



District of Innovation Application

March 2013

Applicant Information

District Name: Trigg County Public Schools

District Name

555

County/District #

Address: 202 Main Street

Street Address

Cadiz

City

KY

State

42211

ZIP Code

Phone:

(270) 522-6075

Date of Application:

05/01/2013

Contact Person/Title:

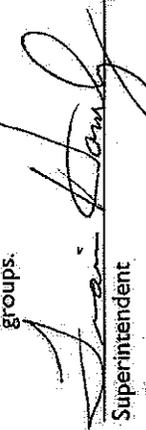
Travis Hamby, Superintendent

REQUESTED INITIAL IMPLEMENTATION DATE 08/06/2013

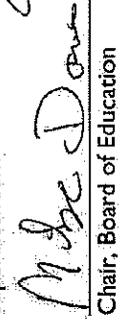
DISTRICT ASSURANCES

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

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



 Superintendent Date 4-30-13



 Chair, Board of Education Date 4-30-13

District Mission and Vision

Trigg County Public Schools' Vision:

Trigg County Public Schools will be recognized locally, statewide and nationally as a leader in comprehensive school reform through an effective learning community dedicated to educational excellence and success in life for each student.

"A school district every student wants to attend and everyone wants to visit."

Trigg County Public Schools' Mission:

The mission of Trigg County Public Schools is to provide a comprehensive educational experience that prepares each student for success in his/her pursuits after high school graduation. We commit to preparing each student for his/her next career step and for each graduate/student to both understand and accept individual responsibility as a contributing member of a democratic society. We believe Trigg County Public Schools must operate as an educational partnership with students, schools, families and the community to create and sustain a learning environment where all stakeholders embrace academic excellence and each student pursues academic excellence.

"Preparing each student for success in his/her pursuits after high school graduation."

Trigg County Public Schools' Motto:

We Build Ships! Relationships, Partnerships, Citizenship, Leadership, Sportsmanship for Scholarship

Trigg County Public Schools is submitting this application for District of Innovation status as partial fulfillment of our vision as an effective learning community dedicated to educational excellence and success in life for each student. Our mission specifically addresses the need to prepare each student for their next career step which is a direct connection to career and college readiness for every student. As our students prepare for their lives in a global economy, we recognize that the educational environment must be different in order for students to be Career and College Ready. College and Career Readiness is much more than having students to meet benchmark scores on assessment – what our district defines as college eligible. Our students must have the ability to understand the content, wrestle with a problem, and work as a team to find a solution. This is much more than low level memorization of facts, but really having to use communication, creativity, critical thinking and problem solving, and collaboration. Having these skills will demonstrate college and career readiness as the student's ability to respond to situations with both knowledge and skills. As a district, we have sought out opportunities to examine our current reality by a partnership in the P21 Next Generation Leadership Collaborative with the University of Kentucky. Our district has used this exposure to a different set of competencies for students to broaden our definition of the educational environment and has forced us to acknowledge that we are doing a good job preparing students for a world that no longer exists. Therefore, we are committed to transforming the educational experience for our students. Our students deserve an environment that challenges them to learn and utilize 21st Century skills such as communication, creativity, critical thinking, and communication. Otherwise, we will limit the opportunities for students' lives.

By implementing a mastery model of learning where learning is constant and time is the variable, our students will have the knowledge and skills they can apply in a variety of situations. This is a foundational piece of our transformation. As students gain content knowledge and apply it in authentic ways, we have no doubt students will be able to apply the same knowledge to a question/problem posed on an End of Course or end of year assessment. Not only do we as an educational institution want our students to have a different set of capacities, the community and business/economic leaders expect this as well. Many of the business leaders, at the local, regional, state, and global levels, speak about the type of skills sets they seek in potential employees. These include the same 21st Century skills that we are seeking to build: thinking critically, problem solving, communicating, and the ability to work together as a team. One way in which our district can address this is by bridging the gap between our Career and Technical Education programs and our core academics. Using real-world problems as a basis for instruction, our students will develop the natural blends between contents and programs.

Over the past five years, Trigg County Public Schools has focused on improving student achievement, specifically as measured under No Child Left Behind. Our focus on continuous improvement has been demonstrated by our success on the CATS assessment. We were once a Tier III District with a Voluntary Partnership Assistance Team who helped us to see the need to examine student achievement on the individual level and constantly seek to move each child forward. As a district, we have experienced a tremendous amount of growth. However, we have not maintained the pace of growth. As we began to examine why we are not seeing the swift upward growth, we recognize that the rigor of the new KCAS standards and changing nature of education is part of the reason that we are not moving as quickly as we expect and we have not kept pace with the changes.

As a district, we have sought to advance student learning by providing teachers with additional support and learning in the areas of formative assessment, professional learning communities, and the new English Language Arts and Mathematics standards. We have sought out support of nationally known experts. For example, we trained all PLC leaders in the process and in development of common assessments. Our Board of Education has expectations for student performance and is provided with updates at every meeting. The Board has provided funding for continuous assessments of student progress in order for teachers to have the best data to use in designing instruction for each child.

