	4 – Learning Coaches 96 Students					
Year 3: 2015-2016	6 Learning Coaches 144 Students	5 Learning Coaches 120 Students	4 – Learning Coaches 96 Students				
Year 4: 2016-2017	7 Learning Coaches 168 Students	6 Learning Coaches 144 Students	5 Learning Coaches 120 Students	4 – Learning Coaches 96 Students			
Year 5: 2017-2018	8 Learning Coaches 192 Students	7 Learning Coaches 168 Students	6 Learning Coaches 144 Students	5 Learning Coaches 120 Students	4 – Learning Coaches 96 Students		
Year 6: 2018-2019	9 Learning Coaches 216 Students	8 Learning Coaches 192 Students	7 Learning Coaches 168 Students	6 Learning Coaches 144 Students	5 Learning Coaches 120 Students	4 – Learning Coaches 96 Students	
Year 7: 2019-2020	10 Learning Coaches 240 Students	9 Learning Coaches 216 Students	8 Learning Coaches 192 Students	7 Learning Coaches 168 Students	6 Learning Coaches 144 Students	5 Learning Coaches 120 Students	4 – Learning Coaches 96 Students

Additional Compensation

Because of the self-contained nature of the CCR 2020 instructional model, the Learning Coaches would not be able to utilize planning minutes within the instructional day. A waiver would be necessary so that the salary schedule could be

amended to compensate the Learning Coaches on a different certified salary schedule due to the increased length of the work day.

Other

The combination of instructional strategies and techniques integrated into the CCR 2020 model outlined above will empower and engage students to become independent problem solvers and critical thinkers. In his book, *Creating Innovators*, Tony Wagner discusses how in order to "think differently, one must act differently." The CCR 2020 model encourages both students and their Learning Coaches to act differently than what is currently being asked of them in the educational system. By acting differently, those students will start to view the world differently. When that occurs, students will see how to identify problems and then draw on their own expertise to develop new solutions. The CCR 2020 model may only begin with 100 specifically targeted students, but the ultimate goal of the program is to demonstrate how important it is that all students be given the opportunity to break free of the shackles of the industrial-age system of content delivery.

The CCR 2020 model emphasizes differentiated instruction and integration of the Kentucky core academic standards, but more importantly it emphasizes student-directed learning. To find success in college or in a career, individuals must be able to be self-sufficient. Even the prototypical academically successful students sometimes struggle when they reach the collegiate level because the external support system they relied upon in K-12 education does not exist in a freshman survey course filled with a few hundred students. The CCR 2020 model will direct students toward greater intellectual independence so that if faced with the same situation, the CCR 2020 graduate knows how to find the answer to the professors' questions on his/her own.

Waivers Required for Full Implementation

KRS or KAR	Rationale
KRS 158.060 (2) Each full-time teacher shall be provided with a duty-free lunch period each day during the regularly scheduled student lunch period. The duty-free lunch period shall be not less than the length of the lunch period specified in the school calendar approved by the chief state school officer. A full-time teacher may be assigned to lunch room duty during the regularly scheduled student lunch period only for an amount of time equal to the non-instructional time in excess of fifty-five (55) minutes included in the teacher's daily schedule. The calculation of non-instructional time shall not include the teacher's duty-free lunch period, the time teachers are required to be at school prior to the start of the	Due to the self-contained nature of the class and the fundamental belief of students building a relationship with one Learning Coach, there will never be a time within the school day in which all students leave the room for an "elective" class. Some students may leave throughout the school day for band, orchestra, chorus, or another specialized elective, but there will never be a time in which all students leave the class in order to provide the Learning Coach a planning period within the instructional day. The advantage of this model is that as some students leave the class for a specialized elective, this

student's instructional day, or the time teachers are required to remain at school after the students are dismissed.	will allow the Learning Coach to interact with the remaining students with a smaller student to coach ratio.
157.390 A classroom teacher or administrator may be provided additional compensation, funds for instructional and program materials, and other related costs for serving as a classroom mentor, teaching partner, or professional development leader in core discipline areas including reading, and other subject areas as appropriate to other education professionals in a state approved program or state approved activities. The Kentucky Department of Education shall administer the funds appropriated for these purposes. The Kentucky Board of Education shall promulgate administrative regulations to define the guidelines for programs and activities that qualify for funds including the application and approval process, the individual participant requirements, the amount of compensation, the timelines, and reporting requirements. The board shall solicit recommendations from the Education Professional Standards Board and staff of the Kentucky Department of Education in developing its administrative regulations.	This waiver may not apply (KRS 157.390 (6)), but is included just in case it does. The plan is to pay the Learning Coaches additional compensation due to not having planning time within the instructional day. As planning will be scheduled for after the required school day, additional pay will compensate for a longer work day.
158.060 (3) A classroom teacher or administrator may be provided additional compensation, funds for instructional and program materials, and other related costs for serving as a classroom mentor, teaching partner, or professional development leader in core discipline areas including reading, and other subject areas as appropriate to other education professionals in a state approved program or state approved activities. The Kentucky Department of Education shall administer the funds appropriated for these purposes. The Kentucky Board of Education shall promulgate administrative regulations to define the guidelines for programs and activities that qualify for funds including the application and approval process, the individual participant requirements, the amount of compensation, the timelines, and reporting requirements. The board shall solicit recommendations from the Education Professional Standards Board and staff of the Kentucky Department of Education in	With student-directed learning, we anticipate the completion of some projects outside the school building. For example, there may be a day in which a student works off-site on designing a Habitat for Humanity project in which four hours of intensive work with that team accomplishes more toward that student's academic goals than a traditional six hours of actually attending school on that day.

