



District of Innovation Application

November, 2012

Applicant Information

District Name:

Owsley County

Owsley County/475

District Name

County/District #

Address:

14 Old KY 11

Street Address

Booneville

KY

41314

City

State

ZIP Code

Phone:

(606) 593-6363

Date of Application:

April 30, 2013

Contact Person/Title:

Paul Green DPP/Chief Academic Officer

DISTRICT ASSURANCES

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

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

 Superintendent *Boyle* 4/29/13
 Date

 Chair, Board of Education *Stacy Campbell* 4/29/13
 Date

Recommended Process for Districts of Innovation

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

- ✓ District Level Team (DLT) reviews current CDIP and discusses current models and/or initiatives which clearly demonstrate innovation.
- ✓ DLT takes Readiness for Innovation Self-Assessment and analyzes results.
- ✓ DLT conducts a needs assessment based on results of Self-Assessment.
- ✓ Request for Technical Assistance/Information from KDE (not required).
- ✓ DLT determines feasibility of application process. If DLT decides to apply, it will solicit a School Level Team (SLT) for each school of innovation.
- ✓ Each SLT completes Readiness for Innovation Self-Assessment, to begin the process for establishing buy-in and completing the school sub-plan.
- ✓ Each SLT determines whether it will participate based on the requirements of the statute and begins the process of writing school level sub-plan.
- ✓ All school sub-plans are reviewed by the DLT for final approval. DLT begins writing district application for submission.
- ✓ Submit application which includes Administrative Acknowledgment and Assurances, District Level Plans, School Level Plans.
- ✓ Scoring Process by KDE Program Review Team.
- ✓ Selection/Designation of Districts of Innovation.

District's Vision/Mission

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

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

District of Innovation Application Vision and Mission

Vision, Mission and Transformation: The mission of Owsley County Schools is that the district "in partnership with the families, students and community, shall ensure the opportunity for a high quality education for each student in a safe, nurturing environment." To accomplish that mission, the district envisions its students achieving at the highest levels, by implementing a system of innovations relying on new technologies, new school structures, and advanced pedagogy. The new system is intended to remove current barriers and provide unique pathways for students to excel. Central to the vision is making use of the existing community assets to further the district's educational goals. These assets include:

- A nearly county-wide Fiber-to-Home effort in partnership with the local telephone cooperative (PRTC) that provides internet access to students and opens technology to them as a tool for learning, research and demonstrating learning.
- Partnerships with neighboring districts Madison and Lee counties to provide distance learning opportunities for courses not available in a school the size of Owsley County HS, so that students can complete courses that will prepare them for college. --Several other districts have expressed interest in joining our course sharing partnership. We hope to expand course offerings through these partnerships in the future.
- Through the Promise Neighborhood federal grant project of which Owsley is a participant, development of core content courses to be delivered via Blackboard for the 2013-14 school year with the goal of having a complete curriculum available online by 2015-16.
- Local colleges and universities, and an Area Health Education Center that can offer advanced study, field work and internships in future careers related to STEM and health fields as well as business entrepreneurship and the literary arts, ensuring that students graduate college and career ready.
- An agriculture economy and Farm to Table initiative that open new possibilities for careers related to sustainable environments and innovations in farming.

It is the intent of this application and the ensuing implementation to focus on the assets of the community and at the same time, contribute to developing these and other assets through the education of our future work force. Owsley County currently has limited job opportunities for its citizens as there is no industry, active coal mines or tobacco production, and thus a small tax base which has a direct impact on funding for both the school district and community infrastructure. It is incumbent upon the school system to prepare students for careers that can grow the economy and the community. Additionally, the district aims to provide both incentive and hope for students that their efforts in high school can pay off for them individually in postsecondary education and career and at the same time revitalize Owsley County.

Continuous Improvement and Risk Taking: Owsley County School district promotes continuous improvement by thinking in divergent ways. Several examples follow, emphasizing innovative ways to keep students learning when inclement weather prevents them from coming to school, to open new course possibilities to them through distance and online learning, building the capacity of our staff to use technology to develop online courses that will serve students in an e-school setting and developing healthier lifestyles and individualized entrepreneur skills through the Farm-to-school initiative and our ongoing status through Alliance for a Healthier Generation.

1. During the past 3 years, Owsley County Schools has participated in the Snow-Bound Pilot Project. This program was an innovative learning program in which instruction was delivered to the home during times of inclement weather. This system allowed the students of Owsley County to continue their

- education without the interruptions that occur during times of inclement weather. Student data were collected and it was determined that significant learning was taking place at the home.
2. While working on this project, Owsley County High School began to explore the ability to expand its curriculum via distance learning by partnering with neighboring school districts. These partnerships have allowed students to enroll and participate in classes being taught in Madison and Lee County Schools.
 3. Also, through Promise Neighborhood, Owsley County is working with Jackson and Clay County to develop 7 core content courses to be delivered via Blackboard for the 2013-14 school year with the goal of having a complete curriculum available online by 2015-16 SY.
 4. Owsley County HS has developed an exemplary applied agriculture program called Farm to Table that engages students in growing, cultivating and marketing produce, giving them first-hand experience in agriculture and business development. The program has been recognized throughout the region, garnering media attention for the level of student engagement and emphasis on entrepreneurship.
 5. In 2010, Owsley County High School was recognized as a "Bronze" school from the Alliance for a Healthier Generation sponsored by the William Clinton Foundation. The school is currently working toward the "Gold" level. The recognition shows an ability of the school to adapt its curriculum and educational program to meet the strict standards of the Alliance for a Healthier Generations.

Commitment to Change: Owsley County is taking seriously the District of Innovation's charge to personalize learning for students and to move away from the industrial model of education to what is referred to in the professional literature as Learning 2.0 (Kerchner, 2012) and by the KDE as next generation learning. This means looking at new structures, pedagogy and resources that will motivate students to achieve in school and at the same time prepare them for college and career. In doing so Owsley staff is keenly aware of the barriers facing students in this small, rural district in Eastern Kentucky, one of the poorest in the state and in the nation. Lack of economic and career opportunity over generations has diminished students' aspirations for college and career, and eroded their motivation to remain and excel in school. Moreover, Owsley County is somewhat isolated, leading to many students being unaware of opportunities in the larger world beyond their rural community. The district is committed to addressing these barriers and broadening horizons for students so they have a larger sense of what is possible for them. Components of Owsley's approach to removing barriers, infusing rigor and building success include:

- o Use of project-based learning to engage all students in deep learning, to change the teacher-student dynamic as well increase flexibility in use of space, time and teacher assignment, and to help students become both interdependent and independent learners who are eager to pursue formal learning beyond high school. **Project Based Learning: Explained.** (<http://youtu.be/LMCZVGesRz8>)
- o Use of distance technology to increase access to courses and other learning experiences for all students regardless of setting, and also provide an alternative setting to secondary school for non-traditional students.
- o Development of an individualized educational plan for each student which builds on the LLP but extends that to create customized opportunities for rigorous learning while in high school, including the option of performance-based courses where students can test out of classes for which they already possess the knowledge and skills.
- o Use of work-related settings, internships, field studies and other opportunities with local businesses, colleges and area centers leading to students graduating from high school with a major in a field they want to pursue.

- Extended school year for students that need additional time to gain mastery. This is contingent upon additional funding to support extended days.
- Develop innovated supplemental education programs such as the online summer reading program. This is a program in which students receive “Internet vouchers” (free internet service for summer) in exchange for participating in online book discussions. This program is being planned to address the significant summer slide many students have in reading comprehension skills. It is ready to begin this summer.
- Any other innovative strategy that is within the scope of the plan, but may be implemented in the future.

School leaders in Owsley County understand that standards-based does not equate with standardized. It is important to provide not only a re-imagined high school for those students attending school, but other options or pathways for students who might want a hybrid experience comprised of on-line and some face-to-face schooling, or an applied learning environment for students who want to earn their diploma and advanced credit through apprenticeships and other alternate settings. A description of each follows.