While the District Next Generation Leadership Team has share and exposed our team to many ideas for innovation during the current school year, we deliberately allowed the School Level Teams to determine and design what they specifically see as beneficial to their students. What was wonderful to see at the end of the day is that there have been some common themes about mastery learning, problem based learning, and the 21st Century skills needed by students. The district is committed to providing the necessary professional development for the core teachers that are involved in the first level of innovation that will be occurring at each school level. In addition, as our motto says, we are considering a partnership with ED Works to seek additional guidance as we move to transform our educational environment.

The District/Board is planning to commit approximately \$180,000 in the 2013-14 budget in order to advance the implementation of these initiatives. Our Board of Education is committed to this transformation. During a work session in March, the focus was on each school's Innovation Plan. The Board members offered feedback and insight to each school based upon their roles as community members, business leaders, parents, and Board member. Additionally, we believe 21st century learning requires students to have the ability for anywhere, anytime learning. We have

supported a BYOD program this year and provided waivers for the current Board policy related to student use of technology. Teachers have been encouraged to try new applications and seek ways to embrace technology which includes experiencing success and failure. The district is planning to purchase approximately 500 student devices this summer to supplement classroom instruction and currently available technology. Grade levels implementing initiatives will more than likely be 1:1. At a minimum there will be a high saturation of student devices within each grade level involved. Currently this will be grades 5, 8, and 9. In addition, each school has indicated they will be purchasing additional devices in order to provide anytime, anywhere learning opportunities for all students.

We have provided grants and support this year for a variety of innovative ideas. These include a pilot flipped classroom; a standards based grading pilot in both middle and high school classrooms, and the BYOD pilot.

For the past 2 years, our Next Generation Design team has been in place. We revamped the team to include a wider cross section of administrators, teachers, and students with a focus on building their capacity to think differently about the educational environment. District representatives in the UK Collaborative have shared many of the experiences from UK NxGL Academy. During our district professional development day, staff could attend a session on Tomorrow's World – the need for change, the changing world in which we now live and additional training on 21st Century skills has been provided. This is just been a year of bringing the puzzle pieces together to build an implementation plan. Each principal will be implementing pilot programs around problem based learning, 4 C's, standards based grading, and Blended Learning Models. We believe that Problem Based learning fits nicely with other initiatives such as the Literacy Design Collaborative work. Mastery Learning reinforces the work our district has done around formative assessment. The use of Blended learning will allow us to provide additional support for students by other modalities of instruction and will allow student to progress in content if already mastered the current standards. District walkthroughs have continually shown low levels of active student engagement – ongoing dialogue in our district. We often find compliant engagement rather than active engagement. As a method to influence our administrators, we focused our Administrative Retreat on Leading Learning – being the lead learner, focused on High Quality Instruction, work of PLC's – these initiatives will require a lot of collaboration among teachers to design problem based projects (design challenges), look at time and space differently, determine when students have mastered standards and ready to move on.

After considering the performance of our students, especially those in the gap areas, on the variety of assessments in the Unbridled Learning accountability model and the data about our students after high school graduation, we believe that transforming our learning environment will provide these students with the personalization and connection to their own academic achievement necessary for them to be College and Career Ready.

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
Trigg County High School	Competency Based Credit, Expanded Learning Opportunities, Multiple pathways to graduation, and Innovative Learning Environment	See plan outline	Staff signature pages in attachments
District Created School	Innovation Strategies/Models	Goals for Improved Student Outcomes	

School Plan

Trigg County High School

Rationale/Needs Assessment

The vision of Trigg County High School is based upon the belief that success will be the result of our efforts. Student success in their lives, continuous improvement in our practices, and commitment to educational excellence are the foundation of all that we do. Trigg County High School's mission is to provide a safe and positive environment where every student will become college and career ready. The identification as a school of innovation will provide affirmation and motivation to our teachers and staff as they attempt to personalize learning experiences and improve overall student achievement. Additionally our innovative practices will help students find their passion in life while integrating the 21st century skills of communication, collaboration, creativity, and critical thinking into our curriculum.

Trigg County High School formed a NxGL team consisting of the building principal, two teachers, and three students in the fall of 2012 after exposure to the Next Generation Leadership Academy at the University of Kentucky. Since that time, the design team has expanded to three additional administrators and four additional teachers. All team members have had an equal opportunity to participate in the development of the innovation plan. At the present time, our district has demonstrated its commitment to TCHS through its provision of professional development opportunities and partnerships with outside organizations and universities focused on Next Generation Learning. Eight days of professional development in the areas of design thinking and problem-based learning are on the agenda for June and July workshops to be held at TCHS.

Current barriers impacting student achievement include student apathy, access to technology, and a reliance on traditional methods of instruction. Student apathy currently impacts student achievement. To overcome this barrier, students will be exposed to opportunities to find a passion and purpose through student advocacy and personalized student learning, selection of individual

pathways, and a week-long intercession based on personal interests. Access to technology impacts students' ability to pursue further learning opportunities. In order to address this barrier, a one-to-one initiative will be implemented whereby students will be provided with a device to use anytime, anywhere. Traditional methods of instruction also limit student achievement. To overcome this barrier, strategies such as blended learning, project-based learning, performance-based learning, standards-based grading, and an interdisciplinary approach to the curriculum will be utilized.