developing its administrative regulations. 158.070 (1) The minimum school term shall be one hundred eighty-five (185) days, including no less than the equivalent of one hundred seventy-five (175) six (6) hour instructional days. A board of education may extend its term beyond the minimum term.	
KRS 161.020 (1) No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public school position for which certificates may be issued, or receive salary for services rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board. (2) No person shall enter upon the duties of a position requiring certification qualifications until his or her certificate has been filed or credentials registered with the local district employer. (3) The validity and terms for the renewal of any certificate shall be determined by the laws and regulations in effect at the time the certificate was issued. 16 KAR 2:010 16 KAR 2:020	While we will require a Learning Coach to have Kentucky Certification, our goal is hire master teachers regardless of specific grade-level and/or content certification. The implementation of this model cannot occur without relief from this KRS and these KARs.
KRS 160.345 Definitions -- Required adoption of school councils for school-based decision making -- Composition -- Responsibilities -- Professional development -- Exemption -- Formula for allocation of school district funds -- Intentionally engaging in conduct detrimental to school-based decision making by board member, superintendent, district employee, or school council member -- Complaint procedure -- Disciplinary action -- Rescission of right to establish and powers of council -- Wellness policy.	While the students will be housed in a school appropriate to their current grade level, eventually the program will span Owensboro Middle School South, Owensboro Middle School North, and Owensboro High School. For the plan to be successful, it will not fall under the governance of the existing schools' SBDM councils. Rather, it will fall under the governance of a team consisting of a Learning Coach, a school principal, a parent of a participating student, and a district administrator. The CCR 2020 Learning Academy will adopt the SBDM policies of the school in which it is housed, with the exception of 160.345 (i) 1 – 9, in which case the governing body mentioned above will establish those policies.

705 KAR 4:231 (2011) Section 4 (1)a – A student completing the requirements for a career major may receive a Career Major Certificate shall include: a) Successful completion of high school graduation requirements to include four (4) career-related credits relevant to a career cluster or major (2) A student may earn the Department of Education Career and Technical Certificate of Achievement by earning four (4) credits within a career major. Section 11 – Opportunities in secondary career and technical education programs shall be provided for students to receive an industry-recognized skill standard certificate based on skill standards and assessments. Section 13 – Requests for exceptions to any standards for career and technical instructional programs shall be submitted in writing by the local educational agency to the chief state school officer.	Because of the specialized and personalized plans of each student, every effort will be made to help students gain industry certification based on their passions and aptitudes. Delivery of these necessary skills would take place by multiple means: direct instruction, contextual-based learning, internships, virtual, and/or use of community experts. Through a competency-based schema, when students are ready for a certification exam, they will be given the opportunity to test. This plan requests that a student gain "career-ready" status for the Unbridled Learning assessment model, but that the "Preparatory Definition" of "two career and technical education credits in a preparatory program and is enrolled in a third credit course" be waived.

Proposal #2 – Cravens and Estes Elementary Schools: DRIVE (Dynamic, Rigorous Innovative Valuable Education)

Current Instructional Model

1) OPS operates five elementary school sites for grades K-4. If the facility plan can support it, plans are in the works to move 5th grade into these sites within the five-year Innovation Distinction period. Under the current model, elementary students are taught in traditional classrooms and within cap-sized environments. In early primary, kids are paired with a teacher who likely stays with that student all year. Some of our sites are specializing on content in grades three and four, and students are changing classrooms with a different teacher for reading, math, etc. In all grade levels, Response to Intervention (RTI) periods are now prevalent in each building. Efforts are being made to differentiate learning to meet the learners where they are, and specific strategies are being implemented to get them on grade level before leaving primary. The issues that challenge success in this model primarily deal with time, individual students, and numbers. Currently, teachers spend many minutes of their day in non-teaching activities (supervising outside play, escorting students to the restroom/specials classes, etc.). During the RTI time, students that have met benchmarks long for challenging activities. Because the focus of this time is centered on the students behind grade level, this has become problematic for the teacher to differentiate for every learner.

2) Teacher planning time hinges on the master schedule of the "specials" teachers (music, media specialist, computer, and PE). Therefore, all students leave the classroom at the same time. Additionally, all students move in groups together to playground, rest room, etc. Much of the teacher's time is spent on non-instructional tasks.

Proposed Model

Cravens Elementary School and Estes Elementary School will create and implement Innovation Labs for grades three and four. When fifth grade joins these sites, they will also have the opportunity to participate in these lab environments. At the kindergarten-second grade level, reading and math will be the focus of the school day.