High School of Innovation: Organized around the tenets of project-based learning, Owsley High School of Innovation makes innovative use of space, time, faculty and resources, providing flexibility for students to “drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge, gleaning new, viable technology skills and becoming proficient communicators and advanced problem solvers” (Bell, 2010). The environment of a project-based learning school resembles that of real-world work settings, preparing students to be independent learners and workers in college and career. Teachers teach whole or small group mini-lessons to meet Kentucky Core Academic Standards, and when students are working independently in their project groups, provide support and guidance to apply those standards to create products, designs and presentations that are juried and used by business and community leaders. Projects integrate STEM areas and the arts and engage students in all facets of intellectual and hands-on learning. Most projects have a beyond-school component, facilitating internships and field studies and allowing students to graduate with a major such as health services, business entrepreneurship, agriculture, STEM and literary arts. These projects and related majors build on local community assets, like the Farm to Table agricultural project in the district, the Area Health Education Centers, and writing projects at local colleges which boast literary artists in residence, such as Slias House at Berea College and Frank X Walker at UK. Students connect their projects and majors to their LLP, strengths and interests and future careers. In addition, students are strongly encouraged to complete dual credit courses during beginning their sophomore year at local colleges in alignment with their LLP, participating in real time or virtual settings. Project Based Learning at High Tech High (<http://youtu.be/xFPS3Alnbhk>)

Hybrid High School: Using a combination of online distance and face-to-face learning, Owsley’s Hybrid High accommodates students with a high interest in using technology as a primary tool for learning and who prefer to work independently with maximum flexibility of schedule. This option opens up learning for evenings and weekends and could enable students to balance work, high school and college early enrollment courses if they so desire. The pedagogy applied in this setting draws from project-based approaches, with students focused on rigorous inquiry, research and design or product development. Teachers use a standards map and project route to ensure student learning addresses the KCAS and at the same time is relevant to student interests. Collaboration with other students can be accomplished in class settings and/or via an online community using social media groups established through the school which would also allow teacher participation and feedback. Face-to-face instruction enables the teacher to fill in gaps in learning or skill development, to conference and provide direct feedback to students and to make available on-campus resources as well as connect

students with distance learning courses not offered through the school system. E-mentoring is also a feature of Hybrid High, supporting student growth and achievement in real time or asynchronous settings, so students are connected even if not physically at school. The course of study is developed with the student using the LLP and surveying online and community resources to develop interests, talents and prepare students for college and career. USC Hybrid High School: Imagine <http://www.youtube.com/watch?v=VUVY3wcyOHM>

Applied Learning Academy: Owsley County's Applied Learning Academy makes a clear connection between individualized learning for non-traditional students and a focus on hands-on approaches. At the Academy students learn via design and construction using real and virtual materials. Kentucky Core Academic Standards are addressed through both mini-lessons and tasks enabling them to complete their projects and include informational reading, proposal writing, measurement and algebraic reasoning, and scientific understandings related to load, stress, lift and other concepts key to construction. Classroom projects are connected with local business or government projects, so the students work has real life application. They learn not only how to use academic and vocational skills to produce usable and needed products, but they also take postsecondary classes through Morehead State, EKV or Hazard CTC in business, management and entrepreneurship, so that when they leave school for a technical or certificate program and/or to enter the world of work, they are job-qualified and may start their own businesses. As in the other two high school options, the LLP helps students chart their path through high school, dual enrollment in technical and college courses, and career goals. ACE Leadership High School (<http://aceleadership.org/>)

Specific Barriers to Student Learning: Owsley County is located in the foothills of the Appalachian Mountains. It is the poorest county in the state of Kentucky and is rated as one of the poorest counties in the nation. Owsley County has very limited opportunities for its citizens. The leading employer in the county is the school system and there is no industry. Owsley County was once a tobacco producing community, but no longer. There are no active coal mines in the county. Due to the small population and limited tax base, Owsley County Schools struggle to meet the needs of the student population. Students have very limited opportunities outside the core content areas. Limited staffing makes it impossible for the school to have a variety of course offering for its student population. Owsley County Schools have traditionally been low performing across all groups. The population is almost exclusively Caucasian, and learning gaps exist only between students in regular education and those in special education. Currently the High School ranked in the 27th percentile when compared to schools throughout the state. These numbers reflect the low socio-economic conditions of the county and lack of opportunities. Quite frankly, Owsley County Schools need to re-imagine schooling and create an environment meeting the unique needs of all its students, both regular education and special education, as well as helping students to envision larger possibilities for their education and their future.

Overcoming Barriers via Waivers: Changing the context of the community but the District of Innovation Status can help to jump start this change by allowing the district flexibility to meet student needs. Owsley County School District is requesting several waivers. In making these requests, it is understood that many of the regulations involving schools may be waived without innovation status. In order to maintain clarity, Owsley County is requesting these waivers to ensure that these regulations do not create barriers that inhibit the meeting of each student's individual needs. The requests are as follows:

#1 156.160 Section 1 -- Owsley County is requesting a waiver from the required state graduation requirements. Also, the district is requesting that the mandated course schedule (I.E. math each year) be waived. Each student at OCHS will be given an educational plan. Each plan will be designed to meet the specific College and Career readiness needs. Student's courses and schedules will be based on individual needs. The district understands that Section 2 of the legislation gives flexibility in scheduling and substitution of credits, however, the district would like to be able to work with Kentucky Department of Education to ensure that each plan meets state requirements, addresses standards but also is tailored to specific needs of students.

#2 702 KAR 7:125 Section 1 -- Owsley County is requesting a waiver of Pupil Attendance requirements. As in request one, Owsley County understands that flexibility for pupil attendance is given in section 1(g) and 1(h). However, we are requesting waiver to ensure students may be allowed to enroll in as many performance based courses as needed. The language in Section 1 (g) states "a student **MAY** be counted in attendance for performance-based credit for a class or block for the year or semester..." We would like to flexibility in counting students present that are enrolled in any number of performance-based courses. We also would like to extend this waiver to any student that is successfully meeting requirements as outlined in their individual education plan.

#3 KOSSA/Industry certification requirements—In order for a student to be considered career-ready, the student must have two indicators. First they must have met minimum proficiency scores on the ACT WorkKeys or ASVAB. Then they must meet an industry certification requirement. Owsley County is asking a waiver for the course requirement for industry certification. If a student is enrolled in one class related to an industry certification and attains the skills needed to pass an industry certification test they should be counted as career ready. Students should not be forced to take additional course work if they already have skills.

#4 Teacher certification requirements—As previously stated, Owsley County HS is a small school, complicating hiring of staff and offering of a wide range of courses to individualize learning. The district would like several options for bringing professional expertise to the high school and for ensuring that students can graduate with a major that sets them on the path for college and career. These options could include pairing certified teachers with community, non-certified professionals in the health, agriculture and business fields for example, and having flexibility of roles as teachers and community professionals plan and work together to deepen and expand learning for students; community and postsecondary internships where students are not working directly with teachers but are earning work/study credit; or other arrangements. The district will work with the KDE to determine if waivers are needed in this area.

#5 KRS 157.320 -- SEEK calculations based on AADA. -- Due to the nature of our innovative learning model, traditional attendance models will be ineffective in monitoring daily attendance. Because ALL students will be enrolled and expected to complete individualized learning plans, we are requesting the SEEK funding be based on average daily membership for all students that are involved in the innovative model. This would create a system to ensure that Owsley County schools are receiving maximum funding to create the best possible model.

#6 Waive regulatory language that requires applications be submitted at least 180 days prior to implementation. Owsley County staff voted 22-4 in favor of waving the regulation.