To further support the initiatives described in this application, teachers and staff will be provided opportunities for common planning and will continue to refine practices currently incorporated in our professional learning communities. Additionally support will be provided to teachers through a "data facilitator/classroom coach". The individual serving in this capacity will lead our staff in the use of data and assist them in identifying needs and creating actionable plans of response. The ability to collect, analyze, and respond to data will be a vital component of the blended learning model of instruction as we work to respond to our students' needs in a timely, efficient, and effective manner. At the present time an overwhelming majority of our staff has expressed their support for this application and our efforts to transform the learning experience for our students.

Summary/Overview of School Plan Development

Competency Based Credit

Standards Based Grading will be implemented in a blended learning model with the use of technology to improve mathematics performance beginning in the 9th grade. Current performance in mathematics at Trigg County High School shows that 28% of our freshman students are currently having considerable difficulty in Algebra I. Additionally, 65% of our current seniors are enrolled in College and Career Readiness Math class because they have not met the math benchmark on the ACT. Based on Explore data, 49% of incoming freshmen have not met the benchmark in math. We realize that our current model of instruction needs improvement in order to change these outcomes. We are going to implement a blended model of instruction where students will be divided into three teams (each led by 2-3 teachers), and then subdivided into eight mathematics classes. Classes will be staffed at a ratio of 1:30 for those students having met math benchmarks on their most recent MAP and/or Explore assessments. Students not having met benchmarks on the MAP assessment will be placed in classes with staffing at a ratio of 1:20 or better. Student movement and re-assignment across classes taught simultaneously will be possible. Movement within teams will be dependent upon student mastery of specific skills.

Instruction in mathematics at the freshmen level will be divided into approximately 160 lessons founded upon the Common Core Standards in Algebra I and Algebra II. Every student will be exposed to a minimum of 80 lessons over a period of 80 days. After completion of each lesson students will be given a formative assessment which will be utilized to inform instruction for the following day. One of three exit points will be attained by students after each lesson. The highest levels of performance will result in extensions while lower levels will yield two levels of interventions designed to target the individual needs of the student.

Students demonstrating mastery of the standards in a lesson will be provided an extension the following day that ties into a higher set of standards in the learning progression of a particular concept. In this manner, students will be provided the opportunity to earn credit for mastery of standards in multiple courses. Students in need of interventions will be provided assistance based upon their levels of performance. The system of interventions/extensions will be provided through

web-based programs (such as ALEKS math), small group, and individual instruction to create a blended model of instruction that will increase overall student mastery of Algebra concepts. Through this process, students will work towards mastery of specific standards in each of the lessons, with the guarantee of intervention or extension every other day.

The cycle of data collection, analysis, and response will primarily be used in mathematics in the 2013-2014 school year as a model for other courses. Through the collection and analysis of process data related to this innovative approach to instruction, it is our expectation that existing gaps and overall student achievement in mathematics will increase. Additionally it is our hope that this process will be refined and made applicable to other courses and disciplines in the years which follow. An expected outcome of this endeavor is to develop or identify a learning platform through which data can be collected, analyzed, and used for the benefit of our students and teachers as we prepare every student for college and careers.

Proposed Strategy	Expected Outcome	Sources of Data	Total Number of Students Targeted by Grade Level	Total Number of Students in Special Populations Underrepresented Group
9th Grade Blended Learning Model in Math	<p>72% of students currently demonstrating mastery in Algebra I. 86% at the end of year one will show mastery.</p> <p>92% of freshmen will show mastery of Algebra I content at the end of year two.</p> <p>The percentage of Freshmen meeting mathematics benchmarks on the PLAN assessment will increase by 50 % from the fall test date their Freshmen year to the fall administration their Sophomore year.</p>	<p>ALEKS math scores</p> <p>Teacher made Common Assessments</p> <p>9th grade PLAN scores</p> <p>10th grade PLAN scores</p> <p>Design thinking Challenges (standards embedded within PBL experiences)</p>	180 freshmen	<p>Disability: 19 Free/reduced lunch: 90 Minority: 17</p>

Performance Based CTA Credit

Students will be able to earn performance-based credit in the Computer Tech Applications (CTA) course typically required of all freshmen. Skills and products representative of student mastery in CTA will be collaboratively developed with teachers from the CTE center and core courses. These products will be integrated into instruction across the freshmen curriculum. Student products from across all disciplines will be stored in a digital portfolio and scored for proficiency. Student voice will be encouraged through student choice in demonstration methods of required skills. For example, students may choose to complete PowerPoint in any course to demonstrate mastery of PowerPoint skills.

Proposed Strategy	Expected Outcome	Sources of Data	Total Number of Students Targeted by Grade Level	Total Number of Students in Special Populations Underrepresented Group
Performance based CTA credit	90% of freshmen will show mastery of CTA skills as assessed through digital portfolio.	Digital portfolio assessment	180 freshmen	Disability: 19 Free/reduced lunch: 90 Minority: 17

Expanded Learning Opportunities and Innovative Learning Environment

Thoroughbred Academy

Fifteen (15) students in the Junior Class will be selected to participate in a partnership with Murray State University to obtain 25 hours of college credit over the course of two years. Students will travel on Wednesdays to MSU's Hopkinsville Campus to attend courses along with students from Todd and Christian County. This opportunity will be provided to students free-of-charge through a partnership with the Cadiz-Trigg County Rotary Organization. This opportunity will grow to include 15 additional juniors each year. Year two will include fifteen (15) new junior students along with the students who have successfully completed their commitment in year one.