K, 1, 2 Schedule M,T,TH,F

½ day Reading/Language Arts
½ day Mathematics

3, 4 Schedule (Met Benchmarks) M,T,TH,F

½ day Reading/Language Arts Math
½ day Innovation Lab

At the third and fourth grade levels, reading/language arts and math instruction will occur during the morning. Innovation Labs will be implemented in the afternoon for all students. Possibilities for these labs include technology, fine arts, content-based investigations, STEM projects, etc. During year one, the school identifies Innovation Engineers that have the desire to: 1) utilize the project-based teaching method to engage students in meaningful, high-interest, and high-ability projects, and 2) develop Innovation Labs they have a desire to teach. Students who have met academic benchmarks and are a part of this instruction would experience multiple labs in the span of a school year. The adults facilitating the Innovation Labs could be any adult in the building and could also include community members who have talents in particular areas. Spaces for these Innovation Labs would not necessarily occur in traditional classrooms. Locations could include: larger areas within the school like the gym/cafeteria, outside spaces, community rooms, parks, community facilities, etc.

The model would reframe the work of four key individuals in the building: library media specialist, PE teacher, computer teacher, and music teacher. These staff members would deliver content-based instruction that seamlessly integrates with math and reading content. No longer would the master schedule be crafted around the students attending these "specials" classes. Rather the "specials" classes would come to them. The "specials" teachers will be part of the delivery system for the Innovation Labs as experts in their fields of study.

Teachers would spend all their time actually teaching kids. The restructured time would repurpose support staff to do the necessary non-academic tasks for students

(supervising playground, escorting to restroom, etc.). In the proposed model, not all students from a particular classroom would go to the playground at the same time. Depending on instructional needs, students may go in shifts and in ever-changing groupings leaving smaller clusters with the teacher to customize learning.

The model would require a 4½ instructional days per week for three reasons:

- In the proposed model, teachers would not have the current "specials" planning time as all students would never leave the classroom at the same time. Four days per week, teachers' only non-instructional time would be the required duty-free lunch period. This current daily loss of planning would be offset by a ½-day of concentrated planning time.
- The ½-day concentrated planning time will be needed due to the need for uninterrupted time to plan intensive math/reading instruction as well as the teaching techniques required to sustain the Innovation Labs. During this time, the Innovation Engineers collaborate on thematic and cross-curricular opportunities for kids. Teachers delivering math and reading instruction would collaborate on particular research-based methods to incorporate into the extended time they have with the most at-risk students.
- On this day of the week, all students attend the first half of the day. Students meeting benchmarks would be dismissed the last half of the day. Support staff in the building would provide one-on-one or small-group instruction customized to specific student needs of those K-4 students who have not met benchmarks. The teaching staff would then have three hours to collaboratively plan lessons and Innovation Labs.

RTI time will be restructured to limit disruptions and increase fluidity within the school day. Students will receive smaller, more intensive and personalized instruction to meet benchmarks. Staff involved in the Innovation Labs would understand that class sizes would be larger than in a traditional school setting. The lab setting, however, will afford students the opportunity for group exploration. Because of the inflated numbers in the Innovation Labs in the afternoon, the interventionists should have much smaller class sizes and be able to focus on the needs of individual learners.

In Years two-four, more elementary schools would adopt this model, after having seen student achievement results. Each school would begin to identify the strongest Innovation Engineers, and a bank of innovative curricula will have been developed across the district.

The goal in year five will be the creation of a grade three-five Innovation Lab school, with capabilities to service all types of learners. This school could house as many as 500 students.

Targeted Students

Multiple data points (both formative and summative) will be used to determine the appropriate benchmarks that would designate students for specific interventions as needed. MAP data, Diagnostic Reading Assessment (DRA) results, and appropriate K-PREP information will be used to determine grade-level readiness. Students who require additional intensive interventions will also work with instructional staff on the afternoon of the early dismissal.

What will look different in this model?

1) **Expanded Learning Opportunities** – Students participating in both the Innovation Labs as well as the Reading/Math intensive instruction will have opportunities they would not be afforded in the traditional school setting. Innovation Engineers will be crafting highly-engaging, minds-on opportunities involving community spaces and resources. Project-based learning will be the heartbeat that permeates throughout the model. Students will be solving real-life and real-world problems they are passionate about. While they are doing this, the Common Core standards are infused into every experience. Innovation Labs will be academically rigorous. Students will be challenged a great deal, and will rise to the challenge as they see the academic relevance of their work. In short order, they will have the tools needed to reach benchmarks. In this Innovation Lab environment, teachers will be able to identify the strengths and interests of each child and frame the standards in a way that makes sense to individuals.
2) **Multiple Assessments** – The Innovation Engineers will not be giving traditional assessments during Innovation Lab. From third grade, students will learn and understand the value of performance-based problem-solving showcases. Students performing a task to a specific well-communicated standard will augment the traditional paper/pencil tests. Innovation Engineers will use rubrics and performance-based assessments to asses students' achievements. MAP assessments will be utilized to monitor the effect of Innovation Labs and new assessment methods.
3) **Innovative Learning Environment** – The Innovation Labs will look nothing like the current classroom environment. Depending on the subjects involved, students may be learning in a theater, a science lab, a music studio, or a nearby park. Innovation Engineers could have as many as 100 students participating in an investigation, with designated adult support staff assisting in delivery.