#7 The district asks that future consideration is given to other regulations that inhibit the individual education of students. This could include waivers for EOC

OWSLEY COUNTY HIGH SCHOOL

School-Based Decision Making Council

Gary Cornett, Chair
Tina Cornwell, Co-Chair

James Barrett
Lesa Marcum

Stacey Davidson
JoAnne Richardson

Date: March 5, 2013
Time: 5:00 p.m.
Place: Owsley County High School

Order of Business

- I. Opening Business
 - a. Approval of Agenda
 - b. Approval of minutes from January 29, 2012
 - c. Public Comments

- II. Student Achievement
 - a. Scrimmage Test March 15
 - b. ACT March 5
 - c. NAEP March 7
 - d. Explore March 7

- III. Planning
 - a. Staff Allocations from General Fund
 - b. Tell Survey

- IV. Budget Report
 - a. Activity Budgets
 - b. 20% Reduction

- V. New Business
 - a. Approve FFA Field Day Trip March 21
 - b. Approve Destination Imagination March 1
 - c. Approve Track Trip to Mason Dixon Games March 1
 - d. Approve Gear Up Trips-Pending
 - e. Softball Bucket Shake-March 2
 - f. Approve Prom Date of April 20
 - g. Approve District of Innovation Application (Staff vote 22-4 in favor)

- VI. Adjourn

OWSLEY COUNTY HIGH SCHOOL
SCHOOL-BASED DECISION MAKING COUNCIL
REGULAR MEETING
OCHS CONFERENCE ROOM
March 5, 2013
5:00 PM

Present:

Gary Cornett, Principal, Chair
James Barrett, Teacher Representative
Stacey Davidson, Teacher Representative
Tina Cornwell, Teacher Rep., Co-Chair
Lesa Marcum, Parent Representative
Tanya Tirey, Secretary

Absent:

Joanne Richardson, Parent Representative

Guests:

Order of Business:

Call meeting to order/roll call – The regular meeting of the SBDM Council was called to order at 5:30 p.m. by Gary Cornett with five members and secretary present.

I. Opening Business

- a. Approval of Agenda- Lesa Marcum made a motion to approve the agenda. Tina Cornwell seconded and consensus carried.
- b. Approval of Minutes from January 29, 2013– Tina Cornwell made a motion to approve the minutes from January 29, 2013. Stacey Davidson seconded and consensus carried.
- c. Public Comments – None were presented.

II. Student Achievement

- a. Scrimmage Test March 15 – Reviewed. No action necessary.
- b. ACT March 5th - Reviewed. No action necessary.
- c. NAEP March 7th - Reviewed. No action necessary.
- d. Explore March 7th – Reviewed. No action necessary.

III. Planning

- a. Staff Allocations from General Fund – Reviewed. No action necessary.
- b. Tell Survey – Reviewed. No action necessary.

IV. Budget Report

- a. Activity Budget Report - Reviewed. No action necessary.
- b. 20% Reduction – Reviewed. No action necessary.

V. New Business:

- a. Approve FFA Field Day Trip on March 21 –
- b. Approve Destination Imagination on March 1 –
- c. Approve Track Trip to Mason Dixon Games on March 1 -
- d. Approve Gear Up Trips-Pending --
- e. Softball Bucket Shake on March 2 -

- f. Approve Prom Date of April 20 –
- g. District of Innovation –
Lesa Marcum made a motion to do a blanket approval of New Business items. James Barrett seconded and consensus carried.

VI. Adjourn –Tina Cornwell made a motion to adjourn. Lesa Marcum seconded and consensus carried.

Minutes submitted by Tanya Tirey, Secretary

assessments, core course requirements (Alg. 2) and any other statute that does not meet the specific needs of an individual student

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
Owsley County High School	Individualized Educational plan that meets specific need of each students.	Each student will have growth in student performance. The focus of this plan is graduation rate and College and Career Readiness pathways.	22-4 Employee affirmation through staff vote.

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

School Information

School Name: Owsley County High School

Rationale/Needs Assessment

- What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?
- Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.

- Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.

District of Innovation Rationale/Needs Assessment

Vision, Mission and Improving Student Learning: The mission of the District stated in the section above is to work with parents and community to ensure a high quality education for all students in a safe and nurturing environment. The vision of the District is to move from an industrial model of education to one characteristic of the information age, where students can use technology and 21st century pedagogy to learn both broadly and deeply, and in doing so are prepared for college and career. The District envisions creating several new structures for learning that provide options for student engagement, address students' long-term goals, and equip students with 21st century skills. As noted above, achievement lags behind the state, the district has difficulty keeping students engaged in high school and also in ensuring they are prepared for college. Innovation status will allow the district to re-imagine the way it provides schooling and remove barriers in the way of an individualized, personalized plan of learning for each student.

Development of School Innovation Process: The Owsley County School District innovation plan was developed after a thoughtful process in which school and district administrators, teachers, and parents examined the value of alternative delivery of education. Additionally, the six design principles for innovation from the KDE web site were used to formulate the ideas for this proposal to ensure we addressed college and career readiness in a systemic way. <http://education.ky.gov/school/innov/Pages/default.aspx>

(KDE) Design Principles for Innovation

1. World Class Knowledge and Skills: knowledge and skills that prepare students for global success and competency
2. Personalized Learning: set goals, assess progress to ensure student academic and developmental support
3. Anytime, Anywhere Learning: flexible & Real World learning environment that provide constructive learning experiences
4. Student Voice: students owning and shaping their individual learning experience
5. Performance-based Learning: enabling students to demonstrate mastery based on high and shared expectations
6. Comprehensive systems of support: providing a culture of support for all students (i.e., social, emotional, physical and cognitive)

The design principles are addressed explicitly in the preceding section describing the three pathways for increased student readiness in the form of three alternate school designs.

Previous examples of district innovation upon which this proposal builds includes:

- Starting in 2010, Owsley County Schools piloted the snow-bound project for schools that missed an excessive number of days due to weather.

- During this pilot, the program was embraced and flourished. Data were collected and it was determined that significant learning was taking place during snow days. This led the district to look at alternative methods of instruction could be utilized to enhance the instructional program at OCHS.
- Starting in 2012-13 SY, two other innovative approaches were utilized. First, distance learning using Microsoft LYNC (365) was embraced by the school. Students in Owsley County were able to join students in Madison County to take Mythology, a course that could never be offered in Owsley County Schools. Owsley staff also partnered with Lee County sending 4 courses to students there. All the courses were shared using Microsoft 365 technology.
 - The other innovative learning opportunity was the Owsley County Early College Initiative. Using partnerships with Hazard Technical and Community College and Morehead State University, Owsley County High School was able to offer seven dual credit college classes to students who had met college readiness benchmarks. The classes were taught by collegiately certified staff and because they were employees of the district, the classes were offered free of charge. From this, the district began to look at ways to expand innovative opportunities to students. Using funding from a Promise Neighborhood initiative, Blackboard learning was purchased for five years. Teachers were able to blend learning using traditional learning methods and online techniques.
 - Also, through the Promise Neighborhood, seven complete online courses are being developed with the goal of having an entire High School curriculum online within 5 years. Students will be able to utilize these courses for a variety of reasons including credit recovery, early graduation, and/or to open schedule so they can complete other electives. With the ability to take courses online, it gives students a much greater flexibility in their individual educational endeavors. Administrators in the system also traveled to Greeneville, TN, to visit the Niswonger foundation to view their innovative learning model. The Niswonger Foundation connected 27 schools in an effort to increase rigor and educational opportunities for students of Eastern Tennessee. The foundation of this model is breaking down barriers to learning. All of these helped guide the Owsley County School District in development of their plan.
 - Owsley County School district adopted Carnegie Math in 2009. This approach is an example of hybrid learning. Students are involved in the classroom setting, but also have a technology piece which is completed during lab time or at home. These innovative approaches can be expanded in our Hybrid High School approach.
 - The Farm to Table project which started through a partnership with the University of Kentucky entitled Homegrown Kentucky, has led to the development of student real world learning, agriculture knowledge and opportunities for developing student business entrepreneurship, as well as a model for innovation. <http://homegrownkentucky.wix.com/home>
 - See Appendix at end of application for articles and videos about Owsley County Innovative Programs.

Barriers and Overcoming Them: As stated earlier, Owsley County School system is a very poor rural district. Limited resources, student opportunity, and exposure create an environment in which student motivation often is lacking. Traditionally, Owsley County Students have had to leave in order to develop skills necessary to becoming college and career ready. Limited course offerings have stifled student interest. Using technology and the ability to partner with other schools, Owsley County hopes to open the world to student learning. The use of technology does not have to be limited to just school hours; the 24/7 learning approach will give the students the opportunity to learn anytime anywhere. Microsoft 365 will allow students to join distance learning classes from their homes. Blackboard classes will be available to students who cannot attend school during the traditional 8-3 window. The plan will also allow

students to substitute work experience and job-related learning in the place of traditional courses. Competency based credits will allow students to “test out” of classes or receive credit for performance based competencies. District of Innovation Status will allow the District to make these changes and will also support new structures for schooling detailed in the first section of this application. For the District to achieve dramatically improved outcomes, it cannot do business as usual. Instead, innovation, challenge and inventiveness need to characterize all aspects of secondary schooling no matter what the setting, and innovation status can assure that the District realizes this vision.