Proposed Strategy	Expected Outcome	Sources of Data	Total Number of Students Targeted by Grade Level	Total Number of Students in Special Populations Under-represented Group
Thoroughbred Academy	100% of selected students will receive 25 college credit hours over the course of two years.	Transcript of completed coursework	11th grade: 15 students of class meeting Benchmark on ACT 12th grade: 15 students (year two and beyond)	Dependent upon student selection process.

Intercession

All students (9-12) will also be provided with an innovative learning environment by participating in the development of a week-long course of study that will be tailored to their personal interests. Students will be surveyed to determine their interests for the week. Teachers will create courses based on student inventory of interests that will help students find their passion and purpose through non-traditional educational experiences offered at TCHS. This opportunity will provide a new means of approaching college and career readiness through student choice of educational, career, job shadowing and life-skill opportunities. Students will be able to participate in a variety of activities that may include field studies, shadowing experiences and service learning opportunities. Students will document their experiences digitally for inclusion in their digital portfolio. The portfolio will be used to create a "Presentation of Learning" for their peers, parents, teachers, and/or other community members.

Proposed Strategy	Expected Outcome	Sources of Data	Total Number of Students Targeted by Grade Level	Total Number of Students in Special Populations Underrepresented Group
Intercession	100% of students will participate in Intercession. 80% of students will demonstrate use of communication, collaboration, creative thinking, and creativity as evidenced in their digital portfolio and evaluated through the application of a 21st Century Skills rubric.	Presentation rubrics	9th grade: 180 students 10th grade: 167 students 11th grade: 147 students 12th grade: 154 students	Free/reduced: 325 Minority: 83 Disability: 65

Anytime, Anywhere Learning

Each freshman student will be provided access to a personal computing device. The device will be utilized to facilitate a model of blended learning across all disciplines. Additionally, software and web-based programs will be used extensively to restructure and re-configure the learning experience for freshman students. Teachers and students will have access to e-books, online formative and summative assessments with timely results of student progress, flipped classroom experiences, and collaborative opportunities through digital platforms (wikispace, edmodo, etc...). Devices will be assigned to each student to maximize the potential for anytime, anywhere learning.

To support learning outside of school, the district is currently in discussion with AT&T, Dell, and a number of other partners to provide internet access on school busses. Additionally, many of the web-based experiences and opportunities provided at school will be accessible through Wi-Fi connections in homes and public spaces throughout the community.

Proposed Strategy	Expected Outcome	Sources of Data	Total Number of Students Targeted by Grade Level	Total Number of Students in Special Populations Underrepresented Group
1:1 Initiative	Student use of technology will increase to 75% of each school day over a period of two school years.	Unit plans Walk-through data or classroom observations PLC minutes & PD for use/integration of technology	180 students	Disability: 19 Free/reduced lunch: 90 Minority: 17

Innovative Learning Environment

Problem based learning

All freshmen will participate in four "Design Challenges" throughout the school year. Based on interdisciplinary, problem-based scenarios, students will work in teams to demonstrate use of 21st Century Skills in the areas of communication, collaboration, creativity, and critical thinking. Each student (or groups of students) will be required to select one of the challenges experienced

throughout the school year and give a "Presentation of Learning" at the end of the 2013-2014 school year. On a routine basis (every other day or on designated "design thinking" days) students will be participate in problem-based learning experiences. Student voice will be utilized to formulate challenges and find solutions to problems. Teachers will assist students in the process, working as facilitators of learning rather than presenters of knowledge/content. Through the inquiry approach, each student (or groups of students) will serve as peer teachers-sharing content with one another, formulating questions, and assisting in the process of data analysis to determine which solution best solves a particular problem.

To introduce and expose our staff to the concept of problem based learning, representatives from Trigg County High School , our district office, and our local Board of Education have made or will make visits to Reynoldsburg City Schools near Columbus, Ohio and Hi-Tech High in San Diego, California by the end of May. To prepare staff for integration of problem based learning into our curriculum, teachers will participate in a three day workshop in July. Teachers will work collaboratively to design lessons for implementation in the fall. Throughout the year, additional support for the integration and refinement of problem based learning opportunities will be provided to our teachers during regularly scheduled growth days.

Proposed Strategy	Expected Outcome	Sources of Data	Total Number of Students Targeted by Grade Level	Total Number of Students in Special Populations Underrepresented Group
Problem Based Learning	80% of freshmen will demonstrate proficiency of 21st century skills and content.	21st Century Skills Rubric utilized to measure design thinking process each nine weeks and at year-end Presentation of Learning (Rubrics to be developed during PBL training/support)	180 freshmen	Disability: 19 Free/reduced lunch: 90 Minority: 17

Multiple assessments/pathways to graduation

EdWorks

Trigg County Public Schools is seeking to partner with EdWorks to develop and implement a model of community-based college education. This "Early College" model will provide students the opportunity to obtain sixty (60) hours of college credit beginning at the freshmen level. This program is to focus on targeted populations and prepare them to successfully navigate major transitions along their postsecondary education pathway. Those targeted populations will include low income students, first-generation students, students of color, and any "non-traditional" students in our high school. The intention is to show proof to students who many not consider college as an option that they can find success in that educational setting. Through the establishment of an on-site "Early College", students (grades 11-12) and community members will be able to take college coursework alongside one another on a daily basis. "Early College" will provide financial access to postsecondary educational attainment by race and income. Initial implementation is expected to occur in 2015-2016.