Waivers Required for Full Implementation:

KRS or KAR	Rationale
158.060 (3) A classroom teacher or administrator may be provided additional compensation, funds for instructional and program materials, and other related costs for serving as a classroom mentor, teaching partner, or	For students meeting instructional benchmarks as measured by MAP and K-PREP, the six-hour instructional day

professional development leader in core discipline areas including reading, and other subject areas as appropriate to other education professionals in a state approved program or state approved activities. The Kentucky Department of Education shall administer the funds appropriated for these purposes. The Kentucky Board of Education shall promulgate administrative regulations to define the guidelines for programs and activities that qualify for funds including the application and approval process, the individual participant requirements, the amount of compensation, the timelines, and reporting requirements. The board shall solicit recommendations from the Education Professional Standards Board and staff of the Kentucky Department of Education in developing its administrative regulations. 158.070 (1) The minimum school term shall be one hundred eighty-five (185) days, including no less than the equivalent of one hundred seventy-five (175) six (6) hour instructional days. A board of education may extend its term beyond the minimum term.	would be waived one day per week.
KRS 161.010 (5) "Teacher's aide" means an adult school employee who works under the direction of the professional administrative and teaching staff in performing, within the limitations of his or her training and competency, certain instructional and non-instructional functions in the school program including, but not limited to, clerical duties, tutoring individual pupils, leading pupils in recreational activities, conducting pupils from place to place, assisting with classroom instruction as directed by the teacher, aiding the school librarian, and preparing and organizing instructional materials and equipment.	If there is anything in the provision that would preclude an instructional assistant from monitoring playground activity, we would need a waiver for this regulation.

Professional Development Plan

As a part of the kid.FRIENDLy Race to the Top grant, Owensboro Public Schools will join 21 other districts in high quality professional development opportunities with the entire focus on how to create a personalized learning experience for each student. Additionally, on June 6 and 7, 2013, John Antonetti will spend two days helping our teachers learn to transform the classroom in a way that engages the learner.

Middle School - CCR 2020 Professional Development

The middle school teachers have spent the entire 2012-2013 school year with a laser focus on customizing instruction for the individual student through mastering and implementing ideas such as the Formative Assessment Process. A major shift in thinking has occurred from whole group, teacher-led instruction to individual or small group instruction. While much more class time has been carved out for small group and individualized instruction, additional foundational work is needed to make the shift to student directed learning. If Owensboro is awarded District of Innovation Status, four Learning Coach positions will be immediately posted. The plan would be to select the coaches by May 2013 and provide extensive training in the summer of 2013. The content of the professional development will be determined based on the individual needs of the Learning Coaches hired. The Learning Coaches will receive a stipend for up to 15 days to provide time to research and plan the implementation of the CCR 2020 Learning Academy.

Elementary School - Professional Development

With a combined 48 teachers and 15 instructional support staff, Cravens and Estes have already laid foundational professional growth groundwork toward the INtensify and INnovate model. For the past two school years (2011-12 and 2012-13), all math and reading teachers have participated in high-quality district-led training. This has been a massive undertaking and required paradigm shifts in instructional practice for the teaching staff. The sessions have been ongoing and job-embedded, requiring teachers to become participants in our home-grown innovation lab networks. The practices learned in these sessions have been immediately applicable to the classroom. Teachers were expected to model these practices immediately and have had great success. As an example, one agenda's objectives for one month's training include the following:

Mathematics Professional Development Objectives
✓ I can design instruction to include all aspects of best practice: o Frame instruction with relevant/real world problems (presented up front!) o Build conceptual understanding through ▪ Concrete representations ▪ Pictorial representations ▪ Abstract representations o **Overtly connect** the mastering of the concept to solving the relevant/real world problem
✓ I can define number sense and understand its significance in computation, mental math, estimation, and mathematical reasoning.
✓ I will learn activities that can be used in my classroom to reinforce sequencing, place value, structure of numbers, estimation, number magnitude, and addition and subtraction.
✓ I can explain the progression of addition and subtraction from K through grade 4.
✓ I can understand how number bonds facilitate an understanding of the structure of numbers.
✓ I can let my students use invented strategies to solve problems.
✓ I can demonstrate model drawing with my students and encourage its use in problem solving.

This type of training would continue to help supply all teachers with solid, appropriate techniques to better teach the elementary content.

The other piece of the professional development plan is just beginning to surface. Project-based learning is a key component for this model to work successfully. Many of our elementary teachers have not had formal training in these techniques. Both schools will attend kickoff conferences to learn the basics of a project-based learning environment. Networks across grade levels, contents, and schools would develop to create communities of practice around the concepts.

Due to the success of the reading and mathematics district-wide professional developments, the project-based learning would likely follow suit. The keys to successful implementation of professional development lie in the ability to sustain the reform over time. This requires frequent communication, formative check-ins, and intentioned follow-up. The project-based learning professional development will be planned with these potential success factors in mind.