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

Owsley County Schools Plan Development

The basic tenet of Owsley's plan is to re-imagine schooling for all secondary students so we in fact graduate next generation learners. To do this we must adapt all our approaches to schooling, since the old system will not produce the kinds of outcomes we are envisioning. Technology plans a key role in the school plan for reasons enumerated above, having to do with removing barriers and expanding both horizons and opportunities. The application format asks to describe the components of the school plan separately, understanding that each is part of a larger system of change and invention for Owsley County Schools.

Competency Based Credit:

- a. Students will receive credit based on competency
- b. Allow students to "test-out" of courses
- c. Credits can be assigned based on work performance
- d. Individual student plan will allow flexibility in course scheduling and credit requirements

Expanded Learning Opportunities:

- a. Distance Learning opportunities – LYNC technology
- b. Blackboard ON-line classes
- c. Off-site opportunities with local colleges and universities as well as agencies such as the Area Health Education Center
- d. Work related opportunities (work study, apprenticeships, etc.)
- e. 24/7 learning (learning at home, summer opportunities, etc.)
- f. Explicit instruction in college knowledge skills such as critical thinking, problem formulation, time management and goal setting that mirror 21st century skills

Multiple Assessments/Pathways to Graduation:

- a. Early College program
- b. Distance Learning opportunities – LYNC technology
- c. Blackboard ON-line classes
- d. Off-site opportunities that include field studies in students' area of career interest
- e. Work related opportunities (work study, apprenticeships, etc.)
- f. Three-school option of High School of Innovation, Hybrid High School and Applied Learning Academy

Innovative Learning Environment:

- a. High School of Innovation organized around project-based learning, with balance of formal instruction and independent group project work in open, dedicated spaces on campus but outside the classroom that promote student research and collaboration; flexible use of time; teacher

- support for projects on as-needed basis; and student products juried by other students, educators and community members
- b. Hybrid High School organized around a combination of online and face-to-face instruction, with students setting the pace of learning, and with peer collaboration extended through use of social media
 - c. Applied Learning Academy organized around work mostly outside of school, in internships, field studies or college coursework that typically falls outside the traditional school day, with faculty support for students connecting school to work
 - d. In all three settings emphasis on student voice and choice, building on students' desire to engage in generating solutions to problems in the larger community, and opening the physical space of the school to alternate settings

Owsley County also reserves the right to expand its innovative program beyond the parameters of the components listed above. As new/improved innovative strategies are developed, Owsley County Schools may revise the plan to continue to be on the cutting edge of innovation.

In addition to and including the components listed above, Owsley County intends to personalize education for its secondary students by developing and implementing a coordinated system of advisement, support and opportunity. Piecemeal efforts will not suffice to prepare Owsley High School students for the challenges they will face in pursuing postsecondary education and rewarding careers. Instead, an integrated and coordinated effort is needed to change the conditions of schooling for Owsley County High School so that students perform at higher levels, and graduate high school ready for college and career.

Advisement: The basis of Owsley County's plan is to expand the role of the LLP process so that every student has an individual educational plan. The foundation will begin in 7th and 8th grade as the LLP process along Explore and MAP data will be used to create individual student pathways. Beginning in the 9th grade, every student at Owsley County High School will work with teacher advisors, counselors, parents and administrators to develop and individual educational plan. Each plan will be specific to the needs of each student. Students will utilize LLP interest inventories, test data and teacher recommendations to help form education plan and establish the educational goals. Students and parents will be required to have specific input on their own educational goals and pathway. Once a plan has been established, the team will create an option or pathway for the student to follow in order to meet his/her needs, as outlined in the mission and vision section of this proposal, under the three pathways. Each educational pathway will be monitored and evaluated for each student regularly by teacher, counselor, administrators and the individual student, since self-regulation and self-assessment are key skills for college readiness. If a student is not making adequate progress, his/her plan will be modified to meet individual needs. Formative assessments such as MAP, as well as teacher grades, work experience and other evaluations will be utilized to monitor progress. Each student must show growth and measurable attainment goals will be set for all three pathways which reflect achievement on state assessments and EPAS for EXPLORE and ACT tests. *(Students in grades 7-8 attending OCHS and having extreme barriers to learning will also have an individual education plan, monitored using the same criteria as above. Students may include those with significant behavior, social, or attendance issues. Advanced students that are eligible for an accelerated curriculum may also have a plan developed that includes innovative learning strategies.)*

SUPPORT: As referenced in the mission and vision section of this proposal, each of the three pathways marks a departure from traditional schooling, specifically, the organization, content and structure of a project-based learning school; blended learning with extensive technology use and

increased flexibility and independence of a hybrid school; and the independence and application of skills outside the school setting in the applied learning academy. Typically students have not developed the necessary skills and habits to function as independent, self-sufficient learners, to collaborate with other students in the design and development of work products with real world applications, to learn in hybrid settings or to organize their time to accomplish both internships and coursework independently. Teachers will need to assume new roles, not as the person providing direct instruction on a daily basis but rather as someone facilitating both individual and group learning. In addition, taking dual credit courses on the college campus may require additional tutoring and mentoring for students to be successful. Owsley County HS will provide that additional support to students on days they are not attending college classes through face-to-face and distance means to ensure student success.

Opportunity: Again, the three options or pathways will provide opportunities for all students to learn and to be fully engaged in the learning process. As mentioned previously, meeting standards doesn't equate with standardization. All students will address the KCAS through rigorous coursework and applied studies, in and out of formal classroom instruction. Owsley County's commitment is to broadening horizons and opening the larger world to students. John Dewey once said that "education is not preparation for life; education is life itself." So the opportunities to learn afforded by project-based, hybrid and applied learning will have students learning by doing and experiencing. Less emphasis on textbooks and more interaction with primary sources and on line resources, authentic work products that develop students' creativity and sense of invention, internships and field studies, and flexible use of time, space and teacher expertise all increase opportunities for students to learn in ways that promote achievement and college and career readiness. The District's innovative use of technology for online courses and its exemplary Farm to Table program promoting agriculture and business entrepreneurship help set the stage for further innovation in learning as presented in this proposal.

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
College/Career Readiness	An increase of the number of students graduating college or career ready by 10% per year.	K-Prep, MAP assessments, Explore, Plan, ACT, EOC assessments, Compass testing, WorkKeys, ASVAB	Middle: 7 th -10-15 students 8 th - 10-15 students High: 9 th - 50 (all students)	SES: 200 Gender: Disability: 20
Cohort graduation rate	100% 4-year graduation rate for all students	4 year graduation rate	High: All Students	SES: Race/Ethnicity: Gender: Disability:

Owsley County intends to extend the Innovative Learning Model to all students grade 9-12 by 2015. Students in grades 7-8 will also be considered if they have significant barriers or if they have significant needs (e.g. gifted students). In year one, students will be selected based on needs, student, teacher and parental input.

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.

In re-imagining secondary schooling, Owsley County understands that it needs to invent new roles for faculty, and provide a comprehensive approach to professional development to support these roles. This approach includes intensive training and modeling, regular coaching both face-to-face and virtual, and the creation of well-designed professional learning communities (PLC's) where teachers can collaborate as they change their practice. Moreover, administrative engagement, encouragement, modeling and support are necessary to make and sustain changes in pedagogy and school structures. Few teachers were trained to facilitate small working groups of students, each focused on a unique project with applications to the larger community, or to blend online and interactive classroom practice, or to keep connected with students who are engaged in local internships or field studies. Even fewer bring experience of working in settings where time and space are flexible, where teachers may have differentiated roles, and where students are not working on the same tasks at the same time.