Proposed	Expected Outcome	Sources of Data	Total Number of	Total Number of
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Strategy			Students Targeted by Grade Level	Students in Special Populations Underrepresented Group
Early College High School	<p>Increase the number of students who receive associate or technical degrees by 50% within five years of implementation.</p> <p>Reduce gaps by 50% in postsecondary educational attainment by race and income within five years of implementation.</p>	<p>Student transcripts</p> <p>Enrollment numbers of GAP kids in the Early College program</p>	<p>9th grade: 180 students</p> <p>10th grade: 167 students</p> <p>11th grade: 147 students</p> <p>12th grade: 154 students</p>	<p>Free/reduced: 325</p> <p>Minority: 83</p> <p>Disability: 65</p>

Other

At Trigg County High School our dropout rate for the 2011-12 school year was 1.4%, 2010-2011 was 1.3%. While the overall graduation rate for Trigg County High School was 83.5%, we have found there to exist a direct correlation between retention in the ninth grade and/or failure in specific courses (i.e. Algebra I) and the likelihood of our students to drop-out of high school. Furthermore, the Kentucky Department of Education provides educators with the Persistence to Graduation report for early detection of those students that need to be targeted with this initiative. In order to increase our graduation rate and close the existing gaps, a program will be implemented and policies will be modified/adopted for students who have not demonstrated mastery of all standards in their coursework. Students will no longer repeat an entire course. Instead, students will be given an individualized plan to complete coursework not previously mastered. Students may demonstrate mastery through programs such as A+, Compass, Aleks math, completion of products (i.e. CTA performance-based credit), and problem based learning opportunities, and/or teacher-made activities. Once mastery is demonstrated, a course credit will be issued. Typical time constraints on completion of coursework will be eliminated. Students who have been traditionally unsuccessful in a class will no longer need to completely retake a course. This process will apply to freshmen level mathematics and CTA in the 2013-2014 school years. It will be adopted and fully implemented across all core courses by year three.

Program	Expected Outcome	Sources of Data	Total Number of Students Targeted by Grade Level	Total Number of Students in Special Populations Underrepresented Group
Refuse to Lose (a course credit)	To increase the graduation rate of students to 90% within five years of implementation	Student course failure rate	<p>9th grade: 180 students</p> <p>10th grade: 167 students</p> <p>11th grade: 147 students</p> <p>12th grade: 154 students</p>	<p>Free/reduced: 325</p> <p>Minority: 83</p> <p>Disability: 65</p>

*Trigg County High Schools' Next Generation Learning Innovation Initiative is a comprehensive plan that is to start with the freshman class in the fall of 2013. Components of the plan, including

blended learning model and mastery learning strategies, will be implemented at all grade levels by the year 2017. An expected outcome of the Innovation Initiative includes increasing the percentage of college and career readiness by 2015. According to Kentucky Department of Education, 67% of Trigg County High School students should meet college and career readiness benchmarks by 2015. The percentage of "college ready" students at TCHS has recently increased from 34% (2010-2011) to 47% (2011-2012). TCHS currently has 55% of students (2012-2013) identified as "college ready". With the addition of "career ready" students it is possible that TCHS will meet or exceed its 2015 goal two years early. Although the percentage is increasing, our belief is that using these innovative strategies will ensure the passage of targets established by KDE and help us to reach a target of 90% of students "college and career ready" within five years of implementation.



April 30, 2013

To Whom It May Concern:

I am writing this letter in support of the Trigg County School District's application as a District of Innovation. I understand the primary focus of their application is to transform the learning environment for students at Trigg County High School, through personalized learning, to ensure students are College and Career Ready.

The Trigg County Board of Education has been involved in several conversations throughout the year regarding various innovative initiatives being planned for grades K-12. One of the most recent discussions was held on Saturday, March 16, 2013 Board Work Session where each of the schools shared their plans for August 2013, which included blended learning, problem-based learning, flexible schedules to meet student needs, various opportunities for students to extend learning (dual-credit, Thoroughbred Academy, etc.) and standards-based grading. We are excited about the planning work of the leadership team which involved teachers, students, and administrators and the opportunities that will be provided to our students as these ideas are implemented.

While all of the schools are planning to implement new strategies for the 2013-2014 school year, Trigg County High School has gained widespread support for the innovative strategies. There is a sense of urgency to better prepare our students for the 21st Century. Momentum has been built through a recent visit to Reynoldsburg High School in Columbus, OH. Additionally, the school is planning a visit to the nationally recognized High Tech High School in San Diego, CA. These experiences are creating a vision for the transformation.

The Trigg County Board of Education unanimously approved the District of Innovation Application at the April 25, 2013 meeting.

I look forward to supporting the work of our school and district staff, students, and other partners in this endeavor. If you need further information, please feel free to contact me at (270) 522-6075 or at wmdavis1@bellsouth.net.

Sincerely,

A handwritten signature in cursive script that reads "Mike Davis".

Mike Davis, Chairman
Trigg County Board of Education

District of Innovation Application

To whom it may concern:

Over the past year I have had the opportunity to participate in the planning of our school's future. Trigg County High School, as well as the rest of the district, has acknowledged that with our growing world our education style needs to also grow. Through learning about the successful plans implemented in other schools and planning out the future of our school, I realize that a new way of delivering information is important for engaging students and also has the capability of increasing student success in the future.