Resources

Middle School - CCR 2020 Resources
No additional human or fiscal resources will be utilized to support the CCR 2020 Learning Academy. Owensboro Middle School South is already allocated certified classroom teachers at a 24 to 1 ratio; therefore, a Learning Coach working long term with 24 students will be sustained with current staffing allocation policies.

In year one, this plan will effect the role of four master teachers. They will transition from the traditional factory-model deliverer of content to a coach in helping students become owners and directors of their learning. Work time will increase, as outlined in the plan. Since the Learning Coaches will be with their students all day (with the exception of lunch), planning time will occur outside of the instructional day. This increase in the work day will be compensated with additional pay. Additional resources to pay the Learning Coach would be identified in the SBDM allocation level with some support available through possible Federal Title funds.

Elementary School – Resources
No additional human or fiscal resources will be utilized to support the INtensify and INnovate schools. The waivers sought to change regulations will allow the schools to better utilize staff in the building and will allow for more fluidity in the school day. All current funding streams and allocations from both federal and local monies will remain consistent, with no additional support needed.

The SBDM will allocate staff in much the same way that is happening now. Some of the Innovation Lab teachers may have more students in the classroom than traditional cap size numbers allow today. Professional Development dollars will be

utilized to focus on the preparations needed for implementing the project-based Innovation Labs as well as developing more extensive tools to deal with the focused reading/math instruction as well. Professional Development is currently being funded through SBDM via a district allocation, as well as Federal Title funds. These would continue with a special emphasis on spending financial resources to support these innovation endeavors.

Partnership with Local Universities

Owensboro has two local 4-year postsecondary institutions that have agreed to partner with us in the innovative school sites. Brescia University and Kentucky Wesleyan College have both agreed to provide exclusive pre-service teacher placements in Estes, Cravens, and OMS. Additionally, the college course may even be taught inside our school buildings. Students need an average of 150 hours of observation before student teaching. However, these students will not only be observing. After we give them an orientation, students will become an active member of the learning community. Here they will learn, at the pre-service level, what innovation in action looks like. They will be intimately involved in teacher planning, implementing RTI strategies, and participating/facilitating the Innovation Labs.

Communication Plan

In addition to the specific strategies below, OPS has several modes of district communication: social media, YouTube channel, Cable TV Channel, and Text Messaging System.

Stakeholder	Strategy
Students	Communication to students will be kept up through daily morning news and classroom announcements.
Parents & Families	Parents and families will be updated on implementation and progress through weekly emails, newsletters, and parent/teacher conferences.
Staff & Faculty	Communication to faculty and staff will take place primarily through faculty meetings, emails, and team meetings.
Feeder Schools	Communication to feeder schools will occur through district newsletters such as OPS Step-in, but also through transition meetings as well as principal meetings.
School Board members	School board members will be communicated with during school board luncheons, meetings, etc.
Teachers	Communication to faculty and staff will take place primarily through faculty meetings, emails, and team meetings.
Teacher Organizations/ Associations	School representatives for various organizations will communicate objectives/progress/implementation during monthly/quarterly meetings.
Community-based Organizations	Communication with community-based organizations will occur through district newsletters such as OPS Step-in, but can also occur through public school board meetings or face-to-face meetings as needed.
Local Philanthropy	Communication with local philanthropy will occur through district newsletters such as OPS Step-in, but can also occur through public school board meetings or face-to-face meetings as needed.
Other Education Partners	Communication with other education partners will occur through district newsletters such as OPS Step-in, but can also occur through public school board meetings or face-to-face meetings as needed.

There are many groups supporting our work, both from school-based support groups to community-wide agencies. Their letters of support are attached to this application.

Summary of Student Service Plan

Proposed Strategy	Expected Outcomes	Sources of Data	Total # of Students Targeted by Grade level	Total # of Students in Special Populations/ Underrepresented Groups
K-4 Project Based Learning Innovation Labs at Cravens and Estes	Increase in the number of students at or above grade level in reading and math; an engaged learning environment in which students become self-directed learners, creative thinkers, and problem solvers	NWEA MAP Assessments administered three times per year; DRA assessments administered three times per year; K-PREP to be administered to 3rd and 4th grade students one time per year	Elem: 750 Middle: 0 High: 0	SES: 705 Race/Ethnicity: 188 Gender: 390 Female; 360 male Disability: 56
6 – 12 CCR 2020 Learning Academy at Owensboro Middle School South	Increase in the number of students at or above grade level in reading and math; an engaged learning environment in which students become self-directed learners, creative thinkers, and problem solvers. On track to meet college-ready benchmarks	NWEA MAP Assessments three times per year; K-PREP one time per year; Explore in 8th grade; Plan in 10th Grade; ACT in 11th grade; Relevant EOC assessments	Elem: 0 Middle: 100 High: 0	SES: 100 Race/Ethnicity: 25 Gender: 50 Female; 50 Male Disability: Depends on ARC determination for any student who qualifies for the pool of applicants

OPS serves a diverse set of populations, as evidenced in the chart above. While the biggest diversity may be seen in socioeconomic variance, the district also is dealing with multiple races, ethnicities, and ability levels. Diversity is the strength of our district. We embrace it, welcome it, and always seek to leverage it for effectiveness. The chart above outlines the underrepresented groups that would be represented in the innovation plans, as well as total number of students served.