Keeping the needs in mind, the District plans to develop a multi-year sequence of training and coaching with partner CTL (Collaborative for Teaching and Learning), to launch the three pathways and embed practices like competency-based credit, blended instruction, integrated use of web 2.0 tools, learning that emphasizes creativity and invention, and authentic work products to demonstrate learning. The first two years will provide intensive support for teachers and at the same time build the capacity of instructional coaches and administrators to support and monitor implementation. During the third and fourth years, training and coaching will continue but with less intensity and a greater emphasis on teachers coaching each other and sharing what they've learned, moving toward gradual release. The last year will focus on sustainability and identification of in-house experts to carry forward the work. Details on content and structure of professional development follow.

- Teachers will participate in project-based learning professional development, differentiated by which setting or pathway they teach within. Teachers at the High School of Innovation will need the most in depth understanding and practice with project-based learning, technology integration and creation of student work products. Teachers in the other two settings will use principles of project-based learning but it will not be the organizing factor for their school pathway; their PD will focus on how to integrate projects with hybrid and applied learning. Emphasis will include how to design projects from the

KCAS and infuse rigor and connection. <http://www.edutopia.org/stw-replicating-pbl-overview-video>

- CTL will provide formal training, job-embedded PD and ongoing coaching both face-to-face and via distance. This blended model will mirror the kind of hybrid instruction around which Hybrid High School will be organized, and will have utility for teachers in all three pathways. CTL will link teachers together using various social media tools to share lessons, student work samples, and ideas for improving their use of flexible time, space and formative assessment.
- Teachers will be grouped into flexible PLCs for continued development and study. Part of the continuous learning model at Owsley County's high schools is intensive job embedded coaching using state provided resources through PD 360 and CILTS to create individual teacher professional development plans. These individual teacher professional development plans provide teachers a map for continuing their development as 21st century educators.
- In the PLCs, teachers will take on the roles of rigorous study groups as outlined in *DuFour's PLCs at Work* (1998) to study teacher instructional practices, impact on student learning, and creating a comprehensive college-going culture of high expectations for all students. The PLCs will be flexible so that teachers can be grouped in content area groups for portions of their study and cross-content area groupings to address the cross curricular project designs. The PLCs are made possible through the flexible course design in which students will be working. As students collaborate in project teams, teachers will be freed to work on instructional response and improvement.
- The use of Blackboard to increase distance learning opportunities at Owsley is already in place and through Berea's Promise Neighborhoods Grant, Owsley County High School is working with CTL to introduce online course design, rigorous blended instructional models, and distance learning. The training will continue through a variety of approaches that model the types of instruction that teachers will be using with their own students. All teachers are developing online blended approaches that allow students opportunities for independent learning as well as structured synchronous and asynchronous interactions. This work will continue with CTL as well as part of the PLC structure at Owsley County High School.
- Teachers and Administrators will take part in the P20 Innovation Learning Lab's Next Generation Leadership Academy. The Academy will assist the development of new learning systems designed to increase the percentage of graduates ready for collage and career.

Teachers in grades 7-12 are committed to implementing individual learning approaches for students. At a faculty meeting in which the District of Innovation application was discussed, 22 of 26 teachers committed to the changes necessary to make Owsley County High School a school of innovation. Owsley County is a small district, approximately 800 students and 66 teachers. Changing the practices of the high school, grades 7-12, would immediately impact learning for almost half of the students in the district. Part of the on-going staff development would entail a strong vertical alignment of curriculum, alignment of high expectations, and sharing of instructional practices.

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.

The Owsley County School district is allocating significant human and fiscal resources to the implementation for the innovation plan. Through partnerships with Promise Neighborhood, Owsley County School was able to get Blackboard K-12 Learning. This is a significant expense with enough licenses to enroll all

students grades K-12 in blackboard. This opens the door for an entire online curriculum and is the centerpiece for our whole innovative learning model. By students being able to have the opportunity to take online courses, the traditional school day is not a necessity for students. Resources are also being utilized to train teachers in Blackboard. Stipends are being offered to teachers that take the additional load of developing online courses. The district is providing PD to all teachers in the use of Blackboard. The district is also utilizing the state purchased Microsoft 365 to use LYNC. Through PN, 30 tablet computers have been purchased so students will have access to distance learning classes at home. This initiative will be piloted in the 2013-14 SY. Teachers and staff at OCHS will also be asked to teach online courses. The initial course developments will be for teachers that have volunteered to pilot the program. Additional staff will be added in years two - five. District Administrative staff is also directly involved as two of the distance learning courses are being piloted by the district Supervisor of instruction and the Chief Academic Officer.

Due to significant loss of state and federal funding, Owsley County School district struggles to meet the basic course offerings for its student population. Staffing levels are stretched thin and there are limited or no resources to offer varied elective courses. The innovative learning model will give students and administration significant flexibility and numerous additional course offerings. Roles of teachers will change. Teachers will still have traditional classes, but many will be expected to offer online courses using Blackboard, or distance courses using LYNC. Teachers may be compensated extra (stipend or extra service) for additional duties. Others may supplement work load of a traditional course for an online or distance learning course. Teachers may also have options of teaching early bird or evening courses to meet their contractual requirements to the district.

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.

Owsley County is a small rural community, which is served by one high school and one elementary. While size is often a disadvantage for the people of Owsley County, in this instance it can be looked upon as strength. The advantage that a small community has is that everyone knows everyone else which makes dissemination of information easier to reach all stakeholders. The district uses its webpage, one-call now system, Blackboard, Twitter, message centers (digit signs at each school), e-mail, local newspaper and word of mouth to get information out. The plan for innovation was presented to the Owsley County Board of Education on the March 12, 2013 board meeting. Board members enthusiastically endorsed the plan. All teachers in the district have been involved in the snow-bound pilot for the past 3 years. During PLC's staff has been engaged in conversation regarding the innovative initiative and are ready to begin the expansion of our already numerous innovative programs. The district has already communicated its plan to most stakeholders and many have endorsed the model as evidenced by the support letters accompanying the application.

Once the district has been approved for the program, several steps will take place in order to communicate the plan to all stakeholders. First, an orientation meeting will be scheduled to meet with all students and parents that are available for participation in the model. The orientation will outline the individual student educational plan process and the options students have. Parents and students will then schedule times to meet with advisors to develop educational plans. Brochures will be developed and disseminated explaining the new initiatives. Individual letters, school webpage, message center and one-call now systems will be utilized to get information out to all stakeholders about meeting dates, planning sessions and scheduling. The district will also work with local

media outlets to promote the new innovative programs.

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
College/Career Readiness	Our plan focuses on increasing the number of students that are College/career Ready.	Data will be used to track the number of students that become College/career ready. We expect a growth of 10% per year.	Data will be tracked with the expected impact of significant growth in College/Career Readiness (10% increase per year)
Plan/ACT	Monitor student progress toward college readiness	Data will be collected to determine individual education plans for each student.	Data will be used to show overall growth of the model, but also to show how test data is used to modify student plans to best meet their individual needs.
Cohort Graduation Rate	Improve Cohort Graduation Rate to 100%	Monitor student progress and ensure that individual student plans are developed that remove barriers that prevent students from completing school. Student graduation rates will increase	In 5 years, all students should be graduating in 4 years.
Parent/student surveys	Student voice will be used to determine program success and areas of growth.	Parent/student surveys will be collected to ensure that plan is meeting needs of students and removing all barriers.	After five years, students will be graduating college/career ready in 4 years. Parents and Students surveys will convey an overall satisfaction with the innovative model.

*Note to applicant: Add more rows as needed.

Monitoring Plan

Owsley County will develop a tiered approach to monitor the success of the innovative learning model. Each tier will examine the effectiveness of the program focusing on the individual needs of each student. Each level is as follows:

- Individual Educational committees – These committees will include student, parent, teacher, advisor and administrators. They will be charged with creating and monitoring individual education plans. These committees will meet quarterly to review data and examine progress of students. They will adjust educational plans based on student’s performance/needs.
- School level leadership – OCHS principal will develop teams to monitor the make-up and status of each education committee. The leadership group will examine school-wide data (MAP testing, EPAS, EOC, KOSSA testing and student performance on project-based learning) to determine success/areas of improvement. It is expected that the number of students meeting college/career benchmarks will improve by 10% per year.