What I learned

Several schools I learned about have a modified teaching style or focus. Some focus on routing a path towards careers and others focus on students mastering a topic. Trigg County could benefit from both. More often than desired, kids pass on to the next Math or English class without the fundamental skills they should have learned in the first class. Teachers and parents get frustrated because kids are not performing to their standards. How can we expect them to if they do not have the skills to perform? I believe next generation education will increase individual success because students and teachers are taking the time to do it the right way. I learned this type of education is successful and could be in our district with the new proposed plan.

Success beyond Graduation

Another goal of the proposed plan is to provide students with the tools they need to succeed beyond graduation. Many students attend college and don't obtain the skills necessary to succeed like they had hoped. Parts of the plan, such as standards based grading, will help these students learn how to earn a grade that TRULY represents their knowledge and skills, just like in college.

Careers

I consider students of TCHS privileged to have the vocational program we do. It gives students an opportunity to decide if they would or wouldn't like a career. Several other schools have embraced this opportunity through off campus visits, project based learning, and blending studies. I like all of these ideas. Off Campus visits give students an expectation of college and an opportunity to get ahead. Project based learning makes coming to school enjoyable and also provides more in depth learning. Different studies can always be intergraded, so why not put math and science or math and English together. All of these have a spot or potential in the TCHS plan and can contribute to each student's success in the workforce or prior education.

My Experience

As I have told numerous people before, my experience working on Next Generation planning has made me not want to graduate. I would love to have had these opportunities during my educational experiences at TCHS. The main focus of other successful schools implementing this plan is giving the knowledge, but more importantly, giving the intelligence to critically think through problems and apply all the taught knowledge to real world situations. This teaching approach is much more appealing and reassuring as a student. Experiencing the planning gave me a passion for this idea and also opened my eyes to the reality. The implementation of this plan will not be easy, but it can definitely be done.

We sat down several times to work through all the ideas we wanted to include in TCHS's future. At times we wondered how on Earth any of our plans would work but, other times we were successful and worked details out. Our plan is continuing to make progress. Many components are not yet worked out but, next generation learning is possible and is an amazing opportunity for future TCHS students.

Sincerely,

Alexandra Carr

Hollis L. Alexander
Trigg County Judge/Executive

P.O. Box 672

Cadiz, KY 42211

Office (270) 522-8459 • Fax (270) 522-9489

tcjudge@att.net

April 30, 2013

To Whom It May Concern:

I am writing this letter in support of the Trigg County School District's application as a District of Innovation. I understand the primary focus of their application is to transform the learning environment for students at Trigg County High School, through personalized learning, to ensure students are College and Career Ready.

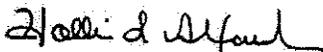
The school district has shared with me their intent to use a blended learning environment that would allow students to progress through rigorous content with enrichment and intervention as needed. Under this model the district would closely monitor student progress toward mastery of the standards. I am very encouraged by the innovative ideas to ensure students are mastering content that is aligned with College and Career Readiness Standards. Too often districts require students to spend a fixed amount of time on particular content, but do not ensure that students reach a level of mastery.

The district has further shared their plans to provide a problem based learning environment, incorporating 21st Century Skills, with students making presentations of learning. To further personalize learning, the district has shared plans to implement an intercession that would be primarily focused on student interests, helping them find their passion and purpose. Providing these authentic learning opportunities will better prepare students to be competitive in the global economy.

Over the course of the last couple of years, Cadiz and Trigg County has lost business and industry. Our community understands the importance of investing in the youth who will be the future leaders in our community. As Trigg County Public Schools implements this plan, I believe it will better equip our students with skills needed to advance our community in the 21st Century and beyond.

I look forward to supporting the work of Trigg County Public Schools staff, students, and other partners in this endeavor. If you need further information, please feel free to contact me at (270) 522-8459 or at tcjudge@att.net.

Sincerely,



Hollis Alexander
County Judge Executive

TRIGG COUNTY HIGH SCHOOL

SHANNON BURCHAM
PRINCIPAL

ERIN EAGLESON
ASSISTANT PRINCIPAL

MATT LADD
VOCATIONAL PRINCIPAL

MARTY JAGGERS
ATHLETIC DIRECTOR



JANAY FUTRELL
GUIDANCE COUNSELOR

WENDY MIZE
GUIDANCE COUNSELOR

WENDY AHART
BOOKKEEPER

HELGA KASH
SECRETARY

FELISA LANDER
GUIDANCE SECRETARY

May 1, 2013

To Whom It May Concern:

If someone had asked me before this year what Next Generation Learning looked like, I am not sure how I would have answered it. I probably would have said something along the lines of students using computers in class. Fortunately, I was able to start on a journey last fall that made the picture of Next Generation Learning become much clearer. I began reflecting on my own classroom and asking questions of myself such as, am I teaching the 21st century skills of communication, collaboration, critical thinking, and creativity, and have I personalized the learning experience for any of my students. I would not have intentionally considered those questions if I had not had the opportunity to be involved with the Trigg County Schools Next Generation Learning team.