Monitoring Plan

The student service plan outlines the type of data OPS will monitor in order to ensure success of the plans. In the elementary model, formative assessments such

as MAP and DRA will help determine if the intensive reading and math instruction with smaller groups of students has the positive effect we seek. For the students meeting benchmarks on those assessments, results will also show if the Innovation Labs are differentiating for their need to feel challenged. Elementary K-PREP scores will be monitored and compared annually. With the change in instructional techniques, time in school, and intensity of classroom activities, we hope to show dramatic gains over time.

For the middle school model, MAP will be the formative instrument to monitor progress over time. With the differentiated nature of MAP results combined with the intensive personalized innovation model, there will be avenues for each of the students to improve in a prescriptive way. Another important barometer of success will be the EXPLORE test taken in the 8th grade, PLAN in 10th, and ACT in 11th. These summative experiences will inform the work, showing steady and dramatic gains with each testing experience. The Learning Coaches will analyze results and make a progressive and prescribed path for each student. Finally, state K-PREP data also be used in the middle school plan in order to compare scores from the control group (general student population) to the experimental group (Innovation students).

In both Innovation models, analyzing trend data will be a non-negotiable. OPS will liken the activity to a medical model of success. When we see one variable become an issue, that variable will be addressed immediately. Whether it is one student or a group of students, the capacity included in these models gives enough flexibility to make a swift, intentioned, and immediate change to address whatever may be hindering success. The current factory model makes it very difficult for this to happen. But structures and procedures within these proposed models will get students the prescription they need for success.

OPS is eager to use comparison data across our district with the proposed models. If the distinction is granted, we will have three sites where Innovation models are being used and four sites where more traditional instruction is taking place. Effectively, a control and experimental group could be loosely identified. When the innovation models begin to work and show effective change, the other schools will be able to make those changes and realize those gains as well.

The work of aligning common core standards with current content curricula is still very applicable in both models. OPS feels like this work is valuable and necessary in teaching students with eventual goals in college and career readiness being important, attainable, and realized. The difference in the models from traditional schools, then, lies in the delivery methods and the personnel delivering them. It is not the "what" but the "how" that we address in these proposed models.

OPS has two main predictors of success with these models. First, we want to gauge grade-level readiness as measured by MAP and DRA. Secondly, we want to improve the numbers of college and career ready students as measured in the Kentucky Accountability System. While there will be millions of other data points along the

way for students involved in these models, we believe focusing heavily on a few points will improve the entire system. Therefore, we will be creating dashboards of success and looking at this data for at least five years. The baseline is already established. If granted the distinction, OPS will immediately create the new structures and begin measuring data points against the baseline. As we monitor levels of effectiveness, the models will become fluid if necessary in order to withstand structural tweaks as necessitated by data scrutiny.

Cravens Elementary School
Site Based Council Meeting
Thursday, March 14, 2013
12:00 p.m.

Members In Attendance

Jimmy Lyddane, Marilyn Strong, Mason Outerbridge, Jill Head, Maria Kelly, Sylvia Coleman

I. Budgets:

2012-2013:

a. SBDM balance: $179.91
    i. Students received full benefit of this fund
b. Internal: $17,482.41
    i. Averages around $15,000; keeping funds for student activities, programs over breaks
c. PTO: $3001.54
    i. Dependent on getting money from recent fundraiser
    ii. Honor roll, student incentive/motivators, teacher appreciation
d. Title I: $94,500
    i. Not specifically earmarked to date
e. Encumbered Money: $15,411.25
f. PBL World Conference: $10,458
g. Available Carryover: $68,630.75 + (Contingency) $18,000 = $86,630.74

2013-2014:

h. Estimated allocation: $168,000
i. Staffing $109,000
j. Available for resources, etc. $59,000
    i. Will not affect overall staffing

II. Innovation Application:

a. Due from School Board by March 15, 2013
b. Innovation application being pursued for innovation exemption
    1. Gives ability to 'change the way we play school' traditionally
    2. Proposal will be submitted (by the district) to the state
    3. Cravens' staff 99.9% supports the Innovation initiative
    4. Integrate PBL (Project Based Learning)
c. PBL – specifically geared to 3rd and 4th grade initially
d. Changes school day
    i. Restructure morning specials times

1. Teacher planning time will be approximately 30 minutes Monday, Tuesday, Thursday & Friday
2. Wednesday – students attend ½ day
    a. afternoons spent by teachers uninterrupted plan time
    b. students not meeting benchmarks will receive intensive interventions on this ½ day afternoon
3. Child care concerns
    a. Transportation Dept. will work to help with plan
    b. Considerations for child care on the ½ day include:
        i. Transporting students to Estes after school child care
        ii. Satellite location for Boys & Girls Club after school child care

e. Innovation program outcome:
    i. Students being ready for real-world, life situations
    ii. Problem solving
    iii. True creation, problem solving, real-world ingenuity, collaboration, critical thinking
    iv. Make students more competitive for the global market/competition they will encounter

f. Sylvia Coleman made a motion to support and apply for the Innovation application as well as approving the waiver of regulatory language to forego the 180-day implementation requirement. Jill Head seconded the motion and the entire SBDM council supported and approved to pursue moving forward with applying for the innovation application.