- o District level Team – District personnel will monitor progress to ensure fidelity of the program and ensure that data supports growth. Also, district level will create and administer student and parent surveys to monitor strengths and weaknesses of the program.
- o Outside partnerships – Through partnership with Promise Neighborhood and CTL, outside teams will be used to monitor the program. Professional development will be created to enhance the program. They will also assist in monitoring student and teacher progress, and advising district on how to continue to grow the innovative model.
- o State level monitoring—Owsley County hopes that KDE will take an active role in monitoring and assisting in the continuing development of the innovative model. KDE could also assist the district in finding additional partners to expand course offerings and student opportunities.

Proposed Timeline

Initially, Owsley County hopes to begin implementation of the innovative model during the 2013-14 SY. Because of the significant change that is expected to occur, the school hopes to have a tiered approach to implementation. During year one, the school hopes to be able to develop individual plans for all 12th grade students. The school will also focus on students with significant barriers in grades 7-11. After a thorough pilot and review of the model, the school hopes to expand the program to involve all students in grades 10 and 11 in year two. These plans are tentative, but the school and district believe that these timelines are very attainable. The following is a tentative timeline for year one:

Development of innovative plan	April, 2013
Innovative Status – accepted	May, 2013
Communication Plan enacted (all stakeholders notified of innovative status)	May, 2013
Development of Master Schedule (reflect innovative status)	May, 2013
Project based learning professional development	May, 2013 - ongoing
Meeting with student and parents – Innovation orientation	May/June, 2013
Blackboard course development	May, 2013
LYNC/distance learning training	May, 2013
SBDM/Board Policy revision (reflect innovation status)	June, 2013
Individual student plan development (student scheduling)	June/July, 2013

Extended PD for innovative model (PBL, distance learning, etc)	August, 2013 -- Ongoing
Launch innovative model	August, 2013
Student-plan reviews – quarterly	(October, January, April)
Second Semester scheduling	November
Review student progress (district)	December
Second Semester Begins	January, 2014
KOSSA testing	February, 2014
ACT, ASVAB and WORKKEYS testing	March, 2014
Compass testing	April, 2014
EOC testing	May, 2014
Innovative program review (holistic)	May, 2014

Appendix

<http://www.owsley.kyschools.us/Page/587>

http://www.ruraledu.org/print_article.php?id=2799

<http://www.kentuckyteacher.org/features/2012/02/students-continue-learning-even-when-schools-are-out/>

<http://ksba.org/Downloads/11%20May%20Advocate.pdf>

<http://www.wolfe.k12.ky.us/districtNewsArticle.aspx?artID=906>

<http://www.ksba.org/protected/PrintArticle.aspx?id=50UY3B&dasi=3UBI>

<http://www.lrc.ky.gov/minutes%5CStudentTechnology/121127OK.HTM>

http://www.connectkentucky.org/NR/rdonlyres/CE91A6D8-E433-47D1-8923-19B867D51AFA/0/1_OWSLEYCOUNTYSTATEGICTECHNOLOGYPLAN.pdf

<http://homegrownkentucky.wix.com/home>

Commonwealth of Kentucky

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26TH SENATE DISTRICT

robert.stivers@irc.ky.gov

ROBERT STIVERS
PRESIDENT OF THE SENATE

April 26, 2013

David Cook
Office of Guiding Support Services/General Counsel
Division of Innovation and Partner Engagement
500 Mero Street, 1st Floor CPT
Frankfort, KY 40601

Dear Mr. Cook:

I am writing this letter on behalf of Owsley County Schools to offer my strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year. I am very excited about the initiative's proposal to create a personalized learning plan for each student that utilizes next generation technology and that allows each student to reach his or her goals. As you already know, the students of the school district come from one of the poorest counties in the state and in the nation. The District of Innovation Status will bring much needed opportunities for students of the Owsley County Schools to "level the playing field" by helping to create meaningful learning experiences that are comparable to those for students in more affluent areas.

I understand that the Owsley County District of Innovation Status requires a strong network of caring individuals and service providers in order to help create systemic change, to improve the Owsley County community, to serve as a model of effective practices for educating 21st Century students, and to increase the number of students prepared for college and career. I share Superintendent Tim Bobrowski's commitment to building and strengthening that network, to participating in the Innovative School initiative, and to providing essential services required to facilitate the process by which Owsley County Schools will become a model for the entire state of Kentucky.

I look forward to the meaningful improvements that District of Innovation status will bring to Owsley County.

Sincerely,

A handwritten signature in cursive script that reads "Robert Stivers".

Robert Stivers
President of the Senate

Kentucky Valley Educational Cooperative

One Community College Drive JMICB, Suite 107 Hazard, Kentucky 41701

Phone: 606-439-1119 Fax: 606-439-1322

www.kentuckyvalley.org

April 22, 2013

Dr. Tim Bobrowski
Superintendent
Owsley County Schools
Corner of Court and Main, Rt. 3
P.O. Box 340
Booneville, Kentucky 41314



Dr. Bobrowski,

Please accept this letter of support on behalf of the Kentucky Valley Educational Cooperative offering our strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year. We are very excited about the initiative's proposal to create a personalized learning plan for each student that utilizes next generation technology and that allows each student to reach his or her goals. As you already know, the students of the school district come from one of the poorest counties in the state and in the nation. The District of Innovation Status will bring much needed opportunities for students of the Owsley County Schools to "level the playing field" by helping to create meaningful learning experiences that are comparable to those for students in more affluent areas.

The Kentucky Valley Educational Cooperative understands that the Owsley County District of Innovation Status requires a strong network of caring individuals and service providers in order to help create systemic change, to improve the Owsley County community, to serve as a model of effective practices for educating 21st Century students, and to increase the number of students prepared for college and career. In order to help make this dream a reality, we commit ourselves and the agencies we represent to building and strengthening that network, to participating in the Innovative School initiative, and to providing essential services required to facilitate the process by which Owsley County Schools will become a model for the entire state of Kentucky.

We at Kentucky Valley Educational Cooperative look forward to the meaningful improvements that District of Innovation status will bring to Owsley County.

Sincerely,

Dr. Jeff Hawkins
Executive Director

KVEC Member Districts

Breathitt County Floyd County Harlan County Hazard Independent Jackson Independent Jenkins Independent
Johnson County Knott County Lee County Leslie County Letcher County Magoffin County Middlesboro Independent
Owsley County Paintsville Independent Perry County Pike County Pikeville Independent Wolfe County



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Greenup County
Harrison County
Jackson County
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Menifee County
Mercer County
Middlesboro Independent
Monticello Independent
Morgan County
Nelson County
Owsley County
Paintsville Independent
Perry County
Pike County
Pineville Independent
Powell County
Pulaski County
Raceland Independent
Robertson County
Rockcastle County
Rowan County
Russell County
Russell Independent
Science Hill Independent
Somerset Independent
Wayne County
Whitley County
Williamsburg Independent
Wolfe County

Dr. Tim Bobrowski and Owsley County Schools:

Please accept this letter from the Kentucky Educational Development Corporation to offer our strong support for the Owsley County High School District Innovation Initiative for the 2013-14 school years. We are very excited about the initiative's proposal to create a personalized learning plan for each student that utilizes next generation technology and that allows each student to reach his or her goals. As you already know, the students of the school district come from one of the poorest counties in the state and in the nation. The District of Innovation Status will bring much needed opportunities for students of the Owsley County Schools to "level the playing field" by helping to create meaningful learning experiences that are comparable to those for students in more affluent areas.

The Kentucky Educational Development Corporation understands that the Owsley County District of Innovation Status requires a strong network of caring individuals and service providers in order to help create systemic change, to improve the Owsley County community, to serve as a model of effective practices for educating 21st Century students, and to increase the number of students prepared for college and career. In order to help make this dream a reality, we commit ourselves and the agencies we represent to building and strengthening that network, to participating in the Innovative School initiative, and to providing essential services required to facilitate the process by which Owsley County Schools will become a model for the entire state of Kentucky.