In the fall of 2012 Beth Sumner the Trigg County Assistant Superintendent of Instruction approached me and asked if I would join our Superintendent Travis Hamby and my High School Principal Shannon Burcham on their team that was attending the UK Next Generation Leadership Academy. This was a wonderful experience for me as a classroom teacher. The exposure I received on innovation in education was priceless. I had the opportunity to listen to administrators and students from schools such as Danville High School, Reynoldsburg High School, Eminence, and East Jessamine High School, to name a few. Every time I left one of those meetings, I knew that we could be better at Trigg County High School. I pondered how my students were going to be able to compete in the job market with students from these other schools. I love the school that I work in and know we have good teachers that service our students, but I knew it was time for a change.

At TCHS a designed team was assembled that consisted of our Principal, three students, and five teachers. Using the design thinking model by John Nash from UK we developed a plan for innovation for our high school starting next year. The team knew we were in for a challenge so our theme was "fail early and fail often." We laid out sticky notes of what we wanted to do differently at our high school. To be honest, it was a little overwhelming, because there were so many to look at. Through many conversations the focus was narrowed and we are going to start with a blended learning model in the area of math being facilitated by a 1:1 initiative, issuing Google Chromebooks to all incoming freshmen. There are other innovated components in the plan such as creating an early college on our campus. I am a Social Studies teacher, so the one I am most interested in is the idea of problem based learning in the classroom using an interdisciplinary approach where student inquiry is the basis of the lesson.

I recently have had the opportunity to pilot the use of the Google Chromebooks in my classroom. I knew that student engagement would increase by using the devices but what really impressed me was the increase in collaboration amongst the class. They were having dialogues about the content through webpages such as Today'sMeet, scrumblr, and padlet. The students come in and want to know what we are going to be doing today. The access to information has enhanced my classroom environment. I have gotten a taste of how the teacher's role in the future will be changing from a presenter to more of a facilitator of the learning process. I encourage that change and realize that Next Generation Learning is not just another program in education but a movement. This needs to occur to be able to move past traditional instructional practices, focus more on individualize learning plans and the development of 21st Century skills so our students can compete and find success at the Global level.

In closing, I am excited about our innovation plan. I believe it is the right thing to do for our students. I realize there are going to be many challenges to overcome, but know it is the right path for our High School. I look forward to those challenges and working with my colleagues to find new innovated ways to instruct our students.

Sincerely,


Amy Breckel

Cadiz Rotary Club

P.O. Box 713
Cadiz, Kentucky 42211



April 30, 2013

To Whom It May Concern:

I am writing this letter in support of the Trigg County School District's application as a District of Innovation. I understand the primary focus of their application is to transform the learning environment for students at Trigg County High School, through personalized learning, to ensure students are College and Career Ready.

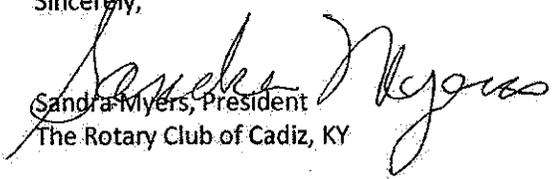
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The district has further shared their plans to provide a problem based learning environment, incorporating 21st Century Skills, with students making presentations of learning. To further personalize learning, the district has shared plans to implement an intercession that would be primarily focused on student interests, helping them find their passion and purpose. Providing these authentic learning opportunities will better prepare students to be competitive in the global economy.

The Cadiz Rotary Club has already committed to support the personalized learning efforts of the school district. We want students who are excelling to have multiple opportunities at the high school level. The Rotary Club has funded additional administration of the ACT for sophomore students which began with the April 2013 national test administration. Rotary Club has offered \$210 scholarships to students who meet Kentucky Council on Postsecondary Education benchmarks on the ACT. This scholarship can be utilized to take an Advanced Placement exam or Dual Credit Course. Additionally, we are working closely with Trigg County Public Schools to fund Thoroughbred Academy mentioned in the application.

I look forward to supporting the work of Trigg County Public Schools staff, students, and other partners in this endeavor. If you need further information, please feel free to contact me at (270) 522-5565 or at myers.sandra@mchsi.com.

Sincerely,


Sandra Myers, President
The Rotary Club of Cadiz, KY

**2012-2013 TRIGG COUNTY HIGH SCHOOL
Faculty and Staff**

FACULTY

- ABNER, JOSH
- ADAMS, KIM
- AUDAS, DANIELLE
- BAKER, PENNY
- BOOTH, REX
- BOTTOMS, ANN
- BRECKEL, AMY
- BUSH, CHRISSY
- BUSH, TIM
- CAMPBELL, ASHLEY
- CARVER, KELLEY
- DUNN, ANDREA
- ETHRIDGE, CHRISTINA
- GARNETT, ANGELICA
- GILBERT, STEPHANIE
- HILL, SCOTT
- JONES, STACY
- KENNEDY, CONNIE
- KRANZ, DONNA
- LEE, CHARLES
- LEWIS, COBY
- LINDSEY, MATT
- LINDSEY-STEPHENS, LINDA
- MALONE, RUSSELL
- MAXLOW, AMANDA
- MROCH, ANDREW
- NOEL, DOTTIE
- NOLCOX, KAREN
- OLSON, DANNETTE