III. Brain Trust:

a. In conjunction with Estes
    i. Principals, Curriculum Facilitators and 2 staff members to meet once weekly to review projects and congruency to standards

IV. Funding for Training:

a. Team of teachers from 3rd and 4th grade to attend PBL World Conference
    i. Cost $10,458
    ii. Benefit of attending conference versus bringing trainers to district
        1. Cost to bring trainers in is far above cost for team to attend

a. Value of collaboration with peers who are implementing PBL far exceeds cost

iii. SBDM Council agreed that attendance to conference is primary over any other training options

V. Other:

a. Questions/Thoughts:
   i. Exempted from? Examples:
      1. Minutes of school week
      2. Recess / physical activity regulation
   ii. Decreases 'wasted' instruction time; allows for utilizing all time throughout the school day
      1. Schedule will be assessed even down to the minute to insure no lost instructional time
   iii. Differs from Charter school how?
      1. Structure is not charter school
         a. Some things may look like charter school, but funding sources for Innovation remain through School Board, and home- school based (no application to attend Innovation school, will remain Cravens' district)
   iv. Technology
      1. Needs for stable/dependable technology (internet access, computers, etc.)
   v. Individual teachers won't develop projects without guidance
   vi. May involve any and/or all subject areas
   vii. Support staff to be involved in implementation of projects
   viii. Students not meeting benchmarks should not be 'penalized' by not participating in PBL ...
   ix. "Our children need to be a thinking people"

Respectfully submitted,
Jill A. Head

Estes Elementary

School Based Decision Making Council

SPECIAL-CALLED MEETING

March 14, 2013

Members present were: Michelle Long, Tami Wahler, Shari Flagg, Melissa Coombs, LaTanya McKenzie, Amy Crabtree, Laurisha Tolliver and Shirley Roberson

- Meeting was called to order
- The council approved the agenda
- Shari Flagg shared with the council the information on the on the District and School of Innovation
- Wendy McLevaine explain to the council how project based learning works
- Shari Flagg shared with SBDM that she had a confirmatory 91% vote from the instructional staff
- Shari Flagg explained how the students would have a 4 ½ instructional days and students that needed extra instruction would stay the other half day
- Shari Flagg told the council that the "Specials" (computers, PE, music and library) would be in the classrooms
- The council was in support of the 3rd and 4th grade teachers and administrators to attend training in California in June at the Buck Institution costing approximately $12,000 from Title I funds
- The council came to a unanimous decision in favor of District and School of Innovation along with waiving the 180-day regulatory requirement, with Amy Crabtree first on the motion and LaTanya McKenzie second the motion
- The motion was carried
- The meeting was adjourned at 3:47

Owensboro Middle School
Regular Meeting
March 13, 2013

The 2012-13 Owensboro Middle School School-Based Decision Making Council (SBDM) held its regular meeting on Wednesday, March 13, 2013 at 3:00 p.m. in the North Campus Conference Room.

Members Present:

Logan Walker, Teacher
Bryan Blount, Teacher
Josh Sullivan, Teacher
Melissa Decker, Parent
Michael Johnson, Parent
George Powell, Administrator

Also Present: **Kate Lauzon, Board Member**
Karen Crisp, Secretary

010-12 CALL TO ORDER

Mr. Powell, Council Chair, called the meeting to order. Motion to adopt the agenda and approve minutes from the last meeting were made by Melissa Decker and seconded by Michael Johnson. The agenda and minutes were approved by consensus.

011-12 APPROVAL OF INNOVATION APPLICATION 2012-13

Mr. Powell shared with the council the Innovation Application proposal being pursued for an Innovation Exemption. This exemption will be submitted to the state by our school district to change the way we teach school to a small minority of students who struggle in the normal class setting and to help them be more successful for life. Proposal number one is for more positive relationships with students. This teacher will become the "leaning coach" for these students for at least five years, hopefully more. Target students would be for new 5th grade students. OMS staff voted to move forward by 70%. Logan Walker made a motion to approve and apply for the innovation application and waive the 180-day regulatory language, and Bryan Blount seconded the motion. The SBDM council supported and approved the motion to move forward and apply for the innovation application.

012-12 IMPACT OF FEDERAL SEQUESTRATION

George Powell went over with the council what effect the Impact of Federal Sequestration has on the middle school. The Title One program and Special Education program will be cut at about $33,000. per building which is an approximate cut of $67,000. for OMS N & S.

013-12 CALENDAR UPDATE

May calendars were distributed to the council, with the dates of the K-Prep testing to be as follows, Thursday, May 2nd, and Friday, May, 3rd with a weekend break and then start fresh on Monday, May 6th, Tuesday the 7th, and finishing on Wednesday, May 8th. The council also went over the dates for award days in May.