In closing, I want to reiterate our strong support for the Owsley County Innovation Initiative and look forward to the meaningful improvements this status will bring to the children, families, and community of Owsley County.

Sincerely,

Nancy L. Hutchinson - Chief Executive Officer

Berea College Promise Neighborhood Initiative
CPO 2185
Berea, KY 40404

April 22, 2013

To Owsley County Schools:

I am writing this letter on behalf of the Berea College Promise Neighborhood Initiative to offer our strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year. We are very excited about the initiative's proposal to create a personalized learning plan for each student that utilizes next generation technology and that allows each student to reach his or her goals. As you already know, the students of the school district come from one of the poorest counties in the state and in the nation. The District of Innovation Status will bring much needed opportunities for students of the Owsley County Schools to "level the playing field" by helping to create meaningful learning experiences that are comparable to those for students in more affluent areas.

Berea College Promise Neighborhood Initiative understands that the Owsley County District of Innovation Status requires a strong network of caring individuals and service providers in order to help create systemic change, to improve the Owsley County community, to serve as a model of effective practices for educating 21st Century students, and to increase the number of students prepared for college and career. In order to help make this dream a reality, we commit ourselves and the agencies we represent to building and strengthening that network, to participating in the Innovative School initiative, and to providing essential services required to facilitate the process by which Owsley County Schools will become a model for the entire state of Kentucky.

We at Berea College Promise Neighborhood look forward to the meaningful improvements that District of Innovation status will bring to Owsley County.

Sincerely,



Ginny Ann Blackson, Director
Berea College Promise Neighborhood Initiative

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Leslie County Center: (606) 672-6800
Kentucky School of Craft: (606) 785-1055
Kentucky School of Bluegrass & Traditional Music: (606) 672-6800

April 25, 2013

Mr. Tim Bobrowski
Superintendent
Owsley County School System
14 Old KY 11
Booneville, KY 41314

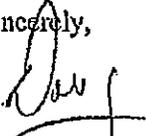
To Owsley County Schools:

I am writing this letter on behalf of Hazard Community and Technical College to offer our strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year. We are very excited about the initiative's proposal to create a personalized learning plan for each student that utilizes next generation technology and that allows each student to reach his or her goals. As you already know, the students of the school district come from one of the poorest counties in the state and in the nation. The District of Innovation Status will bring much needed opportunities for students of the Owsley County Schools to "level the playing field" by helping to create meaningful learning experiences that are comparable to those for students in more affluent areas.

HCTC understands that the Owsley County District of Innovation Status requires a strong network of caring individuals and service providers in order to help create systemic change, to improve the Owsley County community, to serve as a model of effective practices for educating 21st Century students, and to increase the number of students prepared for college and career. In order to help make this dream a reality, we commit ourselves and the agencies we represent to building and strengthening that network, to participating in the Innovative School initiative, and to providing essential services required to facilitate the process by which Owsley County Schools will become a model for the entire state of Kentucky.

We at Hazard Community and Technical College look forward to the meaningful improvements that District of Innovation status will bring to Owsley County.

Sincerely,



Doug Fraley
Vice President for Student Services



HAZARD COMMUNITY AND TECHNICAL COLLEGE
An Equal Opportunity Employer and Program Participant



Owsley County Schools
Route 3
Court and Main
Booneville, Kentucky 41314

April 29, 2013

I am writing this letter on to offer personally and on the behalf of Dataseam strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year.

Dataseam has been a partner with Owsley County Public Schools in our mission to advance cancer research and create next-generation realities for the students, educators, and residents through the placement of new technology and technology training opportunities via our program. Through technical support certification, teacher professional development, and the district competing statewide with other Dataseam-participating schools, Owsley County has earned over \$300,000 in computers since 2006.

Needless to say, these computers will play an important part in the fulfillment of their efforts to be recognized as a District of Innovation. Creating a personalized learning plan for each student utilizing next generation technology and allowing each student to understand their education attainment goals and providing a path to reach them. As you already know, the students of the school district come from one of the poorest counties in the state and in the nation. The District of Innovation Status can bring the awareness and opportunities to create and fulfill futures for students of the Owsley County Schools and "level the playing field" in creating meaningful learning experiences comparable to those students in areas with more available access to the same.

In working with Owsley County, Dataseam has been aware and has shared in the challenges the district has faced in advancing its populace. We are aware the Owsley County District of Innovation Status requires a strong network of caring individuals and service providers in order to help create systemic change, to improve the Owsley County community, to serve as a model of effective practices for educating 21st Century students, and to increase the number of students prepared for college and career. In order to help make this dream a reality, Dataseam will continue to commit itself to the success of Owsley County Schools continuous improvement.

Dataseam looks forward to the meaningful change the District of Innovation status will bring to Owsley County. Please do not hesitate to contact me should you have any questions about our support.

Sincerely,

A handwritten signature in black ink, appearing to read 'Brian Gupton', with a long horizontal line extending to the right.

Brian Gupton
CEO, Dataseam

640 South Fourth Street Louisville, KY 40202

Angel Birch
1675 KY 30 East
Booneville, KY 41314

April 25, 2013

To Owsley County Schools:

As a parent of an Owsley County High School student, I am writing this letter to offer my strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year. I am very excited about the initiative's proposal to create a personalized learning plan for each student that utilizes next generation technology and that allows each student to reach his or her goals. As you already know, the students of the school district come from one of the poorest counties in the state and in the nation. The District of Innovation Status will bring much needed opportunities for students of the Owsley County Schools to "level the playing field" by helping to create meaningful learning experiences that are comparable to those for students in more affluent areas.

I understand that the Owsley County District of Innovation Status requires a strong network of caring individuals and service providers in order to help create systemic change, to improve the Owsley County community, to serve as a model of effective practices for educating 21st Century students, and to increase the number of students prepared for college and career. I am willing to help take on that responsibility. I am but one voice, but when parents work together for the common good, much can be accomplished. In order to help make this dream a reality, I commit myself and the agencies I represent, Owsley County Drug Awareness Council, to building and strengthening that network, to participating in the Innovative School initiative, and to providing essential services required to facilitate the process by which Owsley County Schools will become a model for the entire state of Kentucky.

I look forward to the meaningful improvements that District of Innovation status will bring to Owsley County.

Sincerely,

A handwritten signature in cursive script that reads "Angel Birch". The signature is written in dark ink and is positioned below the word "Sincerely,".

Angel Birch

Owsley County PTSO
KY Highway 28
Booneville, KY 41314

April 25, 2013

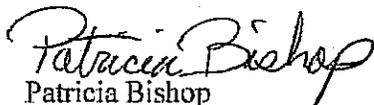
To Owsley County Schools:

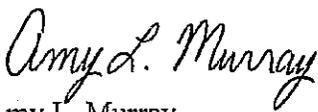
I am writing this letter on behalf of the Owsley County PTSO to offer our strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year. We are very excited about the initiative's proposal to create a personalized learning plan for each student that utilizes next generation technology and that allows each student to reach his or her goals. Although our students come from one of the poorest counties in the state, they are rich with the desire to learn and better themselves. The District of Innovation Status will bring much needed opportunities for students of the Owsley County Schools to "level the playing field" by helping to create meaningful learning experiences that are comparable to those for students in more affluent areas.

The Owsley County PTSO understands that the Owsley County District of Innovation Status requires a strong network of caring individuals and service providers in order to help create systemic change, to improve the Owsley County community, to serve as a model of effective practices for educating 21st Century students, and to increase the number of students prepared for college and career. In order to help make this dream a reality, we commit ourselves and the agencies we represent to building and strengthening that network, to participating in the Innovative School initiative, and to providing essential services required to facilitate the process by which Owsley County Schools will become a model for the entire state of Kentucky.

We, at the Owsley County PTSO, look forward to the meaningful improvements that District of Innovation status will bring to Owsley County and to all of our students.