- P'POOL, FARIA
- P'POOL, JODIE
- PARKER, SIMONE
- RICKS, LORI
- ROGERS, TARMELINDA
- RUSSELL, TERESA
- SCHROCK, SCOTT
- SHELTON, JAMES
- SIKES, FAYE
- SUTHERLAND, JANET
- WELLS, ASHLEY
- WOODALL, BRANDY
- WOODY, CHERYL

STAFF

- AHART, WENDY
- FORTNER, BILLY
- JASPER, LARRY
- KASH, HELGA
- KENNEDY, KEWANIS
- LANDER, FELISA
- STRICKLAND, MICHELLE
- SHUPE, MARY
- TAYLOR, CINDY
- WALKER-JASPER, JENNIFER

ADMINISTRATIVE STAFF

- BURCHAM, SHANNON
- EAGLESON, ERIN
- LADD, MATT
- FUTRELL, JANAY
- MIZE, WENDY
- MARTY JAGGERS (AD)

OTHER

- BACON, JERRY (At-Risk-Liaison)
- BUTTS, KATHY (Nurse)
- COLBERT, DAVE (Resource Officer)
- EVANS, CAMMIE (Career & Post Sec. Ed)
- SHELTON, LAURA (HORIZON YSC)
- STEVENS, FAYE (Sec. Instr. Supervisor)
- HARRISON, COREY (Custodian)

*42 Faculty
38 Yes*

DISTRICT OF INNOVATION

I give my individual support for Trigg County High School's application to become a District of Innovation, on this 22nd day of April, 2013.

Sam Wilson

W. J. M.

Ann Botts

Kelley Carrow

John P. H.

Tom

James P. Bell

Samuel Aides

Stacey Jones - Out of State

Denny Baker

Lou Hicks

Faye Bikes

DISTRICT OF INNOVATION

I give my individual support for Trigg County High School's application to become a District of Innovation, on this 22nd day of April, 2013.

Justin T. Gilmore

Ray Burt

Andrea Dean

[Signature]

[Signature]

Science PLC

DISTRICT OF INNOVATION

I give my individual support for Trigg County High School's application to become a District of Innovation, on this 22nd day of April, 2013.

Kim Adams

Charlie Bell

Linda Lindsey-Stephens

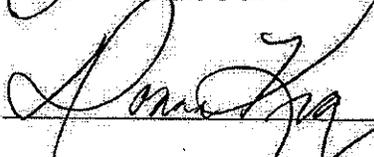
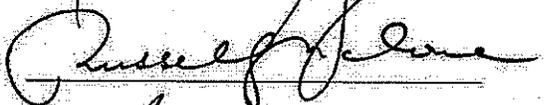
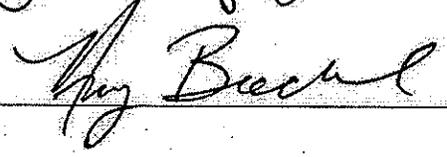
(per phone message)

Angelica Barnett

Simone Parker

DISTRICT OF INNOVATION

I give my individual support for Trigg County High School's application to become a District of Innovation, on this 22nd day of April, 2013.

	_____
	_____
	_____
	_____
	_____
_____	_____

DISTRICT OF INNOVATION

I give my individual support for Trigg County High School's application to become a District of Innovation, on this 22nd day of April, 2013.

[Handwritten signature]

Teresa Russell

Christina Ethridge

Christy Bush

Dotie Noel

DISTRICT OF INNOVATION

I give my individual support for Trigg County High School's application to become a District of Innovation, on this 22nd day of April, 2013.

Margulick Papp
Madeline

DISTRICT OF INNOVATION

I give my individual support for Trigg County High School's application to become a District of Innovation, on this 22nd day of April, 2013.

Stephanie Eulbert

F. James Shelton

Cheryl Woody

Matthew Lindsey

Special Called Meeting
April 25, 2013 3:30 PM
Room 108 Vocational Building

Attendance Taken at 3:41 PM:

Present Council Members:

Mrs. Amy Breckel
Mr. Shannon Burcham
Mrs. Stephanie Gilbert
Mrs. Clara Hyde
Mr. Russell Malone
Mr. Deepak Patel

Absent Council Members:

Mrs. Angelica Garnett
Mrs. Kim Roeder

1. New Business

1.1. Discussion of GEAR UP College Savings Demonstration Project & KDE District of Innovation Application

Discussion:

Mr. Burcham called the meeting to order at 3:45 PM.

Mr. Burcham and Stephanie Gilbert participated in the meeting via phone.

Council talked about the three (3) attachments.

Motion Passed: passed with a motion by Mr. Deepak Patel and a second by Mrs. Clara Hyde and the consensus of the council.

1.2. Recommend Motion to participate in GEAR UP College Savings Demonstration Project

Motion Passed: To participate in GEAR UP College Savings Demonstration Project passed with a motion by Mr. Russell Malone and a second by Mr. Deepak Patel and the consensus of the council.

1.3. Recommend Motion to Approve District of Innovation Application

Motion Passed: District of Innovation Application passed with a motion by Mr. Russell Malone and a second by Mr. Deepak Patel and the consensus of the council.

2. Adjournment

Discussion:

The meeting was adjourned at 3:55 PM.

Motion Passed: Adjournment of the 4-25-13 Special Called Meeting passed with a motion by Mrs. Amy Breckel and a second by Mrs. Clara Hyde and the consensus of the council.

Shannon Burcham, Chairperson

Wendy Ahart, Secretary