014-12 GOOD NEWS REPORTS

- **State Competitions are coming up this weekend**
- **Mathcounts Competitions are scheduled for next weekend**
- **Girls Track finished second at Mason Dixon Track meet in Louisville this past weekend**
- **Drama Group traveled to GA**
- **Kuna –Presented a bill and it was the first time it passed the General Assembly**

015-12 ADJOURN

There being no further business, the Council adjourned on a motion made by Logan Walker second by Michael Johnson.
The next regular meeting will be Wednesday, March 13, 2013, at 3:00 p.m. in the north conference room.

_____
George Powell, Council Chair

_____
Karen Crisp, Council Secretary

Greater Owensboro
ECONOMIC DEVELOPMENT CORPORATION

P: 270.926.4339
F: 270.926.2178
P.O. Box 782
Owensboro, KY 42302
owensboro.com

March 6, 2013

Kentucky Department of Education
Division of Innovation and Partner Engagement
500 Mero Street, 1st Floor CPT
Frankfort, KY 40601

Dear Sir or Madame:

We understand that the **Owensboro Public Schools** is seeking the distinction of a District of Innovation. This letter, signed by officials within my organization, seeks to highlight support of this effort on behalf of OPS' students.

In order for students to gain necessary 21st-century skills, to survive and thrive in the world economy, and to collaborate effectively to solve real problems, the school district needs to be free to undertake unconventional and innovative measures. We understand the District of Innovation designation would allow such activity to occur. We are in full support of this endeavor.

Finally we understand the following themes may be employed in order to receive the Innovation status: 1) Use of competency-based credit, 2) Expanded Learning Opportunities, 3) Multiple assessments/pathways to graduation, 3) Innovative Learning Environment, 4) Alternate forms of governance, and 5) Job Classifications.

Our organization supports this journey and endorses its direction. If we can be of further assistance, don't hesitate to contact us.

Sincerely,

Nick Brake, PhD
President/CEO

KENTUCKY
WESLEYAN
COLLEGE
1858

March 7, 2013

Kentucky Department of Education
Division of Innovation and Partner Engagement
500 Mero Street, 1st Floor CPT
Frankfort, KY 40601

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We have worked very closely with the faculty, staff, and students of Owensboro Public Schools for many years and will continue to do so. Our organization supports this journey and endorses its direction. If we can be of further assistance, don't hesitate to contact us.

Sincerely,

Martha P. O'Bryan

Martha P. O'Bryan, Ed.D.
Chair, Teacher Education Department
Kentucky Wesleyan College
3000 Frederica Street
Owensboro, KY 42301
mobryan@kwc.edu
(270) 852-3232

AudubonArea
COMMUNITY SERVICES, INC.

Board Chair
Keith Free
freekl@owensboro.org

Chief Executive Officer
Aubrey Nehring
anehring@audubon-area.com

Developing resources... Investing in human potential

Kentucky Department of Education
Division of Innovation and Partner Engagement
500 Mero Street, 1stFloor CPT
Frankfort, KY 40601

March 8, 2013

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Sincerely,

Byron C. Mayes
Chief Financial Officer

270-686-1600
1700 W. 5th St.
Owensboro, KY 42301-1952
www.audubon-area.com

Helping People, Changing Lives
Community Action
PARTNERSHIP

CRAVENS ELEMENTARY SCHOOL

2741 Cravens Avenue
Owensboro, Ky 42301
(270) 686-1010 • Fax (270) 683-9678

James Lyddane
Principal

Kentucky Department of Education
Division of Innovation and Partner Engagement
500 Mero Street, 1st Floor CPT
Frankfort, KY 40601

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Sincerely,

Kirsten Cox

(Name)

Kirsten Cox, Parent

(Organization)

Cravens Elementary

"Success is only an attitude away"
Equal Education and Employment Opportunities M/F/D.

CRAVENS ELEMENTARY SCHOOL

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Owensboro, Ky 42301
(270) 686-1010 • Fax (270) 683-9678

James Lyddane
Principal

Kentucky Department of Education
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Sincerely,

(Name)

MARIA Kelly Parent

(Organization)

Cravens Elementary

"Success is only an attitude away"

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Owensboro Public Schools

A Tradition of Excellence since 1871

Dr. Larry D. Vick, Superintendent

450 Griffith Avenue
(270) 686-1000

Owensboro, Kentucky 42301
Fax: (270) 683-3137

Kentucky Department of Education
Division of Innovation and Partner Engagement
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Sincerely,

(Name) Christie Payne parent and business owner

(Organization)
Christie Payne's cleaning
529 Clay St
Owensboro, KY 42303

Equal Education and Employment Opportunities M/F/D

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Dr. Larry D. Vick, Superintendent

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Sincerely,

Regina Cho
Jeff Cho
(Name)

(Organization)
Service Pro Automotive
1630 E. 18th Street
Owensboro, KY 42303

Equal Education and Employment Opportunities M/F/D