Sincerely,


Patricia Bishop
Owsley County PTSO President


Amy L. Murray
PTSO Parent Member

Jennifer Bryant
2499 KY 30 East
Booneville, Kentucky 41314

April 25, 2013

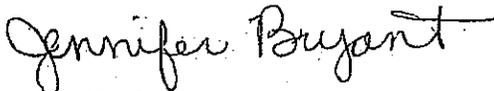
To: Owsley County Schools

I am writing this letter to offer my strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year. I am very excited about the proposal to create personalized learning plans for each student to reach his or her goals. As you already know, the students of the Owsley County live in one of the poorest counties in the nation. The District of Innovation Status will bring much needed opportunities for the students of Owsley County Schools to achieve at high levels by helping to create meaningful learning experiences that are comparable to those afforded to students from more affluent communities.

I understand that the Owsley County District of Innovation Status requires a strong network of caring individuals and service providers in order to help create systemic change, to improve the Owsley County community, and to increase the number of students prepared for college and career. In order to help make this dream a reality, I commit myself to building and strengthening the network, to participating in the Innovative School Initiative, and to providing essential support to facilitate the process by which Owsley County Schools will become a model for the entire state of Kentucky.

As a mother of two Owsley County High School Students, I look forward to the meaningful improvements that District of Innovation status will bring to Owsley County.

Sincerely,



Jennifer Bryant

April 23, 2013

To Owsley County Schools:

As a student of Owsley County High School, I'm writing this letter regarding the plan for District of Innovation for the 2013-2014 school year. I believe this will be a wonderful program and experience for me and my fellow classmates. Individually, we will have a personalized learning plan that will help prepare us for our futures and help us accomplish our goals and dreams.

I would be extremely honored to be a part of this innovative learning plan for OCHS students. I want to be prepared for college and I believe this is a very good way to do so. I know that the District of Innovation Initiative will definitely help me be better prepared and have an advantage.

I am really looking forward to my senior year here at Owsley County High School and the opportunities provided by the upcoming personalized individual leaning plans.

Sincerely,

A handwritten signature in cursive script that reads "Tyra Clem".

Tyra Clem

Ms. Kari Mackenzie Baker
57 Westridge Road
Beattyville, KY 41311

April 23, 2013

To Owsley County Schools:

As a 2013 Governor's Scholar student from Owsley County High School, I am writing this letter to offer my strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year. I am very excited about the initiative's proposal to create a personalized learning plan for each of us that utilizes next generation technology and that allows us to reach our goals.

As you already know, we come from one of the poorest counties in the state and in the nation according to the 2010 census data. I feel that The District of Innovation Status will bring much needed opportunities for us in the Owsley County Schools to "level the playing field" by helping to create meaningful learning experiences that are comparable to those for students in more affluent areas.

I speak for myself and my other fellow students, we do not want to be held back because of where we are from, but we want to soar to greater heights that are afforded to other students in other areas of the state. I am honored to be a part of this innovative approach to our education. I want to go to college as prepared as other students from larger districts that are able to offer a more rigorous curriculum with many college classes offered to high school students. I feel that I have a lot to offer the world and I feel that the District of Innovation Initiative will surely help me put my best foot forward.

I look forward to the meaningful improvements that District of Innovation status will bring to Owsley County as I continue my education here.

Sincerely,

A handwritten signature in black ink that reads "Kari Baker". The signature is written in a cursive, flowing style.

Kari Mackenzie Baker
Owsley County High School 2013 Governor's Scholar

April 23, 2013

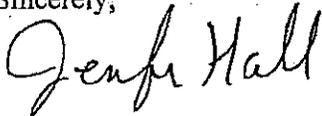
To Owsley County Schools:

I am writing this letter to offer our strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year. I am very excited about the initiative's proposal to create a personalized learning plan for each student that utilizes next generation technology and that allows each student to reach his or her goals. As you already know, the students of the school district come from one of the poorest counties in the state and in the nation. The District of Innovation Status will bring much needed opportunities for students of the Owsley County Schools to "level the playing field" by helping to create meaningful learning experiences that are comparable to those for students in more affluent areas.

As a high school science teacher at Owsley County High School, I understand that the Owsley County District of Innovation Status requires a strong network of caring individuals and service providers in order to help create systemic change, to improve the Owsley County community, to serve as a model of effective practices for educating 21st Century students, and to increase the number of students prepared for college and career. In order to help make this dream a reality, I commit myself to building and strengthening that network, to participate in the Innovative School initiative, and to provide essential services required to facilitate the process by which Owsley County Schools will become a model for the entire state of Kentucky.

I look forward to the meaningful improvements that District of Innovation status will bring to Owsley County.

Sincerely,

A handwritten signature in cursive script that reads "Jennifer Hall".

Jennifer Hall, Biology Teacher

Owsley County High School

Owsley County High School

177 Shepherd Road

Booneville, KY 41314

April 18, 2013

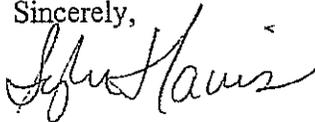
Mr. Tim Bobrowski:

I am writing this letter on behalf of the Owsley County High School English Department to offer our strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year. As a department, we are very excited about the initiative's proposal that enables us to create individualized learning plans for our students. With this use of technology our students will be better able to achieve their goals and emerge from our district fully prepared for a new and growing world. I am sure you are aware of our ranking as one of the poorest counties in the nation. The District of Innovation Status would be a major step in making our students move forward and begin to have the same opportunities as other, more prosperous, districts.

We, as an English Department, fully understand that the Owsley County District of Innovation Status requires a flexible group of likeminded individuals to create the changes needed to make this successful, to improve the Owsley County community. We will serve as a model of effective practices for educating 21st Century students, and to increase the number of students prepared for college and career, and we are ready for this challenge. We want to be at the forefront of the changes that will make Owsley County High School a model site.

We at Owsley County High School look forward to the many critical changes and improvements that District of Innovation status will bring to Owsley County.

Sincerely,



Sylvia R. Havicus

ELA Teacher

Owsley County High School
14 Old Kentucky 11
Booneville KY 41314

April 18, 2013

To Owsley County Schools:

I am writing this letter on behalf of Owsley County High School Math Department to offer our strong support for Owsley County High School's plan for District of Innovation status for the 2013-14 school year. We are very enthusiastic about the initiative's proposal to create a personalized learning plan for each student that utilizes next generation technology and that allows each student to reach his or her goals, whether it is to be college or career ready. As you already know, the students of the school district come from one of the poorest counties in the state and in the nation. The District of Innovation Status will bring much needed opportunities for students of the Owsley County School system to "level the playing field" by helping to create meaningful learning experiences that are comparable to those for students in more affluent areas.

Owsley County High School understands that the Owsley County District of Innovation Status requires a strong network of hard working and caring individuals and service providers in order to help create systemic change. The District of Innovation Status will help us to improve the Owsley County community, to serve as a model of effective practices for educating 21st Century students, and to increase the number of students prepared for college and career. In order to help make this dream a reality, we commit ourselves and the agencies we represent to building and strengthening that network, to participating in the Innovative School initiative, and to providing essential services required to facilitate the process by which Owsley County Schools will become a model for the entire state of Kentucky.

We at Owsley County High School look forward to the meaningful improvements that District of Innovation status will bring to Owsley County and its students.

Sincerely,



Jessica Cole

Math Teacher

April 22, 2013

To Owsley County Schools:

It has come to my attention that Owsley County High School would like to have Innovation status for the 2013-14 school year. I strongly support this, because, coming from a very impoverished county many people including myself, will find it difficult to be able to pay for their education after high school. My sister who is currently attending Eastern Kentucky University has expressed to me that she is having a lot of trouble paying for her tuition without the help of scholarships, and when she graduates she will be in a mass amount of debt, because of the student loans she had to use. When she graduated from high school she only had six college hours that she received through online classes, so as you could imagine there is nothing I would enjoy more than being able to get as many hours as possible.

I was very happy to be apart of the decision making for this initiative, because there is nothing that I would enjoy more than knowing that I'm working towards my future. Also, I would like to be as prepared for college as I possibly can be, because going through the transition of college is already hard enough without baring the thought of if I'm going to be able to pay for my classes every semester.

I look forward to seeing these improvements in the upcoming future, as I continue my time as a student in the Owsley County School system.

Sincerely,

Mackenzie Treadway